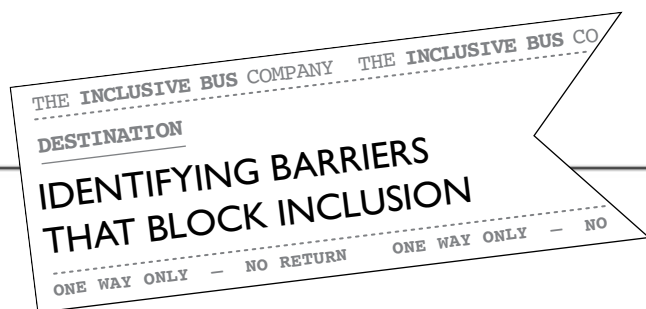


The wall



TIME

60 Minutes

Steps 1 to 4: 50 mins
Step 5: 10 mins



MATERIALS

- Prepare three flip charts (see p.23) on different categories of barriers/discrimination (environment, policy/institutional, attitude);
- **Handout 2** on barriers;
- A5 cards, or large post-it notes, and marker pens for each group.

Barriers can feel almost like brick walls. But once identified they can be challenged and broken down allowing more and more disabled people to be included in development.

Barriers are broken down into three main areas – attitudinal, environmental and institutional (or policy). This makes the issues more manageable and highlights areas where direct intervention can make a difference.

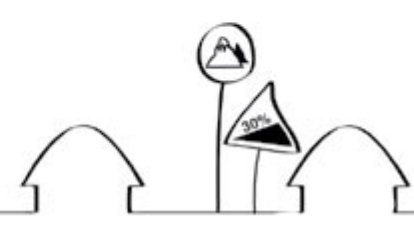
Ensure you're familiar with the different types of barriers before leading this session.

Environmental barriers are often easiest to identify. But don't let the group get too focused only on physical access – steps, narrow pathways, uneven surfaces for example. Access issues are just as significant for those with sensory or communication impairments where information isn't available in formats they can understand.

Institutional barriers are some of the most difficult to identify. Without a proactive search for them, they won't be as immediately evident. That's because they're often linked to social and cultural norms and written into policies and legislation. The way to start identifying them is to focus on sectors in which you work, and try to map the legal, cultural and social practices that might need addressing. Consulting with local disabled people will be an essential part of helping identify them.

Attitudinal barriers are the most important to identify – time and time again they are the main reason prohibiting progress on disability inclusion. Negative attitudes and assumptions have led to many disabled people believing themselves to be worthless, dependent and in need of support. This cycle of charity and dependency can be difficult to break.

You need to draw out all these issues – and more – as you talk through barriers with the group. It's worth trying to identify some local examples in advance.



PRACTICAL TIPS

A good way of using this tool is with groups of disabled people – or even better with community groups that include disabled people. Prepare the wall statements with some of your ideas about barriers, then compare them to the ones local disabled people have identified. This can bring up issues that are missed when disabled people aren't included in consultations.

In the training room display the barriers in the order shown on the next page. This is different to the order in handout 2, as attitude is the biggest barrier. Most people tend to think of environmental barriers and it will probably be the fullest flip chart, many are often surprised that attitude is the biggest barrier!

METHOD

- 1 **Ask everyone to take a few moments to think about their daily life – work, social, home etc.** Imagine what obstacles might exist if they were disabled. For groups of disabled people ask them to describe what obstacles they face on a daily basis. Think as widely as possible – don't just focus on physical things. Write a list.
- 2 **Divide into mixed groups of four to six.** Give each group post-it notes (or A5 pieces of paper, with tape to attach to flip charts). Ask the groups to combine their observations and write down one idea per post-it note or piece of paper.
- 3 **After 15 minutes, bring the whole group together and display the prepared flip chart sheets to form a wall.** Explain the 'bricks' represent barriers to inclusion faced by disabled people and are grouped into three main forms – environment, policy/institutional, attitude. Explain the three barriers to the group. Distribute the handout now or at the end of the exercise.
- 4 **Ask one person from each group, in turn, to place their post-it notes/pieces of paper onto the 'wall' – thinking about the best heading (attitude, environment, institutional) for each post-it/piece of paper.** Discussions should flow as people try to decide where to place their obstacles and why. If people aren't talking, and you can see ideas going into barriers that are not appropriate, lead a discussion on it. Use this to help people understand the reasons behind the barriers and categories.
- 5 **Invite people to discuss their experiences of identifying barriers and what they've learned.** Use the lessons learned to make key points (based on the 'motive' section).

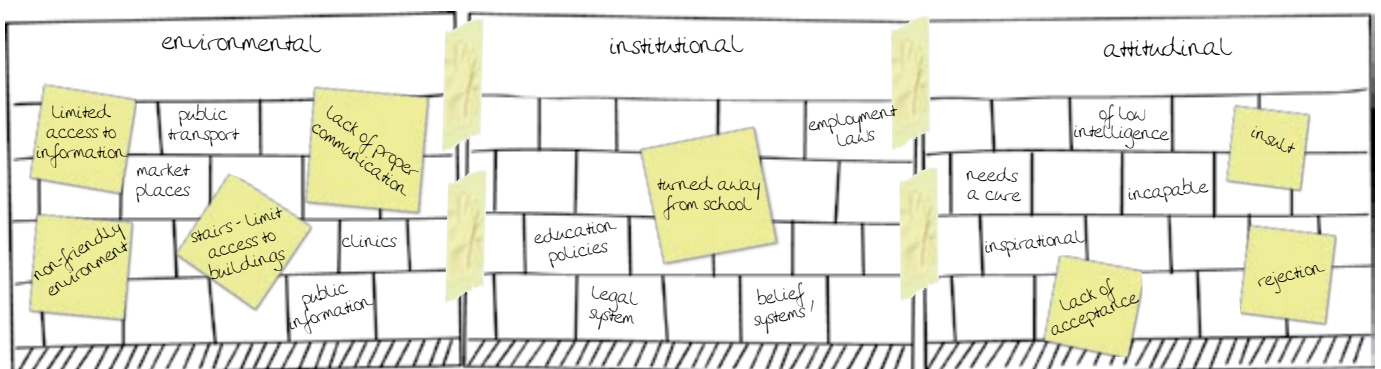


MOTIVE

This is a good exercise for groups who haven't thought about different forms of barriers that exist for disabled people – in other words, discrimination. The activity flows well from the session on models. It will help explain the barriers introduced in the description of the social model in Activity 2.

This activity is done in a systematic way, breaking the barriers down into three main forms – environmental, institutional (or policy) and attitudinal. This makes the issues more manageable and highlights areas where direct intervention can make a difference. The largest barrier is often the attitudinal one, and that should be stressed as the session progresses – or in the summary at the end.

Attitude barriers can be reduced through awareness-raising events, campaigns or training. Once identified, institutional barriers can form the basis of an advocacy strategy. Environmental barriers can be dealt with as you design project activities and inputs, making provisions for appropriate access needs.



↑
this is how your "wall" should look when you are finished