

## 13. Session plan: Accessibility

Volunteer	
<b>Learning objectives</b>	
By the end of the session participants shall be able to: <ul style="list-style-type: none"><li>• Explain accessibility in relation to persons with disabilities.</li><li>• Discuss ways to improve accessibility for persons with disabilities in the locality.</li></ul>	
<b>Time allocated</b>	
<ul style="list-style-type: none"><li>• 105 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>• Print out of scenarios from end of session plan</li><li>• Tape measure to demonstrate some accessibility recommendations</li></ul>	
<b>Preparation</b>	
Familiarise with: <ul style="list-style-type: none"><li>• Accessibility session plan and Participant Manual content.</li></ul> Identify: <ul style="list-style-type: none"><li>• Examples of good and bad access in the training location environment to visit.</li></ul> Write: <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><li>• Five flipcharts for the activity – with the flipchart horizontal, draw a line down the middle and head the left side 'Challenge' and the right side 'Solution'.</li></ul> Print: <ul style="list-style-type: none"><li>• One copy of scenarios from session resources folder or end of session plan.</li></ul> Have available: <ul style="list-style-type: none"><li>• Tape measure (ideally a metal one) to demonstrate some recommended accessibility standards.</li></ul>	
<b>Trainer's notes:</b>	
<i>Accessibility is often considered in very simple terms as access to a building by a wheelchair. Our aim in this session is to communicate that there are many different aspects to accessibility for us to consider and to promote through our work and training.</i>	

## 13.1 Introduction (5 minutes)

*Volunteer*

### Write on BOARD:

Accessibility learning objectives:

- Explain accessibility in relation to persons with disabilities
- Discuss ways to improve accessibility for persons with disabilities in the locality

Read the learning objectives from the board.

## 13.2 Definition of accessibility (30 minutes)

*Volunteer*

**Ask:** Can anyone explain what we mean by accessibility?

**Acknowledge** responses.

### Explain:

- Accessibility can be defined as the "ability to use" something. It is used to describe how 'accessible' something is to people. This could be for example, an object, a service, a system, or an environment.

**Explain:** Accessibility focuses on five key areas:

### Write on BOARD:

- Environment
- Information and communication
- Attitudes and behaviour
- Systems
- Economic

**Ask** if anyone would like to explain any of these further.

**Acknowledge** responses and emphasize that CBID means leaving no-one behind, so different impairments need to be catered for – it's not just about physical accessibility but all kinds of accessibility. Accessibility begins at the household level, then goes to community, then district, then national. As CBID workers we can help improve accessibility at the household level – such as ensuring an accessible toilet, and at community level – for example looking at accessibility in places of worship. These initiatives can help persons with disabilities play greater roles in their communities so that their voices are heard.

**Expand** on the answers as required using the information below.

- **Environment:** Relates to physical access to man-made environments such as buildings, pavements, roads, transport, and footpaths, as well as the natural environment factors that can hinder accessibility for persons with disabilities such as rivers, mountains and other rough terrain and high winds. For many persons with disabilities, their accessibility to their environment will also be affected by their provision of an appropriate assistive device.
- **Information and communication:** This includes sign language interpretation, printed materials, signposts, websites and technology. When we talk of accessible communication, it usually means the communication is available in a range of styles so that more people will be able to use it and

benefit from it. An example of this is written captions on a TV screen – so that people who cannot hear can read instead.

- **Attitudes and behaviour:** This is one of the main elements of exclusion. Current practice still too often includes pity, hostility, fear and being patronizing, with negative messages being reinforced by arts and media images and representation. For example, an employer’s negative attitude towards an applicant with a disability, or a taxi refusing to stop for someone with a disability. Further examples are parents locking children with disabilities in the house as they are ashamed of them, or fears of catching epilepsy. Attitudes towards certain disabilities are more negative than to others too. People with intellectual disabilities are particularly marginalised in society for example, and even often marginalised within the disability movement.
- **Systems:** For example, the education system, local government, legal system, health, and politics, all of which can control the level of opportunity for persons with disabilities to participate in society.
- **Economic:** Economic accessibility, or affordability relates to people’s ability to pay for services without financial hardship. The close relationship between disability and poverty means that persons with disabilities frequently lack economic access to services they require.

**Summarize:**

- A rights based approach advocates equal access to social, political, and economic life which includes not only physical access but access to the same tools, services, organizations and facilities as others.

A barrier-free environment leads to:

- Greater participation and social inclusion of persons with disabilities
- Benefits for all - for example, older persons, people with children or carrying heavy loads, and people in a temporary situation of reduced mobility.

### 13.3 How to improve accessibility (15 minutes)

	<i>Volunteer</i>	
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**Explain** that the concept of accessibility is enshrined in the UN CRPD. Article 9 provides a guideline to review, develop, or advocate for policies to improve accessibility including all five key areas highlighted on the board.

Ensuring all the five key areas are as accessible as possible is not easy. It takes:

- knowledge
- planning
- resources.

Making adaptations and modifications using appropriate standards could do this. It is also important to engage and involve persons with disabilities themselves for their input on how the environment, facility and services can be made accessible.

It should be approached, like all things, from an inclusive perspective – the inclusion of persons with disabilities is the best way to ensure that the environment is as accessible as possible.

The provision of services and infrastructure through CBID provides a great opportunity to ensure accessibility for persons with disabilities from the start.

### 13.4 Making environments accessible (45 minutes)

	<i>Volunteer</i>	
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<b>Activity: Accessible environments</b>	
Groups	<b>Split</b> participants into five groups
Instructions	<p><b>Give</b> each group one of the scenario outlines from the Session Resources folder (or print from the end of the session plan), and a plain sheet of flipchart paper held horizontally with a line down the middle, and 'Challenge' written at the top on the left, and 'Solution' written at the top on the right.</p> <p><b>Explain</b> that all groups are requested to prepare a picture to demonstrate the aspect of accessibility they have been assigned. This should be a current challenge that exists in the district if possible. All group members should be given a role in the drama and they have 15 minutes to prepare it. Ask them to act out a scenario making sure they are demonstrating the accessibility challenge and also showing how it can be overcome.</p>
Time	<b>Allow</b> the groups 15 minutes to plan their drama. Each group to have 3 minutes to present. 5 minutes for changeovers and 5 minutes for discussion at the end. (Total time: 40 minutes).
Feedback	<b>Emphasize</b> the need to think of all aspects of accessibility in every situation.

**Summarise** that accessibility is critical to achieving an inclusive society. It begins in the home, and we should all think about how accessible our own homes are for persons with disabilities. More broadly it is important to ensure all aspects of our communities are accessible, and consider access right up to the national level.

### 13.5 Accessibility standards (10 minutes)

	<i>Volunteer</i>	
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**Refer** participants to the list of accessibility standards in their Participant Manual.

**Highlight** some of the standards shown, demonstrating with a tape measure if available.

**Ask** if anyone can think of one way in which they will improve accessibility of somewhere in the near future.

**Allow** a few comments.

**Close** the session.

## Group 1

Your group should draw a picture to demonstrate an accessibility challenge relating to **the environment** and how it could be overcome: this relates to physical access to, for example, buildings, pavements, roads, transport and footpaths. Try to think of something other than a ramp to replace steps.



## Group 2

Your group should draw a picture to demonstrate an accessibility challenge relating to **Information and Communication** and how it could be overcome: this includes sign language interpretation, printed materials, signposts, websites and technology. When we talk of accessible communication, it usually means the communication is available in a range of styles so that more people will be able to use it and benefit from it. An example of this is written captions on a TV screen – so that people who cannot hear can read instead.



### Group 3

Your group should draw a picture to demonstrate an accessibility challenge relating to **attitudes and behaviour** and how it could be overcome: This is one of the main elements of exclusion. Current practice still too often includes pity, hostility, fear and being patronizing, with negative messages being reinforced by arts and media images and representation. For example, parents locking children in the house, or fears of catching epilepsy.

### Group 4

Your group should draw a picture to demonstrate an accessibility challenge relating to **systems** and how it could be overcome: For example, the education system, local government, legal system, health, and politics, all of which can control the level of opportunity for persons with disabilities to participate in society.



### Group 5

Your group should draw a picture to demonstrate an accessibility challenge relating to **an economic situation** and how it could be overcome: Economic accessibility, or affordability relates to people's ability to pay for services without financial hardship. The close relationship of disability and poverty means that persons with disabilities frequently lack economic access to services they require.