

## 9 Session plan: Integration, mainstreaming, inclusion, and inclusive development

*National / Regional / District*

### Learning objectives

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

- Define disability mainstreaming, integration, inclusion and inclusive development
- Explain the process of disability mainstreaming
- Outline the merits of mainstreaming disability
- Outline the importance of teamwork.

### Time allocated

- 180 minutes.

### Resources needed

- PPT Presentation
- Participant Manual
- Whiteboard or flipchart
- Flipchart paper and markers
- Copy of scenarios
- Guest speaker

### Preparation

Familiarise with:

- Relevant content of the Participant Manual
- PPT slides

Print (onto card if possible):

- One copy of the scenarios from the session resources folder or the end of the session plan for activity.

Guest speaker:

- Identify and brief a person with a disability who is a good role model such as someone who is economically self-reliant, someone who holds a decision-making position in society, or someone who has achieved success in a sport or other activity. Use the briefing notes at the end of the session plan. Note: you may invite one of your participants to be the guest speaker for this session.

## 9.1 Introduction (10 minutes)

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**Introduce** the session.

**Explain:** This session looks at the concepts of *integration*, *mainstreaming* and its importance in terms of disability *inclusion*, how better to ensure mainstreaming is effective and how we can show that mainstreaming is actually taking place, or not to achieve inclusive development.

**Remind** participants that in previous sessions we have talked about the CBR Matrix and the CBR Guidelines. But to achieve **Community Based Inclusive Development** a critical concept for us to all understand is how to mainstream disability in not only the 25 areas of the CBR Matrix but in every aspect of development.

### **Integration, mainstreaming, inclusion, and inclusive development**

#### **Learning objectives**

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

- Define disability mainstreaming, integration inclusion, and inclusive development.
- Explain the process of disability mainstreaming.
- Outline the merits of mainstreaming disability.
- Outline the importance of teamwork.

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**Introduce** the learning objectives of the session.

**Explain:** The terms integration, mainstreaming and inclusion are often used interchangeably but they have different meanings.

### **Terms often used interchangeably:**

- Disability integration
- Disability mainstreaming
- Disability inclusion

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**Ask:** Who can define any of these three terms?  
**Acknowledge** responses.

## 9.2 Disability integration (15 minutes)

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### **Disability integration means:**

- Providing arrangements to allow persons with disabilities to participate in their environment in reaction to a stated need.
- Or – it is the mixing of groups that were previously segregated.
- It is reactive, integrating the person into an already established structure.

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### **Explain: Disability integration is:**

- providing features and arrangements which allow persons with disabilities to access and participate in their environment in limited circumstances or in reaction to a stated need.
- Or –the intermixing of groups previously segregated.
- This approach is reactive rather than proactive – it integrates the person with a disability into an already established structure.

**Listen** to this example of disability **integration** taking place.

**Read** out – or ask a volunteer to read out the scenario in the box below, which gives an example of integration.

***Note:** the scenarios can be printed from the session resources folder or from the end of the session plan if you want to give them to participants to read out. You can also ask 3 people in advance if they would like to read and give them the cards to read through beforehand.*

*A small village school had about 50 students. None of the children had disabilities but one day, Zola - one of the young girls at the school - had a car accident and was paralysed. Zola needed to use a wheelchair. Her family were supportive and wanted her to finish her education. They met with the Head Teacher at the school who agreed to make a ramp next to the steps at the main entrance and to organize for one of the toilets to be modified so that Zola could continue her classes. The timetable was adapted so that none of her classes were held in the block which was only accessible by a flight of steps, and when it came to lunchtime her friends helped her to get up the three steps into the separate lunch area.*

**Explain:** this is an example of integration. Zola is 'integrated' into a school that is set up to meet the needs of people without disabilities. In this example making 'extra' arrangements accommodates her needs.

**Ask:** How do you think Zola would feel returning to the school?

**Acknowledge** responses.

**Ask:** Does Zola have fewer rights now to access all areas of the school?

**Acknowledge** responses.

## **9.3 Disability mainstreaming (15 minutes)**

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**Explain:** Next, we will look at mainstreaming.

### **Disability mainstreaming means:**

- Not just adding on a disability component – but making it integral at all stages: needs assessment, planning, setting indicators, implementation, reporting, monitoring, evaluation
- Promoting inclusion, addressing barriers, ensuring rights of persons with disabilities.

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### **Explain: Disability mainstreaming is:**

- the consideration of specific conditions, situations and needs of persons with disabilities at all stages.
- It is not about adding a disability component but is a strategy that ensures that concerns of persons with disabilities are an integral dimension in any policy or programme needs assessment, design, setting indicators, implementation, monitoring and evaluation.
- Mainstreaming is a method to promote inclusion and address barriers that exist for persons with disabilities and prevent their equal and full participation.
- It aims to ensure that persons with disabilities have the same rights as others, and provides the individual person with a disability with what they need to fit into the main flow of activities – to be mainstreamed.

**Listen** to this example of disability **mainstreaming** taking place.

**Read out** – or ask a volunteer to read out the scenario below, which gives an example of disability mainstreaming:

*A small village school in a rural area had about 50 students. When one of the children, Zola, had an accident and needed to use a wheelchair, the school realized that changes were needed to accommodate Zola and other children with disabilities in the community. While she went through her rehabilitation, they added a ramp to the side of the school to make the classrooms which were only accessible by a flight of steps fully accessible. They also combined two of the toilets in each block so that there was a large accessible toilet in every area of the school. Some new adjustable height desks were purchased to ensure that all children, including Zola, who needed a higher or lower desk could sit comfortably. Staff, pupils and parents were given more information about disability too. The changes also encouraged other children with disabilities to apply to the school because it was now fully accessible to them.*

**Explain:** this is an example of mainstreaming. It is more comprehensive than integration because it looks at all the aspects of a situation to ensure that people with disabilities can come into the 'main stream'. Think of a stream flowing, and Zola in this situation is at the side of the stream but needs to be in the main stream. She can only get to the main stream if the environment suits her in every way.

**Ask:** Do you think Zola would feel better or worse returning to school in this scenario than in the previous story?

**Acknowledge** responses.

## **9.4 Disability inclusion (15 minutes)**

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**Explain:** the third area we are going to look at is **Disability inclusion**.

### **Disability inclusion means:**

- Providing all the arrangements that allow **everyone** to participate in their environment, in advance of a stated need, including persons with disabilities.
- Proactive and anticipatory.
- Facilitating an environment in which no one is excluded. That environment being designed to fit the person – including persons with disabilities.

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### **Explain: Disability inclusion is:**

- concerned with providing all of the features and arrangements that allow persons with disabilities to access and participate in their environment in advance of any stated need.
- It is proactive and anticipatory.
- The goal of inclusion is to facilitate an environment in which no one feels left out as a result of their difference.
- The environment is designed to fit the person.

**Listen** to this example of **inclusion**.

**Read** out – or ask a volunteer to read out the scenario below, which gives an example of disability inclusion:

*A small village school is planned in a rural area. The design takes into account the rights and needs of people with different disabilities by consulting widely and taking a rights-based approach in line with strong national and international laws and conventions. From the start all of the areas of the school are accessible with ramps, large bathrooms that are easy for everyone to use, lighting that helps people with poor vision see the board well, clear signs to assist people with hearing disabilities, and other features that ensure that children with disabilities have their needs met. Staff, pupils, and parents are educated on disability issues and the curriculum meets the needs of different students. When one of the children, Zola, had an accident and needed to use a wheelchair the school was already fully accessible for her needs and the staff and pupils welcomed her back. Zola already had friends in her class and community with disabilities which also meant she wasn't nervous about returning to school.*

**Ask:** What are the differences between this and the last scenario?

**Acknowledge** responses.

**Explain:** So this is the same school, same Zola, but there are differences. This is an example of inclusion. From the start, things are planned with the diverse needs of different pupils considered.

**Ask:** How do you think Zola would feel in this scenario?

**Acknowledge** responses.

### **Explain: Disability inclusion is:**

- providing all of the features and arrangements that allow persons with disabilities to access and participate in their environment from the start
- It is proactive – it is done automatically not in response to a need as we saw in the 'integration' and 'mainstreaming' examples
- The goal of inclusion is to make sure no one feels left out as a result of their difference – whether you go to the church, or the bank, or the shop, you shouldn't feel left out. That's an inclusive society.
- The environment is designed to fit the person from the start.

## 9.5 Mainstreaming to achieve inclusion (15 minutes)

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### Mainstreaming and inclusion

- Mainstreaming is a process to achieve inclusion.
- Mainstreaming is needed because most aspects of life have not been planned from the start with inclusion in mind.
- Inclusion is a process AND a result of mainstreaming.

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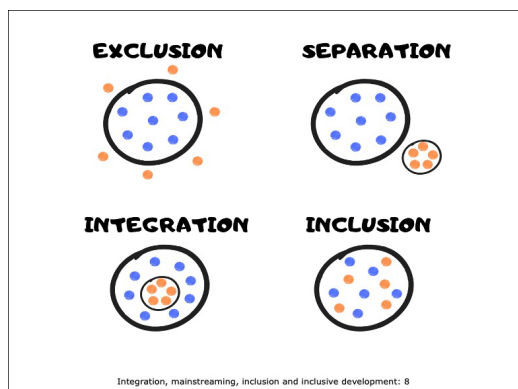
#### Explain:

- Mainstreaming is a process to achieve inclusion by addressing/removing barriers that exist.
- Mainstreaming is needed because most aspects of life have not been planned from the start with inclusion in mind. For example, inaccessible regular health services, attitudes of employers.

**Ask:** Who can give us some other examples of where mainstreaming is needed?

**Acknowledge** responses.

- Inclusion is a process AND a result of mainstreaming.



This chart graphically shows the differences between exclusion, separation, integration and inclusion.

**Ask:** Are there any questions?

**Check** that people understand these concepts before moving further.

**Ask:** What are the benefits of disability mainstreaming?

**Acknowledge** responses.

### Benefits of mainstreaming

- Reduced discrimination and negative attitudes
- Mainstreaming meets the diverse needs of all persons so they can participate fully
- Barriers to inclusion are removed
- Allows persons with disabilities to contribute to their own future and to society
- Allows rights to be exercised and full potential to be reached for persons with disabilities.

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**Explain that the benefits of mainstreaming** include:

- reduced discrimination and negative attitudes that lead to – for example – parents hiding their children preventing them having any opportunity for inclusion or quality of life
- mainstreaming meets the diverse needs of all persons so they can participate fully
- barriers to inclusion are removed
- allows persons with disabilities to contribute to their own future and to society
- allows rights to be exercised
- and full potential to be reached for persons with disabilities.

**Ask:** Who is mainstreaming now? **Try** to find out what mainstreaming activities participants are currently taking, if any.

**Ask:** In what ways is mainstreaming taking place? What are the successes you have experienced?

If mainstreaming is not happening, **ask** why not? What obstacles prevent mainstreaming from taking place?

**Acknowledge** responses and write up some of the barriers to disability mainstreaming on the white board or flipchart.

## 9.6 Testimonial from a guest speaker with a disability (20 minutes)

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### **Trainer's notes:**

*Fifteen minutes has been allowed in the timetable for the guest speaker's address (plus 5 minutes for the introduction and thanks). Adjust the total session timing if you want to allow more time for this.*

### **Guest speaker**

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**Introduce** your guest to give their testimonial about their experience as a person with a disability and what factors have helped him or her to achieve a good quality of life and inclusion in society.

**Ask** participants if they have questions for the speaker.

**Invite** the speaker to remain for the rest of the session if they would like to.

## 9.7 Facilitating mainstreaming (20 minutes)

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**Explain:** We have discussed the principle and benefits of mainstreaming disability, but in order to achieve the desired outcome, mainstreaming must be put into action.

### **Factors in mainstreaming success**

**Mainstreaming success** depends on close collaboration between:

- Government
- OPDs
- Service providers.

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### **Explain:**

- One of the key factors in mainstreaming success is the importance of teamwork and seeing how your activities complement those at the other levels.
- Disability mainstreaming requires commitment and the collaboration of stakeholders at national, regional, district, and community levels, with the stakeholder groups of government, OPDs, other civil society organisations and service providers each fulfilling a specific role.

## Government is responsible for:

- Ensuring the rights of persons with disabilities in line with national and international laws and policies.
- This includes disability specific as well as mainstream legislation.
- Government provides the framework in which services operate and are monitored, and develops strategies to meet the rights that exist.

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Government is responsible for:

- Ensuring the rights of persons with disabilities in line with national and international laws and policies.
- This includes disability specific as well as mainstream legislation. Government provides the framework in which services operate and are monitored, and develops strategies to meet the rights that exist.

## OPDs role is to:

- Identify their needs and identify the barriers to their inclusion that exist.
- Represent the views of persons with disabilities to decision makers and develop the skills of their membership to advocate for their rights.
- Demand services in line with their rights under national and international laws.

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OPDs are the voice of persons with disabilities and it is their role to:

- Identify their needs and identify the barriers to their inclusion that exist.
- Represent the views of persons with disabilities to decision makers and develop the skills of their membership to advocate for their rights.
- To demand services in line with their rights under national and international laws.

Service providers: are responsible for providing services in line with the government policies and guidelines. Service providers can also be family members.

## Factors in mainstreaming success

Mainstreaming success also depends on:

- Involvement of persons with disabilities and their family members
- Understanding the concept of mainstreaming
- Support of stakeholders
- Situation assessment.

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**Explain:** other factors to be considered are:

- *Involvement of persons with disabilities and organizations of persons with disabilities (OPDs) from the outset.*
- *Understanding the concept of mainstreaming:* all people involved must understand the principles and rationale of mainstreaming.
- *Support of stakeholders:* all involved need to be supportive of mainstreaming
- *Situation assessment:* a baseline is needed – for example analysing how persons with disabilities are currently excluded in a given place / situation.

## Factors in mainstreaming success

Mainstreaming success also depends on:

- Developing a supportive culture
- Learning and networking
- Considerations for diversity within persons with disabilities
- Monitoring and evaluation.

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- *Develop a supportive culture:* to support organizational change such as revisions of policies and procedures, and disability sensitization training.
- *Learning and networking:* lessons can be learnt from past experience or from other organizations.
- *Considerations for diversity within persons with disabilities:* considering the needs of persons with different disabilities, as well as age and gender.
- *Monitoring and evaluation:* systems and tools must be in place to monitor the success of the mainstreaming and adapt as necessary based on successes and challenges.



## 9.8 Activity (30 minutes)

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### Activity

- Discuss in your group the scenario you have been given and how the person could be mainstreamed in society. What would be the role of the different stakeholders?
- Be ready to report back to the other groups.

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**Explain:** In this activity we will consider how different stakeholders can support mainstreaming of disability in society.

<b>Activity: Mainstreaming scenarios</b>	
Groups	<b>Divide</b> participants into four groups.
Instructions	<b>Ask</b> each group to pick a card with one of the scenarios on it (print from session resources folder or end of session plan). Groups to discuss how the person described could be mainstreamed, and then to be ready to report back to the whole group on their ideas.
Monitor	<b>Check</b> each group has understood the task.
Time	<b>Allow</b> each group 10 minutes to discuss their scenario and 5 minutes to feedback and discuss. (Total time: 30 minutes).
Feedback	<b>Ask</b> them to read out their scenario as you display it (see below), then describe what they think would be the role of different stakeholders for that person to be mainstreamed. <b>Ask</b> if other participants have any additions or comments.

### Scenario 1

Grace is a bright young child with post polio paralysis who uses a wheelchair and is currently not attending school.

What could be the role of government, OPDs and service providers to help her to be mainstreamed in education?

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Scenario 1

## Scenario 2

Blessings has a visual impairment and has a good small business, but he has been unable to access a loan from his local microfinance company to expand his services.

What could be the role of government, community members, and local leaders to support his mainstreaming?

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Scenario 2

## Scenario 3

Sheila is a teenager who has an intellectual disability. Her parents are very over-protective and don't let her participate in any community activities.

What could be the role of government, OPDs and service providers to help her to be mainstreamed?

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Scenario 3

## Scenario 4

Joseph is a young man of short stature who has been refused entry to University to study medicine.

What could be the role of his family members, OPDs, and local leaders to help him argue for his right of entry?

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Scenario 4

**Emphasise** that it is through the teamwork of a variety of different stakeholders that mainstreaming and inclusion can be achieved.

### 9.9 Inclusive development (20 minutes)

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**Explain:** We have talked about the terms integration, mainstreaming, and inclusion. Now we are going to discuss the importance of inclusive development and how we can better achieve it.

**Ask:** What does *Inclusive Development* mean? What would inclusion look like in this community?

**Acknowledge** responses and write key points on the whiteboard or flipchart.

## Inclusive development

Inclusive development means that all stages of development are accessible to all people including persons with disabilities.

- Equal rights
- Participation
- Accessibility
- Sustainability.

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**Explain:** Inclusive development means that all stages of development are accessible to all people, including persons with disabilities. Its features include:

- **Equal rights** for all. Everyone, including persons with disabilities, benefits equitably from mainstream development processes.
- **Participation** Persons with disabilities benefit from mainstream programmes and thus participate in decision-making.
- **Accessibility** Attitudinal, environmental and institutional barriers are identified and addressed.
- **Sustainability** Including persons with disabilities must be embedded in all levels of a country's culture, involving all sections of the community, and visible in all policies, systems and practices.

**Ask:** What are the advantages of inclusion?

**Acknowledge** responses and use the table below to add any not mentioned.

**Ask:** What are the disadvantages of exclusion?

**Acknowledge** responses and use the table below to add any not mentioned.

<b>Trainer's notes:</b>	
<i>Advantages of inclusion of persons with disabilities</i>	<i>Disadvantages of exclusion of persons with disabilities</i>
<ul style="list-style-type: none"> <li>• Benefits to the individual, family, community, and society: active participation in family and community activities.</li> </ul> <p>Individual level</p> <ul style="list-style-type: none"> <li>• Ability to self-expression, freedom of expression and self-advocacy</li> <li>• Self determination</li> <li>• Higher self-esteem</li> <li>• Opportunity to participate in decision-making forums. (Voting, constitutional review).</li> </ul> <p>Family level</p> <ul style="list-style-type: none"> <li>• Positive attitude change and increased awareness (in society).</li> <li>• Reduction in poverty</li> <li>• Realisation of rights to participation.</li> </ul> <p>Community/National level</p> <ul style="list-style-type: none"> <li>• Reduced stigma, ignorance, misconceptions.</li> <li>• Improved access to services for persons with disabilities.</li> <li>• Improved access to all services (such as health, education, financial, legal etc. (More persons with disabilities getting more educated).</li> <li>• Better livelihood opportunities allowing people with disabilities to become contributing members of society.</li> <li>• Improved implementation of universal policies and legislation.</li> <li>• Improved designing of physical environment</li> </ul>	<p>Individual level</p> <ul style="list-style-type: none"> <li>• Unaware of right to participate.</li> <li>• Feel pushed to participate - lack of ambition</li> <li>• Lack of self-confidence</li> <li>• Low self-esteem</li> <li>• Lack of opportunity (e.g. livelihood, social, legal services etc.)</li> <li>• Experience stigma and discrimination</li> <li>• Social exclusion/isolation.</li> <li>• Lack of access to services e.g. Health (medical, rehabilitation, assistive devices) and education.</li> <li>• Limited empowerment opportunities.</li> </ul> <p>Family level</p> <ul style="list-style-type: none"> <li>• Increased poverty, reduced income.</li> <li>• Views and opinions neglected.</li> </ul> <p>Community/National level</p> <ul style="list-style-type: none"> <li>• Limited access to physical environment</li> <li>• Barriers to participation.</li> </ul>

<p>for all (improved bus stations, transport systems etc.).</p> <ul style="list-style-type: none"> <li>Improved budgetary allocations to areas identified as high priority to persons with disabilities and their families.</li> </ul>	
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## 9.10 Networking for change (20 minutes)

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### Summarise

- There are many stakeholders who have the power to mainstream that they are not currently using. One important role for us as CBID stakeholders is to highlight as a sector of stakeholders, the rights of persons with disabilities in our society and to encourage duty bearers to practice mainstreaming in all areas.
- It is important to understand the differences between mainstreaming, integration and inclusion. If we understand the concepts we can more effectively promote inclusion, and encourage stakeholders to strive for inclusion rather than integration.
- People often think that integration is enough – it makes an effort. However it is not enough, and it is our role to shift people’s thinking to be inclusive in all aspects of life and to recognise the importance and benefits of being inclusive.

### CBID Networking for change

Reflect on how we as CBID Stakeholders can collaborate to achieve mainstreaming of disability in our society.

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**Ask** participants to reflect with the person next to them how we, as CBID stakeholders, can work together to promote mainstreaming?  
**Allow** a few minutes.

**Ask** 2-3 pairs to give an example of something they have noted.

**Explain** that as the training progresses, we will continue to brainstorm how we can network together to achieve progress.

**Close** the session.

## Activity: Mainstreaming scenarios

**Scenario 1:** Grace is a bright young child with post polio paralysis who uses a wheelchair and is currently not attending school.

What could be the role of government, OPDs and service providers to help her to be mainstreamed in education?

**Scenario 2:** Blessings has a visual impairment and has a good small business, but he has been unable to access a loan from his local microfinance company to expand his services.

What could be the role of government, community members, and local leaders to support his mainstreaming?

**Scenario 3:** Sheila is a teenager who has an intellectual disability. Her parents are very over-protective and don't let her participate in any community activities.

What could be the role of government, OPDs and service providers to help her to be mainstreamed?

**Scenario 4:** Joseph is a young man of short stature who has been refused entry to University to study medicine.

What could be the role of his family members, OPDs, and local leaders to help him argue for his right of entry?

## **Briefing notes for section 1.2 Testimonial from a guest speaker with a disability**

The aim of this testimonial is to show how when someone has the right support and interventions they can become empowered and integrated into their family, community and society.

Identify someone who is comfortable to speak in front of a group (through an interpreter if necessary) and who understands the concept of mainstreaming disability.

Some ideas of persons with disabilities who might be good speakers:

- Someone who has received an assistive device which has made them more independent and able to go to school or work.
- Someone who has a disability who works in a mainstream job earning their living and supporting their family.
- Someone who has achieved success in sport
- Someone who set up their own business
- Someone who recovered from a mental illness because of the support they received from others.
- Someone who faced challenges accessing education but went on to finish their education or study at an advanced level.
- Someone who raises awareness about disability in the community to change attitudes.

### **Emphasize to the speaker:**

- The time available – make sure they know they must stick to the amount of time you have agreed so that the training programme runs on time.
- The general points you would like them to make that will help illustrate the messages you are communicating in the session and the training. (For example, you want them to emphasize the factors that have helped them to be included – such as which barriers were taken down for them (removal of physical barriers, or receiving a positive attitude).
- Rehearse their testimonial with them to help them work out how much they will be able to talk about in the time available. If they are going over time as you rehearse, help them prioritise what you think are the most important things they should highlight, and which details could be left out.