



2806620126

ADDRESSING ATTITUDES TO DISABILITY

A COLLECTION OF RESOURCE MATERIALS

INTRODUCTION

Why these training materials?	1
Who can use the materials?	1
Using the materials	2
Words we use	4
Acknowledgements	6

SECTION 1: THINKING ABOUT DISABLED PEOPLE 7

1.1 What can disabled people do?	9
1.2 What can families and communities do?	11
1.3 Clarifying the aims of working with disabled people	12

SECTION 2: PARTICIPATING IN DAILY LIFE 13

2.1 Daily life of a non-disabled person you know	14
2.2 Daily life of a disabled person you know	17
2.3 Obstacles to participation for a disabled person	20
2.4 Analysing the obstacles to participation	23
2.5 Identifying ways to overcome obstacles	25

SECTION 3: ADDITIONAL ACTIVITIES 28

3.1 Language & Labelling	29
3.2 Needs of children	31
	38

SECTION 4: ORGANISING A WORKSHOP

	39
4.1 Organising a workshop - factors to consider	40
4.2 Examples of workshop outlines	

APPENDICES

Appendix 1: Video materials	47
Appendix 2: Addresses	52

INTRODUCTION

□ *Why these training materials?*

Picture the scene: a training workshop is being organised for care staff at a centre, on how to feed children with cerebral palsy. It is well organised, the content is appropriate, varied and practical. A month later, however, nothing has changed, nobody is applying what they have learnt, no child has benefited. Sound familiar?

Whilst working in the area of disability in Viet Nam, Save the Children (UK) (SCF) has often seen good technical training which has very little impact on the lives of disabled people. Participants may have only a limited understanding or awareness of disability and the needs of disabled people. Teachers, for example, who do not regard disabled children as their responsibility, or community workers who only think about treatment for a disabled person, and not about other aspects of their lives. They see no relevance for them in the technical training being provided, and consequently are not interested in applying what they have learnt.

Since 1994, SCF's Disability and Special Needs Programme in Ho Chi Minh City (HCMC), has supported the development of a community-based approach to meeting the needs of disabled children. Experience has shown us the value of spending time addressing attitudes right from the start. An important part of this work, therefore, has involved organising discussion and training workshops for local partners - officials, teachers, volunteers and parents. The purpose is to raise awareness of the needs of disabled children, address negative attitudes, and help participants to think how they can help these children participate more in the life of the family and community, using locally available resources.

In the course of running these workshops in HCMC, various activities and materials have been developed, which have proved effective in changing attitudes. By producing them in an accessible format, it is hoped that these could also be useful to others both within and outside SCF.

□ *Who can use the materials?*

Anyone with participatory training skills: disabled people's groups, disability-focused specialists, health, education or community development staff who want to make their programmes more accessible to disabled children, staff of NGOs, for both within the organisation and with partners...

The materials have been developed in Viet Nam, so are particularly appropriate for use in S.E. Asia, but could be suitable for any country with limited specialist resources.

□ ***Using the materials***

SECTION 1: Is a general introduction to disability as a social issue, and the role of the family and community in supporting disabled people.

- It can be used as an ***exploratory activity***, to enable the facilitators to gain a deeper understanding of the local situation of disabled people, prevailing attitudes and coping mechanisms
- It can be used in ***initial planning stages***, to help participants discuss what form a disability programme, or activities with disabled people could take.
- It can be used in an existing ***single-sectoral*** disability programme, e.g. a CBR programme implemented through the Health sector, with the aim of increasing the involvement of other sectors or community members.
- It can be used by a ***non disability-focused programme***, e.g. a primary education programme, or a women's credit programme, to raise awareness of how access to the programme for disabled people could be improved.

SECTION 2: Provides a practical orientation to the social issues facing disabled people, and encourages non-technical problem-solving approaches to addressing these issues, drawing on available local resources

- Is aimed at participants who are directly involved in activities with disabled people, parents, community workers, teachers, and at disabled people themselves.

- It is best used after the introduction of Section 1;
- Can be used with either a mixed or homogenous group of participants;
- Can form part of a wider training, e.g. in-service training for teachers;
- It is likely that after this training participants can address many of the issues identified, but there will be those issues which are too difficult without specialist support. At that stage, participants will be able to recognise what kind of further training they need.

SECTION 3: provides additional activities, which may be used to focus in more detail on certain issues.

- These are short 1-2 hour activities for use in a variety of situations, and can be adapted to fit into a wider training context

SECTION 4: gives some suggestions for organising a workshop using the materials, and provides some outline examples of sessions

Words we use

Many users will be adapting these materials for use in another language. Language surrounding disability is often emotionally loaded, and direct translation of terminology is therefore not always appropriate. Words change in the way they are used, can start out perfectly respectable and become terms of disparagement, even abuse. Also be aware of who deems a word acceptable: terms accepted by doctors or specialists may be rejected by disabled people themselves.

Meanwhile, here are some guidelines reproduced from materials of Disability Resource Team, a UK-based group. These reflect current thinking in the UK. It may not be appropriate however to apply these guidelines rigidly in other countries. The important thing is to establish what disabled people themselves and families find acceptable, and to reject words which create negative feelings. The activity in Section 3: 'Language and Labelling' is useful not only in raising awareness, but if disabled people themselves are involved, could provide some guidelines as to appropriate language for facilitators themselves.

APPROPRIATE LANGUAGE AND BEHAVIOUR WHEN INTERACTING WITH DISABLED PEOPLE

TERMINOLOGY

The language we use is important, because it may reinforce negative stereotypes and may be offensive to disabled people. Language also generates ideas and these need to be explored. Language will change overtime as people involved in a movement for change continue to debate what is acceptable to them.

IMPAIRMENT Refers to a person's physical/ medical condition

DISABILITY Is the social constraints i.e. barriers imposed by a society that takes little or no account of disabled people's needs.

CURRENT PREFERRED TERMS

Use disabled person or person with a disability rather than handicap. Handicap is derived from 'cap in hand' implying begging which is offensive to many disabled people.

A person is not a condition; avoid referring to an individual by the condition

they have. An 'arthritic' is a person with arthritis; a 'spastic' or 'CP' is a person who has cerebral palsy. In addition, it is important to realise that medically imposed diagnostic labels do not reflect the way people are disabled by their environment.

Do not use the word 'disabled' as a noun - 'the Disabled', it implies a homogenous group separate from the rest of society. We are all individuals - 'The Disabled' do not constitute a group apart.

Avoid attaching labels to people with or without impairments. For example, the word 'normal' has no real meaning if we are all different. Use 'non-disabled' or 'mainstream' rather than 'normal'.

Examples of acceptable and unacceptable words:

Avoid	Use
Victim of	person who has.. / person with.. / person who experienced..
Crippled by	person who has../ person with..
Suffering from..	Person who has../ person with..
Afflicted by	person who has.. / person with..
Wheelchair bound	wheelchair user/ person who uses a wheelchair
invalid (literally means not valid)	disabled person
mentally handicapped	person with learning disability/difficulty
mentally ill	mental health system survivor/ mental distress

Acknowledgements

All the activities in this pack started off as an idea gleaned from someone else. The video materials have all been edited from existing published materials, all the references for which you will find in the Resources & Addresses. I would like to thank all the producers who have, without hesitation, agreed to their materials being used in this way: Dr Brian O'Toole, of Hopeful Steps' CBR programme in Guyana, AIFO -the funders of Guyana CBR programme, Dr Roy McConkey and Leonard Cheshire International.

The idea for the 'Day in the Life' sequence of activities is from Penny Price tutor in the Special Education Dept, Macquarie University, who is very happy to see the idea adapted and used.

SECTION 1: THINKING ABOUT DISABLED PEOPLE

This section provides a general introduction to disability as a social issue, and introduces the roles and responsibilities of the family and community in supporting disabled people.

- It can be used as an ***exploratory activity***, to enable the facilitators to gain a deeper understanding of the local situation of disabled people, prevailing attitudes and coping mechanisms
- It can be used in ***initial planning stages*** of a programme, to help participants discuss what form a disability programme, or activities with disabled people could take.
- It can be used in an existing ***single-sectoral*** disability programme, e.g. a CBR programme implemented through the Health sector, with the aim of increasing the involvement of other sectors or community members.
- It can be used by a ***non disability-focused programme***, e.g. a primary education programme, or a women's credit programme, to raise awareness of how access to the programme for disabled people could be improved.
- ***Time-frame***: one 2-3 hour session
- ***Participants***: best used with a mixed group, e.g. officials, parents of disabled children, teachers, disabled people.
- It can be used with participants from a variety of decision-making levels - Provincial, District or community level. Many participants may not in the future be directly involved in implementing activities, and therefore do not need to learn practical skills. But they do need to understand the purpose, and feel they have contributed to shaping activities, as they may have an important political or influential role in ensuring the smooth running of activities in the future.

Section 1: Thinking about disabled people

Contents

- 1.1 What can disabled people do?
- 1.2 What can families and communities do?
- 1.3 Clarifying the aims of working with disabled people

<i>Materials needed</i>
Flip-chart paper, Blu-Tak/sticky tape Thick coloured pens, Video, television Video 'Activities of Disabled People'

1.1 What can disabled people do?

Purpose To recognise the potential of disabled children and adults to participate in all aspects of family and community life

Whole group activity

O 1 hour

Activity

- 1 Brainstorming: Ask participants to think about disabled children and adults in their own family or community, and what kind of things can they do, activities they participate in, jobs they have, etc. Write the heading 'Our Community' on a flip-chart. Encourage and list all ideas and suggestions, however seemingly insignificant.
- 2 Show video 'Activities of Disabled People'. Ask participants to note or remember all the different activities they see in the video.
- 3 On a second flip-chart write the heading 'Video'; on this, list all the activities that participants can remember. Show the video again if required.
- 4 Ask participants to compare the two lists - 'Our Community' and 'Video' and identify:
 - 1) Any activities to add to 'Our Community' which the video has reminded them of.

Notes to facilitators:

- Many impairments cannot be cured, however advanced our technology. But this does not mean disabled people have no value or ability to contribute to family and society.
- Non-disabled people are all different, so disabled people are all different, with different abilities, potentials and circumstances.
- We need to focus on the abilities of disabled children, give them the chance to develop their skills, to participate actively in the family and community, according to their ability and circumstances.

Section 1: Thinking about disabled people

ii) Any activities in 'Our Community' which were not on the video? Write these up and highlight them - congratulate participants on these positive examples.

iii) Any activities on the video, which do not happen in 'Our Community'?

iv) What are the reasons for the differences? Accept all suggestions, but encourage participants to think beyond the person's disability, to opportunities and constraints in the family and community.

v) Summarise these under:

disabled person	strengths, limitations, needs, likes...
family	lifestyle, attitudes, resources, knowledge, skills
community	attitudes, resources, opportunities, skills, knowledge, etc...

Note to facilitators

□ If you can finish by summarising the reasons in this way, it will lead more smoothly on to the following activity

1.2 What can families and communities do?

Purpose

- To recognise the role of all community members in supporting disabled children
- Participants to identify what they can do in their respective roles as parent, neighbour, officials, etc, to support disabled children in their community.

Small group activity

- *40 minutes*

Activity

1 Divide participants into groups of 4-6. Ask them to discuss the following questions:

- A What are the obstacles* to fuller participation of disabled children in the life of your family and community?
- B What can be done by each participant in your group, in your own capacity, to address these obstacles?

2 Give each group a large piece of paper and thick pen. Ask them to summarise their discussion on the paper. Allow 20 minutes.

3 Return to the whole group. One member of each group presents a summary of their discussion to the rest of the group.

4 Allow time for feedback and discussion

Notes to facilitators

- Encourage participants to focus on what they themselves can realistically do, rather than what they want other people to do for them.
- Find the easiest word for participants to understand, e.g limiting factors, circumstances, constraints, barriers, etc.
- This activity can become an action-planning exercise, especially if the activities will be incorporated into an existing programme.

1.3 Clarifying the aims of working with disabled people

Purpose

- Participants clarify the overall purpose of their work with disabled people
- Summarise the purpose into a short phrase or statement

Activities

1 Divide into groups of 4-6. Ask participants to discuss what they think activities for and with disabled people in their community should aim to do.

2 Ask them to summarise their aims into one overall purpose.

3 Give each group a piece of paper and thick pens. Ask them to write their phrase/statement, and pin it on the wall. Allow a few minutes for participants to view each other's statements

4 Return to the whole group. Discuss the ideas from each group, and try and come to an agreement on the purpose, that everyone feels happy with.

Small group activity

- 20-30 minutes

Notes to facilitators

- To help participants summarise, ask them to think how they would answer if asked: "what's this disabled children's project all about?" or "Why have you included these disabled people?"
- Posters can be left up, or put up again during future meetings and training sessions, to remind people of the overall purpose.
- Participants may decide or adapt or clarify their aims, as their own ideas become clearer, during the course of further training.

Section 2: Participating in daily life

Provides a practical orientation on the social issues facing disabled people, and introduces non-technical problem-solving approaches to addressing some of these issues, drawing on available local resources

- ❑ Is aimed at participants who are directly involved in activities with disabled people, parents, community workers, teachers, and at disabled people themselves.
- ❑ Is best used after the introduction of Section 1;
- ❑ Can be used with either a mixed or homogenous group of participants;
- ❑ Can form part of a wider training, e.g. in-service training for teachers or vocational trainers;
- ❑ It is likely that after this training participants can address many of the issues identified, but there will be those issues which are too difficult without specialist support. At that stage, participants will start to be able to recognise what further training they need.

Contents

- 2.1 Daily life of a non-disabled person you know
- 2.2 Daily life of a disabled person you know
- 2.3 Obstacles to participation for a disabled person
- 2.4 Analysing the obstacles to participation
- 2.5 Identifying ways to overcome obstacles

Materials needed

Flip-chart paper, thick coloured pens
Blu-Tak/Sticky tape, scissors
blank squares of paper (approx 10cm²)

Optional:

Drawing/photos of a disabled person
long strips of paper 1 cm wide

2.1 Daily life of a non-disabled person you know

Purpose Participants to clarify their own understanding of what is meant by 'daily life' in their own family and community

Small group activity

- 30 minutes

Activity

1 Tell participants they will shortly divide into groups. Each group will draw a chart of the daily life of person of a particular age. For example:

Group A: a child aged 3, Group B: a child aged 6, Group C, young adult man, and soon.

Let participants choose the group they prefer, but encourage groups of 4-6.

2 Task: Based on your knowledge of this age group, think about all the different activities your person might do, from getting up in the morning to going to bed at night.

3 Give each group a large piece of paper and pens, and ask them to draw the largest possible circle on their paper. In the middle, draw a person, and write her age. Divide the edge of the circle into sections (See Diagram

Notes to facilitators

□ You may want to allocate participants to an age group, based on their ability to carry out the next exercise, which is based on their knowledge of a specific disabled child or adult.

□ The activity can be clarified by demonstrating an example first, e.g. using the daily life of the facilitator.

□ Emphasise *all* aspects of daily life, not only work, study, household chores, but also social, leisure and community aspects.

4 In each section, write or draw one activity in that person's day, e.g. getting dressed, playing with friends, going to the shop, to work, to school, etc..

5 As groups finish, they can pin their chart up on the wall for others to walk round and look at.

Notes to facilitators:

- Include activities that may happen only occasionally, like going to the park, to the house of relatives, traditional festivals, etc.
- Keep it fun, but also try to get a *realistic* picture of a person's life,

2.1 Daily-life of a non-disabled person you know.

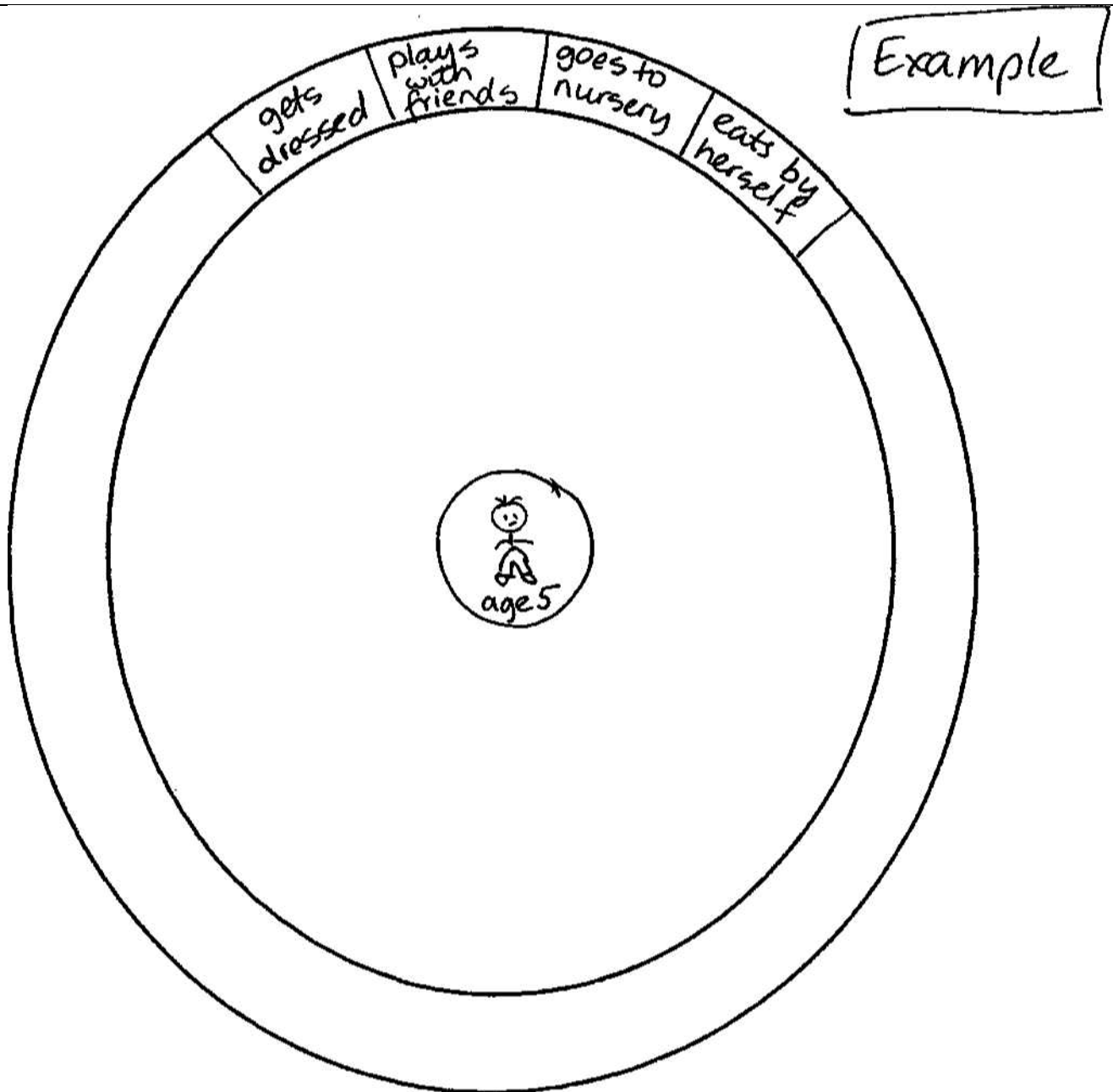


Diagram 1

2.2 Daily life of a disabled person you know

Purpose

To compare the daily life of a disabled and non-disabled person of similar age;

To identify daily life activities in which a disabled person does not fully participate

Small group activity

- 20-30 minutes

Activity

- 1 In the same groups, *USING THE SAME DAILY LIFE CHART*, ask participants to think of a disabled person they know of a similar age to the person in the Daily Life chart. Stick his/ her drawing or photo in the centre of the circle.
- 2 Compare this disabled person's daily life with the existing chart. Draw lines of different colours or styles connecting the person to each existing activity:
 - for activities the person does regularly, a bold solid line **————** ;
 - for activities she rarely participates in, or not fully, or needs help with, a dotted line **-----**;
 - for activities she does not or cannot do at all, an empty line (See *Diagram 2*) **=====**;
- 3 Add pictures/descriptions of any additional activities which this person does.

Notes to facilitators

- At the start of the exercise, go round and check that each group is discussing a real person, who is well-known to at least one member of the group;
- At this stage, focus on identifying only what actually happens, and not yet why, or suggesting solutions;
- If participants are not clear about whether the person can do an activity or not, this should be acknowledged. They may recognize the need to find out more clearly later on.

Section 2: Participating in daily life

4 As each group finishes, they can pin their chart up on the wall for others to see. Return to the whole group.

5 One member from each group presents their chart.

6 Discuss the profiles. How does each person's life compare to others of her age? Is her life varied and sociable? Does it help the person develop new skills, play a role in the family, develop self-esteem?

2.2 Daily life of a disabled person you know

Example

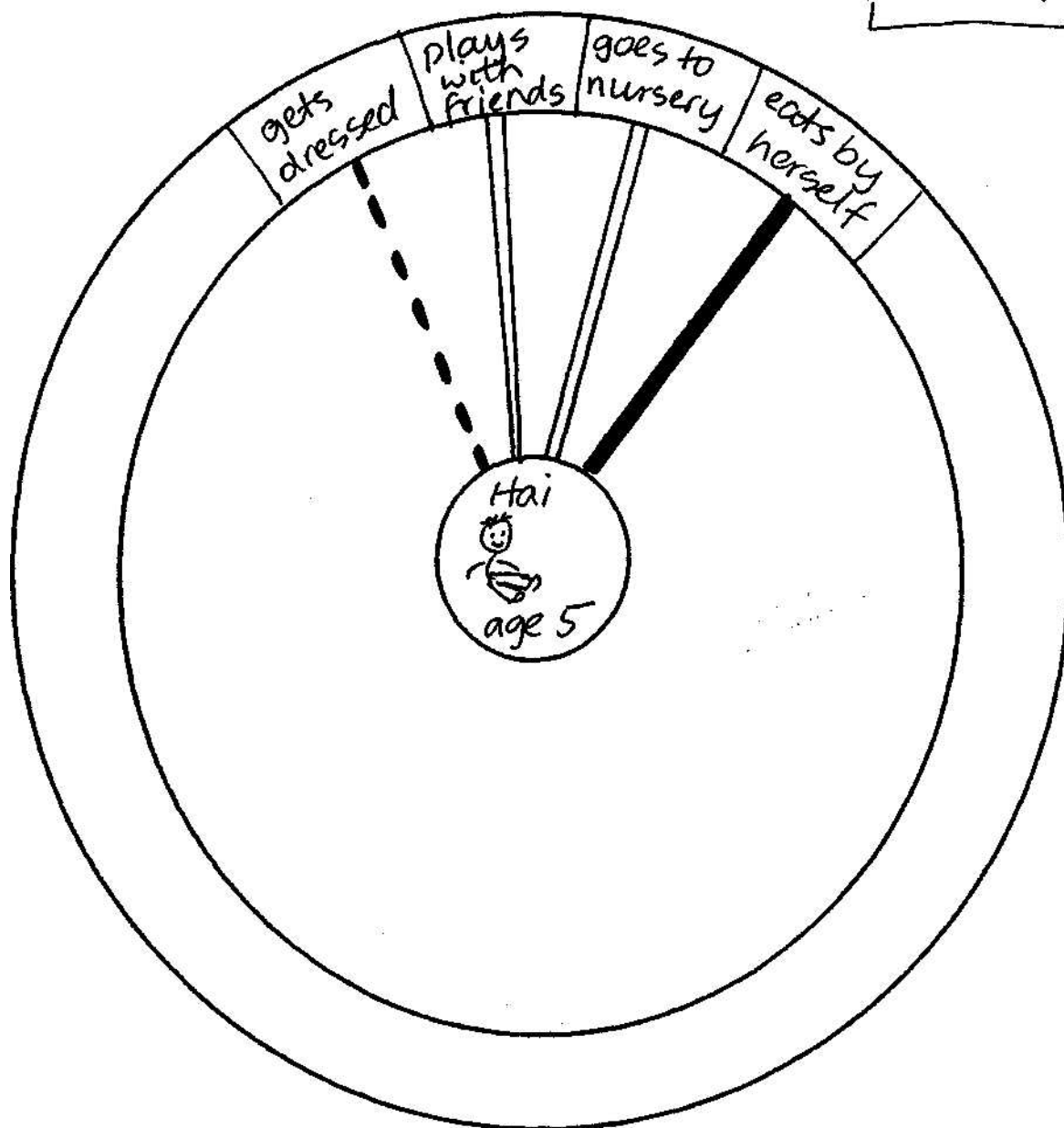


Diagram 2

2.3 Obstacles to participation for a disabled person

Purpose To identify the obstacles which prevent disabled people from participating in daily activities

Small group activity

□ 1 hour

Activity

- 1 In the same groups as before, ask participants to look at the Daily Life Chart of their disabled person. Start with one activity which he needs help with, or does not do at all. Discuss why. What factors or circumstances prevent the person doing so?
- 2 Write each suggestion on a separate small piece of paper and stick it on the line between the person and activity (See *Diagram 3*). There may be several factors which prevent this one activity;
- 3 Continue in this way for each activity which the person does not fully participate in, until many obstacles have been identified.
- 4 Return to the whole group. One member of each group presents their results to the rest.
- 5 Encourage participants to ask questions of each other, and to challenge the obvious assumptions - to identify the *real* reasons behind the *apparent* reasons.

Notes to facilitators:

- This is a **KEY EXERCISE**, and can be a turning point in participants' attitude to problem-solving. But it is easy for it to remain superficial, if participants are allowed to retreat into the same old excuses – "He can't walk" "He can't learn", etc.
- Always look beyond the person's impairment, at circumstances around her which also create obstacles - in her family, or outside in the community or society at large.

2.3 Obstacles to participation for a disabled person

Examples of frequently identified obstacles/factors

Participants often start by focusing on the individual impairments. These should not be ignored, but below are a few examples of further factors originating in the person's environment, which further exacerbate and compound their difficulties. Factors may be in the physical environment, such as roads, steps, equipment. Or they may be the skills and knowledge of people, or their attitudes -fear, lack of understanding, embarrassment, etc.

Individual Impairment	From the family	From the community/society
Can't walk properly	Parents worry the child will hurt himself Don't know how he can be helped Parents feel ashamed or embarrassed	Poor roads No public transport Too many steps Neighbours stare Lack of appropriate equipment Lack of physiotherapy skills
Can't talk clearly	Too busy to teach him Afraid school will reject him	Other children tease him School won't accept him Poverty
Can't understand	Too busy to teach him Family love him so much they do everything for him	School won't accept him Neighbours afraid disease is contagious Lack of information Lack of teaching skills
Has fits Is always sick Is too weak	Family don't let him out in case he hurts himself Family feel sorry for him	Other people are scared Lack of proper medication Medication too expensive
Can't work A burden on the family	Family provides everything	Lack of education Lack of vocational training Poor employment opportunities

2.3 Obstacles to participation for a disabled person

Example

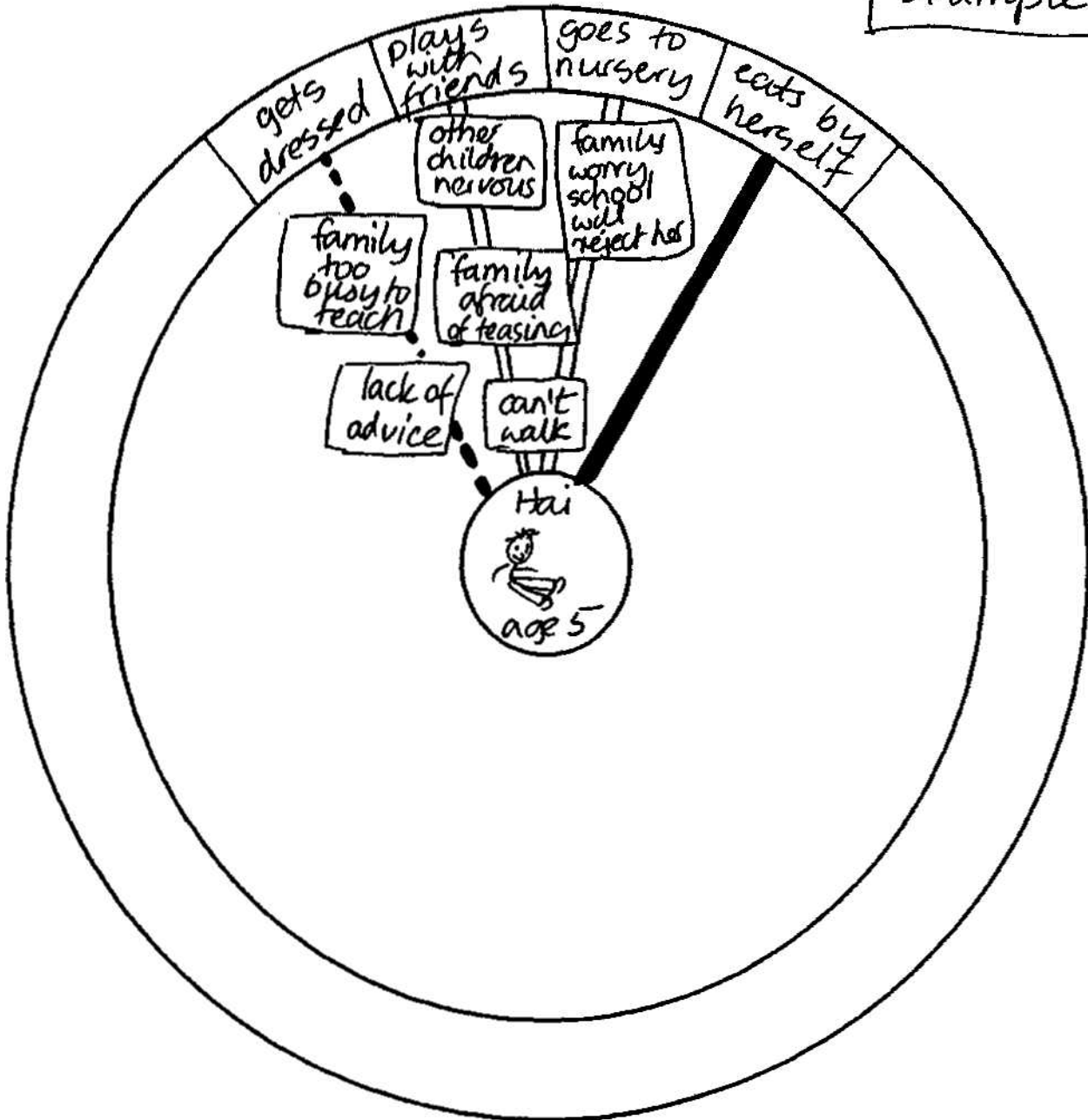


Diagram 3

2.4 Analysing the obstacles to participation

Purpose **To analyse the factors which create obstacles to disabled people's participation**

Whole/small group activity
□ 30 minutes

Activity

1 On a flip-chart, draw 3 large concentric circles (See *Diagram 4*). Write '*disabled person*' in the smallest.

2 Ask participants to select any of their obstacles that they consider directly related to the disabled person, and his/her impairment. Stick these in the '*disabled person*' circle.

3 In the next circle write '*family*'. Ask participants to identify any factors related to the family, and to stick them in this circle. At this point ask if anyone disagrees, and wants to change the position of any factors.

4 Label the outer circle '*community*'. Identify remaining factors, which should be stuck in this circle. Invite comments and changes, until there is a reasonable consensus. (Participants should explain their reasons for making changes.)

5 Discuss the obstacles identified. Are the obstacles mostly in the disabled person, or are they as much, if not more, in the physical environment, attitudes, skills and knowledge of people around him/her?

2.4 Analysing the obstacles to participation

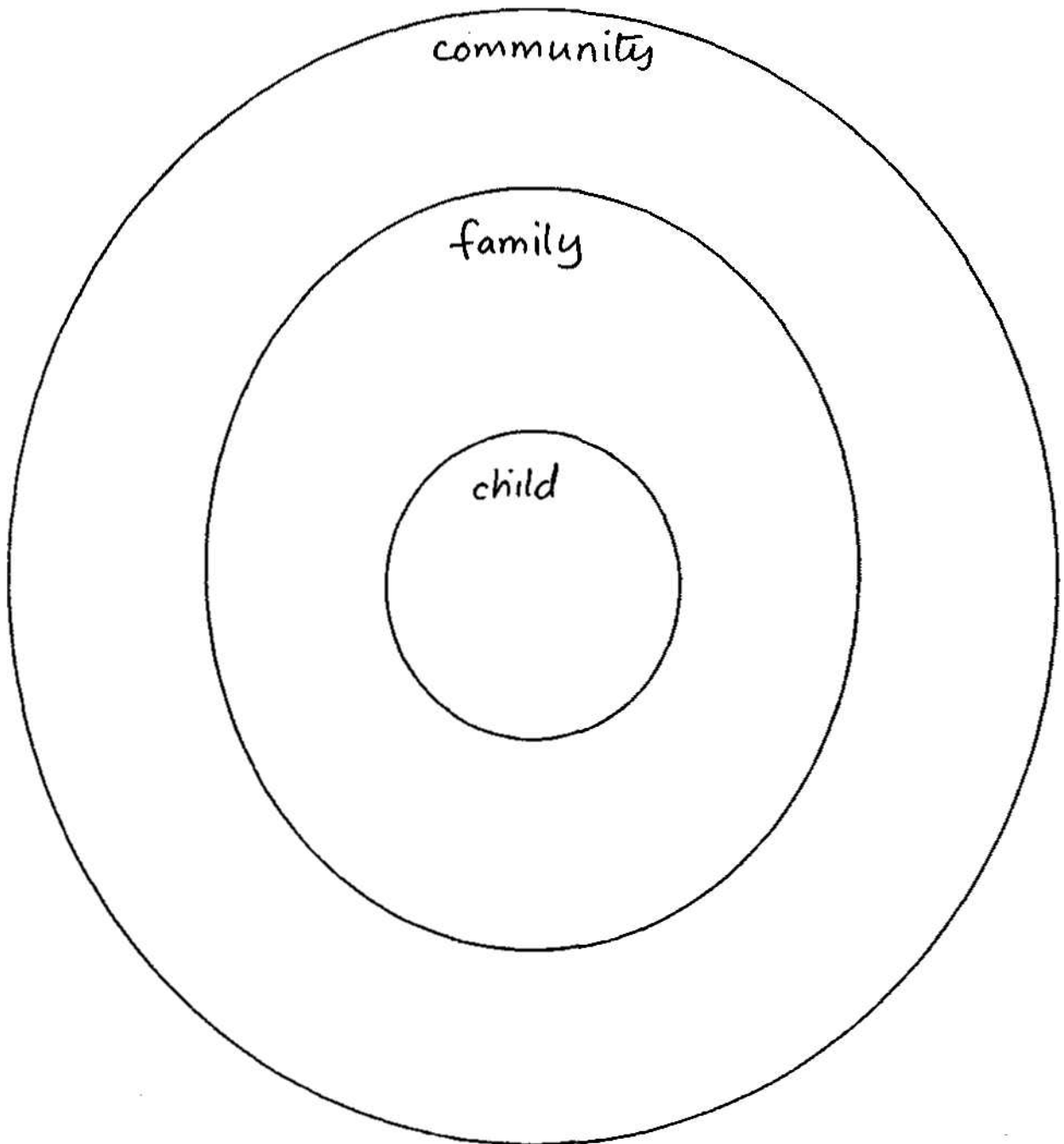


Diagram 4

2.5 Identifying ways to overcome the obstacles

Purpose

To identify which factors participants can do something about, and what they can do

Whole/small group activity

- 1 hour

Activity

1 As a whole group, ask a participant to pick out one factor which she herself could do something about. What could she do, and when could she do it? Would she need any help or support? Who could provide it? Facilitator records it all on a flip-chart (See *Diagram 5*).

2 Go through more obstacles in this way, starting with those which can be addressed by participants themselves, and moving on to those that need to draw on local resources.

3 After a few examples, groups may prefer to work in small groups again, then return and present their solutions to the whole group.

Notes to facilitators:

- Some participants may want to see big changes overnight, and may start with unrealistic solutions. Encourage small, practical achievable steps, which can be carried out in the following week/month.
- Watch out for participants who only identify tasks for other people to do. You may need to keep reminding them to focus on what *they themselves* can realistically achieve - this can be difficult!

2.5 Identifying ways to overcome obstacles

Example only

Example Only

Issue	Obstacle	How to solve it?	Who will do it?	When?

Diagram 5

2.5 Identifying ways to overcome obstacles

Example Only

Issue	Obstacle	How to solve it?	Who will do it?	When?
Child does not play out with friends	Mother afraid he will hurt himself	Invite neighbours' children into the yard to play with child Organise a seated game - shops, marbles, etc.	Mother	On Sunday
“ “ “ “	Neighbours ask too many questions	Go and talk to neighbours with children, to invite children round; Explain about own child's disability	Mother	Before Sunday
Child does not go to school	Parents afraid teachers would reject child	Clarify with parents: has school actually rejected their child, or is it what they imagine will happen? Visit school, talk to head-teacher, would she accept the child? Visit family and encourage them to send child	Community worker Community worker (+ teacher?)	Next week next week

Diagram 6

SECTION 3: ADDITIONAL ACTIVITIES

These activities maybe used in conjunction with the previous sections, or as part of a wider training, with the aim of focusing in more detail on certain issues

3.1 Language & labelling

3.2 The needs of children

3.1 Language & Labelling

Purpose To become more aware of the language we use about disabled children and adults.

Materials Flip chart paper, pens,
Blu-tak, scissors
Three faces

Activities

1 As a whole group, brainstorm all the names or terms participants know, or have heard used about, disabled children or adults. As participants call them out, write them up on a large sheet of paper. Include *all* words, whether positive or negative.

2 Cut up the names into individual pieces of paper, and distribute them between participants, at random. Ask participants to look at the word they are holding, and think how it would make them feel to be called such a name.

3 Stick three faces up on the wall: one happy, one sad and one neutral, spaced widely apart but level:

If the name gives them a warm feeling, of self-respect and dignity, then they should stick it under the happy face.

If it feels neutral, neither friendly nor unfriendly, arousing no particular feelings, they should stick it in the middle under the neutral face.

Whole group activity

- 40 minutes

Notes to facilitators

- There is no absolute right or wrong language.
- Labels stick! We should always be conscious of the possible effect of the labels we use for disabled children;
- We cannot always tell what effect language may have on someone else. Encourage participants to listen to each other's opinions and feelings.
- If there are any disabled people, or parents or disabled children in the group, it is important to listen to the language they choose to use.
- Disabled people have names – use them!

- If the name makes them feel rejected, unloved, undignified, ashamed, an object of ridicule, they should stick the name under the sad face

4 When all the names have been stuck on the board, ask participants if there is any name whose position they do not agree with. They can come and move it, explaining why.

5 When a certain consensus has been reached about words that everyone feels happy to use, discuss what should be done with the rejected words. For example they could be thrown in the bin, or torn up by participants.

Notes for facilitators: Use of Language

Communication is the foundation on which all our relationships are based, through our interactions with each other. It can take both verbal and non-verbal forms, including touch, eye contact and gesture. It conveys how we regard another person, and can therefore deeply affect their feelings. This is never truer than with children.

The development of self-worth and self-esteem is a basic human need, and the language we use with a child, especially a disabled child, can either contribute to or hinder this development. The language we use to talk to, or about them, can convey respect, or disrespect, closeness or distance, a formal or informal relationship. The words we use reinforce the idea or image the child has of itself. They can make a child feel accepted or rejected, part of the family or group, or isolated, loved or unloved, valued or pitied and worthless.

When looking at ways to address the needs of disabled children, the use of language can be introduced as a no-cost, effective approach, and within the ability of every one of us to carry out.

3.2 The needs of children

Purpose To clarify the needs of children, *including those of disabled children.*

Materials 'Wants and Needs Cards'
Large flip-chart paper
marker pens, Blu-Tak

Activity

1 Divide participants into groups of 4-6. Give each group one set of 'Needs and Wants' cards, a piece of flip-chart paper, thick pens and Blu-Tak or sticky tape. Ask groups to divide the paper in 2 vertically, and write 'Needs' in one column and 'Wants' or 'Nice to have' in the other (See *Diagram 7 on next page*).

2 Ask participants to consider each card, and decide whether the item is: a) necessary for children, without which they would not grow and develop? or b) something many children want, would be nice to have, but without which they would not really suffer. If the group cannot decide, then they should put the card in the middle.

3 Participants may consider that not all needs have been included. There are blank cards for them to add any missing needs.

Small group activity

- 20-30 mins

Notes to facilitators:

□ Start with participants' own experience, thinking about children they know, in their own family, or in the neighbourhood. We all have experience of children and their needs, wishes, and demands, and of trying to fulfil them.....

□ Is there a difference between what children need, and what they want? What is necessary, on the one

4 A further step in the activity can be added: Tell participants that because of limited resources, you can only allow them to select 6 needs (the number is up to you). Which needs would they select?

5 When finished, each group sticks their poster on the wall, so that participants can wander round and look at the findings of others.

6 Return to the whole group. Ask each group to present their poster. Invite questioning and discussion amongst participants.

7 Are these the needs of *all* children, or only some? Are there children who do not have these needs? What about orphans, do they have the same needs? And street children, do they have the same needs? What about disabled children? When we say 'All children', do we really mean it, or do we actually mean "All children (except disabled children)?"

Notes to facilitators

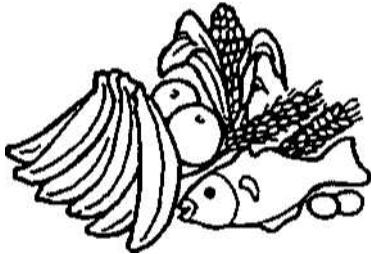
- There will be some needs that ALL participants agree are fundamental and vital to every child. Other may cause heated discussion, e.g. religious freedom.
- Some participants may feel awkward when challenged to include ALL children. It is difficult to change ones way of thinking immediately. It can be more effective to leave participants to go away and think about the issues raised, rather than the facilitator pus new ideas too hard.

Section 3: Additional Activities

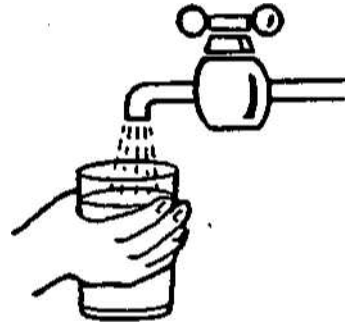
Needs	Nice to have

Diagram 7

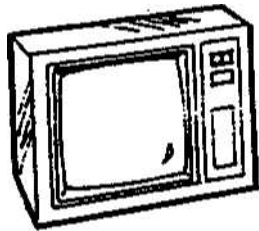
Wants and Needs Cards



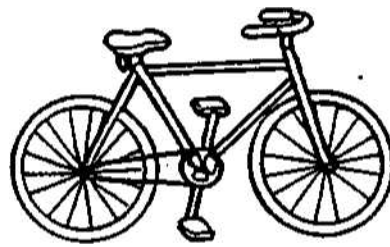
Nutritious food



Clean water



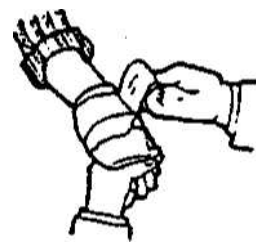
A television set



A bicycle

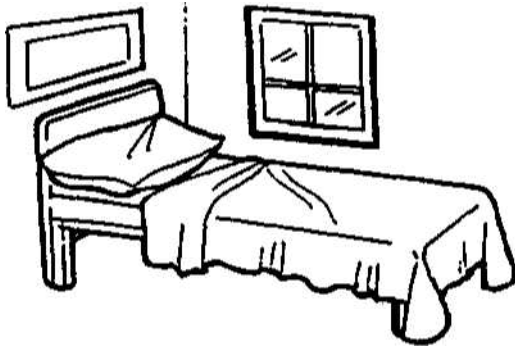


The opportunity to express your opinion and be listened to



Medical care when you need it

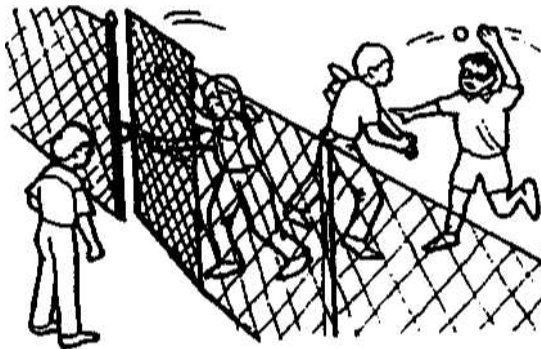
Wants and Needs Cards



Your own bedroom



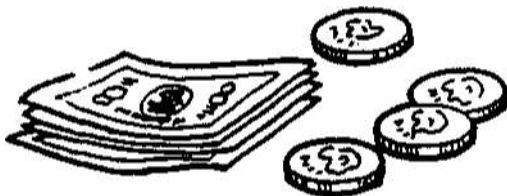
Sweets



Protection from discrimination



Education



Money to spend as you like



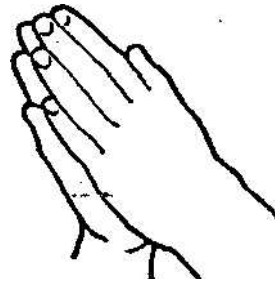
Holiday trips



Wants and Needs Cards



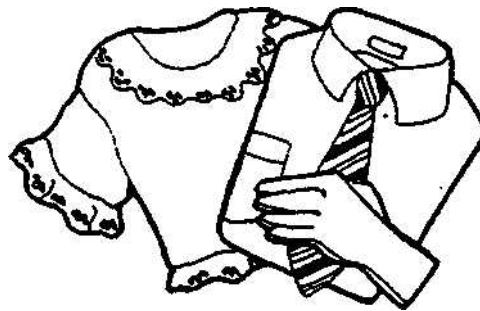
Decent shelter ↓



The opportunity to practise your own religion



A personal computer



Clothes in the latest style

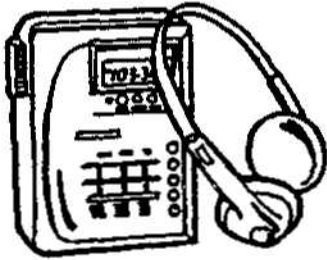


Clean Air



Protection from abuse and neglect

Wants and Needs Cards



A personal stereo



Playgrounds and recreation centres



From: Promoting the Rights of the Child. A training package on the Convention on the Rights of the Child. International Save the Children Alliance (1994)

SECTION 4: ORGANISING A WORKSHOP

This section gives some suggestions for organising workshops using these materials, and provides several examples of outlines of workshop sessions.

- 4.1 Organising a workshop - factors to consider**
- 4.2 Examples of workshop sessions**

4.1 Organising a workshop: factors to consider

What is the purpose of the session/s? What would you like to see happen as a result? What changes or activities do you wish to see?

It is quite likely that as an introductory or exploratory activity, the outcomes cannot be predicted. One valid purpose may be for the facilitators to learn and clarify their understanding of the local situation, more than to introduce new ideas to participants - ie. an *exchange* of information and experience.

What is the potential role of participants? How directly are they likely to be involved in implementation of activities? What will they need to know?

Do participants need just general understanding of the overall aims of activities, or also practical skills? A local government official, for example, may need to understand the aims of a project, in order to disseminate information, delegate responsibility and facilitate the smooth running of activities, but s/he may need little in terms of learning new practical skills. A parent of a disabled child, or community-worker on the other hand, need both an overall understanding of the aims, and also practical problem-solving skills, as they are likely to be involved in practical implementation of future activities.

Mixed or homogenous groups?

Both have their advantages. A mixed group can be advantageous for fruitful exchange of views and different perspectives. For example, if participants are all government officials, the result of discussions may all take an over-official line, without a realistic understanding of the situations of families. A mixture of officials, disabled people, parents of disabled children and others with direct experience of disability can be useful in not allowing officials to get away with sweeping statements which are often unrealistic.

A homogenous group - for example of mothers of disabled children, is often more supportive, and can enable less confident participants to express their views with others who have similar experiences and are more likely to be sympathetic.

How much time is available? Short, focused, maximum-impact training is preferable. Most people are busy, and are often reluctant to attend a long workshop unless they see *it* directly relevant to them. It is better to start with too little, so that participants leave wanting more such workshops, than to overdo the training.

4.2 Examples of workshop outlines

1 District level introductory workshop

Background

This workshop was held in Ho Chi Minh City, where a rural District was interested in beginning a community-based programme for disabled children. At the time, the only activities organised for disabled people in this District were charitable - hand-outs of money or supplementary food.

Aims: To present a new positive perspective on disabled children and their potential, in order to:

- To gain the understanding of the District People's Committee (PC) for the need for multi-sectoral involvement in activities for disabled children, and their support for a pilot project at Commune level;
- To encourage 2 Communes to volunteer to start a pilot programme;

Participants: District level: Deputy Chairman or District PC, officials from Health, Education, Social Welfare, police, Committee for the Protection & Care of Children (CPCC), representatives of mass organisations, e.g. Women's Union, Youth Union, Commune-level: 10 CPCC cadres, 4 parents of disabled children from Commune A

Facilitators: Save the Children/UK Project Officer

Content of workshop

- 1 Introduction by District official: 'Current situation of disabled children in the District - programmes carried out, problems remaining'.
- 2 Activity 1.1: What can disabled people do? Identifying activities and capabilities of disabled people in this District (Facilitator: SCF project officer)

- 3 Activity 1.2: What can families and communities do? Small group discussion (Facilitator: SCF project officer)**
- 4 Concluding comments; suggestions for future direction (Deputy Chairman of District PC)**

Results:

- District Deputy Chairman immediately pledged the support of the PC in accessing available resources, reducing medical fees, reduced school fees. He pointed out though that this was the "easy part, but what was more fundamental, but more difficult in improving the situation of disabled children, were attitudes and opportunities in the local community.
- 2 communes volunteered to begin a pilot project. Similar introductory workshops were then held at Commune level.

2 Commune level introductory workshop

Purpose:

- To encourage the participation of all local people in deciding the aims of a community disability project
- To raise awareness among participants of their own role in such a project
- To recruit project volunteers

Participants: Commune leaders - People's Committee, police, CPCC cadre, Women's Union, family members of disabled children, disabled young people

Facilitators: SCF project officer + District CPCC official

Content

- 1 Introduction by District CPCC official
- 2 Activity 1.1: Disabled people in this commune - what can they do?
- 3 Activity 1.2: Factors preventing disabled children doing more, and what participants can do to address some of these obstacles.
- 4 Summing up by District CPCC official

Results:

- 3 officials volunteered to co-ordinate the programme - from the Commune CPCC, People's Council and Women's Union
- 1-12 participants volunteered for the programme, including 2 parents of disabled children, one of whom was disabled himself

3 Commune level: orientation for community volunteers

After the introductory session at Commune level, Commune A organised a series of practical training workshops for community volunteers. The first few sessions were activity-based, followed by home-visits. Once a realistic understanding of each family's situation had been gained, then problem-solving sessions followed, some at the family home, some at the training venue, where families, volunteers and officials discussed and supported each other to address the issues raised.

Purpose provide skills to enable volunteers to:

- visit families with disabled children and gain an in-depth understanding of their situation;
- discuss with the family how to address any needs they or their disabled child may have, starting with those which are within their capacity;
- identify local resources- human and material - to solve some of the issues

Content of training *(Each session lasts 2-3 hours)*

Session 1: What can non-disabled and disabled children do? (Activities 2.1 & 2.2)

Session 2: What are the obstacles to participation for disabled children?
Analysing the obstacles (Activity 2.3 & 2.4)

Session 3: What can participants do to overcome the obstacles? (Activity 2.5)

Session 4: Visits to families in the community

Practical problem-solving sessions...

Results:

- Five disabled children were referred to the local primary school, of whom 4 completed the first term;
- The Women's Union contributed to buying a bicycle for one family so they could take their child, who has CP, to school more easily;
- One family received a loan to build a more convenient toilet, which their son with movement difficulties could use independently;

Section 4: Organising a workshop

- Volunteers parents and officials recognised they needed further specialist advice on physiotherapy- positioning, feeding, exercises, teaching children with learning disabilities, and making and adapting suitable equipment.
-

4 Awareness-raising for teachers

A primary school in Ho Chi Minh City was about to accept two children with cerebral palsy (CP). SCF were invited to 'give the teachers information about cerebral palsy'. Time was limited - we were given one hour.

We did know the staff of this school, but we predicted that they would have the usual assumptions - that physically disabled children need medical treatment and therapy. When they have been cured/treated, then they can start to lead a more 'normal' life.

We used the activity 'The Needs of Children' (Activity 3.2)

The purpose was to build on the teachers' existing knowledge and understanding of children, and to challenge them to extend it also to disabled children.

Results:

- The teachers showed a good understanding of children's basic needs;
- They accepted that street-children and orphans had the same needs as other children - especially for shelter, love and understanding, and care and education.
- When we asked 'What about disabled children?' there was suddenly confusion and hesitation, and some interesting, and at times passionate, discussion started amongst participants.
- The two children were accepted and completed Primary Grade 1.

5 Introductory workshop in a Women's Credit Programme

This programme, in the N Central region of Viet Nam, aims to support poor women improve the lives of their families. It is a region with a high prevalence of disability, the perception being that much of it is a result of dioxin poisoning by the US army during the American war.

Aims

To encourage participants to think about the all-round needs of disabled people

To discuss activities which participants themselves could do to improve participation for disabled people, especially children

Participants District level: Women's Union officials, representatives from PC, Health, Education, other mass organisations
Commune level: Women's Union members

Content of works hop

1. Introduction by Head of Women's Union
2. Activity 1.1: What can disabled people do?
3. Activity 1.2: What can participants do to support disabled people?
4. Action planning: summary by Head of Women's Union

Results:

- Participants were impressed by examples on the video of disabled children going to school. They recognised that this could easily be implemented in their Communes, and that their role could be to talk to teachers, to families, and to encourage impoverished families to send their disabled children by supporting them with a school fund.
- Facilitators recognised the positive attitudes that already existed in this community towards disabled people, and the support already provided between neighbours;
- Participants recognised that, with the appropriate kind of support, many disabled people can lead independent lives; whereas others will always need support. One solution does not suit all, and we need to find out more

about each disabled person's situation.

APPENDICES

APPENDIX 1: Video materials

The accompanying video contains several short sections, which can be used to stimulate discussion. Each section has been compiled using extracts from existing video training packages, whose authors and owners have all given permission for their use in this context. We are extremely grateful for their generosity in sharing their materials.

Section 1: Activities of Disabled Children and Adults (Activity 1.1)

Total time: 13 minutes

	Activity	Type of disability	Country
1	baking	man with learning disability (LD): Down's syndrome	Guyana
2	looking at picture with mother	boy with LD (Down's syndrome)	Guyana
3	being helped to stand up	girl with physical impairment (PI): cerebral palsy (CP)	Guyana
4	sitting in chair	girl with CP/severe learning disability (SLD)	Guyana
5	sitting in chair	girl with epilepsy/SLD	Guyana
6	at mainstream primary school	deaf boy	Guyana
7	learning to talk	deaf boy	Guyana
8		girl with visual impairment (VI)	Guyana
9	explaining own disability	boy with PI: muscular dystrophy	Guyana
10	playing at playgroup	girl with hare lip & cleft palate	Guyana
11	writing on blackboard	boy with LD	Guyana
12	fitting shapes	boy with LD/delayed development/slow learner	Guyana
13		hyperactive girl (also	Guyana

	Activity	Type of disability	Country
		with SLD?)	
14	sitting on sofa	hyperactive boy (also with SLD?)	Guyana
15	lying	girl with multiple impairments: CP/VI/SLD	Guyana
16	throwing ball	boy with PI (CP)	Guyana
17	swinging in hammock	girl with PI (CP) & SLD	Guyana
18	practising walking	boy with PI (CP)	Guyana
19	holding biscuit	girl with CP & SLD	Guyana
20	feeding chickens; collecting washing; putting on shirt	girl LD (Down's syndrome)	Thailand
21	sweeping steps; pouring and drinking water; putting on socks	girl with LD (Down's syndrome)	Thailand
22	leaving for school	girl with LD (Down's syndrome)	Thailand
23	doing homework; feeding chickens	girl with LD (Down's syndrome)	Thailand
24	filling water bottles	girl with LD (Down's syndrome)	Thailand
25	taking part in a PE lesson; eating dinner; cleaning teeth	boy with LD (Down's syndrome)	Thailand
26	buying a snack	girl with LD (Down's syndrome)	Thailand
27	pouring a drink	girl with SLD/ speech difficulty	Thailand
28	cooking at the market	man with LD (Down's syndrome)	Malaysia
29	looking after pigs	boy with LD (Down's syndrome)	Thailand
30	contract work	man with CP	Malaysia
31	answering office phone	woman with PI	Malaysia

	Activity	Type of disability	Country
32	factory workers, one translating for the other	1 deaf woman, 1 with CP	Malaysia
33	making paper bags	girl with LD	Philippines
34	learning traditional massage	2 blind men: one teacher, the other student	Philippines
35	cleaning windows	man with CP	Malaysia
36	clocking in at factory; being trained in packing goods	young woman with LD (Down's syndrome)	Singapore
37	sanding wood	boy with PI	Philippines
38	typing	woman with PI	Sri Lanka
39	writing with foot	boy with CP	Ireland

Source of video extracts:

1-19: Community Action on Disability (Guyana CBR) Unit 3: Identifying Disabilities

20-25: Integrated Education Programme, Huaysak Commune, Chiengrai, Thailand

26-27: Kavila Anukun School Thailand

28-38: Training for Work

39: My Left Foot

Video materials - Section 2: Activities for Daily Living

(Could be used with Activity 2.1 to encourage participants to think of many different aspects of daily life. However, it shows mostly teenagers and young adults, so may not be suitable for showing to all groups of participants)

	Activity	Suggested Life-skills area
1	feeding chickens	housework
2	taking in washing	housework
3	dressing	self-care
4	sweeping	housework
5	drinking	self-care/ independence
6	filling water bottles	housework
7	using public transport	community activity
8	washing clothes	housework
9	hanging out washing	housework
10	mopping floor	housework
11	wiping furniture	housework
12	helping on coffee stall	vocational skill
13	having a drink in a cafe	leisure/ community
14	eating in a restaurant	leisure/ community
15	using a public bus	community activity
16	paying the bus fare	community activity
17	crossing the road	community activity
18	buying bananas	community activity
19	paying - checking change	community activity
20	choosing the cheapest item	community activity
21	choosing eggs	community activity
22	using public telephone	community activity

Extracts taken from:

1-7: Integrated Education for Mentally Handicapped Pupils

8-11: Our Way'

12-14: Training for Work

15-22: A Better Life: Unit 5: A Community Life

References for Video materials

Jones, H. & Buayen, B. (1992) Our Way: a Curriculum Process for Children with Learning Difficulties. Kaveela Anukun School: Chiangmai. Thailand. English version, original in Thai.

McConkey, R. & Bradley, A. Training for Work: Videocourse. Leonard Cheshire Foundation International, Far Eastern Region. (+ manual)

McConkey, R., Bradley, A. & Holloway, S. (1991) A Better Life: for people with a mental handicap. Videocourse. Leonard Cheshire Foundation International, Far Eastern Region.

OToole, B., McConkey, R. & Maison-Halls, G. Community Action on Disability. Video training package for CBR. Guyana CBR programme. (+ manual) Funded by Amici di Raoul Follereau (AIFO)

SCF (UK) Thailand (1996) Integrated Education for Children with Mental Disabilities: Huay Sak Cluster School, Chiengrai, Thailand.

APPENDIX 2

Addresses

AHRTAG (Appropriate Health Resources and Technologies Action Group),
Farringdon Point, 29-35 Farringdon Road, London, EC1M 3JB, U.K. Tel:
(44) 171 242 0606; Fax: (44) 171 242 0041.

Cheshire Homes Far Eastern Region, 515Q Jalan Hashim;
Tanjong Bungah, Penang, Malaysia.

Guyana CBR Programme, CBR Resource Unit, 120 Parade St, Kingston,
Georgetown, Guyana. Fax: 592.2 74636

Leonard Cheshire International, 26-29 Maunsel St. London, SW1P 2QN

Save the Children (UK), 17, Grove Lane, Camberwell, London, SE5 8RD,
U.K.

Tel: (44) 171 703 5400; Telex: 88 13690 SCFLON; Fax: (44) 171 793
7626.

Teaching Aids at Low Cost (TALC), PO Box 49, St Albans, Herts, AL1 4AX,
U.K.

Tel: (44) 1727 853869; Fax: (44) 1727 846852.