

## 8. Session plan: Disability mainstreaming and inclusive development

<i>Volunteer</i>	
<b>Learning objectives</b>	
<p>By the end of the session participants shall be able to:</p> <ul style="list-style-type: none"> <li>• Explain disability mainstreaming, integration and inclusion.</li> <li>• Explain the concepts of inclusion and inclusive development.</li> <li>• Identify situations requiring inclusive development at community level and how to achieve it.</li> </ul>	
<b>Time allocated</b>	
<ul style="list-style-type: none"> <li>• 140 minutes.</li> </ul>	
<b>Resources needed</b>	
<ul style="list-style-type: none"> <li>• Whiteboard or flipchart</li> <li>• Flipchart paper and markers</li> <li>• A1 Poster of CBR Matrix</li> <li>• Three cards of the terminology stories</li> <li>• Three cards of the scenarios for the activity</li> <li>• Nine pictures for the inclusive development activity</li> </ul>	
<b>Preparation</b>	
<p>Familiarise with:</p> <ul style="list-style-type: none"> <li>• Disability mainstreaming and inclusive development session plan and Participant Manual content.</li> </ul> <p>Write:</p> <ul style="list-style-type: none"> <li>• Flipcharts of the text within each of the boxes headed <b>Write on BOARD</b> in advance of the session to help the flow.</li> </ul> <p>Print:</p> <ul style="list-style-type: none"> <li>• Three terminology scenarios from session resources folder or end of session plan</li> <li>• Three activity scenarios from session resources folder or end of session plan</li> <li>• Nine pictures for the inclusive development activity from session resources folder or end of session plan.</li> </ul>	
<b>Trainer's notes:</b>	
<p><i>For CBID Volunteers to be in a position to promote inclusive development, it is important that they fully understand the differences between integration, mainstreaming and inclusion and can explain them to others. This session aims to ensure they understand the terms and can apply them to different settings.</i></p>	

## 8.1 Introduction (5 minutes)

*Volunteer*

### Write on BOARD:

Disability mainstreaming and inclusive development learning objectives:

- Explain disability mainstreaming, integration and inclusion
- Explain the concepts of inclusion and inclusive development
- Identify situations requiring inclusive development at community level and how to achieve it

**Introduce** the session.

**Explain:** In this session we will look at the different concepts of mainstreaming, integration and inclusion. And we will discuss inclusive development and how to achieve it at community level.

**Read** out the learning objectives from the board.

## 8.2 Disability terms (25 minutes)

*Volunteer*

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

### Write on BOARD:

Disability integration:

- providing some features or arrangements which allow people to participate
- mixing previously separate groups

### **Explain:**

Disability integration is:

- providing features and arrangements which allow persons with disabilities to access and participate in their environment in a limited way or as a response to a stated need
- mixing groups that were previously separate.

This approach is re-active rather than pro-active – it integrates the person with a disability into a structure that is already there.

**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 end of the session plan if you want to give them to participants to read out.

*A small village school in a rural area had about 50 students. None of the children had disabilities but one day, Zola - one of the young girls at the school – fell off an ox cart 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 to some extent.

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

**Acknowledge** responses.

**Write on BOARD:**

Disability mainstreaming:

- considering disability at all stages and in all areas
- ensuring equal access and rights
- reactive

**Explain: Disability mainstreaming** is:

- considering the conditions and needs of persons with disabilities at all stages.
- It is not about adding a disability component. It is about making sure that the concerns of persons with disabilities are a basic consideration in any policy or programme design, implementation, monitoring and evaluation.
- Disability mainstreaming promotes inclusion and addresses barriers for persons with disabilities.
- It aims to ensure that persons with disabilities have equal access to their rights as others to participate equally.
- It is reactive.

**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, fell off an ox cart 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:** So this is the same school, the same girl called Zola who has had an accident.

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

**Acknowledge** responses.

**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 persons 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.

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

**Write on BOARD:**

Disability inclusion:

- Provides all the features for full inclusion
- Proactive
- No one feels left out
- Environment designed to fit the person

**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.
- It includes considerations of gender and disability too.
- The environment is designed to fit the person from the start.

**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 persons 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 persons 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, fell off an ox cart 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.*

**Explain:** This is an example of inclusion. From the start, things are planned with the different needs of different pupils considered.

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

**Acknowledge** responses.

**Explain:**

- Whether you go to the church, or the bank or the shop, you shouldn't feel left out. That's an inclusive society. This is what we should all be moving towards, to enable persons with disabilities to achieve their human rights.

### 8.3 Understanding inclusion (50 minutes)

	<i>Volunteer</i>	
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**Explain:** We are now going to work in groups on a drama activity to look at the difference between integration, mainstreaming and inclusion.

<b>Activity: Integration, mainstreaming and inclusion</b>	
Groups	<b>Split</b> participants into three groups
Instructions	<p><b>Give</b> each group one of the scenario outlines.</p> <p><b>Explain</b> that all group members should be given a role in the drama and they have 15 minutes to prepare it. Ask them to act out the scenario they have been given, making sure they are demonstrating the features of their scenario that show whether it represents integration, mainstreaming or inclusion.</p> <p>At the end they should ask the other groups: Was this integration, mainstreaming or inclusion?</p> <p>They will have 3-5 minutes to deliver the drama. Emphasise they must keep the drama short.</p>
Time	<b>Allow</b> the groups 15 minutes to plan their drama. Each group to have 5 minutes to present including changeover time. 5 minutes for trainer to summarize at the end. (Total time: 40 minutes)
Feedback	Reinforce the differences between the three.

**Write on BOARD:**

- Mainstreaming – process to achieve inclusion
- Everything should be planned with inclusion in mind

**Summarize:**

- Integration only meets the needs of persons with disabilities in a very limited way.
- Mainstreaming is needed because until now most aspects of life have not been planned from the start with inclusion in mind.
- Mainstreaming is a process to achieve inclusion.
- In an ideal world, everything would be planned from the start with inclusion in mind.

**Ask:** Are there any questions?

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

**Ask:** Ask participants to discuss with the person sitting next to them what we mean by the term ‘**inclusive development?**’ Allow 3-4 minutes.

**Ask** for responses.

**Write on BOARD:**

- Inclusive development: all marginalized and excluded groups are active stakeholders

**Inclusive development** is about ensuring that all marginalized and excluded groups are stakeholders in development processes. Many groups are excluded from development initiatives because of their disability, gender, ethnicity, age, or poverty.

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

**Point to the poster of the CBR Matrix as you explain:** Community-based inclusive development (CBID) means that all persons at community level have access to the five components of the CBR Matrix: inclusive health, inclusive education, inclusive livelihood support, inclusive social sector and inclusive empowerment.

**Explain:** We're going to think about inclusion in our own communities now, and identify where exclusion is taking place and how inclusive development can be promoted – particularly when we work together as a CBID community.

#### 8.4 Achieving inclusion (50 minutes)

<i>Volunteer</i>	
<b>Activity: Inclusive development</b>	
Groups	<b>Split</b> into groups of 3-4 to make up to eight groups
Instructions	<b>Lay</b> out the pictures (from the end of the session plan) and ask each group to choose one. <b>Ask</b> each group to think of that environment in their own locality. (The pictures are of a bank, a school, a microfinance office, a health clinic, a bus, a polling station, a women's small cooperative business, and a place of worship). <b>Ask</b> each group to consider how inclusive the environment is for a typical location such as that in their own community, and to discuss how it could be improved. They should be ready to feedback to the rest of the group. <b>Remind</b> participants to think about the different barriers to inclusion that exist – not only physical barriers but attitudes and institutional barriers (rules and policies for example). They should also think about whether that place is inclusive for people working there.
Time	<b>Allow</b> the groups 10 minutes to discuss. <b>Allow</b> 3-4 minutes for each group to present their picture and for others to comment. (Total time: 50 minutes).
Monitor	<b>Give</b> a reminder after 10 minutes.

Feedback	<p><b>Ask</b> each group to present.</p> <p><b>Ask</b> for any comments from other participants on this environment on how it could become more inclusive.</p> <p><b>Ask</b> participants what role a Network of CBID stakeholders could play in promoting inclusion in that environment?</p> <p>If attitudinal barriers have not been mentioned much, <b>ask</b> for some examples of attitudinal barriers persons with disabilities might meet in some of these environments.</p>
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## 8.5 Teamwork and networking (10 minutes)

### Write on BOARD:

- Teamwork
- Involvement of OPDs
- Explain and promote mainstreaming

### Summarize:

- One of the key factors in mainstreaming success is the importance of teamwork and seeing how your activities complement those at the other levels (national, district, community).
- Remember how influential we can be when we work together as CBID Networks of stakeholders to achieve change to increase inclusion.
- Remember to ensure the involvement of persons with disabilities and organizations of persons with disabilities (OPDs) from the outset.
- Make sure all people involved understand what mainstreaming is and why it is important.
- All stakeholders involved need to be supportive of mainstreaming.

**Ask** if there are any comments.

**Close** the session.

Print out these terminology scenarios if you would like participants to read them out

### **Disability Terminology: Story 1:**

*A small village school built on a hilly area in a rural area had about 50 students. None of the children had disabilities but one day, Zola - one of the young girls at the school – fell off an ox cart 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.*

### **Disability Terminology: Story 2:**

*A small village school in a rural area had about 50 students. When one of the children, Zola, fell off an ox cart 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.*

### **Disability Terminology: Story 3:**

*A small village school is planned in a rural area. The design takes into account the rights and needs of persons 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 persons 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, fell off an ox cart 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.*



Print out the integration, mainstreaming and inclusion scenarios below if you would like participants to read them out.

### **Activity: Integration, mainstreaming and inclusion: Scenario 1:**

A local council decided to build a nursery for children in the village. They approached a designer and got several local parents and school teachers together to discuss the design of the nursery, including parents of children with different disabilities. They also consulted the children to get their views on their favourite types of play equipment and their favourite colours and designs. When the nursery was complete all the children including children with disabilities were able to participate. They were able to play and laugh together.

When you have finished presenting your drama, ask the group whether this demonstrated integration, mainstreaming or inclusion?

This is an example of **inclusion**. The playground has been designed from the start to ensure it is suitable for all children, regardless of their abilities or disabilities.



### **Activity: Integration, mainstreaming and inclusion: Scenario 2:**

A local church is encouraging its members to join a choir to sing at church events. They advertise that everyone is welcome. When a woman from the congregation with a visual impairment asks to join they agree because they want to include everyone and she has a beautiful voice. However, the organizers are not sure if it is practical because she will not be able to read the song sheets. When she arrives she asks for copies of all the song sheets so that she can translate them into braille with the help of her son and they are reassured that her impairment won't be a problem.

When you have finished presenting your drama, ask the group whether this demonstrated integration, mainstreaming or inclusion?

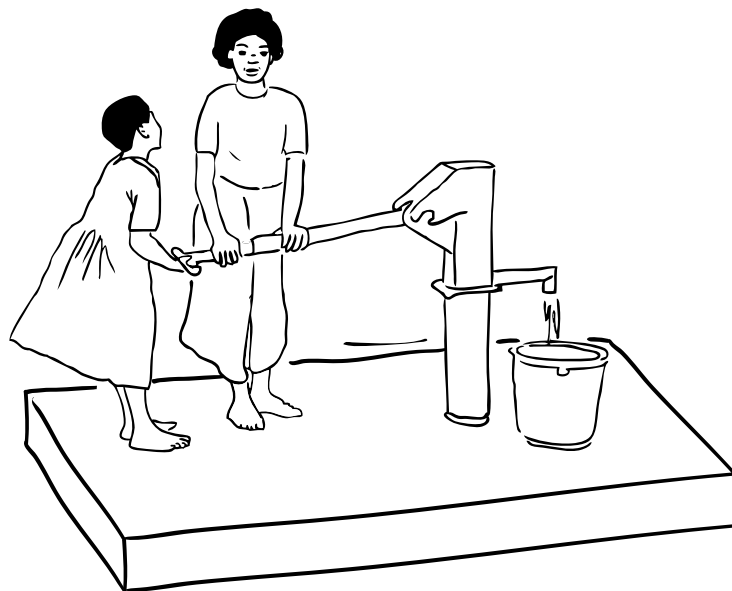
This is an example of **integration**. The group agree to the woman joining the group so she is included in one way – however they have not considered how to make the group inclusive from the start. They are only being reactive.

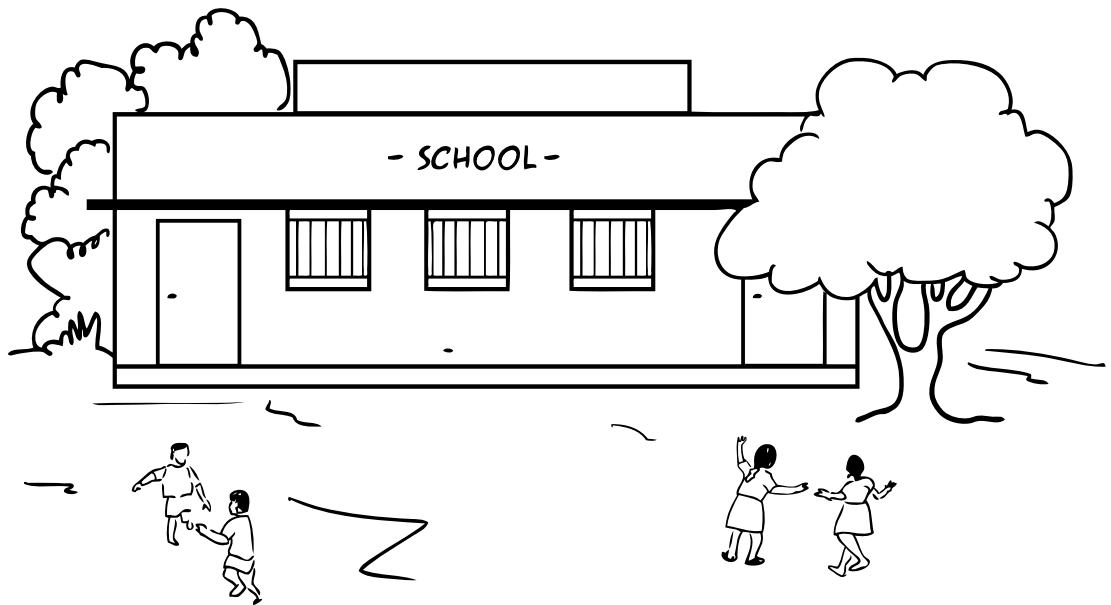
### **Activity: Integration, mainstreaming and inclusion: Scenario 3:**

A company organizing boat trips on the river realizes that its trips are not accessible to many persons with disabilities. The boats are hard to get on and off for wheelchair users and persons with visual impairments, and their tour guides only provide information on the river verbally – which means it is not accessed by persons with hearing impairments. After developing a plan, they introduce ramps with handrails and different surfaces and provide written tour information as well as the verbal information.

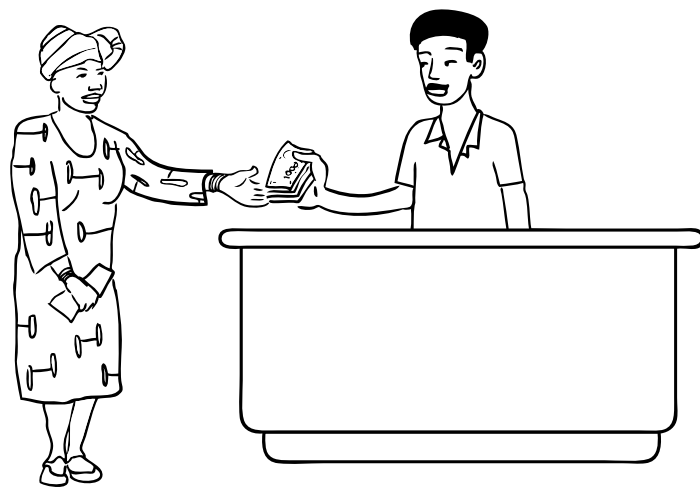
When you have finished presenting your drama, ask the group whether this demonstrated integration, mainstreaming or inclusion?

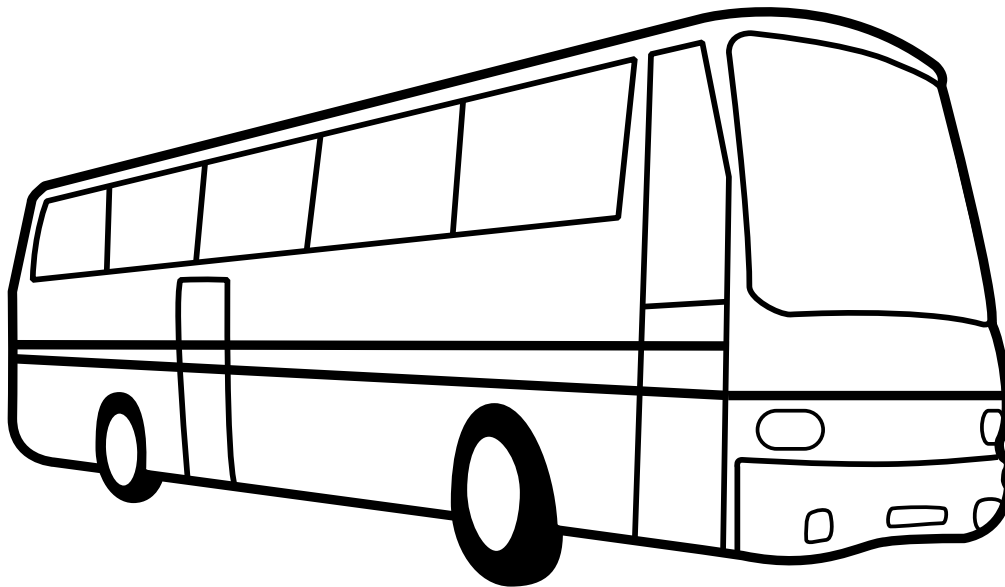
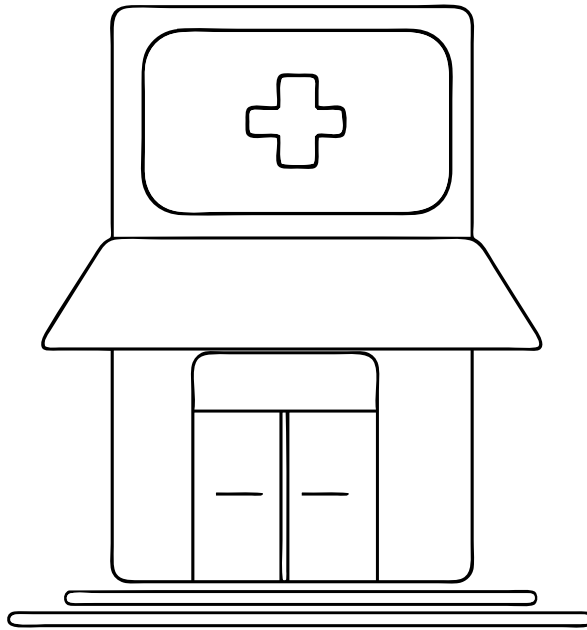
This is an example of **mainstreaming**. The boats and the information methods were not designed with accessibility in mind but access has been added to enable the full inclusion of persons with different disabilities.

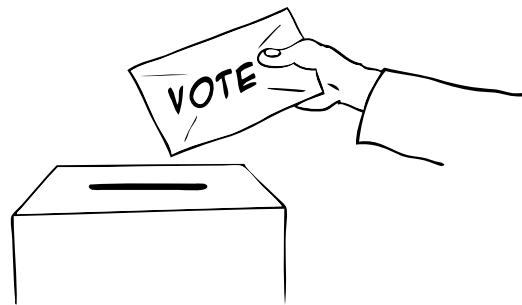
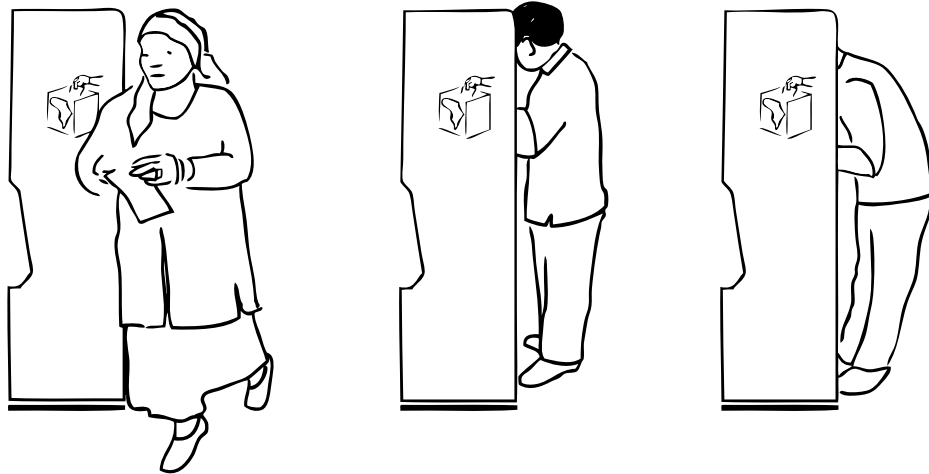




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