

# GESI Champions Training in Disability Inclusion: Trainer's Toolkit

*For trainers from Local Municipal Councils to train new Gender Equity and Social Inclusion (GESI) Champion volunteers*



*Photo: GESI Champions, along with representatives from the Municipality of Gwanda, at a training workshop in Gwanda*

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This training package was developed by CBM Australia as part of a partnership with World Vision to strengthen disability inclusion within World Vision’s Civil Society WASH project in Zimbabwe, with support from the Australian Government.

## Introduction

### The purpose and audience of this Training Toolkit

The target audience of this Training Toolkit is the two municipal governments of Bulawayo City Council and Municipality of Gwanda. Staff in these local governments will be able to use the Training Toolkit to prepare for and deliver training for new volunteer Gender and Social Inclusion (GESI) Champions they recruit.

GESI Champions are community volunteers who have signed up to be local focal points and champions for any gender equality and social inclusion issues in their communities. GESI Champions were first mobilised in partnership with World Vision Zimbabwe as part of a water and sanitation (WASH) project. Now the two local Councils are adopting the approach and extending the coverage to other wards within Bulawayo and Gwanda. This toolkit will help the Councils train new GESI Champions on key disability inclusion issues to help them perform their volunteer role.

### How to use this Training Toolkit

The Training Toolkit can be used by a Trainer (a Local Municipal Council staff member) to plan and deliver training sessions on disability inclusion with GESI Champions. The Trainer should try and become familiar with the Training Toolkit material and training session content before facilitating their first training session with GESI Champions.

The Trainer should use Part 1: Planning Training with GESI Champions before they implement a training with GESI Champions. This section provides guidance on how to plan an inclusive training session, and how to facilitate the training session in an interactive and engaging way.

The Trainer should use Part 2: Training outline and learning objectives to familiarise themselves with the structure of the training. This section provides an overview of each module and suggested agenda for running this training as a one-day workshop.

The Trainer should use Part 3: Session guides and trainer's notes to guide how they deliver the training with GESI Champions. There are a total of four training modules, plus an introduction and conclusion. The process the Trainer should use to deliver each session is explained, including:

- The learning objectives of the session
- How long the session should take
- What resources and preparation are needed to deliver the session
- Speaking notes the Trainer should use for making presentations
- Instructions for any activities the Trainer should run during the session

For some activities, training materials have been included in the Annex to this toolkit. These should be printed, photocopied or hand-copied out prior to running the training.

Finally, there is a Participants' Workbook which is a companion to this toolkit. A copy of the workbook should be given to each participant, and the Trainer should have a copy to refer to. The Workbook includes a selection of resources which training participants can take home to refer to in their roles as GESI Champions.

## **PART 1: Planning training with GESI Champions**

### **10 steps for planning your training**

Step 1: Identify the audience: Consider who the participants of the training session will be. Aim to have no more than 20 participants. You can always run the course multiple times to accommodate more people. Find out if anybody with a disability will be attending and ask their accessibility requirements (i.e. Braille, interpreting), and arrange this as early as possible.

Step 2: Consider involvement of people with disabilities: We recommend co-facilitating the course with a local Disabled People's Organisation (DPO), or DPO representatives could present specific sections of the training. Training delivered with the direct involvement of people with disabilities is likely to be more effective as it will expose training participants to the perspectives and life stories of persons with disabilities, and facilitate the building of connections between GESI Champions and disability organisations. Contact your local DPO representative and check their availability and discuss what role they could have in helping facilitate the course.

Step 3: Select dates to run the course: Select dates to run the course far enough in advance that you can give participants sufficient notice and give yourself enough preparation time.

Step 4: Find a suitable venue and consider accessibility and transport: The venue must be accessible to people with disabilities (including ramps, wide doorways, accessible bathrooms and facilities, enough space to move around, sufficient bright and even lighting and sufficient desk/seating space in the training room). Aim for a central location that is easy for people to get to. Consider the options for catering. Ensure there is budget to cover the costs of any support requirements (i.e. interpreter/translator, support person, a more accessible venue, and accessible transport options).

Step 5: Invite participants to the training course: Provide details of the location, course objectives, catering, costs (if any) and date to confirm attendance. Ask if participants have any support requirements to enable their participation.

Step 6: Review the Training Toolkit: Familiarise yourself with the content of each session and know how to lead each session. Practice any activities you are less familiar with. If possible, consider what examples you can use from your own experience to highlight various topics/key messages.

Step 7: Prepare. Work with your Co-Trainer and/or presenters if applicable: Check with any Co-Trainers, presenters or panel members how they would like to work together to deliver the training. If you are working with a Co-Trainer, decide which sessions will be led by which Trainer. Run through the training schedule together and ensure you understand the power point slides and the activity facilitation guides you will lead. Make any notes of things to cover or your own examples to remind yourself. If a Presenter with disability is involved ensure they know how long they have to speak for, ask where would any Presenters like to speak from (e.g. do they prefer to stand or sit, do they need to move around the room), check whether they need interpretation or an assistant to change PowerPoint slides or play videos etc.

Step 8: Prepare all training materials: Print all handouts, activity guides and materials. Consider printing an agenda for participants and a session schedule for the facilitators. Ensure you have other materials such as paper, pens, sticky tape and sticky notes. Check you have met any support needs of participants with disabilities. Ensure availability of audio visual equipment (data projector, laptop, speakers etc.).

Step 9: Remind all participants about training: Send out a reminder a few days before the training to ensure all participants remember it is happening.

Step 10: Arrive early on the day of the training: To ensure you have time to set up the room, set up the projector and organise any last minute logistics.

### **Tips for ensuring your training is successful**

Use the following 10 tips to create a welcoming learning environment where all training participants feel comfortable to listen, think, engage, interact, practice and ultimately learn. You can achieve this by remembering the following:

- ✓ Set up the furniture to encourage interaction: Create tables for small groups, or have everyone seated in a semi-circle, rather than in rows of chairs.
- ✓ Build rapport and trust with the participants: Use your personality and tell stories, use humour to create interest and connection. Ask the participants their expectations and priorities for the training.
- ✓ Use inclusive communication: Use person-first and non-offensive language (e.g. say "people with disabilities" not "disabled people"). Establish a ground rule that only one person will speak at a time, and remind anyone who interrupts to wait until you/the other person has finished speaking.
- ✓ Be engaging with your manner, body language, eye contact, and voice: Speak clearly and not too fast. Make sure your voice is loud enough for all participants to hear you. Talk directly to people with disabilities rather than to people who might be assisting them.
- ✓ Present the training not like a lecture, but like a conversation with the participants: ask questions frequently; allow participants to interrupt and ask questions (although remember to manage your time!); inject humour and fun when appropriate; and take a break when participants need it. If you enjoy yourself, the participants probably will as well.
- ✓ Help participants remember the key points: Use simple language, summarise and clarify discussion points, and repeat key messages.
- ✓ Listen to what participants say: Ask questions, and give people time to think and answer. Don't fill silence with more talk. Encourage peer learning by letting participants share their experiences and ideas. Importantly, be open to questioning and different ideas. If a participant asks a question your note sure how to answer ask others in the group if they have any ideas.
- ✓ Being conscious of the diversity of voices, and encourage participation of everyone: Encourage all participants to actively be involved and put forward their views, being careful not to create a stressful situation for people by

singling them out. If there are people who are really not participating, don't force them, just encourage them and reinforce that everyone's ideas are welcome. You could also ask them to help with other tasks, like summarising group discussions or writing other participant's ideas on flip charts when relevant.

- ✓ Be aware of the participants' body language and interaction: If people look bored, it is time to do something different – ask a question, do an activity or have a break.
- ✓ Ask for feedback from participants: This will help you improve your own facilitation techniques, and also helps participants feel respected and valued.

## PART 2: Training outline and learning objectives

This training is designed to provide an introduction to disability inclusion for new GESI Champions, so that they have a basic understanding of disability and the principles of inclusion, as well as having some practical ideas about how they can promote disability inclusion in their role.

The training is divided into four modules, plus an introduction/welcome session at the start and conclusion at the end. The descriptions and training components for each session are set out in the table below.

Session	Description	Session components
<b>Introduction</b>	An introduction to the disability inclusion training, and setting rules for an inclusive and respectful training environment.	<ul style="list-style-type: none"> <li>• Presentation: Introduction</li> <li>• Activity: Ice breaker</li> <li>• Activity: Expectations and ground rules</li> </ul>
<b>Module 1: Inclusion and exclusion in the community</b>	Overview of the concepts of inclusion and exclusion, and the impact of exclusion on people with disabilities, particularly in the Zimbabwe context.	<ul style="list-style-type: none"> <li>• Activity: Understanding inclusion and exclusion</li> <li>• Presentation: Situation of people with disabilities in Zimbabwe</li> <li>• Activity: Game of Life</li> </ul>
<b>Module 2: Understanding disability and reducing barriers</b>	Introduction to the human rights approach to disability, and the concepts of impairments and barriers. Overview of some strategies for reducing or removing barriers.	<ul style="list-style-type: none"> <li>• Activity: Different ways of looking at disability</li> <li>• Presentation: The rights-based approach to disability</li> <li>• Activity: Identifying barriers to inclusion</li> <li>• Presentation: How do you remove or reduce barriers?</li> </ul>
<b>Module 3: Skills for working with individual people with disabilities</b>	Introduction to some basic skills and approaches which GESI Champions can use to find and communicate with individual people with disabilities in the community.	<ul style="list-style-type: none"> <li>• Activity: Observation skills</li> <li>• Presentation: Finding people with disabilities in the community</li> <li>• Activity: Words Matter – using respectful language</li> <li>• Presentation: How to interact with people with disabilities?</li> <li>• Activity: Conducting an inclusive community meeting</li> </ul>
<b>Module 4: Being a CHAMPION for disability inclusion</b>	Overview of the key roles and responsibilities of GESI Champions, including strategies they can use to promote disability in the community, with households, and by getting support from other services.	<ul style="list-style-type: none"> <li>• Presentation: Laws, services and organisations relating to disability</li> <li>• Activity: The roles and responsibilities of GESI Champions</li> <li>• Activity: Being a Champion for disability inclusion in the community</li> </ul>
<b>Recap and Questions</b>	Review of key messages about disability inclusion and reflection on the roles of GESI Champions.	<ul style="list-style-type: none"> <li>• Activity: Disability inclusion quiz</li> <li>• Presentation: Key messages</li> <li>• Activity: Next steps</li> </ul>

## Suggested Training Schedule

This training package has been designed as a one-day training session to run with groups of GESI Champions. It is also possible to split the training into separate sessions held on different days.

A suggested agenda/schedule for a one-day workshop is set out below. The duration of each session and break times should be adjusted to suit the needs of each trainer and the participants.

<b>Time</b>	<b>Session</b>	<b>Duration</b>
9:00	<b>Introduction and objectives</b>	30 minutes
9:30	<b>Module 1: Inclusion and exclusion in the community</b>	90 minutes
11:00	<i>Short Break</i>	20 minutes
11:20	<b>Module 2: Understanding disability and reducing barriers</b>	100 minutes
12:00	<i>Lunch Break</i>	60 minutes
1:00	<b>Module 3: Skills for working with individual people with disabilities</b>	100 minutes
2:40	<i>Short break</i>	20 minutes
3:00	<b>Module 4: Being a CHAMPION for disability inclusion</b>	90 minutes
4:30	<b>Recap and Questions</b>	30 minutes
5:00	<i>Workshop close</i>	



## PART 3: Session Guides and Trainer's Notes

### Introduction and objectives

#### OVERVIEW

Short description of this session: An introduction to the disability inclusion training, and setting rules for an inclusive and respectful training environment.

Total session time: 20-30 minutes

Resources or preparation needed: Flipchart paper for writing ground rules

Key elements of the session:

1. Presentation: introduction (10 mins)
2. Activity: Ice breaker (10 mins)
3. Activity: Expectations and ground rules (10 mins)

#### TRAINER'S NOTES

##### **Presentation: Introducing the training program and objectives (10 mins)**

- Introduce the overall objective of the training program: *to provide an introduction to disability inclusion for GESI Champions, so that they have a basic understanding of disability and the principles of inclusion, as well as having some practical ideas about how they can promote disability inclusion in their role.*
- Go through the agenda for the day.
- Explain that the training will be using participatory activities, so we encourage everyone to participate, share their opinions, and ask questions at any time.

##### **Activity: Introductions and ice breaker (10 mins)**

- Choose a suitable activity to allow participants to introduce themselves, and start feeling comfortable speaking out and interacting with each other.
- For example, invite everyone in the room to introduce themselves: their name, suburb/village and one talent which they have that no one else knows about.
- You could also use a fun 'icebreaker' activity to get people warmed up.

##### **Activity: Expectations and ground rules (10 mins)**

- Before the training starts, it can be helpful to set some ground rules for participants to follow during the workshop. If you have people with disabilities in the room, it is important for the ground rules to include some points about using respectful language, inclusive behaviour, and accommodating their needs.
- Start by suggesting some important rules and writing these on a flipchart. For example: no talking over the top of other people; respecting everyone's opinions; no talking on mobile phones; using respectful language about disability; accommodating anyone who has different communication needs.
- Then ask participants to suggest other rules which should be added.

## MODULE 1: Inclusion and Exclusion in the Community

### OVERVIEW

Short description of this module: Overview of the concepts of inclusion and exclusion, and the impact of exclusion on people with disabilities, particularly in the Zimbabwe context.

Total session time: 90 minutes

Resources needed:

- Flipchart paper and markers for Activity 1.1 (ideally with the 'spectrum of inclusion' diagram already drawn on it)
- Multiple sets of printed/copied cards (from [Training Materials: Activity 1.1](#))
- Clear space in the room or outside for Activity 1.3: Game of Life
- One set of printed/copied labels ([Training Materials: Activity 1.2](#))

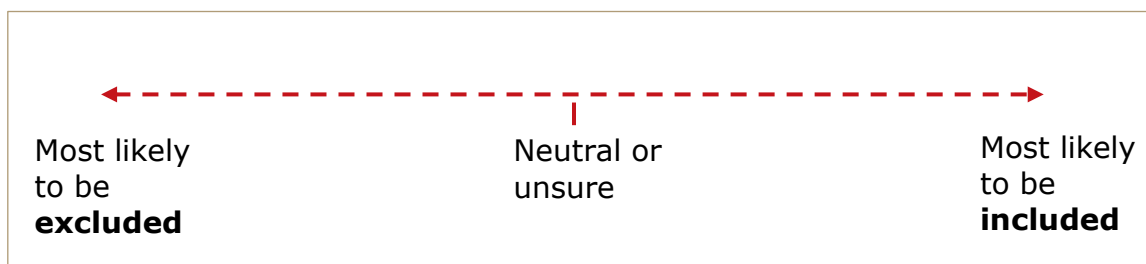
Key elements of the session:

1. Activity: Understanding inclusion and exclusion
2. Presentation: Situation of people with disabilities in Zimbabwe
3. Activity: Game of Life

### TRAINER'S NOTES

#### 1.1. Activity: Understanding inclusion and exclusion (30 mins)

- Draw the 'spectrum of inclusion' diagram below on flipchart paper and put it up on stand or on the wall so that everyone can see.



- Divide the participants into groups of 4-5 (or by table). Give each group a set of cards [See [Training Materials: Activity 1.1](#)].
- Introduce the activity by explaining to participants:
  - *"This activity helps us to understand that characteristics such as age, gender, ethnicity, economic status impact on the extent to which an individual is included by society. Some individuals may be less able to participate in and benefit from community activities or access services based on their particular characteristics or circumstances."*
  - *"Each group has a set of 12 cards, each one representing a different person who is a member of a community. In your groups, you will discuss where on the continuum of inclusion/exclusion each person would be. Try to place all the cards in a row on the table/floor in order from most excluded to most included. You should decide: is this person most likely to be INCLUDED; most likely to be EXCLUDED, or are they average or neutral. For each decision, discuss why these people are included/excluded."*

- Give the groups 15 mins for discussion at their tables. If a group finishes, encourage them to try to agree on the exact order of cards from most excluded to most included.
- Bring participants back together to debrief the activity (15 mins).
  - Ask a representative from the first group to explain where they put their cards on the spectrum of inclusion.
  - Ask the other groups: did any other groups come to a different conclusion?
  - As a group, look for where there is agreement, and where there are differences in opinion between groups. Discuss any opposing views and ask groups why they made the decision they did.
  - Note – it is likely that there will be disagreement between groups. Do not feel that you need to reach consensus as a group. The focus of the activity should be on exploring the factors that may contribute to exclusion.
- Conclude the discussion by explaining:
  - *Often exclusion happens in communities by accident - people don't intend to leave people out, it just happens because we make assumptions or judgements about their capacity or don't specifically try to include them.*
  - *This activity also highlights that people also have many different 'layers' to their personal circumstances, in some cases people may have multiple characteristics that place them at risk of exclusion, which can mean they are doubly disadvantaged (e.g. being a woman, having a disability and having HIV).*
  - *Inclusion is when everyone is able to participate in community activities and gets access to the same opportunities and services. It is when positive changes reach everyone in the community, so that no one is left behind.*
  - *Being inclusive in our communities and projects won't just happen automatically. We need to specifically identify the groups at risk of exclusion and take active steps to ensure they are included.*
  - *Because some people and groups are more likely to be excluded, we need to deliberately reach out to these people and support them to participate and access their rights.*
  - *The rest of training today focuses specifically on **disability** inclusion, but it is important to remember that disability is only one characteristic which might affect whether a person is included or excluded, and we also need to consider gender, wealth, age, ethnicity, education, and people's other characteristics.*

## 1.2. Presentation: Situation of people with disabilities in Zimbabwe (20 mins)

- If you have people with disabilities in the room, ask them to share some of their experiences. For example, what are the biggest challenges that people with disabilities face in the community? Why is their experience different to other community members?
- If you do not have any people with disabilities in the room, share some example stories and quotes (**Participant Workbook: Resource 1.1**).
  - Explain that these are quotes from actual people with disabilities in Zimbabwe.
  - Ask for volunteers to read out the different quotes.
  - Ask participants to answer the following questions: What kind of challenges are these people facing in their community? Why is their experience different to other community members?
- Read out the following key facts and statistics (these are also in the **Participant Workbook: Resource 1.2**):
  - *In 2013, UNICEF and the Government of Zimbabwe conducted a **national disability survey** which revealed that 14% of households in the total survey area have a person with difficulty seeing, followed by mobility difficulties at 12.6% and hearing difficulty at 6.8%. In total 26.2% of all households have at least one member with a disability.*
  - *The literacy rate among individuals with disability was substantially lower than among individuals without disability, with the gap varying between 9% and 23% across the 10 provinces.*
  - *Fewer individuals with disability have ever attended formal education (84.2%) compared with people without disability (93.1%). This difference is greatest in rural areas, and for girls compared with boys with disabilities.*
  - *People with disability were less involved in formal employment compared to individuals without disability.*
  - *People with disabilities were more likely to report having been ill during the last 12 months (30.2%, whilst people without disabilities was only 7.2%).*
  - *Only 57.9% of people using assistive devices said that they were in good working condition. About 30% reported that they had not received any information or training on their device.*
  - *Particularly large differences are found between people with and without disabilities for participation in local community meetings and gatherings (61.3% compared with 89.2%), and taking part in traditional practices (56.1% compared with 78.9%).*

- *People with disability reported more exposure to sexual abuse than people without disability, People with greater/more severe activity limitations and women experienced more sexual abuse than men.*
- Conclude the presentation by saying: *"These statistics show that people with disabilities form a large group within the Zimbabwean population, and that this group of people faces exclusion across many different areas of life. These include education, health, employment, community participation and GBV. **That is why it is so important for us to be champions for disability inclusion in our communities.**"*

### 1.3. Activity: Game of Life (40 mins)

**Facilitator notes:** This activity requires space where four people can spread out across the room, with room to walk backwards and forwards. This could be at the front of a large training room, or outside. Four volunteers should be recruited from the audience – aim to have two men and two women. At the start the volunteers stand in a line in the middle of the room/space so that there is room to walk forward or back. As the game progresses they separate out so that those with disabilities appear less advantaged than those without disabilities. There will also likely be a gap between men and women. This is used to show the cycle of poverty and disability (that people with disabilities become further disadvantaged throughout life as a consequence of their exclusion), and also highlights gender differences. It is a powerful demonstration of why it is critical to intentionally include people with disabilities in development activities and address the barriers that prevent women and people with disabilities from achieving economic development outcomes.

- Introduce the activity by explaining to participants:
  - *So far we have been discussing what inclusion and exclusion are, and how people with disabilities are often among those who are excluded. Now we are going to look at how exclusion can impact a person's development throughout every stage of life.*
  - *This activity involves four participants taking on roles of individuals within a scenario of a typical community in this part of Zimbabwe. I will tell a story of a person living in this community and the events that happen within the person's life. Each volunteer, supported by the group, will be asked to consider the story from the perspective of the character they are representing.*
- Request four volunteers from the audience and allocate each volunteer to represent a character in the game: (1) Man without disability; (2) Man with disability; (3) Woman without disability; (4) Woman with disability. Give each volunteer the sign with their character label on it (**Training Materials: Activity 1.3**).
- (Note: ideally select two men and two women. If there are people with disabilities in the group, encourage them to participate as volunteers so that they can share their perspectives and experiences.)

- Ask the volunteers to stand in a line facing the rest of the group in the middle of the space, so that there is room to move forwards and backwards. Other members of the group can either stay seated and watch or stand and gather around the volunteers, ensuring there is space for the volunteers to move. The volunteers should hold their sign in front of them so that the audience can see which group they represent.
- Explain how the game works:
  - *I am going to tell a life story, taking the characters on a journey from birth to old age. As the story reaches each significant life event, I'll ask our volunteers to think about whether this will be a positive or negative experience for their character. They will be asked to take:*
    - *2 steps forward for a very positive or very successful experience*
    - *1 step forward for a positive or successful experience*
    - *stay still (don't move) for an uncertain or mixed experience*
    - *1 step back for not-so-positive/not-so-successful experience*
    - *2 steps back for a very negative/unsuccessful experience."*
  - *"Remember you are representing a group of people (rather than one individual) and you should respond according to the mindset of your character. Think about what is the current situation for this character in the context of Zimbabwe – not what it should be or what we would like it to be in the future."*
- Read out the **first step** in the Game of Life:
  - *One day, after a wait of 9 months, your character is born. How does your family respond to your birth? If you think your family is very happy, take two steps forward; quite happy, take one step forward; not happy, one step back; and if they are very unhappy, take two steps back.*
- Once the participants have taken their steps, encourage discussion:
  - Ask one or two of the volunteers: *Why did you take the steps you did?*
  - Ask the audience: *Is an infant with a disability as welcome as a child without? What might be some of the prejudices surrounding disability?*

**Facilitator Note:** Your role is to decide when to intervene and clarify the decisions which the group has made. Sometimes this activity will not require much intervention from the facilitator. However, if there are group members who believe that women or people with disabilities do not experience exclusion or disadvantage, it is important to intervene and explain the barriers and discrimination that these groups experience. Remind people of the quotes and statistics we have just been discussing.

- Read out the **second step** in the Game of Life:
  - *Now you are a young child and have reached the age of going to school. How likely is it that you will go to primary school? If you think it's very likely you will be able to attend school, take 2 steps forward. If you think it's a little likely, 1 step forward. If you think it's a little unlikely, 1 step back, and very unlikely, 2 steps back.*

- Once the participants have taken their steps, encourage discussion:
  - Ask one or two of the volunteers: *Why did you take the steps you did?*
  - Ask the audience: *What might be some of the barriers the characters who stepped back might experience? Is there anything preventing them from enrolling in school and actually getting to the school?*
  - Ask the audience: *Even if these children can get to school, how likely is it that they will be able to participate equally in class? Will the teachers and other students treat them well?*
- Read out the **third step** in the Game of Life:
  - *You are now older. You like to keep busy and want to make some money for your family. You try to get a job. How easy will it be for you to find one?*
- Once the participants have taken their steps, encourage discussion:
  - To one or two of the volunteers: *Why did you take the steps you did?*
- Read out the **fourth step** in the Game of Life:
  - *A few years later, there is an NGO project starting up in the area. They have spoken to the community leaders and invited residents from your community to attend a meeting for people to sign up for this project. How likely is it that you will be included in this?*
  - Ask one or two of the volunteers: *Why did you take the steps you did?*
  - Ask the audience: *How likely is it that these characters will be told about the meeting? Will they be able to attend and communicate in the meeting?*
- Read out the **last step** in the Game of Life:
  - *Now it is later in life. You have a lot of life experience and want to help your community by becoming involved in local politics. How likely are you to achieve this goal?*
- Once the participants have taken their steps, encourage discussion:
  - To one or two of the volunteers: *Why did you take the steps you did?*
- **Debrief** the activity by asking the following concluding questions to the whole group:
  - *Who is in the best / worst position in the group?*
  - *For the volunteers, how does this make you feel?*
  - *Does any of this surprise anyone?*
- Conclude the activity by making the following points:
  - *This activity demonstrates the different life experiences of men and women with disability, compared to men and women without disability.*

- *We have been discussing how these groups of people experience different "barriers" in our communities, which can exclude them from getting the same opportunities as others.*
- *We've also seen how when someone is excluded early in life, this continues to affect them later in life, because once people are excluded from some things (such as primary school), this impacts on their ability to be included in others (such as employment). This further contributes to people with disabilities being excluded and living in poverty.*
- *You can also see that the situation may be worse for women and girls with disabilities because of the multiple exclusion that comes from being a women/girl and a person with a disability.*
- *Our goal as GESI Champions is to contribute to reducing this gap and making sure that no one is left behind from community development activities.*
- *However, to achieve this, we need to take deliberate actions to reduce discrimination and make sure that people with disabilities are included in all community activities, projects and services.*
- *For the rest of the day today, we will be discussing how we as GESI Champions can play an important role in reducing exclusion and supporting inclusion in our communities.*

## **CONCLUDING THE SESSION**

Remind participants of the key messages:

- Inclusion is when everyone is able to participate in community activities and gets access to the same opportunities and services. It is when positive changes reach everyone in the community, so that no one is left behind.
- Some people and groups in our communities are more likely to be excluded than others.
- There are a large number of people with disabilities in Zimbabwe, and they often face exclusion and discrimination across many different areas of life.
- As well as disability, other characteristics like gender, age, wealth and ethnicity can also affect whether a person is included or excluded in society.
- People with disability face barriers which can exclude them from opportunities like getting an education or finding work at different stages in their life.
- To achieve inclusion, we need to deliberately reach out to those who are excluded and take actions to reduce the barriers which they are facing.
- GESI Champions can play an important role in reducing exclusion and supporting inclusion in our communities.



## MODULE 2: Understanding disability and reducing barriers

### OVERVIEW

Short description of this session: Introduction to the human rights approach to disability, and the concepts of impairments and barriers. Overview of some strategies for reducing or removing barriers.

Total session time: 90-100 minutes

Resources/preparation needed:

- Clear space in the room or outside for Activity 1.1: Agree/disagree
- Printed/copied photo (from **Training Materials: Activity 2.2**)
- Notepads/paper for group work in Activity 2.3

Key elements of the session:

1. Activity: Different ways of looking at disability (20 mins)
2. Presentation: The rights-based approach to disability (30 mins)
3. Activity: Identifying barriers to inclusion (20 mins)
4. Presentation: How do you remove or reduce barriers? (20 mins)

### TRAINER'S NOTES

#### 2.1. Activity: Agree/disagree – Different ways of looking at disability (20 mins)

**Facilitator Note:** The aim of this activity is to enable the facilitator to understand the attitudes of participants towards people with disabilities, and to enable participants to share their ideas and learn about different perspectives. Be respectful of people's opinions even if you do not agree. Encourage different people in the group to share their views. Emphasise concepts of rights to participation, barriers to inclusion and the possible diversity of experiences if these get raised by the group.

- Introduce the activity by explaining to participants:
  - *"This activity helps us get to understand our views and opinions towards people with disabilities. This might even challenge our own assumptions and attitudes. Everyone needs to stand up. When I read out a statement, I would like you to think about whether you agree or disagree with the statement. If you agree move to the FRONT of the room. If you disagree, move to the BACK of the room. If you are not sure then stay in the middle".*
  - *For anyone who has difficulty standing up for about 10 minutes and moving around the room, please feel free to stay seated in one place and we will invite you to share your opinion verbally.*
- Read out the statements below one at a time. After each statement, the training participants should move to either the FRONT (if they agree) or BACK (if they disagree) of the room.
- After people have moved, ask some participants to explain why they moved to the side of the room they chose. Ask what others think. If anyone disagreed then also ask a volunteer to speak from this group. If there are people with

disabilities in the group, also ask their opinion. The aim is to encourage sharing different ideas – it's OK if there is disagreement in the room.

- *"Children with disabilities should not be allowed to play games or do activities that might hurt them." (Do you AGREE or DISAGREE?)*
- *"All people with disabilities are helpless and need looking after."*
- *"People without disabilities are normal, but people with disabilities are abnormal."*
- *"People with disabilities are brave and courageous".*
- *"People with disabilities are sick and cannot be healthy."*
- *"If a community planning meeting is held to discuss an important new project, everyone will be invited and be able to attend."*
- *"Men and women should both be involved in making decisions about our communities."*
- *"Ensuring people with disabilities get access to services is everyone's responsibility."*
- After the last statement bring everyone together and conclude the activity by explaining:
  - *There are many different ways of looking at disability. For each of the statements we just shared, you will find people in who agree with them in every community, and also people who disagree.*
  - *These statements reflect underlying attitudes or norms about disability that exist in society.*
  - *Attitudes are important, because they can have a big impact on how people with disabilities are treated and whether they are included in communities.*
  - *For example, it is very common for people to think about people with disabilities as being sick, abnormal, weak or helpless. They assume that people with disabilities are not able to make any contributions to society, and that they need to be given charity or welfare in order to get by.*
  - *As GESI Champions, we should take the view that disability is a normal part of life and that people with disabilities have their own unique strengths and abilities to contribute. We can be role models by displaying these positive and respectful attitudes, and we can encourage other people to think this way too.*
  - *However, before we look at what sort of actions we can take as GESI Champions, let's look more closely at the concept of disability.*

## **2.2. Presentation: The rights-based approach to disability (30 mins)**

- Start this session by asking the participants: *Does anyone know the definition of "disability"?*
- Allow a few people to make some suggestions. Then continue with the presentation:

- *As we just found in the previous activity, there are many different ways of thinking about disability, even within just one local community.*
- *There are also many different definitions of disability, and actually the concept of disability is not so simple to define.*
- *As GESI Champions, we can use the definition agreed by the United Nations. We call this the "rights-based approach to disability" because it is set out in international human rights law.*
- *The global charter on disability rights, the United Nations Convention on the Rights of Persons with Disabilities, was developed in 2007 and ratified by Zimbabwe in 2013. We call this the "CRPD" for short.*
- *The CRPD sets out the following definition of disability: "**Persons with disabilities include those who have long-term physical, mental, intellectual or sensory impairments, which in interaction with various barriers hinder their full participation in society on an equal basis with others.**"*
- *(You can also find this definition in [Resource 2.1](#) in your [workbooks](#).)*
- *This is quite a complicated definition, so let's try to break this down to understand it. First let's look at an example.*
- Show all the participants the photo in [Training Materials: Activity 2.2](#). (Either pass copies of the photo around the room, or walk around the room so that everyone can see the photo in this toolkit.)
- Ask participants: *This photo shows a girl in a wheelchair going to school. What is causing the girl to be disabled?*
- After getting a few responses, explain the rights-based approach to disability:
  - *Many people would say that this girl is disabled because she cannot walk and needs a wheelchair. But that is not what the CRPD says.*
  - *The rights-based approach to disability says that this girl is disabled because of the steps which have been built at the entrance to the school. The steps are preventing her from accessing the classroom, and therefore causing her to be disabled.*
  - *Let's go back to the definition of disability. The simplest way to understand the definition is this: **Disability = Impairment + Barriers**.*
  - *The CRPD says that disability is caused when a person with an impairment tries to participate in society, but there are barriers which prevent that person participating equally to other people.*
  - *So in the case of this girl in the wheelchair, her impairment is that she is unable to use her legs to walk. When she tries to go to school, she faces the barrier of steps which physically prevent her from accessing the classroom. This is what is causing her to be disabled.*
  - *Let's look more closely at the concepts of impairments and barriers.*
- Ask participants: *Does anyone know what impairments are?*

- After getting some responses, continue with the presentation:
  - *Impairments are long-term conditions which affect how a person's body or mind functions. There are four main types of impairments:*
    - *(1) Physical: Difficulties in the performance of body functions, such as walking, moving arms and legs, using hands, etc. Some examples include spinal cord injury, cerebral palsy, or amputation.*
    - *(2) Sensory: Difficulties seeing, hearing or communicating. Some examples include people who are Deaf, hard of hearing, blind or have low vision.*
    - *(3) Intellectual: Difficulties with language, reasoning, memory, interpersonal communication, looking after oneself, etc. Some examples include Down's syndrome, cognitive impairments, and brain injuries.*
    - *(4) Mental/ psychosocial: Chronic severe mental disorders and psychosocial distress. Examples include Schizophrenia, depression, and bipolar disorder.*
  - *Impairments can range from mild or minor impairments (for example, someone with poor hearing) through to severe impairments (for example, a person who cannot hear at all). Although these people might have very different experiences, they are all included within the definition of disability.*
  - *Impairments can also be something which a person has from birth or infancy, or they can be acquired later in life (for example, through accidents or illness). These people can also have quite different experiences in life.*
  - *As GESI Champions, it is important to be aware of these basic types of impairments, but we don't need to identify or diagnose specific impairments when we come across people in the community. This is something which should be left to the medical and health specialists.*
- Ask participants: *Now let's look at barriers. Does anyone have any ideas about what the different types of barriers are?*
- After getting some responses, continue with the presentation:
  - *There are four main types of barriers:*
    - *(1) Attitudinal barriers these include stigma, discrimination, negative assumptions about the capacities of people with disabilities, teasing or calling names, and so on. Sometimes a person's own low self-esteem or low confidence can be an attitudinal barrier. Sometime family members wanting to protect or shelter a person with a disability can be an attitudinal barrier.*
    - *(2) Physical barriers include features in the environment and buildings, such as uneven terrain, steps, narrow doorways, inaccessible latrines or water points, inaccessible transport, and so on. Any features which might*

*prevent a person from moving around the community or accessing buildings and vehicles.*

- *(3) Communication barriers include information provided only in written format or only in spoken/verbal format, a lack of sign language interpreters, not having any information in Braille or large print, etc.*
- *(4) Institutional barriers include having discriminatory policies/practices, failing to apply existing policies for people with disabilities, not having any budget or financial resources for disability inclusion, not having appropriate disability services, requiring inaccessible procedures or forms, and so on. Institutional barriers can be found in any institution which a person with disability is trying to access, including government agencies, service providers, businesses/employers, NGOs, community organisations, etc.*
- *All of these types of barriers are obstacles which a person might face when they try to participate in society in some way. The obstacles prevent them from participating equally to other people, causing them to be excluded or 'disabled'.*
- *It is important to remember that people with disabilities are not all the same; each person has his or her own unique situation. We've looked at the diversity of impairments and the diversity of different barriers. We also learnt from the Game of Life this morning that women and men have different experiences, including women and men with disabilities.*
- *As each person's situation is unique, this means that we should not make assumptions about what a person can or cannot do based on their impairments. Instead, we should try to understand their situation, including their personal perspectives, strengths and abilities, and also the barriers that they are facing.*
- **Conclude the presentation by saying:**
  - *So now we know the rights-based approach to disability says that disability is caused when a person with an impairment tries to participate in society, but there are barriers which prevent that person participating equally to other people. In other words, **Disability = Impairment + Barriers**.*
  - *We also know that there are four main types of impairment, and four main types of barriers.*
  - *While this definition is a bit complex, it is quite important for how we approach disability inclusion.*
  - *Firstly, the rights-based approach says that impairments are a normal part of life. But barriers are something which can be changed. If we reduce the barriers in society, then we also reduce people's experience of disability and exclusion.*
  - *Secondly, it is society which causes disability. Therefore, it is society's responsibility to reduce barriers and remove exclusion. Disability is not just a problem for an individual person; it is everyone's responsibility.*

### 2.3. Activity: Identifying barriers to inclusion (20 mins)

**Facilitator Note:** The aim of this activity is to help participants get a better understanding of what the different types of barriers are, and to practice identifying barriers in real life situations. This activity is using the same quotes from people with disabilities which you may have already shared in Module 1. The quotes are included in the [Participant Workbook: Resource 1.1](#).

- For this activity, divide the participants into small groups with 4-5 people in each group.
- Introduce the activity by explaining:
  - *Now that we know what the different types of barriers are, let's practice identifying these barriers in real life situations.*
  - *Open your Workbook to [Resource 1.1](#). These are the quotes from 6 different people with disabilities (which we shared earlier this morning).*
  - *In your groups, spend the next 10 minutes identifying what types of barriers each of these 6 people is facing. Remember the 4 different types of barriers: attitudinal, physical, communication and institutional. Also note that there might be more than one type of barrier in each example. You can write down the barriers in your workbook.*
- Give the groups 5-10 minutes to discuss the quotes and identify all the barriers. Now ask everyone to finish their discussion. Explain that you will go through the examples one by one to see what barriers everyone was able to identify.
- Go through the quotes one by one with the whole group. For each quote, ask for some participants to share what barriers they identified. (You don't need to ask each group to report back – just invite anyone who wants to share their answers.)
- Make sure that all of the barriers listed below have been identified. If they are not raised by the participants, you should mention the other barriers below.

Quote	Barriers
1	<u>Institutional</u> – cost of getting a wheelchair / no policy for free wheelchairs <u>Institutional</u> – no opportunities to raise capital
2	<u>Attitudinal</u> – negative attitude of husband
3	<i>(Note it's not clear from the quote exactly which barriers are present in this example. It could be one or more of the following.)</i> <u>Attitudinal</u> – attitudes of project staff or community members <u>Physical</u> – physical barriers to attending project meetings <u>Institutional</u> – organisation does not target people with disabilities
4	<u>Physical</u> – environmental barriers to moving around
5	<u>Communication</u> – no one speaking sign language / no signage <u>Institutional</u> – council and hospital don't provide signage or sign language interpreters
6	<u>Attitudinal</u> – negative perceptions of other community members

- Once all of the barriers have been covered, conclude the activity by saying:
  - *People with disabilities often face more than one type of barrier that prevents them from participating in community activities or accessing services.*
  - *Once we have identified the barriers which are causing a person to be excluded, then we can take steps to reduce these barriers. That is what disability inclusion is all about: reducing barriers for people with disabilities.*
  - *Luckily, there are some strategies which can be used to try to reduce the different types of barriers (or even remove them completely). Let's look at them now.*

## 2.4. Presentation: How do you remove or reduce barriers? (20 mins)

- Start the session by saying:
  - *For the rest of today's training, we will be looking at different strategies to reduce barriers for people with disabilities. Let's start by thinking about what steps could be taken to reduce the four different types of barriers.*
- Go through the four different types of barriers one by one, asking for participants to suggest different actions which could be taken to reduce each type of barrier.
- Before moving to the next type of barrier, go through and explain the strategies listed in the table below for that barrier. (Note that this is not a complete list, but just some examples of the main strategies that could be used. If participants suggest strategies which are not on this list, that is great, as long as they are consistent with the rights-based approach to disability.)

Attitudinal barriers	Physical barriers	Communication barriers	Institutional barriers
<ul style="list-style-type: none"> <li>•Community awareness raising</li> <li>•Promote people with disabilities as role models or leaders</li> <li>•Build individuals' self-esteem and confidence</li> <li>•Create networks between people with and without disabilities</li> <li>•Challenge stereotypes in public forums</li> </ul>	<ul style="list-style-type: none"> <li>•Install ramps, wide doors, hand rails</li> <li>•Build clear/flat roads and pathways</li> <li>•Use accessible design features for buildings</li> <li>•Provide transportation</li> <li>•Choose different venues for events or meetings</li> <li>•Choose venues close to where people with disabilities live</li> </ul>	<ul style="list-style-type: none"> <li>•Provide information in multiple formats: written, spoken, pictorial, video, etc.</li> <li>•Hire sign language interpreters</li> <li>•Print information in Braille or large print format</li> <li>•Use respectful language and inclusive communication techniques</li> </ul>	<ul style="list-style-type: none"> <li>•Advocacy and awareness raising to decision-makers and staff</li> <li>•Ensure policies are implemented</li> <li>•Allocate budget for disability</li> <li>•Support people with disability to claim services</li> <li>•Change forms and procedures</li> <li>•Challenge discriminatory policies</li> </ul>

- Continue the session by saying:
  - *For reducing physical barriers, there are some guidelines on accessible design which provide more details on how to make buildings and public places more accessible. The best way to get guidance on physical accessibility is to consult with Disabled People's Organisations. There are also some example checklists in your workbooks ([Resource 2.3](#)) – these give a simplified idea of what could be done to make water points and latrines more accessible.*
  - *As you can see, there are a whole range of different strategies which can be used to reduce barriers. Some of these are things which GESI Champions can do on their own, but other strategies require other community stakeholders to come on board, provide resources and take action.*
  - *Even if it's not possible to reduce a particular barrier yourself, just being able to identify this barrier is an important first step. You can use this information to talk to other stakeholders and make recommendations about what actions need to be taken to include people with disabilities.*
  - *Finally, there's also one very important principle to remember when trying to reduce barriers. It is the principle of **participation**. The participation of people with disabilities is crucial in all efforts to reduce barriers.*
  - *Participation is important because it is one of the rights of people with disabilities under the CRPD. But it is also important because actions to reduce barriers are much more effective when people with disabilities are involved, because they are the best experts on disability and know what solutions are likely to work.*
  - *Wherever possible, people with disabilities should be involved in active roles in the community and in coming up with solutions to address barriers. For example, GESI Champions can play a role in encouraging people with disabilities to participate in community activities, and recommending that people with disabilities should be consulted whenever important decisions are being made.*

### **CONCLUDING THE SESSION**

Remind participants of the key messages:

- There are many different ways of looking at disability. These reflect underlying attitudes or norms about disability that exist in society. Some of these attitudes can be negative or hurtful to people with disabilities, but others can be positive and respectful.
- As GESI Champions, we should treat disability is a normal part of life and recognise that people with disabilities have their own unique strengths and abilities to contribute.



- We take a rights-based approach to disability, based on the United Nations Convention on the Rights of Persons with Disabilities. This approach says:

Impairments + Barriers = Disability

- This approach is also known as the 'social model' of disability, because it says that disability is caused by society creating barriers.
- Impairments include physical, sensory, intellectual and psychosocial conditions which limit a person's functioning.
- Barriers include attitudinal, physical, communication and institutional obstacles which people with disabilities face when they try to participate in society.
- Disability is very diverse: people with different types of impairments, different levels of impairment (from mild to severe), different causes of disability, different genders and so on, all have different experiences.
- Disability inclusion is about identifying and reducing barriers: if you reduce the barriers, then you also reduce disability exclusion.
- GESI Champions can play a role in helping to reduce barriers for people with disabilities.

### **OPTIONAL "HOMEWORK"**

If participants are enthusiastic and have time at the end of this session or during the lunch break, they can refer back to the quotes in the [Participant Workbook: Resource 1.1](#) and try to think of what strategies they could use to reduce the barriers in each of these examples.

## MODULE 3: Basic skills for working with people with disabilities

### OVERVIEW

Short description of this session: Introduction to some basic skills and approaches which GESI Champions can use to find and communicate with individual people with disabilities in the community.

Total session time: 90-100 minutes

Resources needed:

- Large number of sticky notes (or small pieces of paper and sticky tape) – about 5-10 for each participant (for Activity 3.3)
- Two pieces of flipchart paper with headings “Positive” and “Negative” placed on the wall or on floor (for Activity 3.3)
- Four pieces of flipchart paper or note paper for group work (Activity 3.5)
- Four marker pens for each small group (Activity 3.5)

Key elements of the session:

1. Activity: Observation skills (15 mins)
2. Presentation: Finding people with disabilities in the community (20 mins)
3. Activity: Words Matter – using respectful language (20 mins)
4. Presentation: How to interact with people with disabilities? (15 mins)
5. Activity: Conducting an inclusive community meeting (20 mins)

### TRAINER’S NOTES

#### 3.1. Activity: Observation skills (15 mins)

- Introduce the activity by explaining:
  - *Now we are going to practice our observation skills by doing a quick exercise. I would like everyone to find a partner and stand opposite them. Try to choose someone whom you do not know very well. (Note if it is difficult for some participants to stand, ask them to sit opposite each other).*
- Once everyone has found a partner, explain:
  - *I would like you to try and answer some questions about your partner just by looking at them. You are not allowed to talk or communicate in any way (so no sign language, gestures, etc.)*
- Write the questions up on a flip chart or just read them out aloud one by one:
  - *How long is his or her hair?*
  - *How many kilograms of rice can he or she carry at a time?*
  - *Has he or she had any health problems in the last 3 months?*
- Give participants 2-3mins to look at each other and try and answer the questions. There should not be any talking or communicating during this time. Then ask participants if they have collected all their answers, then now they can check their answers with their partner.
- Ask people to raise their hands if anyone got the first question right. Then ask who got the second question right, then the third question.

- Encourage a brief discussion amongst participants by asking:
  - *How accurate were your observations?*
  - *What information did you use to answer the questions? Did you have to make assumptions about your partner? (E.g. based on their gender, age, physical appearance, etc.)*
  - *How does it feel to be observed or scrutinised without being able to speak for yourself? (especially for question 3)*
  - *Out of the three questions, which question is most similar to trying to find out if a person has a disability? (Answer: Question 3)*
- Finish the activity by explaining:
  - *We often make assumptions and guesses about other people and their situation based on factors we observe: gender, ethnicity, age, physical appearance. But these are often not accurate.*
  - *For people with disabilities, this includes assumptions about what a person can and can't do often before we even meet them or start to get to know them. Often these are based on stigma or myths about disability, and often they are negative.*
  - *There are many types of disability that cannot be seen just by looking at someone, and even if we can see if someone has a disability, this does not mean we know what they can and can't do. So it is important that we ask people about the barriers that they face rather than making assumptions.*
- Ask everyone to return to their seats.

### **3.2. Presentation: Finding people with disabilities in the community (20 mins)**

- Start this presentation by saying:
  - *Our activity shows that the diversity of "disability" means that we might not be able to easily know who is a person with disabilities based on observation.*
  - *Not all impairments can be "seen".*
    - *A person with a physical impairment doesn't always use a wheelchair or crutches.*
    - *A person with a vision impairment doesn't always use a white cane.*
    - *Intellectual impairments are impossible to tell just by looking at someone.*
  - *So, if we try and identify persons with disabilities based only on our own observations, this may overlook people with 'invisible' impairments such as hearing or psychosocial impairments.*

- *Another common approach to identifying disability is to ask. To ask a person "do you have a disability?".*
- *While this seems logical, unfortunately there are a few difficulties with this approach.*
- **Ask participants:** *Why do you think asking this kind of question might not be the best method?*
- Allow a few minutes for brainstorming, then continue to present the points below:
  - *The number of people who would answer "yes" to this question of "do you have a disability" is low, and it is lower than the number of people who actually do have a disability.*
  - *This under-reporting is due to:*
    - *Stigma – if you ask someone if they have a disability, they may not answer "Yes" because they are ashamed or scared to publicly identify as having a disability.*
    - *Different understandings of disability. For example, different cultures or age groups sometimes hold different standards or beliefs regarding what is 'disability'. Elderly people who have significant health problems may not say "Yes" when asked if they have a disability, because it is considered "normal" for an elderly person to have health problems.*
  - *One solution to these problems is to ask people their experiences, but avoid using the word "disability".*
  - *Instead of just asking about disability, we can ask about whether a person has any difficulty carrying out basic daily functions like walking, seeing, hearing, communicating, looking after themselves, and so on.*
  - *There are some standard questions which we can use when trying to collect data or find people with disabilities. These are called the Washington Group Questions. (Refer to the **Participant Workbook: Resource 3.1**)*
  - *We don't have time to practice these in detail today, but refer to your workbook. The questions avoid using the word 'disability'.*
  - *Instead of just asking "do you have a disability", if you are trying to identify any people with disability there are 6 different questions to ask.*
  - *You can use the questions in your role as a GESI champion to help find people with disabilities by:*
    - *Asking community members or leaders if they know anyone who has these 6 different types of difficulties.*
    - *Asking household heads if anyone in their household has these 6 different types of difficulties.*

- *Recommending that any organisations doing data collection in the community also use these questions.*
- *There are also other ways of reaching people with disabilities that could be helpful.*
  - *If there are any local Disabled People’s Organisations (DPOs) in the community, they may have a database of members. DPOs may also be able to distribute information to their members, or find people who would like to participate in GESI activities.*
  - *If there are rehabilitation services in your community (either government services or NGOs), often these services have a database of local people with disabilities. You may be able to work with them to share information with their clients.*
  - *If you already know some local community members with disabilities, they are likely to be aware of other people with disabilities within the community.*
- *Using these strategies can be an effective way to show other community members that there are actually many people with disabilities in the community, and therefore that we need to engage this group of people.*

### **3.3. Activity: “Words Matter” – respectful language (20 mins)**

- Introduce the activity by explaining to participants:
  - *After finding people with disabilities, a big part of GESI Champions’ roles is to interact and engage with the local disability community. There are some basic skills and techniques which should be used to make sure that we are interacting with people with disabilities in an inclusive and respectful way.*
  - *We know from this morning’s session that different people have very different perceptions about disability, and that these perceptions and attitudes can have a big impact on people with disabilities.*
  - *In this activity we are going to identify how people with disabilities are perceived in Zimbabwe by looking at the words used to describe disability.*
- Give participants some small pieces of paper or sticky notes to write on. They can do this activity individually or in pairs. Ask participants:
  - *When you think about people with disability, what words come to mind?*
  - *Write down all the words or terms you can think of. They can be either words that you think of, or words that you commonly hear people use in the community. They can be positive/respectful words, or negative/hurtful words – any words that you are aware of.*
  - *Write only one word on each piece of paper.*
- Allow 5 minutes for participants to write their words.

- Put two pieces of flipchart paper on the wall at eye level at a height and location that all participants can access it. Write the word “Positive” at the top of one piece of flipchart paper, and write “Negative” on the top of the second piece of paper.
- Say to participants:
  - *The words we associate with disability can have either a positive or negative impact on people with disabilities.*
  - *Looking at the words you have written, which ones do you think are a positive reflection of disability and which words or terms are negative? Place each of your words under one of the two headings on the wall.*
- Ask participants to place their words on the wall under “positive” or “negative” using sticky tape. (Or if no sticky tape is available, lay the flipchart paper flat on the ground.)
- Ask participants to stand up and look at the words that have been placed on the wall. Discuss whether everyone agrees if the words are positive or negative.
- Look at the negative words. Ask participants: “*How do you think it makes people with disabilities feel when we use negative words such as these?*”
- Then look at the positive words and ask participants: “*How do you think it makes people with disabilities feel when we use positive words such as these?*”
- Conclude the activity by saying:
  - *Many of the negative words are very common and we often use them without thinking about how they might be hurtful or disrespectful.*
  - *We can make a choice about the type of language we use to talk about disability. Being respectful and inclusive when speaking to people with disabilities, or about them, can make a big difference to their self-confidence and inclusion in society. It can also help change other people’s attitudes and behaviours.*
  - *This is something we can all do in our daily life – it’s easy, doesn’t cost anything, and can make a difference.*
- Refer participants to the list of recommended language in the [Participant Workbook: Resource 3.2](#).

### **3.4. Presentation: How to interact with people with disabilities? (15 mins)**

- Begin the presentation by saying:
  - *As well as using respectful language, there are some basic skills and techniques which you can use when interacting with people with disabilities. We call these ‘inclusive communication skills’.*
  - *Whenever you are interacting with people with disabilities, remember what we have been discussing about treating people with respect, and not making assumptions about their capacities. We should **see the person, not the disability**.*

- *If you are meeting someone for the first time, ask them how they prefer to communicate. They are the experts!*
- *There are some general techniques you can use when communicating with people with any types of impairment:*
  - *Talk directly to people with disabilities rather than people who might be assisting them (e.g. interpreters, family members, personal assistants)*
  - *Ask people with disabilities how they prefer to communicate, where they prefer to meet, where they prefer to sit in meetings.*
  - *Try to sit or stand so that you are talking at eye level (rather than looking down at someone)*
  - *When communicating with a group of people with different types of impairments, use more than one type of communication – both visual and verbal.*
- *There are also some specific techniques which you can use to communicate with people with different types of impairments.*
- Go through the 4 different types of impairment listed below, one by one:
  - Hearing impairment
  - Vision impairment
  - Intellectual impairment
  - Psychosocial disability
- For each impairment type, ask participants to suggest ideas for how they could communicate with people with this type of impairment. After getting a few suggestions, read through the list of tips for each impairment type in **Participant Workbook: Resource 3.3**.
- Remind participants that these tips are listed in their workbook.

### **3.5. Activity: Conducting an inclusive community meeting (20 mins)**

- Introduce the activity by explaining:
  - *In this activity we will practice planning for an inclusive community meeting. You will be given a scenario and in groups, asked to think about how to make sure the meeting is inclusive.*
  - *You will have 5 minutes to work in your group to write a list on flip chart paper of what you can do to help make your stage of the community meeting more inclusive for everyone in the community.*
- Allocate people to four small groups and assign a number to each group. Give each group paper to write on.
- Explain the scenario:

- *A community meeting is being held to inform people about a new livelihoods project which is being run by an NGO. The NGO staff have asked local leaders to call a meeting for community members to hear about this project and sign up to participate.*
- Explain the different topics and questions to each group. Ask one member from each group to write down the question:
  - *Group 1: Invitation: How can you make sure that people with disabilities find out about the meeting, and feel welcome to attend?*
  - *Group 2: Accessibility: What venue should be used for the meeting, and what could be done to make the venue more accessible?*
  - *Group 3: Facilitation/communication: How could the meeting be run in a way that enables everyone to participate?*
  - *Group 4: Follow-up: What could be done after the meeting to share information and seek the views of people who could not attend?*
- Ask if anyone has any questions and if everyone understands. Give the participants 10 minutes for their group discussion.
- Bring the whole group back together for a group discussion. Ask Group 1 to share their ideas for making the invitations and promotion for the meeting more inclusive.
- Repeat with the other 3 groups.
- Summarise the discussion, referring to the Inclusive Meetings and Events resource ([Participant Workbook: Resource 3.4](#)) to ensure the key points are covered.
- Conclude the activity by saying
  - *During this activity, you were all involved in identifying potential barriers that may prevent people with disabilities from participating in the meeting, and then coming up with strategies to overcome those barriers.*
  - *You can go through the same process for any community activity or meeting that you or others are planning.*
- Remind participants that these steps for holding inclusive community meetings are listed in their workbook ([Resource 3.4](#)).

## **CONCLUDING THE SESSION**

Remind participants of the key messages:

- There are many types of disability that cannot be seen just by looking at someone, and some people with disabilities may not leave the home.
- Even if we can see if someone has a disability, this does not mean we know what they can and can't do. This is why it is so important that we ask individual



people about the difficulties they face, rather than making assumptions about them.

- GESI Champions can help find people with disabilities and collect data by working with Disabled People's Organisations or other informal community networks, using existing lists of people with disabilities, and undertaking household visits.
- It is important not to just ask if someone has a disability. Instead, use the six "Washington" questions to ask about any difficulties which a person has.
- Being respectful and inclusive when speaking to people with disabilities (or about them) can make a big difference to their self-confidence and inclusion in society. Always use respectful language and focus on the person, not their disability.
- There are some basic inclusive communication techniques which can be used to communicate with people with different types of impairments. GESI Champions should use these techniques, and also encourage others to use them.
- There are also some practical steps which can be taken to ensure that people with disabilities are included in community events and meetings.

## MODULE 4: Being a CHAMPION for disability inclusion

### OVERVIEW

Short description of this session: Overview of the key roles and responsibilities of GESI Champions, including strategies they can use to promote disability in the community, with households, and by getting support from other services.

Total session time: 90 minutes

Resources and preparation needed:

- Note paper for group work in Activity 4.3

Key elements of the session:

1. Presentation: Laws, services and organisations relating to disability (30 mins)
2. Presentation: The roles and responsibilities of GESI Champions (30 mins)
3. Activity: Being a Champion for disability inclusion in the community (20 mins)

### TRAINER'S NOTES

#### 4.1. Presentation: Laws, services and organisations relating to disability (30 mins)

**Facilitator note:** This presentation on laws and services can be quite technical and daunting for some participants. Particularly if energy levels are low in the room, you might want to make this presentation quite brief. You can summarise the main laws and services, and then remind participants that they can refer back to the resources in their workbook. The main aim of the session is for participants to get a basic understanding of relevant laws, services and organisations so that they can help enable people with disabilities to access these by referring them or supporting them to attend relevant offices, etc.

- Introduce the presentation by saying:
  - *In this final session today, we are going to look at community actions to support disability inclusion.*
  - *Firstly, we'll look at the laws, policies, services and organisations relating to disability, and how you can support people to access these.*
  - *Secondly, we'll look at the roles and responsibilities of GESI Champions and start planning some actions which we can all take in our communities to be a champion for disability inclusion.*
  - *Let's start by looking at the main laws and policies relating to disability in Zimbabwe. These are in your workbooks at **Resource 4.2**.*
- Briefly summarise the main **laws and policies** relating to disability in Zimbabwe, based on the information in the **Participant Workbook: Resource 4.2**. You do not need to read out all the quotes; if possible just explain what the main laws are and how they are relevant to GESI Champions.

- Emphasise that GESI Champions are not expected to be experts on disability or to memorise these laws! The laws have been provided in the workbook to refer back to later. They can be helpful in advocacy and awareness raising activities.
- Next, summarise the main types of **disability services** that are available, based on the information in the **Participant Workbook: Resource 4.3**. For each of the main services, try to explain:
  - What this service involves (some people will be unfamiliar with terms like rehabilitation or physiotherapy, so it could be helpful to explain these)
  - Who is eligible to access this services
  - How the service can be accessed (process, costs, etc)
- Ask participants: *Does anyone have experience with any of these services? Or any questions? What are the barriers which people with disabilities face when trying access them?*
- Allow some discussion about the different services, and emphasise the roles that GESI champions can play. These include:
  - *Referring people with disabilities to services and encouraging them to attend*
  - *Assisting people with disabilities to attend service providers and make any requests, fill in forms, etc.*
  - *Talking directly to service providers to raise awareness about disability inclusion and the need to remove any barriers preventing people from accessing their services. You can also discuss any particular cases that you are aware of where people with disabilities are struggling to access their services.*
- Finally, continue the presentation to talk about **Disabled People's Organisations:**
  - *Another important type of disability organisation is Disabled People's Organisations – DPOs.*
  - *DPOs are organisations which are run by, and for, people with disabilities. There are DPOs at the global, national and local level.*
  - *Unlike disability service providers or NGOs, DPOs are run by people with disabilities themselves. Most DPOs are primarily involved in advocacy, networking and information sharing amongst their members, who are people with disabilities. In some cases they also provide some services for their members.*
  - *There are many DPOs in Zimbabwe. Some of them are focused on representing people with one type of impairment, while others have a broad membership of people with many different impairment types.*
  - *A list of DPOs is provided in your workbooks at **Resource 4.4**.*

- *Most people with disabilities are not members of DPOs, and in some cases they are not aware of DPOs.*
- *As a GESI Champion, you can work with DPOs by:*
  - *Encouraging people with disabilities in your community to contact relevant DPOs and become members.*
  - *Encouraging people with disabilities to ask DPOs for advice – many DPOs represent people with a specific impairment type, and have a lot of knowledge of relevant resources and services.*
  - *Inviting DPOs to be part of awareness raising or other community events that are happening (although they might not have a budget to attend)*
  - *Encouraging other stakeholders such as local authorities, government agencies, NGOs and local leaders to consult with DPOs and invite them to take part in various activities.*
- **Conclude the session by saying:**
  - *GESI Champions are not expected to provide specialist advice or material support for people with disabilities – there are other organisations in Zimbabwe which are mandated to do this.*
  - *However, we can play a role in linking people with disabilities to these services and organisations, and reducing any barriers which might prevent them from getting the support they need.*

#### **4.2. Activity: The roles and responsibilities of GESI Champions (30 mins)**

- **Introduce the activity by saying:**
  - *Now that we know what disability inclusion is, and some of the resources that are available to support it, we are going to spend some time looking at the practical actions which you can take in your community to be a champion for disability inclusion.*
  - *First, let's look at the roles and responsibilities of GESI Champions. This is **Resource 4.1** in your workbook.*
- **Spend some time going through the six roles and responsibilities of GESI Champions. For each one, make sure that participants understand what this means, and what types of activities they might undertake as part of this role. If possible, provide relevant examples of actions which existing GESI Champions have taken as part of each of the roles listed below.**
  - Raising awareness on Disability and Gender issues in meetings/ events/ door to door visits.
  - Suggesting adaptations that can be easily made to promote accessibility
  - Supporting people with disabilities to build confidence to participate in meetings or speaking out on their behalf if they don't want to participate

- Referring people with disabilities to relevant services
- Identifying people with disabilities and collecting data relating to disability
- Advocacy on GESI issues
- Once everyone understands the different roles and responsibilities, the next part of the activity will be in small groups. Allocate people to small groups of around 4-6 people in each group.
- Explain the next part of the activity:
  - *Now that we know that disability inclusion is about reducing barriers, and we know what the roles and responsibilities of GESI Champions are, let's look at some practical actions which we could all take in our communities.*
  - *Firstly, if you open your workbook to **Resource 4.1**, you will find some space to write down actions which you can take as part of your role as a GESI Champion.*
  - *These actions are divided into two sections: first, actions which you can take to support individual people with disabilities in their households; and second, actions which you can take to advocate and raise awareness of disability at the community level.*
  - *Spend the next 5-10 minutes thinking individually about what actions you could take in your own community. These should be specific actions which you can take based on what we've learnt today.*
  - *For example, if you are thinking about advocacy and awareness raising actions, be specific about what messages you will give or what you will ask other people to do: e.g. will you focus on attitudes, physical barriers, inclusive meetings, institutional barriers, etc? You should also specify where you will raise these messages, e.g. community meetings, school meetings, meetings by various organisations, advocacy at budget consultations meetings, public places for infrastructure accessibility, etc.*
  - *Or for example, if you are thinking about household level support, be specific: How will you find people? What communication techniques will you use? What advice will you provide to them? What action will you recommend them to take?*
  - *Write down your planned actions in your workbook.*
- After participants have written down their own personal reflections, invite them now to share their planned actions with their other group members.
- Allow another 5-10 minutes for discussion within the groups. Encourage group members to share ideas and support other group members to identify actions which they could take.

- Finally, bring everyone back together and invite participants to ask any questions or share any reflections which they have about their role in being a champion for disability inclusion.
- Conclude the activity by saying:
  - *As GESI Champions you can have a big influence in your community. Remember that some strategies for reducing barriers are things which you can do on your own, but other strategies require other community stakeholders to come on board, provide resources and take action.*
  - *Even if it's not possible to reduce a particular barrier yourself, just being able to identify this barrier is an important first step. You can use this information to talk to other stakeholders and make recommendations about what actions need to be taken to include people with disabilities.*
  - *GESI Champions are not expected to provide specialist advice or material support for people with disabilities.*
  - *There are other organisations and services which have a mandate to support people with disabilities. You can refer people to these services, and encourage or support them to access them.*
  - *Remember that disability is everyone's responsibility – not just for GESI Champions or specialist disability organisations – but for every community member and every stakeholder.*

#### **4.3. Activity: Being a Champion for disability inclusion in the community (20 mins)**

- This activity involves more group work, staying in the same small groups as the previous activity. Give each group a piece of paper to write on.
- Introduce the activity by saying:
  - *This is the last activity for the day. Let's practice applying our ideas about disability inclusion and our roles as GESI Champions to some real life examples.*
  - *Staying in the same groups as the last activity, open your Workbook to **Resource 1.1**. These are the quotes from 6 different people with disabilities – we have already identified the barriers which they are facing earlier today.*
  - *In your groups, spend the next 15 minutes discussing what actions you would take as GESI Champions to respond to each of the 6 different examples. Think about the barriers which each person is facing, and the roles of GESI Champions which we have just been discussing.*
  - *Write down your proposed actions on a piece of paper or in your workbooks.*
- Give the groups 15 minutes to write down their proposed actions for each case. Now ask everyone to finish their discussion.

- Briefly go through the quotes one by one with the whole group. For each quote, ask for some participants to share the actions they have planned.

**Facilitator note:** You don't need to ask each group to report back – just invite anyone who wants to share their answers. You also don't need to cover all the possible actions – the aim of the activity is for participants to apply their knowledge from the training and gain some confidence in knowing how to perform their roles.

- Conclude the activity by saying:
  - *In this activity, you have just gone through a process of identifying barriers which a person is facing, analysing how these barriers can be reduced, and coming up with actions which you can take as a GESI Champion to help promote disability inclusion. You did this in your own groups, without me giving you the answers.*
  - *These quotes are from real people living in communities like yours. Now you know that you can be a champion for disability inclusion in your community!*

### **CONCLUDING THE SESSION**

Remind participants of the key messages:

- GESI Champions play an important role in promoting disability inclusion in the community.
- This includes promoting disability inclusion and the community level, through advocacy and awareness raising about inclusion, promoting inclusive meetings and events, and engaging local leaders and service providers.
- It also includes supporting people with disabilities in their households to build their confidence, share information and advice, engage family members and encourage them to access services.
- Zimbabwe has a range of national laws and policies which support the rights of people with disabilities. These can be an important tool in advocacy and awareness raising.
- There are a range of services which people with disabilities may need to access, including medical/rehabilitation services and assistive devices. There are also some subsidies and benefits which people with disabilities can access.
- Disabled People's Organisations play an important role in representing the interests of people with disabilities, engaging on laws and policies, and sharing information and networking among their members.
- GESI Champions are not expected to provide specialist advice or material support for people with disabilities. However, they can play an important role in linking people with disabilities to other services and organisations, and reducing any barriers which might prevent them getting the support they need.

## Recap and conclusion

### OVERVIEW

Short description of this session: Review of key messages about disability inclusion and reflection on the roles of GESI Champions.

Total session time: 30 minutes

Resources or preparation needed:

- Prepare for the key message session by highlighting the main messages that you would like to mention from the “key messages” sections at the end of each module in this toolkit.

Key elements of the session:

1. Activity: Disability inclusion quiz (10 mins)
2. Presentation: Key messages (10 mins)
3. Activity: Next steps (10 mins)

### TRAINER’S NOTES

#### Activity: Disability inclusion quiz (10 mins)

**Facilitator note:** The aim of this activity is to remind participants of some of the key messages from the training. It can also be a fun way to end the day! You can ask participants to call out the answers to the questions individually, or to make it more fun you can divide everyone into 2 teams and awarding points to the team which gets the correct answer first.

- Explain that since we have covered a lot of information today, we are going to revise some of the key messages that we have covered through a quick disability inclusion quiz. If you think you know the correct answer, raise your hand and call out the answer.
- The questions and answers are set out below.

Question	Answer
1. People with disabilities are the only group who experience exclusion in Zimbabwe – true or false?	False – there are other groups who also experience exclusion. However people with disabilities generally experience high levels of exclusion.
2. The Zimbabwe National Disability Survey found that ____ percentage of households in Zimbabwe have a person with disability living there – 2%, 10%, 12% or 26%?	26% - that’s one in four households.
3. Inclusion is when: a. Everyone in the community benefits b. No one is left behind c. Deliberate steps are taken to reach those who are most excluded d. All of the above	D – all of the above
4. People with disabilities are weak and need to be given charity or welfare in order to get by – true or false?	False – people with disabilities have their own unique strengths and abilities



Question	Answer
5. The global charter on disability rights, ratified by Zimbabwe in 2013, is known as the United Nations _____ ?	Convention on the Rights of Persons with Disabilities – CRPD
6. The rights-based approach to disability says that disability = impairments + _____ ?	Barriers.
7. What are the four types of barriers we need to think about when trying to make something disability inclusive?	Attitudinal, physical, communication, institutional.
8. Wherever possible, people with disabilities should be involved in active roles in the community and in coming up with solutions to address barriers. This is the principle of _____ ?	Participation
9. Failing to provide information in different formats, including written, spoken, and pictorial, is an example of what type of barrier?	Communication barrier
10. The best way to identify people with disabilities in communities is to: a. Look at a person b. Ask people whether they have a disability or not c. Ask questions about daily activities such as seeing, walking, etc. d. All of the above	C – the best way is to ask questions about any difficulties a person may have with these daily functions.
11. What are the four steps to planning an inclusive meeting or event?	1. Inviting people 2. Making the venue accessible 3. Using inclusive communication 4. Following up with people who couldn't attend
12. When interacting with a person with a disability, it is important to ask them how they prefer to communicate – true or false?	True – this is one of the key tips for inclusive communication
13. Disability inclusion is all about reducing _____ ?	Barriers
14. The roles of GESI Champions include: a. Awareness raising about inclusion b. Encouraging people with disabilities to participate in activities c. Providing specialist advice and support on disability d. Referring people with disabilities to services and DPOs	A, B and D. C is false – GESI champions are not expected to provide specialist advice or material support. That is the role of disability services.
15. GESI Champions are the only people in the community who are responsible for disability inclusion – true or false?	False – disability inclusion is <u>everyone's</u> responsibility!

### **Presentation: Key messages (10 mins)**

- If you have time, refer back to some of the key messages sections at the end of each module in this toolkit and repeat these to conclude the training. While you are preparing this training, you can also highlight the main messages that you would like to conclude with at the end of the day.
- Remind participants that all of these key messages are included in their Workbook.

### **Activity: Next steps (10 mins)**

- The final session of the day can be used for any questions and answers from the participants, and to clarify where they can get support in their roles.
- Ask participants if they have any questions about today's training or their roles as GESI Champions.
- Explain where GESI Champions can get support or advice on disability inclusion.
  - For example, this might be from the Council's GESI focal point person, other Council staff, DPOs, disability service providers/agencies, and (importantly) from each other.
- Conclude the training session by thanking everyone for their commitment today – and also for their commitment to be champions for disability inclusion in their communities.

## **Annex: Training materials for use in activities**

The materials in this section can be photocopied and printed out (and laminated if possible) for use in some activities. If printing is not available, many of the resources can be easily copied out by hand onto small pieces of paper or card.

### **Materials for Activity 1.1 – Set of community member cards**

Print or copy the sheet below and then cut out to create a set of cards. One set of cards is needed for each group/table in the workshop.

<b>GIRL</b>	<b>ADULT MAN WHO RUNS THE FAMILY BUSINESS</b>	<b>ADULT WOMAN WITH PSYCHOSOCIAL DISABILITIES</b>
<b>ADULT WOMAN WHO HAS FULL TIME JOB</b>	<b>BOY</b>	<b>YOUNG MAN WITH DIFFICULTY SEEING</b>
<b>ELDERLY WOMAN WHO HAS DIFFICULTY WALKING</b>	<b>ADULT MAN</b>	<b>MARRIED PREGNANT WOMAN</b>
<b>UNMARRIED WOMAN WHO IS PREGNANT</b>	<b>ADULT WOMAN WITH HIV</b>	<b>DEAF MAN FROM WEALTHY FAMILY</b>

**Materials for Activity 1.3 – Set of role play cards**

Print or copy the sheets below and then cut out to create a set of cards. Give one card to each of your four volunteers.

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**MAN WITH  
DISABILITY**

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**MAN WITHOUT  
DISABILITY**

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**WOMAN WITH  
DISABILITY**

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**WOMAN WITHOUT  
DISABILITY**

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**Materials for Activity 2.2 – Photo of impairments and barriers**



Photo: CBM