

The role of OPDs and their leadership in relation to the CBID strategy

<i>OPDs</i>
Learning objectives
<p>By the end of the session participants shall be able to:</p> <ul style="list-style-type: none"> • Describe the roles of an OPD and their leader • Describe the roles of other stakeholders in CBID • Encourage persons with disabilities to have a rights-based approach • Define disability mainstreaming, integration and inclusion
Time allocated
<ul style="list-style-type: none"> • 325 minutes.
Resources needed
<ul style="list-style-type: none"> • PPT Presentation • Whiteboard and flipchart stand • Flipchart paper and markers • Participant Manual • Printout of scenarios • Copies of Quiz questions • Guest speaker
Preparation
<p>Familiarise with:</p> <ul style="list-style-type: none"> • Relevant content of the Participant Manual • PPT slides <p>Print (onto card if possible):</p> <ul style="list-style-type: none"> • One copy of each of the three stories: integration, mainstreaming and inclusion. • Six copies of the quiz questions.

1. Introduction (10 minutes)

<i>OPDs</i>

In this session we're going to look at the role of an OPD and its leadership in achieving inclusive development. And we will look at the roles of other stakeholders in CBID. We will also look at how, when we take a rights-based approach, we challenge the barriers and injustices faced by persons with disabilities **in a different way**, and how to change the mindsets of our OPD members. The session will also discuss the terms **inclusion**, **integration** and **mainstreaming** and their differences.

Read out the learning objectives.

2. Activity to consider roles of an OPD (50 minutes)



Activity

Roles of an OPD

Role of OPDs and their leadership: 3

Explain:

- In this session we are going to firstly look at the role of Organisations of Persons with Disabilities: how does their role differ or link with other stakeholders, for example.

Introduce the activity.

Activity – the roles of an OPD	
Groups	Divide participants into groups of six. Give a copy of the quiz questions to each group, printed from the end of the session plan.
Instructions	Ask each group to discuss the six quiz questions and agree on their first choice of answer. Ask them to ensure they discuss why they have chosen that answer and be ready to share their thinking. If they think two answers are correct, they should start by saying which is more important. Allow 15 minutes.
Monitor	Check the groups consider all questions within the time.
Time	Allow 15 minutes for the discussions. Allow a further 30 minutes for the discussion as you get feedback, and to communicate the main points below if they have not been covered. (Total time: 45 mins).
Feedback	Ask the groups in turn for their answer and reasoning for each question. Ask other groups if they agree. Facilitate a discussion for each question using the information below. Conclude by saying that different roles may be appropriate in different contexts and situations, and it is for OPDs to judge this.

Trainer's notes:

1. *An OPD leader should lead his/her members to a) **Advocate for assistive device systems within government structures.*** Provision of Assistive technology should be a fundamental aspect of the health system. Assistive devices should be provided through staff trained in assessment and prescription skills, as provision without proper assessment can cause greater health problems. It would not be wrong for an OPD to identify donors for assistive devices, but these should always be distributed through appropriate services. In some cases, Government may also fund an OPD to provide a service if they have the appropriate skills, and this could be appropriate but should not compromise or conflict with the OPDs advocacy roles. The highly valuable role an OPD can play in assistive device provision is identifying people who may need an assistive device and referring them to a service, as well as following them up to see that the device is useful, and encouraging them to get it repaired or replaced when necessary. OPDs can also often help with the practical aspects of enabling someone to reach a service. Where services are limited or not available, this represents a major barrier to persons with disabilities and advocacy for services becomes vital.
2. *An OPD leader should lead his/her members to b) **Collaborate with other stakeholders to ensure existing schools are inclusive of pupils with disabilities.*** The primary role of an OPD is advocacy. Often OPDs get involved in areas of service provision where they don't have the necessary skills, expertise, or potential to sustain them. This is not to say OPDs should never be involved in service provision, but their role in it should be to ensure services are meeting the needs and rights of persons with disabilities, rather than filling gaps that should be filled and funded by Government. Zanzibar has an inclusive education policy and many stakeholders including Government are working to make education more inclusive. OPDs play a vital role in many areas of Inclusive Education such as by identifying out of school children, encouraging parents to send their children to school, and being part of the School Inclusion Teams (SITs).
3. *An OPD leader should lead his/her members to b) **Advocate for improved rehabilitation services for persons with disabilities.*** As with other service provision areas, OPDs would rarely have the appropriate skills or possibilities to build and sustain a rehabilitation centre, yet many OPDs have this as a target. They identify this through their frustration at the unmet need, however their energies can be more appropriately spent on advocacy to the government to meet rehabilitation needs by highlighting the relevant articles of the UN CRPD and highlighting the local needs they see for their members.
4. *An OPD leader should lead his/her members to c) **raise awareness of the inequalities and poverty that exists for persons with disabilities.*** Providing handouts may serve an immediate need but is often more about helping the donor to feel good about themselves rather than supporting a person with a disability. Although charitable gifts may be helpful, they should always be made while ensuring the dignity of the receiver, and alongside advocacy to address the injustices that the needs are a result of – such as the lack of opportunity for persons with disabilities to livelihoods.
5. *An OPD leader should ensure the OPD can provide loans for persons with disabilities to set up their own businesses because banks and other lenders discriminate against them. **FALSE.*** It is more important to advocate, educate and collaborate to make existing loan providers programmes accessible to persons with disabilities. These lenders have the skills and experience needed within this specialist field, and when combined with the OPDs knowledge and skills can provide the most effective solutions.
6. *An OPD leader should not consider the views of parents of children with disabilities as they are not disabled themselves. **FALSE.*** Parents of children with disabilities know their children well and can often represent them when they are unable to represent themselves. Parents can also be members of OPDs in this capacity.

3. The roles of an OPD (75 minutes)

Roles of an OPD

- The primary role of an OPD is advocacy and education for the rights of persons with disabilities.
- The OPD leader's focus is on supporting the membership to understand and advocate for their rights.

Role of OPDs and their leadership: 4

Explain:

- An OPDs primary role is one of advocacy and education for the rights of its members as defined by international and national instruments such as the UN CRPD and the Persons with Disability (Rights and Privileges) Act No 9 of 2006.
- Therefore, the primary role of an OPD leader is to ensure that its members understand their rights, and advocate for them.
- An OPD leader must have a mindset that focuses on rights not charity.
- An OPD leader is most powerful when they understand the rights of persons with disabilities and can advocate for them well. For example, by quoting relevant articles of the UN CRPD and Persons with Disability (Rights and Privileges) Act No 9 of 2006 and statistics that illustrate their arguments.

Ask: What do we mean by statistics that can illustrate an argument?

Acknowledge responses and give your own example, such as knowing the number of children with disabilities who are out of school.

Ask participants to turn to the relevant chapter in their Participant Manual and ask a volunteer to read out the list of the roles and responsibilities of an OPD, expanded and adapted from the CBR/CBID Guidelines.

Emphasise that OPDs know the needs of persons with disabilities best – and should therefore be in the driving seat for CBID programme management – for ensuring appropriate planning, implementation, monitoring and Evaluation. However, many OPDs struggle with lack of resources that limit their infrastructure and their potential for such participation.

Ask participants for examples of their own organisation's activities that fall within the list in the Participant Manual.

Acknowledge responses and discuss.

Ask participants for examples of any of their activities that fall outside of this list.

Acknowledge responses and discuss.

4. Exploring integration, mainstreaming, and Inclusion (45 minutes)

OPDs

Terms often used interchangeably:

- Disability integration
- Disability mainstreaming
- Disability inclusion

Role of OPDs and their leadership: 5

Explain:

- The terms disability mainstreaming, integration, and inclusion are often used interchangeably but they have different meanings.

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

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.

Role of OPDs and their leadership: 6

Explain: Disability integration is:

- Making arrangements which allow persons with disabilities to access and participate in their environment in a limited way or as a response.
- Or –mixing groups that were previously segregated.

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 built in Zanzibar had about 50 students. None of the children had disabilities but one day, Lulu - one of the young girls at the school - had a car accident and was paralysed. Lulu 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 Lulu 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. Lulu 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 Lulu would feel returning to the school?
Acknowledge responses.

Ask: Does Lulu have fewer rights now to access all areas of the school?
Acknowledge responses.

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.

Role of OPDs and their leadership: 7

Explain: Disability mainstreaming is:

- Considering the specific requirements of persons with disabilities at all stages.
- Mainstreaming is a method to promote inclusion and address barriers that prevent equal and full participation for persons with disabilities.
- It aims to ensure that persons with disabilities have the same rights as others.

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 of Zanzibar had about 50 students. When one of the children, Lulu, had an accident and needed to use a wheelchair, the school realized that changes were needed to accommodate Lulu 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 Lulu, 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'.

Ask: Do you think Lulu 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**.

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:

- To facilitate an environment in which no one feels left out as a result of their difference.
- The environment is designed to fit all people.

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 rural Zanzibar. 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, Lulu, 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. Lulu 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 Lulu, 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 Lulu 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.

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.

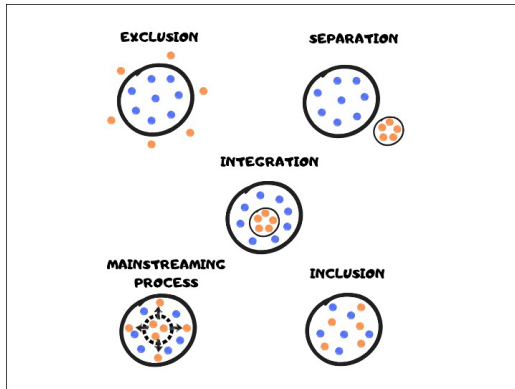
Role of OPDs and their leadership: 9

Explain:

- Mainstreaming is a process to achieve inclusion by addressing/removing barriers that exist.

Ask: Why do we need mainstreaming?

Acknowledge responses and confirm that Mainstreaming is needed because most aspects of life have **not** been planned from the start with inclusion in mind.



Explain:

- This chart graphically shows the differences between exclusion, separation, integration and inclusion. **Revise** the concepts again briefly, pointing to each one.
- Mainstreaming can help us move towards inclusion from any of the three areas: exclusion, separation, or integration straight to inclusion.
- Most often, the path to inclusion goes via integration – where persons with disabilities are included to some extent but not fully.
- This ‘mainstreaming process’ diagram shows how mainstreaming can be used to move from integration to inclusion: a situation becomes increasingly more inclusive through the mainstreaming process, as the barriers that still exist within an integrated situation are broken down.

5. Roles of stakeholders to achieve inclusion (45 minutes)



Government is responsible for:

- Ensuring the rights of persons with disabilities in line with national and international laws and policies.
- Providing the framework in which services operate and are monitored, and developing strategies to meet the rights.

Role of OPDs and their leadership: 11

Explain:

- OPDs and Government have different roles in achieving inclusion. Government is responsible for ensuring the rights of persons with disabilities in line with national and international laws and policies.
- 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
- Develop the skills of their membership to advocate for their rights.
- Demand services in line with their rights.

Role of OPDs and their leadership: 12

Explain:

- OPDs role is to identify the needs of persons with disabilities and 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.

The community's role is to:

- Identify and address barriers that prevent persons with disabilities and their families from participating in all aspects of society including its economic and social aspects.
- Ensure the protection of people with disabilities against any forms of abuse in their areas including gender based violence.

Role of OPDs and their leadership: 13

Explain:

- Communities are responsible for identifying and addressing the barriers that prevent persons with disabilities and their families from full participation in society – such as social and economic opportunities.
- Establishing a mechanism that will ensure the protection of people with disabilities against GBV and any other forms of abuse in their areas

The role of NGOs / CSOs is to:

- Liaise with OPDs leaders to understand the needs of people with disabilities to ensure they are mainstreamed into NGOs and CSOs programmes and services.

Role of OPDs and their leadership: 14

Explain:

- The role of NGOs and CSOs is to liaise with OPDs leaders to understand the needs of people with disabilities to ensure they are mainstreamed into NGOs and CSOs programmes and services.

Ask: Is integration beneficial?

Acknowledge responses and confirm that integration can be a step towards inclusion. It is better than exclusion.

6. Reminder / revision of the models of disability (10 minutes)



Trainer's Notes:

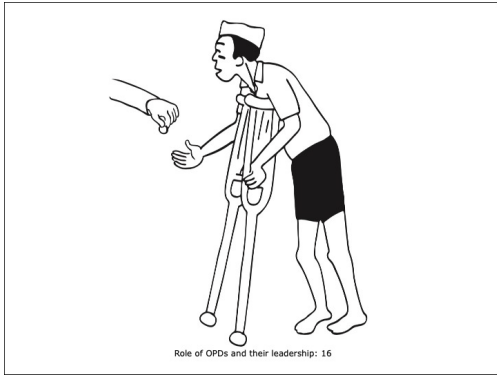
For the section below, you can also point to the posters on the wall instead of using the slides. Remember to explain what the picture shows if the participants include persons with disabilities. This can be covered very briefly as it has been covered in detail in the previous session. Here it is just included as a reminder, to set the scene for the activity.



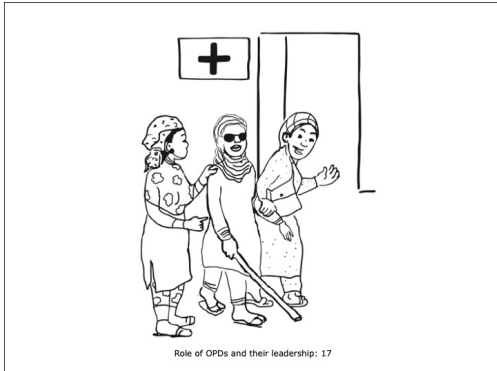
Role of OPDs and their leadership: 15

Explain:

- In the last session we talked about the different models of disability, and how attitudes have changed over time. We talked about five models:
- The **traditional model** where disability might be seen as a curse and the person is often stigmatised.



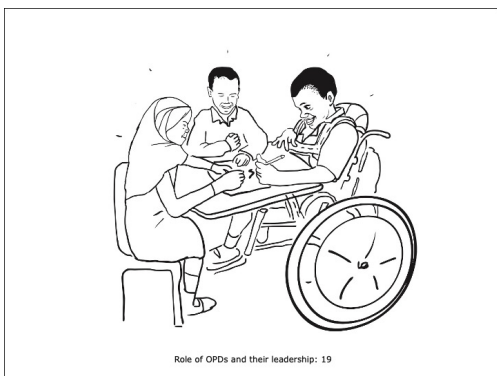
- The **charity model** where a person with a disability is pitied and seen as in need of help or charity.



- The **medical model** where the emphasis is on 'correcting' or 'curing' the person to make them 'normal'.



- The **social model** which represented a huge change – and recognises that the problem is society's failure to put in place what is needed for people with disabilities



- And the **rights-based model** which builds on the social model and puts the responsibility on society to meet the rights of people with disabilities that are outlined in the UN CRPD and Disability Act.
- We also discussed how common each of these models are in Zanzibar today.

7. Activity (80 minutes)



Activity

- In your group, **discuss** how people with disabilities in Zanzibar see themselves, and what is needed to support persons with disabilities to view themselves from a rights-based model.

Role of OPDs and their leadership: 20

Explain:

- We have talked about the role of an OPD leader and the role of OPDs, and now we are going to discuss how most people with disabilities in Zanzibar see themselves, keeping in mind the 'models' above.

Introduce the activity.

Activity – how persons with disabilities view themselves	
Groups	Divide participants into five groups.
Instructions	Ask each group to share their experiences with each other on how people with disabilities in Zanzibar see themselves, and to discuss what is needed to support persons with disabilities to change their mindset to view themselves from a rights-based perspective and be empowered to advocate for their rights.
Monitor	Check that all members of all groups are contributing to the discussion and considering both what the situation is now, and what needs to happen for people with disabilities to take a rights-based view of disability.
Time	Allow 60 minutes for discussion in groups, and five minutes for each group to share feedback from their discussion. (Total time: 75 mins plus 5 mins changeover time: 80 mins)
Feedback	Explain that we will build on these discussions in the next part of the session.

Emphasise that persons with disabilities are the best people to advocate for their rights once they are empowered to understand them and supported to demand them. They have the lived experience of how their rights are violated on a daily basis. When persons with disabilities work together within an OPD, they become stronger, and when OPDs work together they become stronger still.

8. Discussion on changing mindsets (30 minutes)



Discussion

- How can the Zanzibar OPD movement **practically** and collectively move forward to change the mindsets of persons with disabilities from a charity model to a rights based model?

Role of OPDs and their leadership: 21

Introduce the discussion.

Activity – changing mindsets	
Groups	Whole group discussion
Instructions	Building on the feedback from the last activity, ask participants for comments on how the Zanzibar OPD movement can practically and collectively move forward to change the mindsets of persons with disabilities about their rights and how they demand them. Ask your co-trainer to write ideas on a flipchart as the discussion progresses.
Monitor	Encourage all participants to contribute to the discussion and to come up with specific recommendations that can be implemented rather than general ideas.
Time	Allow 25 minutes for discussion and five minutes to summarise (Total time: 30 mins).
Feedback	Use the last five minutes to summarise the main points.

9. Key points (15 minutes)



Summarize:

- OPDs play a critical role in CBID programmes. People with disabilities are the best advocates for their rights, but due to the discrimination and lack of opportunities they are often disempowered and need support to know and demand their rights.
- 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 for real inclusion to take place in line with the rights of persons with disabilities, 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.

Ask: What do you think you might do differently as a result of thinking more about integration, mainstreaming and inclusion?

Acknowledge responses.

Close the session.

Quiz Questions: Role of an OPD Leader

Note: you can change these questions if other areas are more relevant / misunderstood by OPDs

1. An OPD leader should lead his/her members to:

- a) Advocate for assistive device systems within government structures
- b) Distribute assistive devices to members after identifying donors
- c) Set up microfinance programmes to help persons with disabilities fund their own devices

2. An OPD leader should lead his/her members to:

- a) Establish a community school that provides inclusive education for all persons with disabilities
- b) Collaborate with other stakeholders to ensure existing schools are inclusive of pupils with disabilities
- c) Advocate for special schools for pupils with disabilities so that their individual needs are met

3. An OPD leader should lead his/her members to:

- a) Advocate for land to build a rehabilitation centre
- b) Advocate for improved rehabilitation services for persons with disabilities
- c) Raise funds for persons with disabilities to access rehabilitation services

4. An OPD leader should lead his/her members to:

- a) Find donors to support food packages for persons with disabilities to be given out at Eid celebrations
- b) Advocate that persons with disabilities should be given food packages by the Government for special Eid celebrations
- c) Raise awareness of the inequalities and poverty that exists for persons with disabilities

5. True or false?

Statement: An OPD leader should ensure the OPD can provide loans for persons with disabilities to set up their own businesses because banks and other lenders discriminate against them.

6. True or false?

Statement: An OPD leader should not consider the views of parents of children with disabilities as they are not disabled themselves.

Scenario one: integration

A small village school built in Zanzibar had about 50 students. None of the children had disabilities but one day, Lulu - one of the young girls at the school - had a car accident and was paralysed. Lulu 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 Lulu 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.

Scenario two: mainstreaming

A small village school in a rural area of Zanzibar had about 50 students. When one of the children, Lulu, had an accident and needed to use a wheelchair, the school realized that changes were needed to accommodate Lulu 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 Lulu, 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.

Scenario three: inclusion

A small village school is planned in rural Zanzibar. 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, Lulu, 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. Lulu already had friends in her class and community with disabilities which also meant she wasn't nervous about returning to school.

