

# **PRACTICAL GUIDELINES**

## **MAINSTREAMING DISABILITY**

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**P. Stephen**

**Integrated Rural Community Development Society ( IRCDS)  
13, Dr. Abdul Kalam Street, MDM Nagar, Tiruvallur- 602 001 Tamil Nadu ,India  
Email : [ircds1986@gmail.com](mailto:ircds1986@gmail.com) / Mobile : 09443417433**

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## **ABBREVIATIONS**

BFE: Barrier Free Environment

BLF: Block Level Federation

CBO: Community Based Organization

CSO: Civil Society Organizations

CWD: Children with Disabilities

DLF: District Level Federation

DPO: Disabled Peoples' Organizations

MSD: Mainstreaming Disabilities

PME: Planning – Monitoring – Evaluation

PWD: Persons with Disabilities

TLM: Teaching Learning Materials

# 1. GLOSSARY OF KEY TERMS

**Impairment** – A long-term physical or mental limitation.

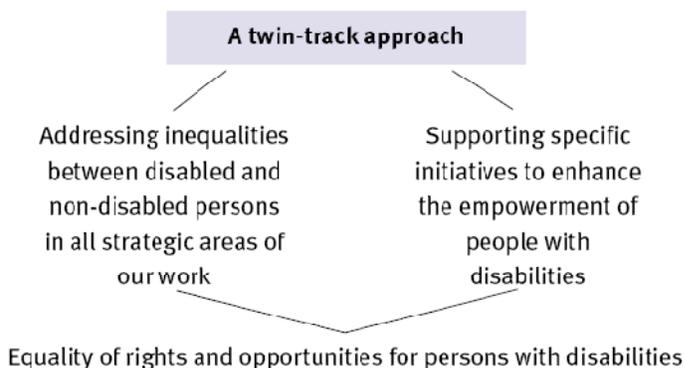
**Disability** – Social and environmental exclusion or limitation of a person as a result of societal attitudes towards impairment

**Mainstreaming/ inclusion** – The process of integrating formerly segregated and/ or stigmatized issues and people into ‘mainstream’ society and development programmes – and out of the welfare department.

**Disability-specific** – Segregated (non-mainstream) efforts for working with persons with a disability.

**Twin-track approach** – An approach to working with cross-cutting issues such as gender and disability which combines mainstreaming with specific initiatives that empower the target group

Figure 3: A twin-track approach to disability and development



**Cross-cutting issue** – An issue which is important to be taken into consideration in all sectors and programmes, usually with a goal to including the needs of a particular marginalized group in society

**Medical model of disability** – The medical model, also called *individual* or *charitable model*, views disabled people as patients who are incapable and in need of ‘fixing’. Rehabilitation and/ or medical procedures are in this view the best way of dealing with disabled people for helping them to lead a ‘normal’ life. The problem of impairment and limitation is seen as an individual problem

**Social model of disability** – The social model of disability, also called *rights-based model*, views disability as a problem brought about by society, which does not accept people with impairment the way they are. A person with a disability enjoys the same

rights as everyone else; however, attitudinal barriers, institutional barriers and environmental barriers keep a person from a dignified life. The social model puts emphasis on letting people with a disability decide what is best for them; instead of having non-disabled people take that decision for them

**Development** – A continuous process of change, involving multiple stakeholders and contexts.

**Development industry** – The ever-growing amount of international, bilateral, non-governmental, private and community-based organizations which concern themselves in one way or another with helping poor and marginalized people in so-called ‘developing countries’.

**Empowerment** – The process of attaining power to decide over one’s life.

**Participation** – in development and politics discourses, *participation* is the process in which an implementing body puts effort into informing, consulting and co-deciding with all involved stakeholders, especially with the people whom the programme or policy is meant for. Taking stakeholders’ views into account at all stages of the project cycle leads to more effectiveness, efficiency and sustainability.

**Rights-based approaches** – The shift from a development approach based on charity and voluntarism to one that recognizes that all people enjoy equal rights and as such have a *right* to adequate services, fair treatment by the State and a voice in everything that affects them. People and civil organizations should be ‘empowered’ to enable them to stand up for their rights and entitlements.

## 2. WHAT IS MAINSTREAMING?

“Mainstreaming a \*disability+ perspective is the process of assessing the implications for [disabled persons] of any planned action, including legislation, policies and programmes, in all areas and at all levels.

It is a strategy for making \*disabled persons’+ concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation of policies and programmes in all political, economic and societal spheres so that [people with disabilities] benefit equally and inequality is not perpetuated. The ultimate goal is to achieve \*disability+ equality.”

From: UN ECOSOC (1997) cited in: Albert/ Miller (2005), p. 10

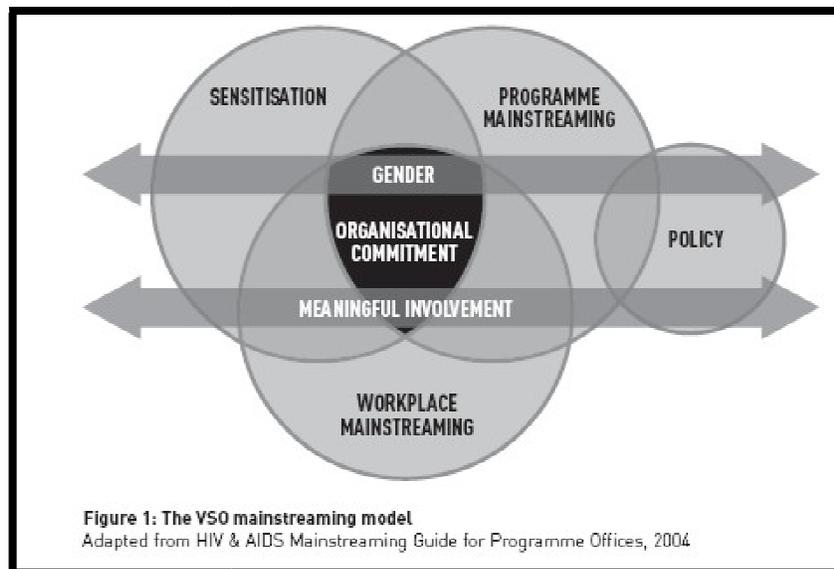
### 3. HOW TO APPROACH MAINSTREAMING?

Mainstreaming is an ongoing process of including disability into all our work. However, this process can seem so huge that we never start. Mainstreaming starts with us. We can all be role models of more equitable and inclusive relationships between disabled and non-disabled people. We can all interact with the disabled people we see around us, and challenge discrimination when we encounter it.

However, mainstreaming cannot be left to individuals – we found many examples where committed people had started initiatives, but these had lost momentum. Mainstreaming needs wider organizational support and management commitment. Mainstreaming usually involves working on an issue that would not ordinarily be seen as the core focus of the organization, so it is very vulnerable to pressure from other priorities. This is another reason why management support is so important.

### 4. SIX KEY AREAS OF MAINSTREAMING

VSO made a model for mainstreaming in five different areas for the practical advice of development organizations about mainstreaming disability in all areas of their organization and work. The key areas are - organizational commitment, sensitization, workplace mainstreaming, programme mainstreaming and policy.



## 5. INTERNAL & EXTERNAL MAINSTREAMING

Mainstreaming initiatives needs to be taken up both at internal and external levels

Internal Mainstreaming	External Mainstreaming
<ul style="list-style-type: none"> <li>• Carry out a situational analysis</li> <li>• Develop an institutional policy on inclusion</li> <li>• Based on the policy, establish workplace programmes</li> <li>• Create a conducive work environment that is supportive</li> </ul>	<ul style="list-style-type: none"> <li>• Working in partnership with Government, policy makers &amp; donors</li> <li>• Clearly defined roles and responsibilities</li> <li>• Multicultural approach</li> <li>• Identify and offer support to communities already responding to the issue</li> <li>• Determine available human and financial resources</li> <li>• Research on the impact of the issue in the particular sector</li> </ul>

## 6. MAINSTREAMING PERSONS WITH DISABILITIES IN CBOs

CBOs are the backbone of the community development and they are acting as a goodwill ambassador for promoting the rights of persons with disabilities. CBOs are one of the best vehicles for mainstreaming disabilities.

There are four practical ways for the effective Inclusion of persons with disabilities in the CBOs

- Membership and Leadership Position
- Programme / Activities
- Advocacy & Lobbying
- Networking & Knowledge sharing

### Membership & Leadership

- ☞ Include the Women with disabilities / Male PWDs / their family members in the CBOs (Necessary relaxation can be given)
- ☞ Leadership: Minimum 5 % reservation can be allocated for the PWDs at BLF/DLF Federations level

## **Programme/Activities**

- ☞ Include the causes of disability, Management of disability, Barriers, rights of PWDs, schemes meant for PWDs in their regular training package
- ☞ Keep information of disability rights, application formats, and scheme guidelines at group /village / federation level.
- ☞ Facilitate the PWDs to get disability ID card, assistive devices and eligible Govt. schemes (monthly pension, grant for IG activities, IAY housing, MGNREGA ,NRLM etc)
- ☞ Include the PWDs in the cultural events, sports, recreational activities etc.
- ☞ Motivate the members to follow the prenatal and post-natal care, avoid early marriage, blood relative marriage- in order to prevent disability.
- ☞ Consider the skill development training & credit needs of PWDs on priority basis (like other vulnerable groups ...Widow, PLWHA)
- ☞ Reserve minimum 3 % of funds for the development of PWDs
- ☞ World women's day and World Human Rights day – Include PWDs and highlight their issues as well.
- ☞ Act as a bridge between churches/NGOs/PRI village chief and PWD families
- ☞ Provide counseling ,emotional and solidarity support to PWDs/their families
- ☞ Educate the family members for respecting the rights of PWDs.

## **Advocacy & Lobbying**

- ☞ Include the issues and rights of PWDs in their regular advocacy agenda
- ☞ Discuss the issues of vulnerable groups in group meetings (including discrimination at family level, community level).
- ☞ Give voice for the 3 % utilization of funds in all Govt. poverty alleviation schemes and BFE.
- ☞ Lobbying for the inclusion of PWDs in the Village /Block level PRI committees
- ☞ Ensure that PWD families benefitted from all the programmes of Govt., NGOs and churches
- ☞ Advocate with the schools to have BFE, disabled friendly TLM and trained teachers.

## **Networking & Knowledge sharing**

- ☞ Networking /Alliance building with other DPOs/ Disability Networking Organizations to promote the rights of PWDs.
- ☞ Document the experience and good practices periodically.
- ☞ Share the issues and rights of PWDs, experience with other CBOs/ Federations in order to include in their regular agenda.
- ☞ Share the good practices, workable and replicable models through newsletters , annual reports, participation in the programmes

## **7. MAINSTREAMING DISABILITIES IN CHURCHES**

The role of the church is to embrace everyone with love and full dignity. It is place where all are accepted equally despite of their various differences. The church must consider the barriers that prevent anyone, especially those with disabilities, any religious Institutions can play vital role in mainstreaming disabilities.

### **SIX PRACTICAL WAYS FOR INCLUSION IN CHURCHES**

- ✓ Capacity building of Church workers / Clergies
- ✓ Reasonable accommodation in the buildings & Infrastructures
- ✓ Effective participation in the Liturgical services
- ✓ Inclusion in Church based activities
- ✓ Information to access resources from Govt. and other organizations
- ✓ Promoting the Rights of Persons with Disabilities

#### **Capacity building of church workers/pastors / clergies**

- ☞ Provide more opportunities for PWDs to become clergies etc.
- ☞ Include disability rights & sign language in the curriculum of theological studies.
- ☞ Link/Refer the clergies with NGOs working on disability for intern ship/fieldwork/exposure etc
- ☞ Include the disability component in the regular trainings and review meetings.

#### **Ensuring Reasonable accommodation in the buildings**

- ☞ Make seminaries/theological colleges/churches disabled friendly
- ☞ Taking decisions to implement all the existing buildings could be suitably modified- E.g. ramp, bath room, toilet, wash basin, water taps
- ☞ Sign board in the church premises – male, female & disabled friendly toilets etc.
- ☞ Church Notice board should be fixed at low levels with bold letters
- ☞ Availability of wheel chairs in the churches for PWDs and Senior Citizens
- ☞ Youth group volunteers can take responsibilities for taking care of wheel chair users on rotation basis
- ☞ Sign board in the church premises – male, female & disabled friendly toilets etc.
- ☞ Church Notice board should be fixed at low levels with bold letters
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#### **Effective participation in the Liturgical services**

- ☞ Hymns and bible reading chapter and verses should be displayed in the board (digital board or white /black board)

- ☞ Sign language interpreter can be used during festivals/ occasions/Mass prayer meetings
- ☞ Confession, holy communion – follow disabled friendly approaches
- ☞ Pastor/Priest provide communion to the severe PWDs by visiting their houses periodically
- ☞ Inclusion of PWDs in Bible reading, choir services
- ☞ Inclusion of CWDs as altar boys/girls
- ☞ Observation of International Day of PWDs (3<sup>rd</sup> Dec) in the churches, dedication of special services/prayers etc.

### **Inclusion in church based activities**

- ☞ Inclusion of children with disabilities (CWDs) in Sunday school /Catechism class.
- ☞ Inclusion of PWDs in groups/committees functioning at church level.
- ☞ Minimum reservation for PWDs in the leadership position in Groups /Core Committees
- ☞ Priority to be given for the PWDs at the time of offering , communion, receiving blessings etc ( in the “Q”)
- ☞ When conducting cultural programmes, role play at church level disability component could be included (positive attitude, causes of disability, disability rights etc.)
- ☞ Inclusion in cultural events and sports meets
- ☞ Pastors / Priest visit the PWD families and conduct prayers periodically.
- ☞ Referral services – Health, Education, Livelihood etc
- ☞ Church Associations and Church based Institutions – can include “disability” in their organizational policies and systems.
- ☞ Few Sunday collections ( offerings earmarked for the development of PWDs)
- ☞ Include PWDs when any benefits extended to vulnerable groups/families ( e.g., Widow, single women, destitute etc)
- ☞ Reservation of funds for the development of PWDs from the offerings/ church fund.

### **Information to access resources from the Govt. and other Organizations**

- ☞ Pastors/ Priests – collect data/ details about the PWDs at Church or parish level through youth volunteers, collect the information on Govt. schemes/ CSO programmes and facilitate to access the same.
- ☞ Information of Govt. welfare schemes, application formats - available in the presbytery /Youth groups etc.,
- ☞ Disability related forthcoming information/ Govt. schemes could be announced in the Sunday masses and to be displayed in the church notice boards

## Promoting the Rights of PWDs

- ☞ Get information under Right to information Act to ensure the utilization of 3% in Govt. Poverty alleviation schemes, reservation in Education, Employment and BFE
- ☞ Disability related issues could be discussed in the church group/committee meetings (E.g. Development committee)
- ☞ Create awareness among partner churches about the needs and rights of PWDs
- ☞ Dialogue with the Govt. and Private- Institutions, companies, factories, Industries to create accessible environment for PWDs.
- ☞ When submitting memorandums to the Govt. could include the needs/issues of PWDs as well.
- ☞ Church newsletters could have the information on disability – prevention, rehabilitation, barriers, rights etc
- ☞ Provide counseling to people who are approaching for marriage – blood relative, early marriage Project proposals to be inclusive

## 8. GOOD PRACTICES FOR INCLUSIVE EDUCATION

### What is Inclusive Education?

A **process** which meets the diverse needs of all learners by increasing their participation and by the reduction of exclusion in and through education

A **dynamic approach** to respond positively to the diversity of pupils and to see individual differences not as problems, but as opportunities for enriching the learning process

### Addressing Education

To promote inclusive education, the enrolment of children with disabilities **MUST** be combined with:

- Awareness about educational policies and legislation, Individual Education Plan (IEP)
- Enhancing teachers' capabilities to handle children with disabilities
- Accessibility and infrastructure of the educational establishments
- Availability of teaching and learning materials
- Activities for ensuring basic needs of children and their families such as health, transport and nutrition

The situation of children with disabilities and their families needs to be comprehensively perceived. For example, children with disabilities can be included in regular schools but if the schools do not have proper hygienic facilities, parents would be hesitant to send

their children to schools. Similarly, proper transport facilities are needed. Only if these factors are addressed simultaneously, can accessibility and inclusion be effective.

## **The groups and levels of intervention**

### ***Children with disabilities***

- ❖ School enrollment
- ❖ Medical support to improve mobility
- ❖ Retention and promotion
- ❖ School screening camps
- ❖ Sports meets & Competitions
- ❖ Providing Assistive devices
- ❖ Social security like students stipend, free transport facility

### ***Parents and other siblings***

- ❖ Parents training through workshops
- ❖ Support services like Therapeutical care
- ❖ Guide and support for their home assignment
- ❖ Schools
- ❖ Teachers & staff training programs
- ❖ Create barrier free environment
- ❖ Resource room establishment
- ❖ Formation of children clubs
- ❖ School development & management committee sensitization
- ❖ TLM preparation

### ***Community***

- ❖ Resource mobilization
- ❖ Awareness building
- ❖ Ensure community participation in school activities
- ❖ Attitudinal change

### ***Policy makers (Govt. + INGOs)***

- ❖ Institutional frame work orientation
- ❖ Curriculum development and adoption
- ❖ Resource allocation for inclusive education
- ❖ Evaluation system modification based on the potential of the child
- ❖ Special provisions for CWD's
- ❖ Schemes and programs for CWD's
- ❖ Teacher education – D Ed, B Ed

## 9. STRATEGIES FOR INCLUSIVE LIVELIHOODS

Livelihoods approach is increasingly gaining popularity as a key strategy in the development sector. It has been used as a key strategy to eradicate poverty and hunger. Economic empowerment is an effective approach to promote holistic development and promote and protect the human rights of poor and excluded. Persons with disabilities are no exception to it. If these strategies are proved effective with poor and excluded can also be effective for persons with disabilities, the conventional approaches and systems are proved to be not so effective and empowering. These conventional approaches perpetuate stereotypes, negative values and dependency. There is a great need to apply alternative strategies and approaches which are proved effective in the general development sector rather than perpetuating the stereotypes.

Persons with disabilities are capable enough to engage in any kind of livelihood options depending on type and degree of impairment, interest and aptitude of the individual.

### Addressing Livelihoods

- Baseline studies MUST address the target groups' opinions, with a particular focus on the family income.
- Efforts MUST be made to promote livelihoods or income generation for people with disabilities.
- While providing professional skills training, organisations and institutes MUST look beyond pure skills training and
  - study the socio-economic environment in which trainees will operate
  - select trainees thoroughly
  - professionally market the labour or product
  - study alternative income-generating activities
  - explore accessibility to credit or seed capital
  - include entrepreneurship and business management modules
  - provide follow-up support at regular intervals to the trainees

It is evident from our past and present experiences that livelihoods are a key strategy to promote the right to development. It is the appropriate time for us to revamp our conventional training programmes and apply development strategies which are inclusive, effective, gainful and meaningful for persons with disabilities in order to promote livelihoods, meaningful and effective inclusion of persons with disabilities. Let us not perpetuate stereotypes and dependency but promote inclusion and independency to a life of dignity.

## **Environmental factors affecting full participation**

The physical environment and public facilities and utilities have not been developed or designed with the requirements of each category of disability in mind. As such, environmental and communication barriers impede full participation of persons with disabilities in all spheres of life. These barriers also affect the participation of different disability groups in mainstream training and employment activities.

People suffering from loco-motor disabilities encounter the following barriers:

1. Inaccessible entry and exit of buildings in which either training programmes are run or work is to be performed by the prospective employee, as well as a lack of ramps or lift to access the floors of a building;
2. Lack of accessible toilets inside these buildings;
3. Lack of necessary medical facilities at training and work sites;
4. Inaccessible roads and transport systems, especially for wheel chair users;
5. Lack of necessary modifications in the regulations and practices with regard to working hours;
6. Lack of necessary modifications in equipment and machinery to enable a particular category of disabled person to perform a particular job operation; and
7. Lack of necessary relaxation in medical standards for selection in training and employment.

In addition to this, people with visual, speech, hearing and intellectual disabilities face barriers in accessing mainstream training programmes and job opportunities due to the following factors listed below:

1. The lack of sound signals and Braille guiding blocks to facilitate the mobility of visually impaired persons;
2. The absence of sign-language interpretation at public places to facilitate communication of people with speech/hearing impairment; and
3. The necessary support system for people with intellectual disabilities at public places, including work sites. All mainstream training programmes and work sites exclude disability groups due to these barriers.

## **10. LEARNING**

During the process of this mainstreaming journey, different lessons learnt from the NGOs, Persons with Disabilities, CBOs and other stakeholders. This will be helpful for the mainstreaming practitioners, donors and other stakeholders to re-look their policies and programmes. The points are as follows:

### ***Organizational Level:***

- Top down approach is essential
- Management commitment extremely essential for the effective MSD
- Smaller head office teams are more responsive than the larger ones;
- Disability focal persons appointed in the organizations are very effective
- Partners interested to adopt twin track approach
- Motivation from donors will boost partners' interest
- Partners look at Inclusive Development to expand and raise funds rather than their priority

### ***Field (Programme) Level:***

- Huge scope to reach out to PWDs through CBOs, Religious Institutions and Panchayat Raj institutions
- Integration in PME system essential/ assess the impact and learning
- Cross learning is effective (workshop by involving partners across country)
- Field support and facilitation visits have added value – strengthened interdepartmental support and cooperation
- Partnerships are important to share experiences, not only on programme level, but also field level.
- Cultural activities can help to embed in the field, like developing materials , videos and church meetings
- Interested partners and staff to work on inclusion of persons with disabilities with positive and sincere attitude are necessary.
- Inclusion of persons with disabilities can be practiced in all programmes and at all levels of the project cycle.
- Allocation of resources can be retrieved from existing funds in the organization and through mobilization of the community for the sake of persons with disabilities. However, there is a need for special allocation of resources to accommodate the needs of persons with disabilities
- To enhance disability mainstreaming, NGOs need to collaborate with DPOs and disability specific NGOs for referral, lobby and advocacy work. Furthermore, it can be helpful to build alliances with like-minded organizations to learn from each others' accomplishment

## **11. RECOMMENDATIONS FOR DONOR ORGANIZATIONS**

-  Support for conducting capacity building of key stakeholders
-  Reserve 2-5 % of the funds in the overall budget for the mainstreaming disability in all development projects.
-  Refer the proposals of the partners to the other possible donors – E.g. to follow “ twin track approach”

- ✚ Suggest the partners to develop result based monitoring indicators for mainstreaming disability and integrate in all the projects (PME)
  - ✚ Encourage the partners in research and documentation
  - ✚ Create platforms to share their experiences on mainstreaming
-