

Session: Learning Recap

Learning Objectives	By the end of the session, participants should <ul style="list-style-type: none">• Be able to identify models of disabilities, barriers and power dynamics in a given context
Key Messages	<ul style="list-style-type: none">• Understanding that barriers and power dynamics are responsible for excluding diverse persons with disabilities, not the specific impairments• Understanding that there is some overlap between the barriers and that, therefore, a nuanced identification and analysis is needed so that barriers can be removed
Facilitator's Notes	<ul style="list-style-type: none">• Make sure you have a good understanding of the disability models, barriers and 4 powers• Be prepared that several participants may need confident justification from you to understand the answers
Duration	20 minutes
Activity	<ul style="list-style-type: none">• Present short story• Ask participants to identify which model(s) of disability are reflected in the story• Ask participants to identify the power dynamics in the story
Resources	Powerpoint slides
Technology	PowerPoint presentation

Information:

This final exercise provides an opportunity to check if previous discussions and learning around the models on disability, barriers and the power analysis have been absorbed – it's a chance to restate and reinforce core messages about the 3 disability models and 4 powers discussed throughout the training that were introduced in Webinar 1.

Process:

1. Explain to participants you will read a very short story (slide 32) and ask them a few questions (slide 33) afterwards. Explain that this story was originally part of a training programme for adolescents on developing their general lifeskills. This story was given as part of a section on developing their **creative thinking**.
2. After reading the story, depending on the size of the participant group either have a discussion together in plenary, or send them in smaller groups into break-out rooms.
3. Remind participants as they start their discussions to answer the questions based on the information provided in the story, and that this story was an example for **creative thinking**, which was given in a life skills training program for adolescents.
4. **Discuss for 10 minutes and take feedback, comparing their conclusions against the answer provided here:**

The story reflects a **Charity Model thinking**: the young man feels *sorry* and inadvertently *reinforces the activity of begging* (however successful); he does not appear interested in discussion with the older man on other ways help could look like.

The dynamics appear as **Power over**: the young man doesn't discuss with the older man that he has a better idea for the sign board. No conversation takes place. The young man acts on behalf of the older man without informing him, let alone getting his consent. The older man has no opportunity and therefore no power to act.

As a reminder: this is a story about creative thinking in the context of life skills. It has no intention to discuss disability issues. The impairment of the older man is the vehicle to demonstrate creative thinking on the side of the young man. However, even though disability is not the central issue in this story, it unintentionally creates the following consequences:

1. **Reinforces harmful stereotypes** about disability, i.e.
 - begging is considered normal for persons with disabilities and by choosing an old blind man whose activity of begging is in no way questioned, it reinforces this image of normality.
 - immediate connection of disability and begging with all the negative associations about “uselessness/helplessness/unfit” to do anything else etc.
2. **Reinforces an approach based on assumptions, e.g.:**
 - that people without disability are in power and know “better” than persons with disabilities,
 - that there is no need to engage people with disabilities in a conversation and learn more about the person who has an impairment, learning/understanding what *they* might want. There is an assumption that someone else in this story (the young man) - and by extension the audience this training was for – assume to know what is “best”.