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# Travelling together

**HOW TO INCLUDE DISABLED PEOPLE ON  
THE MAIN ROAD OF DEVELOPMENT**

Sue Coe and Lorraine Wapling

ONE WAY ONLY — NO RETURN — ONE WAY ONLY



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[www.worldvision.org.uk/travellingtogether](http://www.worldvision.org.uk/travellingtogether)

**Large print, braille and audio versions available on request.**

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World Vision is a Christian relief, development and advocacy organisation dedicated to working with children, families and communities to overcome poverty and injustice. Motivated by our Christian faith, World Vision is dedicated to working with the world's most vulnerable people. World Vision serves all people regardless of religion, race, ethnicity or gender.

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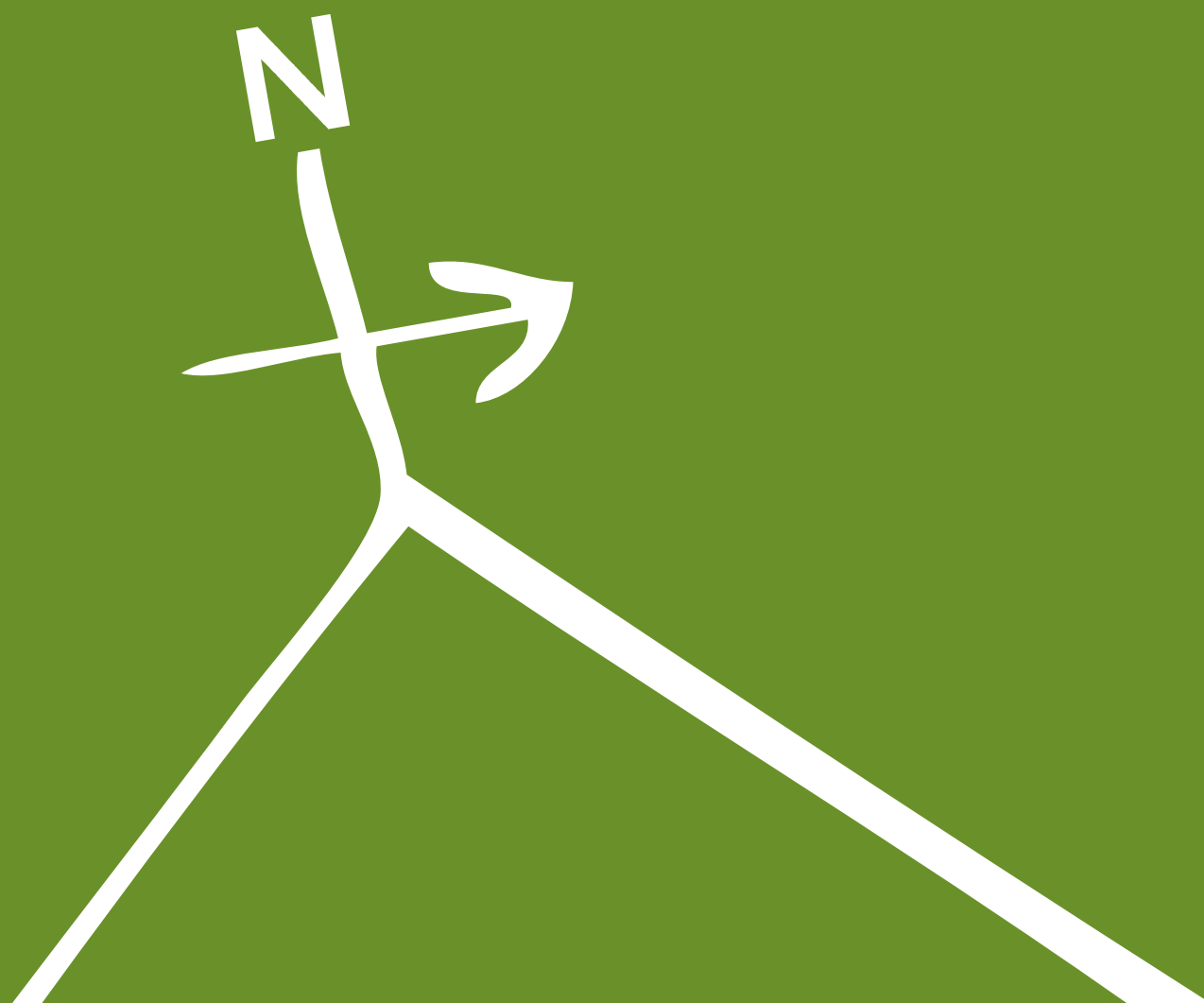
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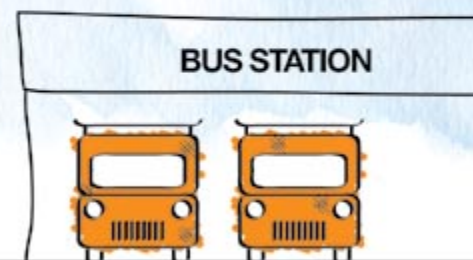
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# Introduction

Only two per cent of disabled people in developing countries have access to basic services and rehabilitation



# Travel plans



## THERE ARE THREE KEY SECTIONS

### activities and handouts –

first of all, you'll find a whole host of fun and thought-provoking training activities. For each activity there is an explanation, outline and – where referred to – handout.

### stories from the road –

second, we'll tell you the story behind the course, offering you and your team further insights into how and why this course was designed, and its impact so far.

### resources –

third, you'll discover a wide range of resource materials to take you and your team deeper into the issues raised.

**Take a day to make a change. That's all we ask.**

By picking up and using this book, you can start a process of transformation within your work – to bring about positive change for disabled people in the communities you work with.

**And all you need is a day. It's as easy as that.**

### Interested?

If so, this book is just for you. It has been designed as a simple, interactive tool to offer confidence and understanding to your programme staff as they seek to bring disabled people onto the main road of development.

**Just follow these ten easy steps. Start a journey that will offer great benefits to you and the communities you work with:**

- 1 take a little time to read through the book;
- 2 familiarise yourselves with the main ideas;
- 3 plan a day of training, thinking about how much time you have and who you can involve (we have made some suggestions for you in the activities section);
- 4 invite the whole team – we find it works best if managers and field workers are all involved;
- 5 follow the activity plan, use the handouts provided – and have fun;
- 6 invite feedback and evaluation (see Activity 8 on pages 35–36 for ideas on this);
- 7 a week or so later, ask people how the day has altered the way they approach their work;
- 8 keep the process of transformation under review;
- 9 keep a journal of your progress;
- 10 please tell us (the authors) and World Vision how you get on – your reflections may help future editions.



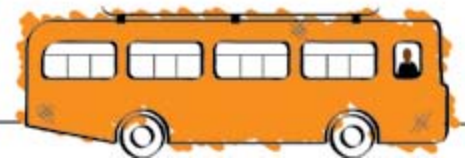
**You and your team should have an enjoyable and enlightening experience as you use this tried and tested course.** And while there are plenty of practical ideas for including disabled people in your development work, remember a change of heart and mind is the most important thing that could happen within you and those you train.

**Everything else will spring from that.**

There's a crisis of confidence within the development community across the globe. It's a crisis of confidence in actively including disabled people. But it's a crisis that can be overcome.

**And this is the place to start your journey...**

# Get equipped



The aim of this course is to help you to bring about positive change for disabled people in communities where you work. To break down barriers between disabled and non-disabled people. The course is:

- designed to boost disability inclusion in development programmes;
- developed primarily for programming staff who have not considered disability inclusion before.

Ideally, this workshop should run over a full day and we have provided you with a sample programme in this section. But any of the sessions can be used as stand-alone activities if there's limited time. Most popular activities to use in this way are: **Guessing Game, Defining Disability** and **Game of Life**.

Each activity raises important issues and can be effective in initiating interest in disability inclusion. You can also combine any sessions into a new format depending on time available. But we've given you what we've found to be the most effective order. The reasons behind each activity are described in the 'Motive' sections which will help you keep things focused in the training room.

If you're a mainstream organisation keen to become more inclusive, one of the best ways to conduct this training is with disabled people. Ideally, this training should be led by disabled people. But if you're not well connected to local disability groups (Disabled People's Organisations – DPOs), it's still possible to run the training programme yourselves. Use this training as a way to start making links with disabled people and finding out what the situation is like for them. Invite them to come and take part.

The selection of the training room and its layout is important. There needs to be suitable space for group working and displaying materials. Place participants in a 'horseshoe' shape where possible, rather than having 'formal' rows and lots of tables. A light and bright environment is helpful. It doesn't send out the right messages if you choose a room which disabled participants cannot access, and/or which does not have suitable toilet facilities.

Any of the sessions can be used as stand-alone activities or you can create your own combination of sessions depending on how much time you have available.

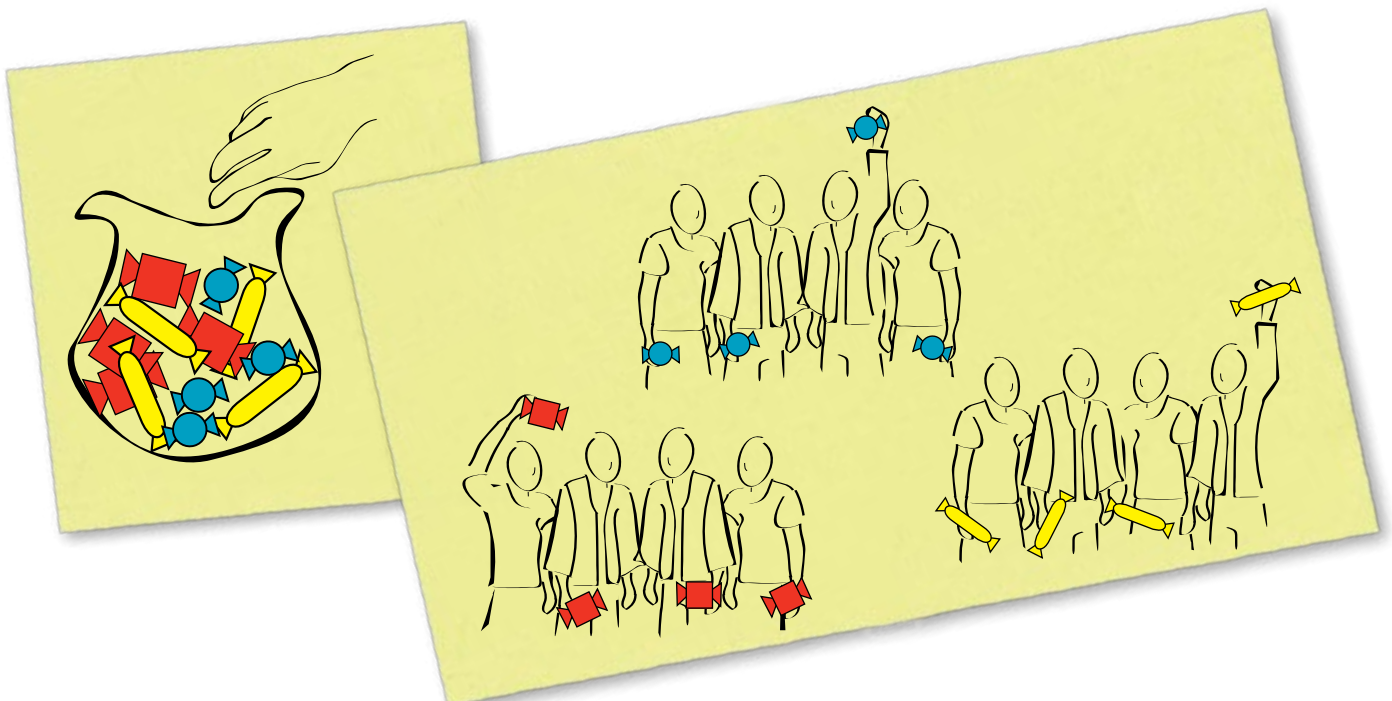


### PRACTICAL TIP

Give folders to participants with name labels (or blank labels to write their names on) to place photocopies into – it keeps everything together so participants leave with the right materials!

**Make sure you are well prepared.** Use the activities and handout sections to prepare yourself for the training day. Make sure you have enough post-it notes, cards, flip chart paper and pens to cover all the activities. Prepare displays ahead of time. Have enough copies of activities and handouts to give to each participant – it is their training record and prevents them having to take extensive notes. You can either give them out at the end of each session (so they build a portfolio during the day) or as a complete set at the end of the day. You may also want to give them soft copy versions (CD or memory stick) for ease of reproduction later.

**Throughout the day there is a range of group work. Think about how you want the groups to be divided.** If randomly, then try using wrapped sweets (chocolate, toffee, boiled etc.) making sure that each type has a different style/colour of wrapper. You'll need the same number of types of sweets as you want groups, then the number of each type of sweet as the number of people in each group. Mix all the sweets up, then hand around the group, asking them to take a sweet from the bag(s). Their group is the other people who have the same type of sweet as them! People appreciate sweets – small chocolate bars from the UK are especially popular – and as trainers the 'sugar rush' of the sweets can help lift the energy in the room!





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## HOW TO CREATE AN INCLUSIVE TRAINING ROOM ENVIRONMENT FOR DISABLED PEOPLE

As you organise your course on inclusion, ensure disabled people can participate. Here are a few key principles to bear in mind:

- be prepared for disabled participants even if you haven't specifically invited them;
- try to know your audience in advance by asking all participants if they have any access needs in the invitation. That way you can prepare your venue and materials to take account of their impairments;
- think about access at an early stage so you have sufficient funds set aside to cover adjustment costs.

Even if you ask people to inform you ahead of time sometimes disabled people will arrive without you having anticipated it. So check access issues before starting on the day. The simplest way is to ensure everyone is greeted on arrival - either by the facilitator or their assistants.

**Mobility** – think about any activities you're planning to use that rely on moving around quickly and/or a lot. Consider how someone with a physical or visual impairment might be excluded from this activity.

Usually, you'll be able to find ways of adjusting activities with a little creativity. If you have time during your preparations consider asking people with mobility impairments how they could participate in your planned activity. If this isn't possible, be prepared to change the activity for something less physical. The important thing is to ensure everyone is included and can participate.

**Sight** – if people with visual impairments are attending, there are a number of protocols to follow. Take them around the workshop venue and facilities (including the toilets!) at the beginning of the day, to familiarise them with the layout.

Ask people to state their names before talking in any discussion so everyone knows who is speaking. At the beginning of any session when people may have changed places, going around the group and asking



people to give their name helps visually impaired people to know who is present and where they are located.

Remember to describe any visual aids used in the course of the workshop such as PowerPoint demonstrations, drawings, posters, flip charts, handouts, etc. Read out loud what is written. This also helps people with limited literacy skills.

If there are any practical exercises, ensure anyone with a visual impairment is able to feel and touch the exhibits. Simple charts, diagrams, drawings and maps can be made tactile by glueing string around the outlines (in advance!). For people with low vision, large print versions of handouts are helpful as is making sure the room is well lit.

**Hearing** – if there are people with hearing impairments attending, find out their preferred form of communication – for example, sign language, or lip-reading?

For communicating with people who lip-read, ensure the speaker's face is well lit, and can be clearly seen by the lip-reader, and that they speak clearly without exaggeration. If the person uses sign language find out which interpreters are appropriate. There are often regional variations or the person may rely more on 'home signs' rather than a standardized form of sign language. Professional interpreters or communication support can be arranged through local deaf associations or in consultation with the deaf person and their family.

Frequent use of drawings and the written word are often helpful in supporting the inclusion of deaf participants but do not assume they can read as many will not have attended school.

**Understanding** – it's important to ensure that people with mild to moderate intellectual impairments are also included in community programmes. Their ability to understand information will vary according to the degree of impairment. The key is simple language, short messages, patience and repetition as necessary.

# Timetable



## SESSION 1 09.30 - 09.50

**Introductions** (10 mins)

**Overview** (10 mins)

This session will outline the purpose of the day, provide participants with the context – and ensure everyone is familiar with each other.

## SESSION 2 09.50 – 11.00

ACTIVITY 1: **Guessing game** (10 mins)

ACTIVITY 2: **Defining disability**  
(60 mins)

Challenging perceptions is this session's aim, which offers the opportunity to learn about disability as a human rights concept. It introduces models of disability and allows people to question their current views.

**BREAK** (15 mins)

## SESSION 3 11.15 – 12.30

ACTIVITY 3: **The wall** (60 mins)

**Reflection on the morning** (15 mins)

How do disabled people experience society? Different barriers will be discussed and common mechanisms of social exclusion will emerge. The final part is a reflection on previous activities and a chance to discuss questions.

**LUNCH** (60 mins)

## SESSION 4 13.30 – 14.30

ACTIVITY 4: **Game of life** (60 mins)

Why is it important to include disabled people in mainstream development work? This session aims to show how disadvantaged they are – and how development work can actually make their situation worse.

## SESSION 5 14.30 – 15.00

ACTIVITY 5: **Unmasking myths** (30 mins)

Causes of impairments aren't crucial to mainstreaming disability. But it's important to understand what communities feel about them. Disabled people are often excluded because there are many myths about them. Unmasking those myths can help disabled people, their families and communities.

**BREAK** (15 mins)

## SESSION 6 15.15 – 16.15

ACTIVITY 6: **Reality check** (60 mins)

Here is a window on how disabled people are influencing communities, service providers and governments for inclusion. Local representatives from the disability movement will make a short presentation and answer questions.

**Or:**

ACTIVITY 7: **Excuses excuses**  
(60 mins)

Why has most development excluded disabled people? How can this change? This session will explore those questions – and introduce key concepts related to Disabled People's Organisations and their role in lobbying for inclusion.

## SESSION 7 16.15 – 16.30

ACTIVITY 8: **Feedback forum** (15 mins)

At the end of the training programme, participants can reflect on the day's experiences. There will also be a chance to ask any remaining questions.

## OBJECTIVES

- to show why disability is a development issue
- to demonstrate how attitudes make a difference
- to provide a range of tools for ongoing use
- to create a non-judgemental environment

## ITEMS COVERED

- individual versus social model of disability
- barriers to participation in development
- social exclusion
- mainstreaming
- Disabled People's Organisations
- participation and choice

## QUICK REFERENCE TIMETABLE

<b>SESSION 1</b> 09.30 – 09.50	<b>SESSION 2</b> 09.50 – 11.00	<b>SESSION 3</b> 11.15 – 12.30	<b>SESSION 4</b> 13.30 – 14.30	<b>SESSION 5</b> 14.30 – 15.00	<b>SESSION 6</b> 15.15 – 16.15	<b>SESSION 7</b> 16.15 – 16.30
<b>Introductions</b> (10 mins)	<b>Activity 1:</b> <b>Guessing game</b> (10 mins)	<b>Activity 3:</b> <b>The wall</b> (60 mins)	<b>Activity 4:</b> <b>Game of life</b> (60 mins)	<b>Activity 5:</b> <b>Unmasking myths</b> (30 mins)	<b>Activity 6:</b> <b>Reality check</b> (60 mins)	<b>Activity 8:</b> <b>Feedback forum</b> (15 mins)
<b>Overview</b> (10 mins)	<b>Activity 2:</b> <b>Defining disability</b> (60 mins)	<b>Reflection on the morning</b> (15 mins)	LUNCH			<b>Activity 7:</b> <b>Excuses excuses</b> (60 mins)
B R E A K		B R E A K		B R E A K		
15 mins		60 mins		15 mins		15 mins



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Disabled children and adults are left behind when projects and programmes start their journeys. And that's despite the fact 80 per cent of them in developing countries live below the poverty line.

With the UN estimating around 650 million disabled children and adults worldwide, why do they continue to be excluded?

*Travelling together* guides international development workers through a simple process of radical change with –

- a unique one-day training course, tried and tested across cultural contexts with a track record of kick-starting change;
- the story of how one of the world's biggest NGOs World Vision is including disabled people in its work;
- a blend of the best resources and information available on disability inclusion.

Development and disability should mix. We encourage you to start your own journey towards transformation – and include disabled people in your work.

Your experience will become part of the bigger picture, encouraging others to go forward.

### **Will you join us on the road?**

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