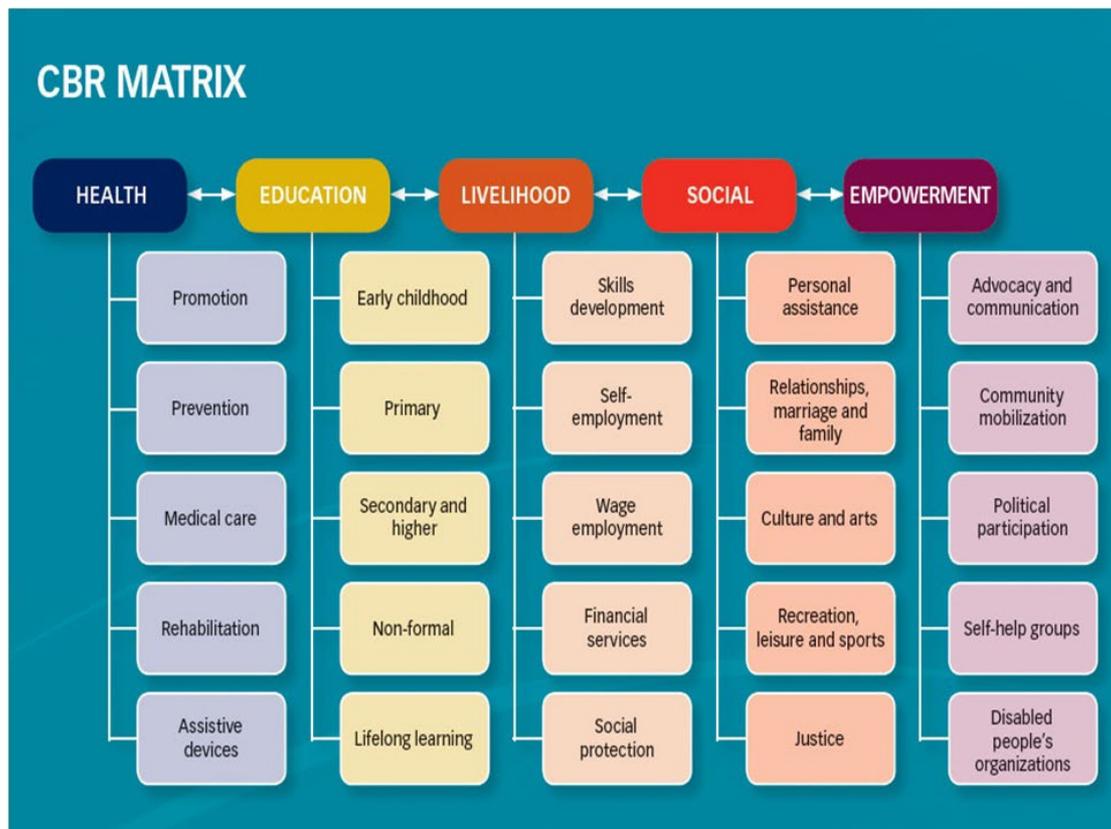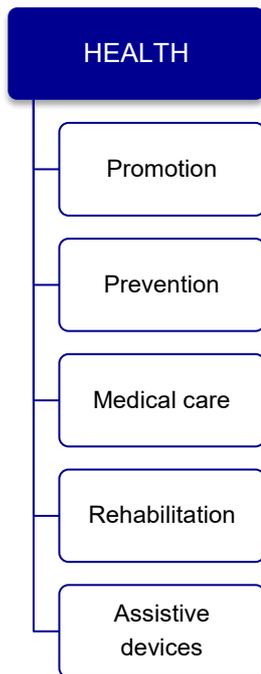# CBID COMPONENT SUCCESSES AND CHALLENGES

The training session will look at some of the successes and challenges relating to the five component areas of the CBR Matrix below. The following pages summarize some of the key concepts of the five components.

CBR MATRIX

HEALTH	EDUCATION	LIVELIHOOD	SOCIAL	EMPOWERMENT
Promotion	Early childhood	Skills development	Personal assistance	Advocacy and communication
Prevention	Primary	Self-employment	Relationships, marriage and family	Community mobilization
Medical care	Secondary and higher	Wage employment	Culture and arts	Political participation
Rehabilitation	Non-formal	Financial services	Recreation, leisure and sports	Self-help groups
Assistive devices	Lifelong learning	Social protection	Justice	Disabled people's organizations

Elements of health: Key concepts

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HEALTH
 ├─ Promotion
 ├─ Prevention
 ├─ Medical care
 ├─ Rehabilitation
 └─ Assistive devices
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CBID can facilitate inclusive health by working with the health sector to:

- ensure access for all persons with disabilities
- advocate for health services that:
  - accommodate the rights of persons with disabilities
  - are responsive, community-based and participatory.

The role of CBID is to work with the health sector to ensure that the needs of persons with disabilities and their families are addressed in all aspects of health.

Health

The World Health Organization defines 'health' as 'a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity. The enjoyment of the highest attainable standard of health is one of the fundamental rights of every human being without distinction of race, religion, political belief, economic or social condition. The CBR Guidelines emphasise that 'Health is a valuable resource that enables people to lead individually, socially and economically productive lives, providing them with the freedom to work, learn and engage actively in family and community life.

Determinants of health

There are a wide range of factors that determine a person's health which cover personal, economic, social and environmental areas, which may or may not be within the control of an individual. These 'determinants of health' include:
- Genetics
- Behaviour and lifestyle
- Income and social status
- Employment and working conditions
- Education
- Social support networks
- Culture
- Gender
- Physical environment
- Health services

Disability and health

Persons with disabilities generally have poorer health than others. For persons with disabilities to achieve good health they need access to all the services for general healthcare needs such as health promotion, prevention, and medical care. They may also need specific health care services related to their disability such as rehabilitation and assistive technology.

Barriers to healthcare services

Primary healthcare is the first level of healthcare that people need to access close to where they live. However, persons with disabilities often face challenges accessing services. Factors affecting access include:
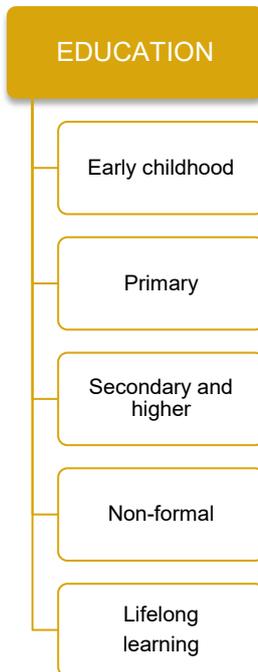- Environmental barriers: inaccessible buildings, medical equipment, and transport systems
- Communication barriers: lack of sign language interpreters and information in accessible formats such as braille or simple language.
- Attitudinal barriers: discrimination and marginalization of health workers
- Economic barriers: people with disabilities are more likely to struggle to pay for costs of accessing healthcare such as transport, treatments and medications.

Inclusive health

Inclusive health is the concept of all people accessing healthcare regardless of their gender, impairment, age, colour, race, religion or socioeconomic status. Persons with disabilities and their organisations should be involved in all aspects of a healthcare system including planning and monitoring, to ensure that their needs are accommodated.

Elements of education: Key concepts

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┌─────────────────────┐
│     EDUCATION       │
└─────────────────────┘
   ┌──────────────────┐
   │ Early childhood  │
   └──────────────────┘
   ┌──────────────────┐
   │     Primary      │
   └──────────────────┘
   ┌──────────────────┐
   │ Secondary and    │
   │     higher       │
   └──────────────────┘
   ┌──────────────────┐
   │    Non-formal    │
   └──────────────────┘
   ┌──────────────────┐
   │     Lifelong     │
   │     learning     │
   └──────────────────┘
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Access to education is critical for achievement of every individual's full potential.

It is estimated that more than 90% of children with disabilities in low-income countries do not attend school.

The role of CBID is to work with the education sector to make education inclusive at all levels and to facilitate access to education and lifelong learning for persons with disabilities.

The role of CBID in education is to work with stakeholders of the sector to help ensure that education is inclusive at all levels of the system and to facilitate access to education and lifelong learning for people with disabilities.

All people with disabilities should be supported to have access to learning and to resources that meet their needs and respect their rights. Local schools should be encouraged to include children with disabilities and be accessible and welcoming. Communities should be aware that children with disabilities are able to learn and should be positive about their inclusion. All sectors should collaborate to achieve these aims.

Education begins at home at birth and continues throughout life. It includes formal education - which takes place in a recognized institution such as a school or university, non-formal education - which is formal education outside of the formal system, home-based education, and informal education – which relates to everything we learn from family, friends and communities.

The right to education: The UN CRPD emphasizes the right to education for all children with disabilities, but people with disabilities and their families are often unaware of this right. A rights-based approach to education means ensuring that all children can access their rights, through lobbying the relevant authorities whose responsibility it is to provide it.
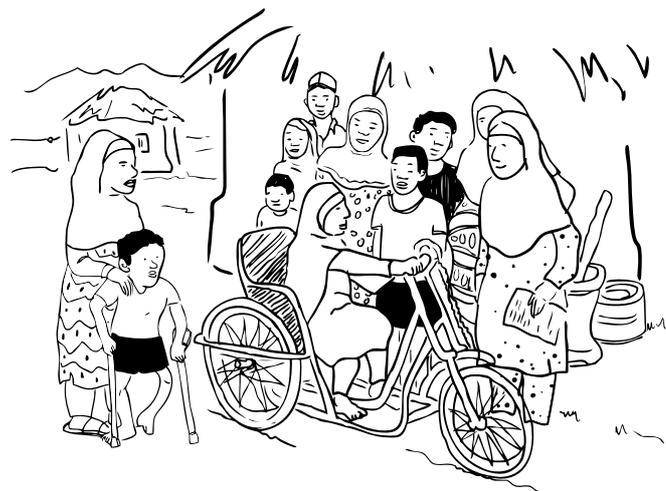
Poverty and education: Poor people struggle to access education for their children. Even when education is free, there are costs associated to access it, such as transport, books, uniforms, assistive devices. Children with disabilities who are excluded from education are most likely to remain poor for the rest of their lives. Lack of education is the major risk factor for poverty.

Inclusive education: The concept of inclusive education is based on the social model of disability, whereby the system needs to fit the student rather than the student fitting the system. Inclusive education is a concept of addressing and responding to the diversity of needs of all learners. It is based on the knowledge that all children can learn, and respects individual differences among children in age, gender, ethnicity, faith/religion, language, disability and health status.
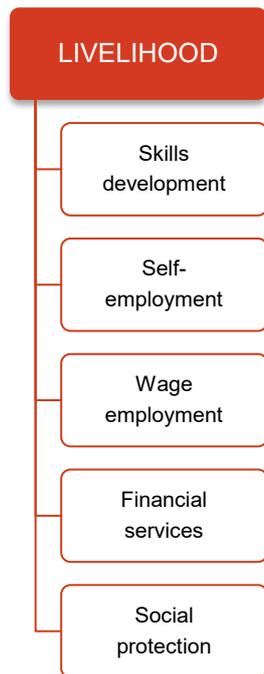
Integrated education: This relates to the process of bringing children with disabilities into mainstream schooling with minimal or no adaptations to the programme and the learning environment. In this situation success largely depends on the skills and commitment of one teacher or the efforts of CBID staff rather than on the support of the community or school policy, therefore the impact and sustainability may not be there. When this approach fails it is often seen as the fault of the child.

Special education: The CBR Guidelines emphasize inclusive education but recognize that special schools may be the only option available for some children who are profoundly deaf, blind, or deafblind or have an intellectual disability.

Gender and education: Families and communities often do not see the need or benefit to educate a girl child with a disability. Girls are also more likely to drop out of school when sanitation facilities are inadequate or they feel unsafe, and are likely to absent themselves from school during their menstrual cycles. The latter is likely to affect girls from poor families that cannot afford the cost of sanitary pads. Girls may also be denied education when they are required to care for a family member with a disability. Boys may be denied education and pressured to instead go out to earn money. CBID initiatives can help encourage families to enable their child with a disability to access education. The role of the father is important but often overlooked. CBID workers can encourage the father to enable the child with a disability to be educated.

Elements of livelihood: Key concepts

LIVELIHOOD

- Skills development
- Self-employment
- Wage employment
- Financial services
- Social protection

Disability increases the likelihood of being poor, and being poor increases the likelihood of being disabled.

By finding work opportunities individuals with disabilities can:

- Secure the necessities of life
- Improve their economic and social situations, and
- Increase their self-esteem, personal security and status within their family and community.

CBID needs to provide persons with disabilities with support to secure a livelihood that gives them sufficient resources to lead a dignified life, have access to social protection measures, and contribute to their family and community.

Work contributes to maintaining the individual and his/her family by providing for the family and contributing to the community and society generally. Work provides an individual with opportunities for self-worth and personal fulfillment, and increased opportunities for social and economic participation. Types of work include:

- work in the home
- work in a family enterprise
- individual production, service or trade activity
- individual or small group enterprise activity
- paid work for someone else in the informal or formal economy
- paid work in an adapted or sheltered context.

Environmental accessibility: Challenges to environmental access is a major prohibitor to persons with disabilities being able to work and or access work. Inaccessible public transport, buildings and communications are all limiting factors.

Reasonable accommodation: Reasonable accommodation describes the required adaptations to the job or working environment to facilitate the employment of a person with a disability. This could be putting in a ramp, raising a chair, installing required equipment, or adjusting working hours.

Personal choice and the local context: People with disabilities have diverse skills and interests in the same way as non-disabled people. Therefore, they need the right to choose the type of trade to be trained in or work they want and should not be directed into stereotype occupations such as basket making or carpentry if they do not have skills or interest in these areas.

Formal and informal economy: In most less-resourced settings, the majority of people with disabilities work in the informal sector. This sector is not usually monitored by anti-discrimination legislation. The formal sector is regulated by the government and workers will be bound by contracts and have salaries and often other benefits.

Rural and urban: Rural and urban settings provide different opportunities for livelihoods. In urban areas there is a wide range of opportunities in both the formal and informal sector. In rural areas opportunities are more frequently in areas such as small-scale agriculture. Such differences in livelihood opportunities should be made known to persons with disabilities for them to make informed choices depending on where they live.

Cost of exclusion: When people with disabilities are excluded from opportunities to earn a living, the result is that they become a financial burden on their families and state systems.

Continuing development of skills is important for everyone, including people with disabilities. This helps to create, sustain and develop livelihood opportunities.

Focus on the whole family and community: Activities to support livelihood opportunities for a person with a disability impact the family and community. Disability is not an individual issue.

Aspirations and role models: There are frequently limited expectations on people with disabilities and they can often internalize this and have low expectations of themselves. People with disabilities who have succeeded in fulfilling their potential can be used as role models to enable other people with disabilities to develop their aspirations.

Elements of social: Key concepts

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SOCIAL
├── Personal assistance
├── Relationships, marriage and family
├── Culture and arts
├── Recreation, leisure and sports
└── Justice
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Being actively included in the social life of one's family and community is important for personal development. The opportunity to participate in social activities has a strong impact on an individual's identify, self-esteem, quality of life and social status.

The role of CBID is to:
- Work with all relevant stakeholders to ensure the full participation of persons with disabilities in the social life of their families and communities.
- Provide support and assistance to persons with disabilities to enable them to access social opportunities.
- Challenge stigma and discrimination to bring about positive social change.

The CBR Guidelines outline a number of key concepts relating to the social inclusion of persons with disabilities. The opportunity for a person to participate in social activities has a strong impact on their identity, their self-esteem, quality of life and status. CBID has a role to play to assist persons with disabilities to have meaningful social roles and responsibilities in their families and communities.

Social roles: The social roles that people play are important as they give meaning to life. Social roles including family roles of being for example a father, mother, son, sister, or friend or colleague, or community roles. The range of social roles held in a community influences a person's social status. In many societies being male, married, having children and a job have a positive impact on a person's social status. Conversely, if a person is single, childless and unemployed their status is likely to be much lower. The status of a person with a disability is often adversely affected by their lack of opportunity to fulfill other social roles. Therefore, when people with disabilities are given those opportunities it can have a positive impact on their own social status and on the general attitudes towards disability and people with disabilities.

Barriers to social participation: Barriers that limit the social inclusion of persons with disabilities include:
- Negative attitudes of family members who see having a relative with a disability as bringing shame on the family.
- Poor self-esteem of people with disabilities which limits their confidence and desire to be involved in social activities.
- Myths and misconceptions among community members about disability and causes of disability.
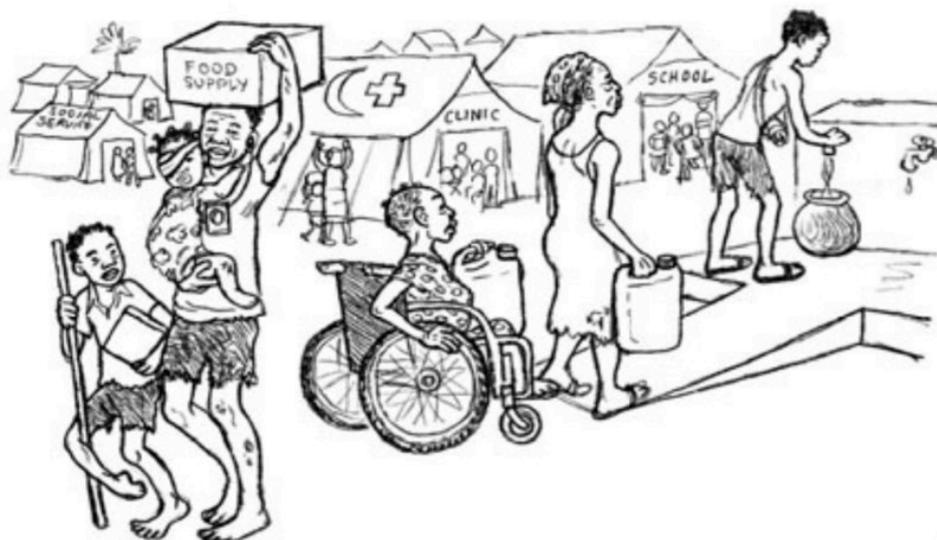- Physical barriers to social activities and events.

Gender equality: In less resourced settings, women and girls with disabilities are often excluded from decision making processes and social activities. Some families are over-protective and discourage women with disabilities from being involved in social events outside of the home. Women with disabilities are not usually included in women's groups, as their concerns are seen to be different even though they face all the challenges of being a woman as well as the additional challenges of being a woman with a disability.

Children with disabilities: To thrive, all children need love and affection and the opportunity to laugh, play, learn and develop. Children with disabilities are often not fully included in family and community activities, which limits their development and quality of life.
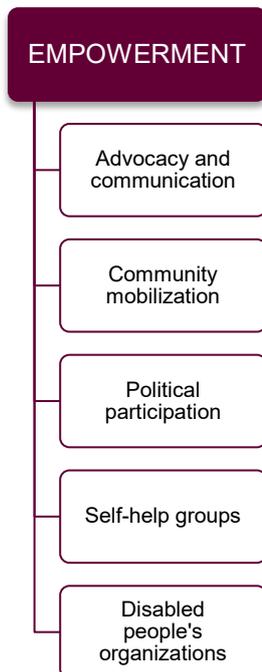
Disability inclusive disaster risk reduction (DIDRR)

People with disabilities are one of the most vulnerable groups when a disaster, emergency, or conflict situation strikes a community and there are several factors for this. They may not have access to warning information, or advice on actions to take when a disaster occurs because they are not in accessible formats for them. They may also have physical barriers preventing them from responding in the same way as non-disabled people such as wheelchair users being unable to negotiate roads that are flooded, or people with visual impairments being unable to travel to food distribution points without assistance in areas of food insecurity. Response and recovery efforts including shelters, camps, and food distribution rarely consider the needs of people with disabilities.

CBID can assist people with disabilities and their families to prepare for potential crises, ensure that the response and recovery strategies are inclusive, and link people to services and assistance provided through humanitarian channels.

Elements of empowerment: Key concepts

EMPOWERMENT

- Advocacy and communication
- Community mobilization
- Political participation
- Self-help groups
- Disabled people's organizations

Empowerment for Persons with disabilities means that they can make their own decisions, work with others to improve their communities, and work with community decision-makers to ensure equal opportunities for all.

To empower someone may require providing resources, removing obstacles, or strengthening their own resources such as impacting their self-confidence and self-worth.

The role of CBID is to contribute to the empowerment process by promoting, supporting and facilitating the active involvement of persons with disabilities and their families in issues that affect all aspects of their lives.

The overall goal of empowerment is for people with disabilities and their family members to make their own decisions and take responsibility for changing their lives and improving their communities. CBID can contribute to the empowerment process through helping to break down barriers and facilitating the active involvement of people with disabilities in issues that affect their lives. The CBR Guidelines highlight a number of key concepts summarized below.

Disempowerment: People with disabilities are frequently disempowered as a result of stigma, discrimination and over-protection. Families often have low-expectations of a family member with a disability and do everything for them. Community members are often not supportive of the involvement of people with disabilities, limiting their options and inclusion. In this situation, they become victims, and objects of pity and their contributions are not acknowledged. This frequently contributes to their own feelings of low self-worth.

Empowerment and motivation: For a person to become empowered, they need to begin to overcome or challenge the attitudinal, institutional, and physical barriers they face. Change must begin with people with disabilities themselves. CBID stakeholders can facilitate this by raising awareness, building capacity, encouraging participation and providing information.

Awareness: Initiatives to raise awareness within people with disabilities empowers them to aspire for change and to remove barriers to improve their situation in their families and society.

Information: A key activity of CBID is information sharing. The most marginalized people have the least information about their situation and options available to them for change. Provision of information in appropriate and accessible formats can ensure that people are better equipped to know and demand their rights, and to make use of available opportunities.

Capacity building: For meaningful participation, people with disabilities need a range of knowledge and skills. Skills development also leads to greater confidence and self-esteem.

Peer support: Sharing information and experiences with others with common challenges is very powerful. Many people with disabilities feel isolated and helpless therefore peer support is extremely important.

Participation: When people with disabilities participate and make contributions within their households and communities it leads to social recognition and is empowering to the individual.

Alliances and partnerships: Collective action brings greater community ownership to issues – whether it is related to disability, a disability issue or a broader community issue.

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