

7. Session plan: Barriers to participation

<i>Volunteer</i>
Learning objectives
By the end of the session participants shall be able to: <ul style="list-style-type: none">• Describe challenges faced by persons with disabilities.• List some of the barriers faced by persons with disabilities.• Discuss the consequences of exclusion for persons with disabilities.• Explain some of the ways that barriers can be removed.• Discuss the particular challenges faced by women and girls with disabilities.
Time allocated
<ul style="list-style-type: none">• 160 minutes.
Resources needed
<ul style="list-style-type: none">• Flipchart paper• Post it notes or similar (pieces of coloured card or paper) – in two different colours. About 30 of each colour.• Marker pens• A1 Poster: Removing the barriers (from Disabled Village Children)• Flipchart sheets for 'The Wall' activity• Cards with the three group descriptions for the <i>Attitudinal barriers in the community</i> activity• Participant handout.
Preparation
Familiarise with: <ul style="list-style-type: none">• Barriers to participation session plan and handout content. Draw: <ul style="list-style-type: none">• A 'wall of obstruction' on three pieces of flipchart paper used horizontally (see activity box on page 4 of this session plan: 'The Wall' below for reference). Label them 'environmental', 'institutional' and 'attitudinal'. Draw in the 'bricks' and add one or two examples of your own in words and/or drawings. Write: <ul style="list-style-type: none">• Flipcharts of the text within each of the boxes headed Write on BOARD in advance of the session to help the flow. Print: <ul style="list-style-type: none">• Write or print cards from the end of the session plan with the three group descriptions for the 'Attitudinal barriers in the community' activity.

Trainer's notes:

This session provides the opportunity to discuss the barriers under the three categories and to focus on how participants can challenge them. Many barriers stem from attitude and it's important that participants consistently challenge these, in themselves and in others. There is a particular focus on gender issues and disability, to emphasize that women and girls are one of the most discriminated and disadvantaged groups.

7.1 Introduction (10 minutes)

Volunteer

Write on BOARD:

Barriers to participation learning objectives:

- Discuss challenges faced by persons with disabilities
- List some of the barriers faced by persons with disabilities
- Discuss the consequences of exclusion for persons with disabilities
- Explain some of the ways that barriers can be removed
- Discuss the particular challenges faced by women and girls with disabilities

Introduce the session.

Explain:

- We have talked in previous sessions about disability being the result of an interaction of someone's impairment with the barriers they face because of how society is organised. In this session we are going to look more closely at some of those barriers.
- 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 can be done to reduce them.
- We will discuss some of the challenges and barriers faced by persons with disabilities and the consequences, and consider how some can be removed.

Read out the learning objectives from the board.

7.2 Activity: The Wall (60 minutes)

Volunteer

Activity: The Wall

Materials required and preparation

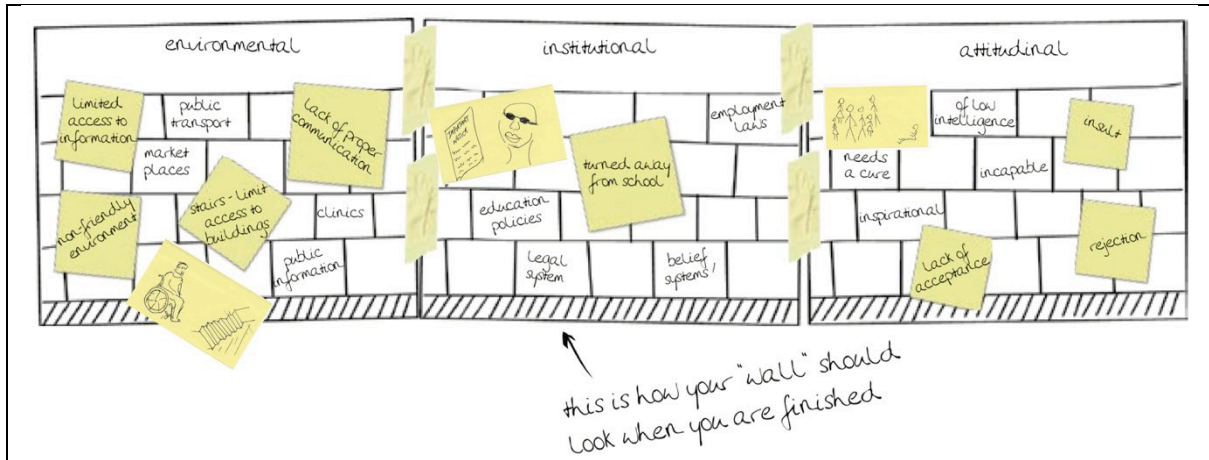
- Flipchart paper
- Post it notes, or similar – all the same colour. About 30.
- Marker pens.
- **Prepare** three pieces of flipchart paper, as shown below, to represent a wall of obstruction. **Label** them 'environmental', 'institutional' and 'attitudinal' and add one or two examples of your own. **Keep** the 'wall' hidden until part 3 of the activity.

Groups

Individually, then in groups of four.

Instructions	<ol style="list-style-type: none"> 1. Individually (allow about 5 minutes) <ul style="list-style-type: none"> ○ Ask participants to think about activities of their daily life (at home, work, and play) and consider the obstacles they would encounter if they were a person with disabilities. Participants should consider all kinds of difficulties or barriers, not just physical difficulties. ○ Persons with disabilities who are participating should think about actual obstacles they face from day to day. ○ Participants may note down their ideas if they want to. 2. In groups of four (allow about 15 minutes) <ul style="list-style-type: none"> ○ Ask groups to discuss and combine their ideas and write down or draw one 'barrier' per piece of paper or post-it note, (all the same colour) using the marker pens. If any participants are unable to write or draw, they may ask a member of the group to help them.
	<ul style="list-style-type: none"> • In the same groups (about 40 minutes) <ul style="list-style-type: none"> ○ Show the pre-prepared flipchart that represents the wall. Explain that the brick wall represents barriers to inclusion that persons with disabilities face. ○ Explain the three types of barrier: environmental, institutional, attitudinal. (See Trainer's notes below). ○ Ask one person from each group, in turn, to stick their paper onto the 'wall'. They must decide which of the three types to place it under. ○ Encourage discussion about each barrier and which of the three types it is. ○ Continue round the groups until all ideas have been discussed and fixed to the 'wall'. ○ Discard duplicates.
Monitor	<ul style="list-style-type: none"> • In step 2, check that the groups have understood the task and are writing only one barrier per piece of paper. • Encourage participants to use large marker pens to write with (this helps them to be read from a distance). • Check they are writing barriers – if they are not barriers, question them to help ensure they only put 'barriers' on the wall.
Time	About 60 minutes in total: 5 minutes for individual consideration of barriers; 15 minutes for groups of 4 to discuss; 40 minutes for groups to put their barriers on the 'wall' and discuss.
Feedback	<ul style="list-style-type: none"> • Encourage as much discussion about the barriers and explain the three types in more detail if necessary to help understanding. • Give more examples of each type if they have not been discussed already – see the list below. • Explain that most of these types of barrier exist in all countries and communities. • 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 + negative attitudes from teachers and other pupils + non-inclusive school rules and regulations.
Trainer's notes:	
<ol style="list-style-type: none"> 1. <i>This activity is used to raise awareness of the different types of barriers that persons with disabilities face.</i> 2. <i>Try to identify in advance some of the particular barriers that apply in the locality of the training.</i> 3. <i>Environmental barriers are everywhere, not only in the built environment (steps, narrow doors, on public transport etc). Just as important are access issues for persons with sensory (e.g. visual communication impairments) – people unable to read relevant written material or hear announcements that affect the community.</i> 4. <i>Institutional barriers are less evident. They include policies, laws, and systems.</i> 	

5. Attitudinal barriers are many and varied and are the most difficult to identify – they are often the reason disability inclusion is so hard to achieve.



Wall illustration adapted from version taken from Travelling Together, World Vision: www.worldvision.org.uk/travellingtogether (free to download)

Attitudinal	Environmental	Institutional
<ul style="list-style-type: none"> • Prejudice • Discrimination • Ignorance • Stigma • Negative language • Pity • Taboo • Superiority/inferiority • Curse • Own attitude • Beliefs 	<ul style="list-style-type: none"> • Poverty • Inaccessible domestic, social and public buildings (clinics, hospitals, schools, places of worship, shops, offices, banks) • Inaccessible formats • Inaccessible transport • Uneven pavements and roads, lack of dropped kerbs • Public information systems • Media and communications • Lack of assistive devices • Natural environment barriers such as hills, uneven ground 	<ul style="list-style-type: none"> • Laws • Rules and regulations • Policies • Entry requirements • Political disenfranchisement • Health provision • Social services • Belief systems and religion

7.3 Consequences of barriers to inclusion (10 minutes)

Volunteer

Explain that the consequences of the barriers persons with disabilities face in everyday life are serious and long lasting for persons with disabilities.

Ask: What might be some of the consequences of the barriers that are posted on The Wall?

Encourage discussion and acknowledge responses. Provide additional examples from the Trainer's notes, below.

Emphasise that poverty is a cross-cutting issue that creates barriers for persons with disabilities in all of these areas.

Trainer's notes: Consequences of the barriers

- Exclusion from mainstream services.
- Denied opportunities in all components of the CBR Matrix: in health, education, livelihoods, social and empowerment, resulting in:

- Lower participation in education: children with disabilities are less likely to attend school as well as more likely to drop out.
- Higher rates of unemployment: persons with disabilities; particularly, women with disabilities are more likely to be unemployed and earn less even when they are employed.
- Poverty: households with a member with a disability are more likely to experience poverty.
- Isolation: persons with disabilities face inaccessible infrastructure in buildings and roads, provision of transport, and communication and information systems, resulting in isolation.
- Lack of social interaction.
- Reduced self-esteem and sense of worth.

Summarise: Barriers mean that persons with disabilities are unable to access their rights as laid out in the UN CRPD:

- Children with disabilities excluded from school due to inaccessible buildings are denied education.
- Adults face 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.

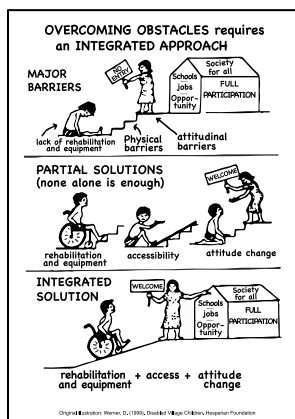
The consequences of exclusion are therefore detrimental to the empowerment of persons with disabilities, which is detrimental to society generally.

7.4 Removing the barriers: towards increased participation (50 minutes)

Volunteer

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. Removing barriers can help to address the poverty that most people with disabilities experience as a result of their marginalisation and discrimination.

But *all* the barriers that block an individual's path must be removed.



Pin up the poster: Removing the barriers.

Refer participants to the illustration from *Disabled Village Children* in their Participant Manual and on the training room poster.

Ask if one of the participants would like to try to explain the illustration for the whole group. **Ask** others to help if necessary.

Confirm the message conveyed by the illustration. It 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.

So, what can be done to remove or reduce the barriers?

Explain the activity below.

Activity: Actions towards removing barriers to participation	
Materials required	Post it notes, or similar – of <u>a different colour</u> as that used previously on the Wall. About 30.
Groups	Working in the same groups as for The Wall activity.
Instructions	<p>In the same groups of four (allow about 25 minutes)</p> <ul style="list-style-type: none"> ○ Ask groups to look again at The Wall of barriers ○ Allocate groups just one of the 'barriers' areas or let them consider solutions for all three categories (based on your number of participants and the number of barriers on the wall) ○ Then, for any of the barriers, ask groups to discuss what they can do to help break down the barrier. ○ Groups to write down the solution or action that will help to break down the barrier and fix it on the 'wall', under the corresponding barrier. <p>Explain: they must use a different colour for this stage so we can clearly see which are the barriers and which are the solutions. One card to be used for each solution.</p> <p>Note: Participants may write solutions for as many barriers as possible. Some barriers will therefore have a number of possible solutions under them.</p> <p>The completed activity 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	Check each group has understood the activity and what is required. Encourage participants to use large marker pens to write with.
Time	Allow 20 minutes for discussion in groups and to complete the solutions and pin them on the Wall and 15 minutes for discussion. (Total time: 35 minutes).
Feedback	Ask everyone to gather around the Wall full of barriers. Highlight a few of the cards and ask for comments. Ask volunteers to read the cards if your group includes persons with visual impairments or poor reading skills.
Trainer's notes:	
<i>This activity is intended for participants to think about their own roles at work or in the local community and to give them the opportunity to develop strategies and action plans that they personally can implement.</i>	

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

Community

- *Identify and raise awareness of barriers that exist*
- *Work with others to advocate 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.*

7.5 Game of life (30 minutes)

Volunteer

Explain:

- We are going to play a short game to consider some of the gender issues.
- This game was developed by Disabled Women in Africa (DIWA) and has been adapted for the CBID training.
- We are going to ask for four volunteers to represent four groups: non-disabled women; women with disabilities; non-disabled men; and men with disabilities. The idea of the game is to consider their likely lived experiences of being a member of that category of people. So we are going to look at different things that might happen in their lives, and consider if it would be a different experience if they have a disability, or don't have a disability, and if they are male or female.

Place the four category name cards along the line where the four volunteers will start. This should be in the centre of a large space, where they have lots of room to move forwards or backwards.

Explain:

- To represent the kind of experience we think that each of the events would be for the different categories, we are going to use a line. Our volunteers will stand on a starting line and then for each experience they will either take steps back if it's a negative experience, or steps forward if it is a positive experience.
- Our four volunteers can be helped by you as to how they should move. You can discuss what moves you feel they should make each time.

Write on Board

Very positive or successful experience – 2 steps forward

Positive or successful experience – 1 step forward

Not so positive experience – 1 step back

Very negative experience – 2 steps back

Activity: DIWA game of life	
Groups	<p>Divide the participants into four groups – you can group them where they are sitting.</p> <p>Ask for a volunteer from each group to come forward.</p> <p>Ask the four volunteers to stand in a line next to each other in a clear area of the centre of the room or space outside where there is plenty of room for them to step either backwards or forwards.</p> <p>Put the four cards on the floor – one in front of each volunteer, and explain that each volunteer will represent one of these four groups:</p> <ul style="list-style-type: none"> • Non-disabled men • Non-disabled women • Men with disabilities • Women with disabilities
Instructions	<p>Explain how you will be telling a life story, taking the characters on a journey from birth to old age. Ask the participants to listen to the stages of this life story and then decide how the group they are representing might be treated in each situation. Emphasize at the start and repeat during the activity that they are not deciding based on one specific disability or their own experience if relevant, but the group they are representing in general, and how that group is currently treated in their local community. So, consider all disabilities including people with intellectual disabilities, albinism, and others. Based on each decision, the four volunteers must either take steps forward or backward as described on the board. Their team members can help them to decide.</p>
	<p><i>Story:</i></p> <ol style="list-style-type: none"> 1. <i>One fine day, after a long wait for nine months, your character is born. How does your family feel when they see who you are? Make your moves.</i> 2. <i>Now you are about six years old, and it's time to start thinking about school. How likely is it that you will be able to attend school? Make your moves.</i> 3. <i>Most of your age mates are now looking for employment, and you decide to also get a job. How easy will it be for you to find one? Make your moves.</i> 4. <i>A few years go by. Everyone in your age group is forming relationships and thinking of getting married. How much do you think this will be possible for you? Make your moves.</i> 5. <i>Now you're in your 40s. You want to help your community by becoming involved in local politics. How likely are you to achieve this goal? Make your moves.</i> 6. <i>An opportunity arises for only one person to go and represent your community at a development conference in Malaysia. How likely are you going to be chosen by your community to go and attend this conference? Make your moves.</i>
Monitor	<p>Check participants understand the rules and are taking steps in line with their discussions. Remind them they are representing people in general in the group they are taking the steps on behalf of – not any one particular person. It is likely that the gap will continue to increase. Use all the space available so that the gaps are clear.</p>
Time	<p>Allow a few minutes discussion after each 'life story stage' before moving onto the next. Total time: 30 minutes.</p>
Feedback	<p>Ask for comments and observations from participants based on the final position of the four people.</p> <p>Highlight that both men and women with disabilities tend to be marginalized in all communities and 'left behind', but women are frequently the most marginalized group and are the furthest 'left behind'.</p>

Close the session.