

# THE BEYOND BARRIERS TOOL KIT



A Joint Project of the Europe Region WAGGGS and the European Scout Region



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## PREFACE

There are many books, tool kits and other materials dealing with diversity and possibilities for programmes and activities for people with special needs. Is there really a need for new material such as this called "Beyond Barriers Tool Kit" which collects different examples of work? Have a look in the kit and you will find your own answer. You will find information, views, activities and proposals from many European Guide and Scout Associations that have included people with disabilities in their programme and activities. You will also find different approaches, policies and solutions, all of which reflect the rich diversity of European Associations. However, all have one thing in common, they believe that Guiding and Scouting can make a remarkable contribution to the education and growth of young people with disabilities. We felt that this exciting part of Guiding and Scouting should be shared with as many people as possible and we hope that you might be encouraged to look 'beyond barriers'.

This kit shall inform, inspire and challenge you as reader. Information is key for society in the third millennium and information is what we are providing.

Firstly we want to show you what the situation is in different organisations, institutions and our European Member Associations.

Secondly we want inspire you. Inspiration is what leads you to new ways of work and might help you to act differently. Some of the stories that are told are inspiring, as are the different proposals for projects and activities, which we have included in this tool kit. There are so many different proposals that you certainly will find some that will meet your unique needs.

Lastly you will be challenged. Challenges let us explore and do the unknown. If you want to make a difference you will be challenged by barriers. It is challenging looking beyond barriers and overcoming them.

You will find proposals in this tool kit on how to overcome barriers in your mind, your group and society. Guiding and Scouting have gathered experience in overcoming barriers and making things different. But Guides and Scouts also know that not every thing can be changed over night.

Regardless how long a change will take, we hope that this tool kit will help you to make the difference and will enrich great Guiding and Scouting and open it to as many young people as possible, regardless of creed, race, culture, nationality and/or Disability.



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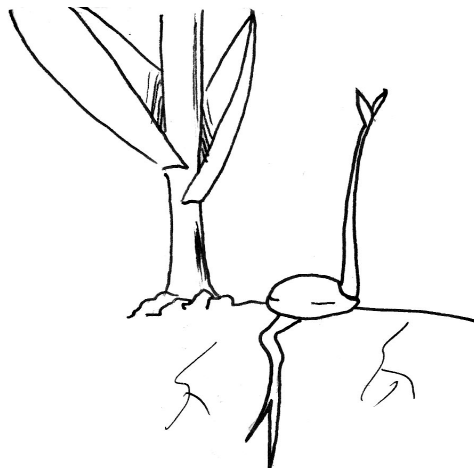
## Special thanks

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# INTRODUCTION



## **How it all started**

In 1995 there was a joint Europe Region WAGGGS and European Scout Region seminar entitled *“Guiding and Scouting – Working with disabled young people”*, the aim of this seminar was *“to examine why and how Guiding and Scouting works – and has the possibility of working – with young people with physical and mental disabilities.”* The participants sent a recommendation to the two European Committees and the Member Organisations/national Scout organizations in Europe requesting action to be taken in support of Guiding and Scouting working with disabled people. This was followed in 2002 by a seminar entitled *“Beyond Barriers”*, which aimed *“to prepare participants to carry out Guiding and Scouting activities with members with disabilities”*.

At the end of the “Beyond Barriers” seminar the participants felt that they lacked ways of supporting leaders, who work with members with disabilities. To address this issue, participants gave a recommendation to the Europe Region WAGGGS and European Scout Region to initiate a one-year project in 2003 in order to find good practice and to produce training material to be used in all National Member Organisations. This project would support leaders who work with members with disabilities; support National Member Organisations with their current educational programme; and encourage the ones without a policy to begin to think about this subject. Finally, it would encourage international co-operation and cultural exchange.

The European Union designated 2003 as the European Year of People with Disabilities and participants hoped that with this project WAGGGS and WOSM would participate towards inclusion of children and adults with disabilities ([www.eypd2003.org](http://www.eypd2003.org))

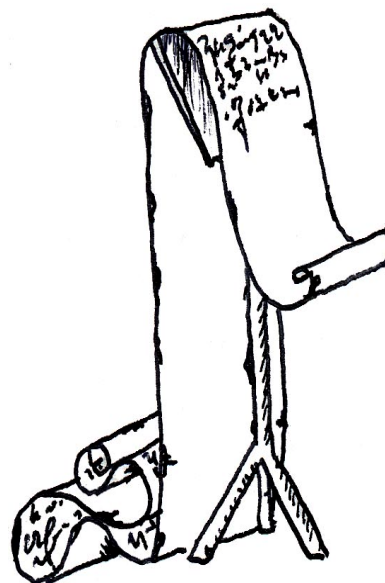
Because this project is a European Youth initiative, partial funding was applied for and received for the project from the European Youth Foundation (<http://www.coe.int/>). The majority of the editorial team attended “Beyond Barrier” seminar, and are all aged between 20 and 28. All are members of WAGGGS or WOSM.

## Why do we need this tool kit?

The United Nations Convention on the Rights of the Child ([www.unicef.org/crc](http://www.unicef.org/crc)) states that among others things, children have the right to:

- Equality regardless of race, colour, religion, sex or nationality.
- Healthy mental and physical development.
- Special care if disabled
- Love understanding and care.
- Protection from persecution and to an upbringing in the spirit of worldwide brotherhood and peace.

Baden Powell realised very soon that Guiding and Scouting could benefit all young people including those with disabilities: *“They do not want more special tests and treatment than is absolutely necessary”* (Source: Baden-Powell, *“Aids to Scoutmastership”*, *op. cit.*, p. 54)



<u>WAGGGS mission statement</u>	<u>WOSM mission statement.</u>
<p>To enable girls and young women to develop their fullest potential as responsible citizens of the world</p>	<p>The mission of Scouting is to contribute to the education of young people, through a value system based on the Scout Promise and Law, to help build a better world where people are self-fulfilled as individuals and play a constructive role in society. This is achieved by:</p> <ul style="list-style-type: none"> <li>- involving them throughout their formative years in a non-formal educational process</li> <li>- using a specific method that makes each individual the principal agent of his or her development as a self-reliant, supportive, responsible and committed person</li> <li>- assisting them to establish a value system based upon spiritual, social and personal principles as expressed in the Promise and Law.</li> </ul>

These mission statements are all inclusive so all Associations and members of Associations must strive to fulfil these ideals by accepting members no matter what their background, nationality, disability, colour or beliefs. Our common principals are to encourage the young people in our care, gain self-fulfilment and to be responsible members of society.

The WAGGGS World Conference and the World Scout Conference (WOSM) has taken different decisions and resolutions on this subject in the past.

*In 2002, the World Scout Conference (WOSM) adopted their new strategy with 7 priorities. The aim of the strategic priority 4 “Reaching out” is to support national Scout organizations in identifying and responding to the needs of young people, adults and society where Scouting is not currently having an impact, including people with disabilities.*

*The WAGGGS triennial theme ‘Our Rights, Our Responsibilities’ (2002-2005) explore the rights of each individual, and the responsibilities that come with these rights. Practical activities are proposed in order to deal with important principles relating to confidence in oneself, awareness of others and co-operation between individuals and groups (including people with disabilities).*

Guiding/Scouting is open to all, because we believe that everybody is an important part of society and that we can all live and work together for the future.

Diversity in our membership is not a “good turn”, it is a necessity: organising activities for very different members will help us to keep our promise and law! For example:

- Education to equality
- Accepting challenges
- Develop rich interpersonal relationships
- Tolerance education, to do ones best
- *“Scouts will acquire a vision which goes beyond their immediate environment. They will be more able to understand and overcome bias and prejudice. They will be able to consider themselves from a different perspective.”* (Source: *The “we can” kit: promoting Scouting and overcoming handicap / Programme Service / 1989 World Scout Bureau, Geneva / Section B*)
- *“The presence of a disabled young person in a Scout unit helps everyone discover that the concept of “normality” is a relative one; it helps us face the diversity of human beings and the originality of each, it also teaches us to be aware of other people”* (Source: *Les Scouts - Fédération Catholique des Scouts Baden Powell de Belgique, “il suffit de passer le pont”, Editions FSC, Brussels 1982, p. 10*)

*“It is lots of hard work, but it is even more fun!”*

The World Health Organisation (WHO) emphasises health and functioning rather than disability. Previously, disability began where health ended: once you were disabled, you were in a separate category. Now, however, WHO has devised a tool for measuring functioning in society, no matter what the reason for one’s impairment. This shift now focuses on level of health rather than disabilities. This classification also recognises that every person can experience a health problem, thereby experiencing some disability, this shows that disability is not something that happens to only a minority of people but is a universal human experience. (<http://www.who.int/en/>)

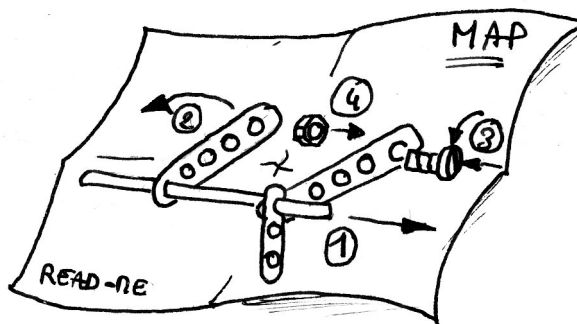
*What do people with disabilities want?*

*“Nothing special, nothing unusual. We want to be able to attend our neighbourhood school, to use the public library, to go to the movies, to get on a bus, to go shopping downtown or to visit friends and family across town or across the country. We want to be able to get into our neighbourhood polling station to vote with everyone else on Election Day. We want to be able to get married. We want to be able to work. We want to be able to provide for our children. We want high quality, affordable medical care. We want to be seen as real people; as a part of society; not something to be hidden away, pitied or given charity.”*

*Adrienne Rubin Barhydt, April 10, 1996 (Source: [www.disrights.org](http://www.disrights.org))*

As shown in the previous paragraphs, it is clear that it is possible to offer Guiding and Scouting for people with disabilities, but there is often fears and ignorance when discussing this topic. This tool kit focuses on working with people who have physical or learning disability. It is designed to help Associations and members of Associations to accept that Guiding and Scouting can be a positive activity for people with disabilities and that Guiding and Scouting can gain a lot from working with people with disabilities.

## How to use this tool kit



This document is not designed to offer solutions; its purpose is to stimulate discussions and to offer leaders a way to find best solutions for them. There are examples throughout the tool kit; the majority of these are real situations, from Associations all around Europe. Again these examples are not here to be prescriptive, but to offer ideas of good practice and activities.

The tool kit is divided into 3 parts, Facing Barriers, Including All and Taking Action. Each part can be used on it's own as a training tool, or chapters can be taken out and used individually if appropriate.

### **Facing Barriers**

This part looks at the main psychological barriers that are faced when working with members with disabilities. It can be used as a basis for training for leaders; some activities may also be suitable for younger members.

### **Including All – National Level**

It is hoped that this part will be used at the National Level of Associations, to provoke questions about current policy and ways of including, recruiting and supporting members with disabilities. At the beginning of this part there is an “Are we inclusive” - game, which can help to raise important issues before the different chapters are used. This part concentrates on how things could be improved in the Association so that more young people could take part in the activities offered on local levels.

### **Taking Action – Practical information for leaders**

This is a practical part for leaders to see that there are “no problems, only challenges”. The majority of the tools are for leaders to generate their own ideas and to encourage creative thinking.

The editorial team hopes that you will enjoy using this tool kit and find it's contents useful.



## Terminology

The terminology used in this tool kit is appropriate for the language it is written in. At the “Beyond Barriers” seminar it was found that one of the biggest barriers was the terminology used in different countries, for example the words used to describe certain disabilities in one country were seen as terms of offence in another country. It is stressed that terminology is changing all of the time and that cultural differences should be respected. Because of this each Association is encouraged to use appropriate terms from their own language, and not to feel pushed into using words that do not feel comfortable.



You will find below the terminology used in this tool kit.

### Guide and Scout words:

- WAGGGS: World Association of Girl Guides and Girl Scouts ([www.wagggsworld.org](http://www.wagggsworld.org))
- WOSM: World Organization of the Scout Movement ([www.scout.org](http://www.scout.org))
- WAGGGS and WOSM: refer to WAGGGS and WOSM together
- Guiding: refer to the activities, programmes, principles of WAGGGS
- Scouting: refer to the activities, programmes, principles of WOSM
- Guiding and Scouting: refer to Guiding and Scouting together
- Guides: refer to the members of WAGGGS
- Scouts: refer to the members of WOSM
- A Guide/Scout, Guides and Scouts: refer to WAGGGS and/or WOSM members
- National Member Organisations or Associations: the WAGGGS Member Organisations and the national Scout organizations
- Leaders: refer to the unit or group leaders
- Unit: several Young people from the same age range (they are Brownies unit, Scout unit, Ranger unit, etc...)
- Group: several units of different age range / some people together
- Educational programme is also referring to the Youth programme

### General in the tool kit:

- Members with disabilities: Guide/Scout with a restriction or lack (resulting from an impairment) of ability to perform an action in the manner considered normal for a human being.
- NGOs: Non-Governmental Organisations. E.g. WAGGGS, WOSM, The Red Cross, Many disability charities.
- PR: public relations
- Carer / buddy: a person who assists a disabled person to go about their daily life
- Specialist of disabilities: a person who has important knowledge about impairment and disabilities, the knowledge can be relating to the physical or mental functions (doctor, psychoanalyst, etc)

#### Ways of work:

- Exclusion: no awareness of special needs, no treatment, no care
- Separation/segregation: awareness of special needs in social exclusion, separated treatment and care
- Assimilation: the process whereby a minority group gradually adopts the customs and attitudes of the prevailing culture.
- Integration: awareness of special needs in social integration, treatment and care in an integrated approach
- Inclusion: special needs are normal, everybody has special needs, individual treatment in a social setting

Note: in this tool kit, we are using generally the term “inclusion” as it is an ideal for Guiding and Scouting with members with disabilities.

International Classification of Functioning Disability and Health (ICF) endorsed by the World Health Assembly (WHO 2001) (<http://www3.who.int/icf/icftemplate/cfm>)

- *Body functions: the physiological functions of body systems (including psychological functions)*
- *Body structures: anatomical parts of the body such as organs, limbs and their components*
- *Impairments: problems in body function and structure such as significant deviation or loss*
- *Activity: the execution of a task or action by an individual*
- *Participation: involvement in a life situation*
- *Activity limitations: difficulties an individual may have in executing activities*
- *Participation restrictions: problems an individual may experience in involvement in life situations*
- *Environmental factors: the physical, social and attitudinal environment in which people live and conduct their lives (these are either barriers or facilitators of the person’s functioning)*
- *Disability is the umbrella term for any or all of: an impairment of body structure or function, a limitation in activities, or a restriction in participation.*

#### About disability:

- **Impairment:** any loss of ability or function because part of the body is defective or missing
- **Disability:** a restriction or lack (resulting from an impairment) of ability to perform an action in the manner considered normal for a human being.
- **Handicap:** a disadvantage for a given individual resulting from an impairment or disability that limits or prevents activity. Note: The word handicap is used widely throughout Europe.
- **Physical impairment:** a loss or failure in the development of a specific bodily function or structure whether of movement, sensation, co-ordination or speech, but excluding mental impairment
- **Speech impairment:** a loss or failure in the development of speech function. A person can have speech difficulty, speech defect or be speechless.
- **Sensory impairment:** usually related to a visual or hearing impairment
- **Visual impairment:** a loss or failure in the development of visual function. A person can be partially sighted or blind
- **Hearing impairment:** a loss or failure in the development of hearing function. A person can be hard of hearing or deaf.
- **Mental impairment/learning disabilities:** a loss or failure in the development of mind, which includes significant impairment of intelligence and social functioning

Note: In the examples given, we have kept the terminology chosen by the Associations.

## PART 1: FACING BARRIERS

*"Life has no limitations,  
except the ones you make"*  
Les Brown



The aims of this part are to make those involved in Guiding and Scouting aware that preconceptions, stereotypes and discrimination exist towards people with disabilities in Guiding and Scouting. Also, to help Guides and Scouts recognise their own attitudes both positive and negative, towards people with disabilities.

It is hoped that this part will prepare individuals; units; groups or Associations in thinking about their attitude to disability, once personal attitudes have been identified changes may be easier to cope with.

There are many barriers to integrating people with disabilities into Guiding and Scouting, some of these are physical barriers, which are easy to see, e.g. how can someone with mobility problems go hiking and camping. Other barriers are much less obvious but cause just as many problems. This part looks at the hidden barriers of preconception, prejudice and stereotype, fear, discrimination and attitudes.

This part is not intended to totally remove these hidden barriers, but it is hoped that the information and activities can be used to help identify any barriers that are present and once they are identified they will be easier to overcome with information and education.

It is always important to remember that people with disabilities are not all the same... Disabilities are very diverse, and people with disabilities are not a group but individuals. Also it is not them and us! We have to work together! "We" don't know what is the best for "them"!

Every human being at some stage in their life finds themselves in a disabling situation whether because of the lack of a foreign language, sporting abilities, cultural understanding or with a physical problem or a mental illness. Therefore many of us can begin to identify with feeling disabled by the situation.

There are three chapters here. The first deals with "Prejudice, preconception and stereotypes", the second "Attitudes - discrimination and fear". These both give explanations and examples of some barriers that many people with disabilities face in their daily life. The final chapter, "Opening Minds - activities", contains games and activities, which can be used in conjunction with either of the first two chapters.

This part can be used as a basis for training for any members of Associations; some activities may also be suitable for younger members.

## Preconception, prejudice and stereotypes

At the end of this chapter it is hoped that those involved will be able to define the preconceptions, prejudices and stereotypes that people with a disability face in Guiding and Scouting.

### **Preconception:**

*An opinion or conception formed in advance of adequate knowledge or experience.*

### **Prejudice:**

*An adverse perception or a negative judgement formed beforehand or without knowledge or examination of the facts, which can be harmful*

### **stereotypes :**

*“A generalisation in which characteristics possessed by a part of the group are extended to the group as a whole”.*

*(Definition taken from COMPASS, the manual on human rights education with young people, Council of Europe <http://www.coe.int/compass>)*



Prejudices are learned as a part of our socialisation process and they are very difficult to modify or eradicate.

It is important to remember that everyone has different preconceptions, prejudices and stereotypes; these are based on each individual's life experience. Preconceptions, prejudices and stereotypes are not only negative things; we need them to “file” our experiences so that we can learn and understand things, which are happening to us and around us. For example, if a Guide/Scout had never met a deaf person and he/she has been told that all deaf people don't understand spoken language, then that Guide/Scout will believe that a deaf person cannot understand him. Because preconceptions, prejudice and stereotypes are based on life experience then it is possible to change them, with knowledge and new experiences. So the Guide/Scout who has never met a deaf person could change his/her knowledge by finding out that some deaf people can understand spoken language, and some communicate through sign language etc. and also he/she can meet deaf people who can help him/her to understand about their deafness.

Some people may ask, “how do prejudice, preconception and stereotype cause barriers to people with disabilities joining Guiding and Scouting?” we must remember that everybody has different experience and knowledge of disability, and so by increasing knowledge and experience it may be possible to change their preconceptions, prejudices and stereotypes. It is also important to acknowledge that preconceptions, prejudices and stereotypes create barriers for people with disability who wish to be a Guide/Scout.

### **Examples:**

*A young leader wrote: "When I applied to become a young leader my application was rejected on the grounds that I am physically disabled. The leaders that rejected my application considered that I was unable to help young children, because of my physical impairment, even though the leaders that I was known to were in favour of me becoming a young leader. I would classify this as a case of direct discrimination because the Young Leader Adviser and the District Commissioner made an ill-informed judgement. They had not seen me assist at a meeting and thus they were unaware of my capabilities*

*She also writes:*

*The other instance when I was directly discriminated against by Guiding, is when I could not attend a Brownie unit in the same town where I lived because I was disabled. Thus I had to go a Brownie unit, which was about thirty minutes or more from my home. This meant that I had to go this distance when it came to attending Church and other events.*

These examples show how judgements can be made about a person with a disability without knowledge of the PERSON - just some information about the DISABILITY

### **What to do?**

Preconceptions, prejudices and stereotypes are opinion, judgement or suspicion. They can be changed by increasing knowledge, self-confidence and awareness. In the chapter "opening minds" you will find different ideas and activities aimed at raising awareness.

### **Note**

People who are not part of Guiding or Scouting, including people with disabilities, may have stereotypes about Guiding and Scouting. It is therefore important to have effective external communication, including tools, which present the Association to the external public. In the chapter "spread the information" you will find different ideas to communicate.



### **Activities on identifying preconceptions**

- Ask the members of the group to draw a picture of people doing different kinds of job, a Nurse, a doctor, a lawyer, hairdresser, farmer, butcher, etc. Then ask them to show the rest of the group, have they all chosen the same gender for each profession (e.g. female nurse / male doctor). This activity highlights that we all hold many preconceptions in our everyday life.
- Mime exercise: each participant mimes one group/profession (city banker, cleaner, fashion model, Viking, punk, disabled person, etc). Then discuss the following questions: were the mimes based on stereotypes? How are they created? Do certain groups/professions attract certain types of people? When can stereotyping become dangerous?
- *In 1996 Girlguiding UK produced a manual "inside – out, values and attitudes training for those involved in personal development" with several activities exploring judgements, stereotypes and preconceptions. You can find it on <http://www.guidingessentials.org.uk>*

> See also the chapter "Opening Minds - activities"

## Attitudes – discrimination and fears

At the end of this chapter it is hoped that leaders will be able to recognise that Guides and Scouts may have discriminatory attitudes towards people with a disability. Leaders will be able to define the fears Guides and Scouts have towards including a person with a disability. They will be able to define the discrimination people with a disability face in Guiding and Scouting.

*“More than 500 million people in the world are disabled as a consequence of mental, physical or sensory impairment. They are entitled to the same rights as all other human beings and to equal opportunities. Too often their lives are handicapped by physical and social barriers in society, which hamper their full participation. Because of this, millions of children and adults in all parts of the world often face a life that is segregated and debased”. (Source: World Programme of Action concerning Disabled Persons)*

The biggest barriers to include people with disabilities are our own attitudes. Attitudes are based on preconceptions, prejudices and stereotypes. They can also come from our fears; we don't know how to behave when we are with a person with a disability. These attitudes come from a lack of knowledge and experience; terminology; perception or cultural environment...

- I will not be skilled enough to look after a person who uses a wheelchair
- I would be frightened to see an epileptic fit
- We can't look after a person with a disability because we do not have enough leaders

To recognise that we have negative attitudes could be a great starting point for self-development. It is very important to find solutions and/or information in order to break this negative cycle (I don't know, I am afraid, I reject...).

*“Don't be scared, don't single them out as something different, accept who they are and what they can do” (UK leader)*

Don't forget that you are playing with a child first, not with a disability!

### Attitudes

*“Attitudes are predisposition, which bring a person to answer, favourably or not, to a situation or to a person”. (Source: Doré, Wagner et Brunet, 1996:85, taken from Fishbein et Ajzen in Horne, 1985)*

*“I realized the problem was me and nobody could change me except myself” John Petworth*

*An attitude may be defined as a learned tendency to think, feel and act in a particular way towards a given object or class of objects (an object may be a person, a group, an institution, or something abstract like education or religion). An attitude is also a feeling about what is happening within one's personal reality within society. This feeling causes an individual or group to view (think about) things in a certain way and thus affects how issues, concerns and situations are dealt with (action taken). If attitudes can be learned, then they can be “unlearned” or changed as a conscious and desired choice. Changing attitudes could be possible if we focus on:*

- *Understanding: increased understanding about the “object” that is the focus of a current attitude, this may lead to a willingness to resolve a conflict or establish better communication between individuals or groups Ideal – respect others.*
- *Personal Growth: identify, explore and reflect upon their own attitudes Ideal – develop oneself.*
- *Motivation: why somebody does something. It influences the way we think, feel and act.*
- *Self-esteem: one's attitude about how they feel about themselves.*
- *Recognition: that one is doing the best possible job with the tools they have.*

*(Inspired by WAGGGS Training Guidelines, p. 19, World Association of Girl Guides and Girl Scouts)*

*Comments on Attitude from leaders:*

- *We have no doubt that we would be able to cope with pretty much any disability or physical problem that anyone asked us to, and we would probably make good progress with mental problems too because we have a good attitude. We assume that all members will be able to do everything and then work out how they can.*
- *I guess that the best training that anyone could have in coping with disability or any other chronic condition would be a training on positive attitudes. If you have the will to help young peoples with chronic conditions to have a good time in Guiding - then you will find the solutions.*

Some attitudes, which have negative effect on accessibility (*inspired by [www.h2000.be](http://www.h2000.be) / in French*)

1. Social discontent: doubt and trouble about the way to behave when with a person with a disability

- May I use the word “see” near a blind person? (the answer is YES!)
- People could be reserved when around a person with a disability because they have never spoken to a person with a disability and they believe that the person will not understand them.

2. Rejection and segregation: deep repugnance or wish that people with a disability are removed from the society

- Anyway, they are happier together!
- A person could have a rejection attitude towards a person with a disability because their only experience with a person with a disability was with someone aggressive.

3. Paternalism or charitable attitude: people with a disability are dependent or unable, and need help and special treatment.

- If I accept this person into my unit, I will help him continually.
- We are a very good unit, we have a person with a disability!

4. Assumption on the emotions: presumption about the feelings that people with a disability can have towards themselves

- Poor boy, he must be sad not to be able to dance...

5. Identification to a supposed distress: tendency to imagine what it is to have a disability, accompanied by anxiety or panic.

- Gosh, I don't want to have that!

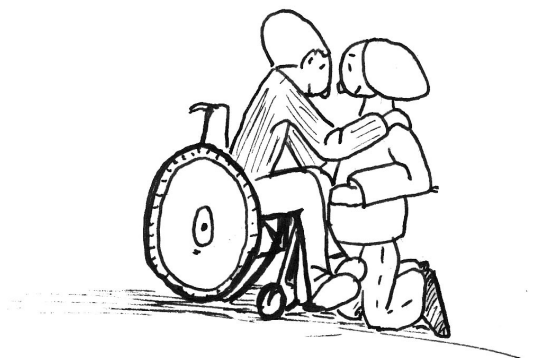
6. Prejudice towards the ability of the people with a disability

- She is a good person, but she cannot be as efficient as others!

Checklist on attitudes (source: Including girls, young women and adults with disabilities in Girlguiding UK, *Girlguiding UK, January 2004*)

*Dos:*

- *Treat disabled people as you would anyone else.*
- *Always speak directly to the person who has a disability*
- *Always ask the person who has a disability if you can help them in any way*
- *Try to be aware of people's hidden disabilities, such as epilepsy or Aspergers Syndrome*
- *Assume nothing, always ask!*



Don'ts:

- Don't use negative terms such as 'crippled' or 'victim'
- Don't consider a companion or carer to be a conversational go-between
- Don't assume the person cannot understand you
- Don't finish a sentence or word for the person with speech impairment

## **Discrimination**

*(Definitions inspired from COMPASS, the manual on human rights education with young people, Council of Europe <http://www.coe.int/compass>, p. 331-333)*

*"Any distinction, exclusion, restriction or preference made on the basis of disabilities which has the purpose or effect of nullifying or impairing the recognition, enjoyment or exercise, on a equal footing, of human rights and fundamental freedoms in the political, economical, social, cultural or any other field of public life."*

*We can identify the following elements in this definition:*

*There is a "cause" based on disabilities and the person or groups that discriminate perceive the disabilities characteristics as a problem. There are "actions" that are qualified as discrimination. These can be rejection (not wanting to have a disabled person as a friend), restriction (prohibiting the entrance of wheelchair in an exhibition) or exclusion of a person or a group of people (not hiring people with disabilities). There are "consequences" that can also be the "purpose" of the discriminatory actions. All of these can prevent the victim from exercising and/or enjoying their human rights and fundamental freedoms.*

There are three types of discrimination:

- Direct discrimination is when there is intent to discriminate against a person or a group, this happens when one person is treated less favourably than another, in a comparable situation.

*Example: A young leader had attended an international camp for people with disabilities where he was a buddy to a scout, called "Adam\*", who had mobility difficulties. After he returned, his local international commissioner asked him if he thought that Adam would be capable of going on an international camp not specifically for people with disabilities. The leader replied that Adam would manage very well with a little support. The international commissioner then stated that her would not put Adam forward to be selected for any international camps that were not for disabled Scouts as "he wouldn't be able to cope" (\*Names changed)*

- Indirect discrimination occurs when an apparently neutral decision is made which ultimately puts a person with a disability at a disadvantage compared with others. Like lack of Braille book or camp site with many stairs.

- Positive discrimination deliberately favours or gives preference to disabled people. The main purpose of this is to overcome structural forms of discrimination. Like giving the front seats to people with visual or hearing impairment.

Ideally there would be no discrimination within Guiding and Scouting but unfortunately because of a lack of knowledge there is probably a great deal. It is important to understand how it feels to be discriminated against as even a "small" discriminatory attitude can have huge consequences for those people that are discriminated.



Comments on discrimination from leaders:

- Sometimes people think I can't understand, like when I did the first aid training.
- I have heard leaders from other units say that they would not risk taking some of our members away without their mothers because of the problems involved.
- Brownie leader not taking a Brownie with a nut allergy on unit Holiday because she couldn't see how to organise the food to be safe.
- I think there is possibly a perception that 'it's more trouble than it's worth' to have a disabled member and this needs to be dispelled
- Not seen as suitable to take qualifications
- Several members of a group did not think one person should have been selected to go on a trip to Russia.
- Assumptions that I can't do things which I can, patronising behaviour from other leaders who don't know me,
- Some people don't accept that I can do the work.
- Lack of opportunities offered to disabled members. Discrimination, e.g. not seen as suitable to take qualifications.

Tiziano's testimony, Scout leader

*"I'd like to tell you a significant episode that goes back to when I was a cub scout.*

*I don't know if you've ever heard of a game called "Alpenstock"? You all stand in a circle, holding each other's hands. In the middle stands the alpenstock ("wooden flag pole, symbol of the group"), stuck in the ground. You start moving, pulling away from the alpenstock, since the one that touches it with his body or breaks the circle loses.*

*Obviously my grip wasn't steady and I couldn't hold very well to my neighbours hands!*

*No one wanted to stand by me, because they thought they'd lose.*

*Still I played and I remember something I was told by a boy that decided to play near me: since I could not hold fast to his hand, he would hold me much stronger.*

*This made me feel very much part of the group.*

*I was in the game almost till the end."*



### Activities

- Role-play, theatre, learning by doing > to encourage discussions about attitudes, fears, discrimination, in an open way (without judgement).
- Use pictures of people with different disabilities, and discuss your feelings, how can you imagine the life of these people.
- Organise a "cinema" evening. Lots of movies discuss disabilities – "My Left Foot", "Rainman" (English), "Le 8<sup>ème</sup> jour" (French)

You can have a debate with other leaders about:

- Is our Educational Programme discriminating? Think about camp activities, progression system...
- Is our external image promoting the recruitment of people with disabilities?
- Is our meeting place accessible to wheelchairs? Could it be in the future?
- Are we using always the same kind of expression (discussion, writing)?
- How communication is a barrier (see the chapter "ways of communicating")?

Workshop done during the “Guiding and Scouting – working with disabled young people”, 1-7 May 1995, EYCS France. (Inspired by the seminar report, p.19-22, in French and English)

- *Integrating a disabled child in a unit: “the group used role-play to demonstrate a leader’s attitude to a disabled child wanting to join the group. In the play the leader did not want the child in the group, but instead of saying so directly used many excuses common to all the participants’ experiences. A further discussion arose about the difficulties of leaders not wishing to have disabled children in their groups”.*
- *Dealing with inappropriate behaviour: “this workshop dealt with the effect of inappropriate behaviour sometimes used by mentally disabled children and young people. At the beginning of the session the participants were shocked into reaction by having inappropriate behaviour displayed to them on a one-to-one basis. Should we accept any type of behaviour as long as it does not affect the rights of other people? Who decides what is and what is not acceptable behaviour?”*

> See also the chapter “Opening Minds - activities”

## Opening Minds - activities

This chapter, through activities, will help Guides/Scouts to discuss, preconceptions, discrimination, respect and human rights, through games and activities.

### Ideas on self-confidence

To be self-confident, your basic needs must be fulfilled: Physiological (oxygen, food, etc) / Safety / Love, Affection and Belongingness / Esteem Needs: People need a stable, firmly based, high level of self-respect, and respect from others in order to feel satisfied, self confident and valuable. If these needs are not met, the person feels inferior, weak, helpless and worthless.

It is therefore very important to plan activities during when members of your group can explore collaboration, team spirit and the possibilities to be respected and listened.

### Respecting others (source: <http://guidinguk.freesevers.com/>)

- Divide your group into two.
- Take one half aside and give them paper and a pencil. Tell them they are to have a conversation, or interact with 10 people in the other group in an allotted time. They write down who they interacted with.
- Everyone in the other half gets a sign (which can be made from paper and with a yarn “necklace” to place it over the head.)
- No one is able to read their own sign so they don’t know what it says. Make up signs like “Tell me I look tired”, “Ignore me”, “Tell me I look great”, “Call me stupid”, “Treat me like your best friend” etc. There should be a variety of positive and negative signs.
- ONLY the group with pencil and paper can initiate a conversation. The group with signs must wait for someone to talk to them.
- It helps if they can slip the comment into the conversation (i.e. one participant was wearing the “Call me stupid” sign at a workshop. Someone came up to her and asked her where she was from. When she said, Cardigan, they replied, “I hear there are a lot of stupid people living in Cardigan”!)
- If you know there was someone with poor self-esteem or very shy, it may be a good idea to “plant” them with a positive sign. You could ask someone who knew the group well, if you don’t.
- After the group “interacts” it is important to debrief what happened, talking about how people treated them, how it made them feel, how they felt if they had a negative sign and why, who had the advantages and why. It is also important with an exercise like this that everyone knows the game ends when the game is over, and should not be used to joke over a weekend, etc. This exercise can be used in a discussion of stereotypes. We all have invisible signs which we wear and which affect the way people treat us. We need to examine our reactions to the way we are treated because they can also add to the way we are treated in future.

### Portrait Gallery

(Source: *The “we can” kit: Promoting Scouting and Overcoming Handicap / Programme Service / 1989 World Scout Bureau, Geneva / Section F: Programme Ideas*)

Make a portrait gallery of children in the neighbourhood, with passport photos. With each portrait, put a caption with the name and a brief description of differences faced by the person, e.g. “Karim, 7, wears glasses”, “Georgina, 11, runs slowly”; Invite everyone to the opening of the gallery. People then can add one or more “strengths” to the captions of the children: “Karim, 7, wears glasses, has a nice smile”, “Georgina, 11, sings very well”

### **Photo Gallery**

Preparation: Find pictures or photos of many kinds of people (you need to know a little about the people in the pictures) some with obvious disabilities some with hidden disabilities. Activity: give the pictures to the group and ask small groups to describe that person (their job, age, pastimes, family etc.) The group reads out their description. Then the activity leader gives the real description. Discuss the differences in the descriptions and if there were any preconceptions, prejudices and stereotypes found.

A simple activity to emphasise that differences between people are really quite minimal... Ask a friend to lie down on the ground or to lean against a wall. Draw around the outside with chalk, and then ask another friend to identify the silhouettes...

### **Four corners**

1. Four people are chosen from the group. The group requires at least 16 people.
2. Each of these 4 leaders is given a characteristic that will allow someone to join their group. (This is done in private) Something quite obvious i.e. glasses, jeans, type of shoes, colour of hair, etc.
3. Each leader goes to a corner.
4. The remaining participants IN SILENCE, walk and pass each of the leaders extending their hands, as if to shake,
5. Each of the leaders shakes her head yes or no, as to whether or not they get to join her group.
6. When you join the group you stand behind the leader so that she may see the person that is coming next in line.
7. Hopefully, a few of the people will not be chosen.
8. You let these people pass all 4 leaders at least once, so they are rejected by one or two of the leaders twice. You then call an end to the game.
9. You then ask the leaders how they felt about having to reject people, how people felt about being accepted, and how those not chosen felt about not being chosen. Then ask each group if they can figure out why they were accepted to the group. (You have not told the group that it is a physical characteristic) Sometimes they can figure it out and sometimes not. This is a game that can be used at the youth level also. And sometimes this is the first time some of these children are rejected and have never had that feeling before. It is a game that can get people talking.

### **Unfair musical chairs**

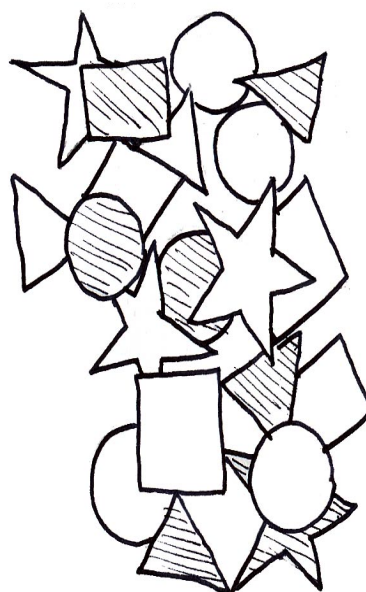
Play musical Chairs. (Put chairs out in a line back to back, put out one less chair than the number of participants, play music and everyone walks around the chairs when the music stops everyone must sit on a chair quickly. The person without a chair is out of the game)

When setting up the game put a marker at one end of the row of chairs but about 2/3 metres away. Give out two or three colours of sticker, to identify two or three separate groups pick one group to discriminate against. This group must go around the marker as well as all of the chairs. This is a really simple way of showing how discrimination is unfair.

## **Stickers game**

Discussion on equality, difference, discrimination, identity, opportunities, participation / you need min 10 participants  
(Inspired by the report seminar "Equal Opportunities, Equal Participation", 22-29 June 2003, EYCB Hungary)

1. Participants make a round circle in a wide and empty room.
2. The trainer asks participants to follow two rules for a little while: to close their eyes and to keep silent.
3. Then the leader starts to put a sticker on the front of every participant except one/two (you need different kinds of stickers (different colours or different shapes)).
4. The leader explains that in a few seconds participants will be able to open their eyes and carry out the following activity: "To make groups without talking"
5. Once the trainer considers that the groups are made, the participants and the planning team sit down and reflect on the experience. What is normal is that the participants joined the others according to their stickers' colour/shape, so the trainer should ask some questions such as:
6. Why did you join by colours/shape if the trainer didn't say to do so? What criteria was dominating?
7. How was your reaction? Did you have an active role or did you wait to see what the others wanted to do?
8. How did you know the colour/shape of your sticker? How do people build their identity?
9. What happened to the one who didn't have a sticker? Why?



## **Activity on awareness**

*Scouting Nederland – SN, The Netherlands*

*A game, which uses quotes to see how open people are towards people with a disability. Here you will find some examples of these quotes, which are done in order to create discussions (some are really discriminating!)*

1. *Expanding awareness*
  - *We're glad to have Scouts with a handicap here, because it means some people can work on their "helping hand" badge*
  - *You can never play quiet games with kids with ADHD (attention deficit hyperactivity disorder)*
  - *You should know the medical diagnosis of all group members*
2. *Accessibility*
  - *We never ask Scouts with a handicapped group to regional games because then they'd come last, obviously*
  - *According to parents you never do enough*
  - *Our task group had the job of keeping the building clean. As a group with disabled scouts, we just couldn't do it.*
3. *Recreation and Sport*
  - *There are enough organisations in the Netherlands who do something for the handicapped; we come to Scouts to play*
  - *Scouting is the only organisation where children with a handicap are welcome*
  - *We go to the amusement park with our unit of Guides and Scouts with disabilities, because it's nice and cheap with the disability discounts.*

4. *Training of Helpers and Planning*
  - *Scouting Nederland tries to integrate scouts with a handicap, but it doesn't work*
  - *Scouting Nederland doesn't know how many scouts there are with a handicap - they're just playing at it.*
5. *Training of Personnel*
  - *Every troop for scouts with a handicap needs a registered health care worker*
  - *You just ask their mothers along to the camp!*
  - *For working with severely mentally handicapped people you do just fine with humour and a healthy understanding*
6. *International Co-operation*
  - *An international camp isn't for scouts with a mental handicap. They get nothing from it. They might as well stay in Holland - it's cheaper.*
  - *There should be a special World Jamboree for all scouts with a handicap.*
  - *We stay in the Netherlands with our group - it's enough of a challenge already.*

### **Activities on Human Rights**

*COMPASS, the manual on human rights education with young people.*

*COMPASS has been produced by the Directorate of Youth and Sport of the Council of Europe to provide youth leaders, teachers, trainers and facilitators in the formal and non-formal education sectors with "hands-on" and ready to use interactive methods and background information in human rights and human rights education.*

*The on-line version of COMPASS is based on full interactivity between different sections of the manual as well as interactivity with the users (<http://www.coe.int/compass>).*

*The printed version of COMPASS is available in English, French and Russian at the Council of Europe Publishing (<http://www.book.coe.int>).*

*The following games can be used to open mind on discrimination, bullying, image, stereotypes, prejudices and awareness, p. 111-142-150-188-209-214-217 in the English version.*

WAGGGS triennial theme 'Our Rights, Our Responsibilities'

*The activity packs explore the rights of each individual, and the responsibilities that come with these rights, particularly as they relate to young people. Six areas within the theme deal with important principles relating to confidence in oneself, awareness of others and co-operation between individuals and groups ([www.wagggsworld.org/aroundtheworld/projects/oror/index.html](http://www.wagggsworld.org/aroundtheworld/projects/oror/index.html)).*

*Activity 3 / The Right to Be Happy: a deeper understanding of why discrimination happens, how everyone involved feels and what we can all do about it.*

*Activity 3 / The right to Work Together: make members more aware of the necessity of tolerance when dealing with people who all have the right to do things in their own way.*

*Activity 8 / The Right to Learn: a deeper understanding that anyone can be disabled by their environment and that there are many barriers to equal access. An awareness that we will all be disabled at some point in our lives.*

<http://www.salto-youth.net/find-a-tool/>

*"The Toolbox for Training is like an on-line bookshelf, from which you can pull different training tools according to your needs. This hopefully facilitates access to available training material and avoids reinventing the wheel. The search function allows you to look for individual training methods, reference texts or manuals or presentations, without needing to know in which course report they were used. Simply type a keyword or select which type of tool you are looking for about which topic". You can find activities on discrimination and disabilities*

<http://www.training-youth.net/site/publications/tkits/tkit8/Tkit8.htm>

*Tool kit on social inclusion: For trainers and youth workers committed to work for the inclusion of all.*

## **PART 2: INCLUDING ALL – NATIONAL LEVEL**

*“Man who stand on hill with mouth open will wait long time for roast duck to drop in”  
Confucius*



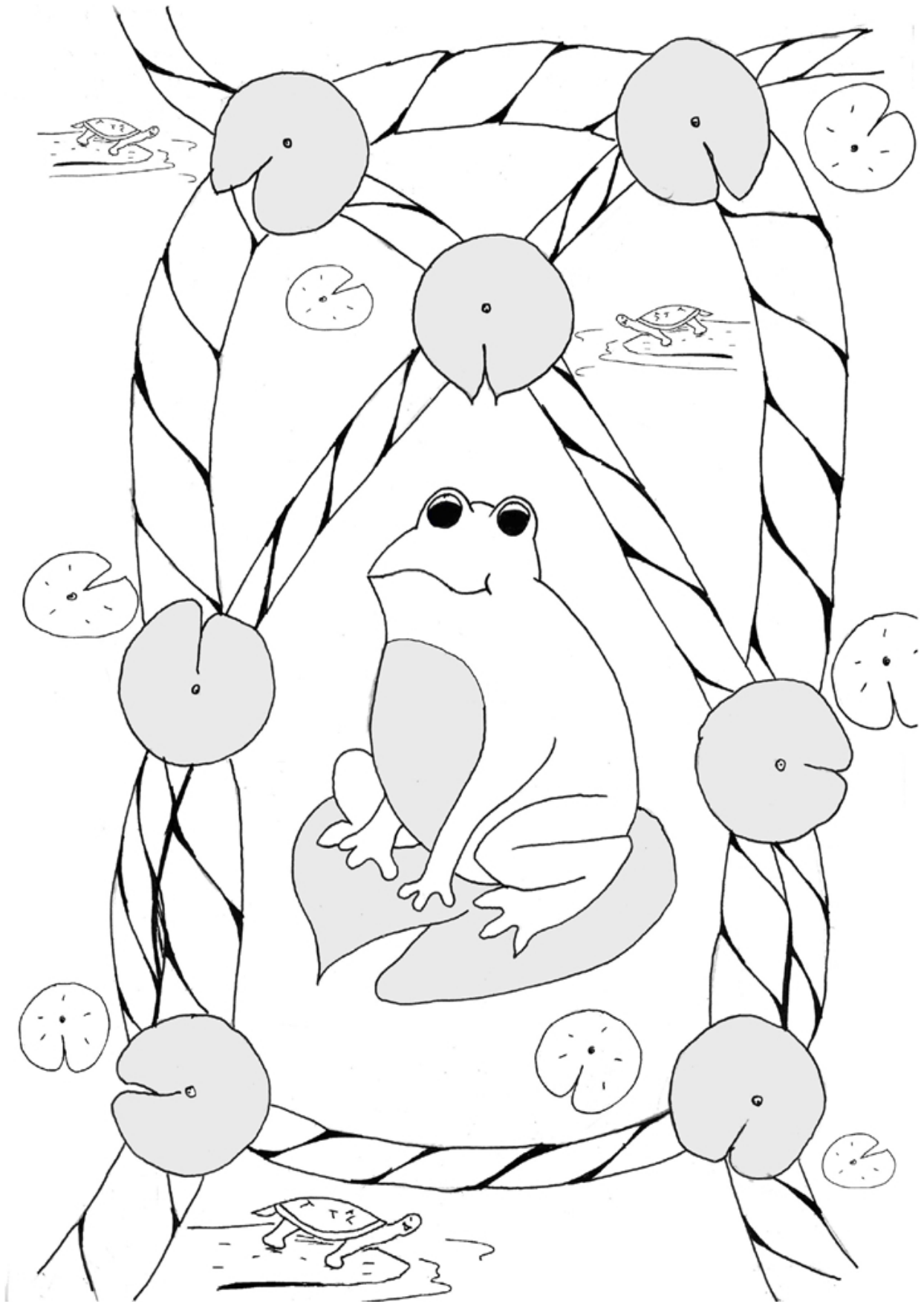
This part is mainly aimed at the National Level of Associations. Working with all sections of society means that Associations are built around a system which meets the needs of each member and the structure of the Association is adapted to the needs. This concept does not only involve the leaders who are working with members with disabilities, but the Association as a whole. This section is aimed at provoking questions about current policy and ways of integrating, recruiting and supporting members with disabilities.

At the beginning of this section, the tool kit offers an “Are we inclusive? – game” that can be used as basis for identification of the development needs in the Association. The game aims to raise issues that the Association needs to address in order to improve the participation of more young people with disabilities in activities offered on local levels. It is recommended that the key decision-makers of the Association play the game. For each part of the game there are further ideas offered in the subsequent chapters. You may also look at the chapters without playing the game, though the game might provide more ground for further work.

After the game the chapters raise some points of view on how the different development areas can be or have been addressed by different Associations in Europe.

- “Introduction on policy building”: the issue of having a national policy on members with disabilities is brought into consideration for Associations. This policy must be integrated inside the Global strategy of National Member Organisations.
- “Educational Programme challenges at the National Level”: highlights the programme development needs that may need to be addressed at the Associations.
- “Ways of work”: gives ideas on different ways of working with members with disabilities
- “Organisational structure”: introduces different ways of supporting the work done with members with disabilities from the organisational point of view.
- “Leader resources - recruitment, training and support”: from the Associations point of view.
- “Spread the information – internal awareness and external image”: raises some issues on spreading the information in the Association.

All the chapters in this section can be used separately or in conjunction with the game.





## Are we inclusive? - Game

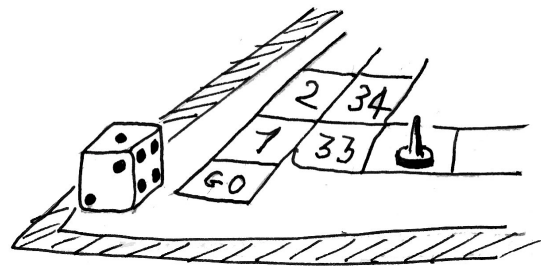
The aim of the game is that players start to think about inclusion from different perspectives and at the same time become aware of what needs to be done in their Association, to become more inclusive. This game is intended for Guide and Scout leaders at National or Regional levels, but it can also be played by all interested leaders.

**Time:** minimum of 2 hours (depends of the number of players, level of discussions)

**Participants:** minimum of 4 players (if less, it is also possible to have a discussion based on the questions in the game without playing it.)

**Materials needed:**

- Game board
- 57 cards
- Symbols to play with



**Game board:** The game board illustrates a knot made by two different strings (thicker and thinner). The game can be played in different versions, depending on the string chosen. The shorter version consists of playing only the thicker string with 6 cross-points of string and the longer version consists of thinner string with 8 cross-points. The game can also be played by allowing players to move freely from one string to another.

**Cards:** The game has 57 cards; 42 discussion cards and 15 co-operation cards. Discussion cards have six different topics for discussions. The topics of the cards are the same as the chapters in this part of the tool kit, so that the players can go back to the chapters for more ideas. The topics and the number of cards per discussion topic are following:

- Introduction on policy building, 6 cards
- Educational Programme challenges at National Level, 6 cards
- Ways of Work, 6 cards
- Organisational structure, 6 cards
- Leader resources – recruitment, training and support, 12 cards
- Spread the information - internal awareness and external image, 6 cards

Before starting the game it is recommended that the game cards are printed on 7 different colours of paper to make the identification easier. The cards should then be mixed and piled in the centre of the game board.

The idea is that the player getting the card reads it and gives her/his opinion about it and then asks others to express their view. After answering the question, s/he can move to the next cross-point on the game board. Then the next person takes a turn to answer.

When a player gets a co-operation card he needs to choose a partner/s to assist him with the task. Once they have finished the task, all the players taking part in the tasks of the co-operation card can move one step forward.

**Instructions:** there are two options for playing the game.

Option 1. Players start from the same end of the string and aim to reach the other end of the string. One player is chosen to start the game. Players move from one cross-point to another, one at a time. In each cross-point of string a player picks up a card from the card pile. When a player has answered the card he can move one step forward. Then the next person takes a turn. The aim is to get to the other end of the string (thicker or thinner) together with others. The “winner” is not the player who is there the fastest but who gets there together with at least one other player, see co-operation cards.

Option 2. Each player receives 6 or 8 cards depending on the length of the game chosen. The player can choose in which order to use the cards in the game. The players can choose their own starting end of the string. They aim to get to the end of the chosen string together with at least one player. Starting of the game and moving forward happens as in option 1.

**The story of two frogs**

*Two frogs were out for a walk one day, and they came to a big bowl of heavy cream. In looking into it they both fell in: One said, “This is a new kind of water to me. How can a fellow swim in stuff like this? It’s no use trying.” So he sank to the bottom and was drowned through having no pluck.*

*But the other frog was more determined, and he struggled to swim, using his arms and legs to try to keep himself afloat: and whenever her felt he was sinking he struggled harder than ever, and never gave up hope.*

*At last, just as he was getting so tired that he thought he must give it up, a curious thing happened. All his hard work with his arms and legs had churned up the cream so much that he suddenly found himself standing all safe amidst pillows of whipped cream!*

*So when things look bad just smile and sing to yourself as the thrush sings: “stick to it, stick to it, stick to it,” and you will come through all right.*

The story of “Frogs in cream” was written by Lord Baden-Powell.

[www.angelfire.com/journal2/valjohnjennings/Frogs.html](http://www.angelfire.com/journal2/valjohnjennings/Frogs.html)

**CARDS**

- Introduction on policy building

<p>Why do Associations need policies in general? Does our Association already have any relevant policies?</p>	<p>Are members with disabilities a priority target group in our Association? Are they somehow reflected in our strategic plan?</p>	<p>Why would it be especially good to have something on including members with disabilities?</p>
<p>Do we think that a policy on members with disabilities would contradict the principle of Guiding and Scouting of being open to all?</p>	<p>Think of situations when an official status could be beneficial to members with disabilities, share them with others.</p>	<p>What kind of actions would a policy on members with disabilities enable?</p>

- Educational Programme challenges at National Level

What is “progress” when speaking about the educational programme and members with disabilities? What does “to their fullest potential” mean, in practice?	In what way does Guiding and Scouting differ from other clubs for disabled young people? What makes Guiding and Scouting unique?	What is our opinion, should there be a separate educational programme for members with disabilities or is the current educational programme adaptable for all?
Is our system of personal progression based on the same tasks for everybody? Is it really personal? What are the aims of our system?	One of the core methods of Guiding and Scouting is the use of Patrol system. What kind of challenges can members with disabilities (physical or mental) bring to this method?	Should the same badges be available for members with disabilities? Or should there be different badges according to different skills?

- Ways of Work

What kind of members with disabilities do we currently have in our Association? Are all forms of disabilities included? If not, why not?	Are all young people in our society fully included in every day life activities?	What are the benefits and challenges of separate/ special units for the Association?
What are the benefits and challenges of fully integrated units/inclusion units (members with or without disabilities in the same units) for the Association?	What is the difference between the words co-operation, integration and inclusion?	What is the best way to develop a Guide/Scout's: <ol style="list-style-type: none"> <li>1. self esteem</li> <li>2. skills</li> <li>3. sense of belonging?</li> </ol>

- Organisational structure

Is there already something that supports the inclusion of members with disabilities? If there is, is it working well?	What kind of support would we need in order to include more members with disabilities into Guiding and Scouting?	What is the relationship between the Educational programme / the way of work and the organisation structure?
What could be the benefits of having a National Advisor to concentrate on issues of members with disabilities?	In what kind of situations it would be beneficial to have a National team that concentrates on issues affecting members with disabilities?	Could we use some new forms of communication to support the inclusion of members with disabilities?

- Leader resources – recruitment, training and support

Are there currently many leaders that are working or interested in working with members with disabilities?	What kind of skills and experience should leaders of members with disabilities have?	What kind of support is available for leaders working with members with disabilities in our Association?
Is a special training for leaders working with disabilities needed or could it be part of a normal training course?	What kind of support would a young leader without any previous experience of working with members with disabilities need?	What kind of support could be offered to an experienced leader that has worked with members with disabilities for years?
What is an appropriate ratio of leaders to members? Is it different if there are members with disabilities?	What other methods of support can we use for leaders? Which ones are more appropriate for leaders working with members with disabilities?	Should there be advice given to leaders about taking in members with disabilities that are difficult to take care of?
What kind of “disabilities” are we ready to take responsibility for?	What kind of support do I need myself?	How many hours per week or per month am I able to offer to Guiding or Scouting with members with disabilities?

- Spread the information – internal awareness and external image

What kind of co-operation could be beneficial with a) Other NGOs? b) Associations in other countries?	What could we learn from other Non-Governmental Organisations?	Does our Association give the external image that it works with members with disabilities (publications, newspapers, activities...)?
What are our current internal channels of information? Do we spread information internally about members with disabilities?	Information is power. How could we ensure that everyone gets the same information in the Association? (For example, members with visual, hearing and sensory impairment)	How could we change our attitudes towards a more accepting direction? How can we increase awareness towards members with disabilities inside the Association

- Co-operation cards in the game

<p>Imagine the situation in our Association five years from today. Actions were taken on including more members with disabilities. Everything went well and things are as we had hoped. What happened and how are things today, after five years? Describe the situation to others together with another leader.</p>	<p>Imagine - we are a leader of a unit and a new member with a learning disability wants to join your unit. How would we react? What do we need to consider before making the decision?</p>	<p>Draw at least 2 different symbols/signs that are used in our society to indicate people with disabilities non-governmental organisations working in the field of disabilities or road signs to make people aware of people with disabilities.</p>
<p>Choose a person to be blindfolded. Show others how we could teach a blind person to tie a knot.</p>	<p>Ask one person to act with you "The story of two frogs"! &gt; See after the instructions of the game.</p>	<p>Tell, or ask your neighbours to talk about how young people with disabilities are treated in your society.</p>
<p>Think of ten different forms of disabilities and explain them to others without using the actual words you have chosen. The other players try to guess what you mean.</p>	<p>Choose a friend to help you and together with her/him tell the others players what you know about including young people in Guiding and Scouting activities in your Association.</p>	<p>Select 1 player to be blind. You need to develop 3 different sounds with items around the room. The task of the blind person is to guess what is making the sound.</p>
<p>Everyone chooses a partner. Tell the chosen partner, when you have felt disabled. Did you overcome the situation? If yes, how did you do it?</p>	<p>Choose a partner. Together with her/him, think of 5 situations where you may feel disabled and act them to the others. The others must guess what you mean.</p>	<p>During the past 10 years, have things become better for people with disabilities or are there still some areas that need to be developed. Ask everyone to give their thoughts on this.</p>
<p>Ask everyone to think how the image of our Association would change if we would concentrate on including more members with disabilities into your activities. Share the thoughts between each other.</p>	<p>Think of a favourite game that is played in our Association. Explain the game to others and play it with them if possible. Then ask one person to adapt the game for a disability that you choose. What needs to be adapted?</p>	<p>Choose a partner. Then ask all the other players to form a "Human knot". Your task is to untie the knot with your partner you cannot use your hands. Your partner may not speak. Was it difficult? Why?</p>

## Introduction on policy building

It has been said that in order to make things better we should first have policies about issues we want to change. When hearing this many react by saying: why should we have a separate policy for Guiding and Scouting with members with disabilities? Doesn't it highlight special needs or disability, which doesn't help the idea of inclusion and equality?

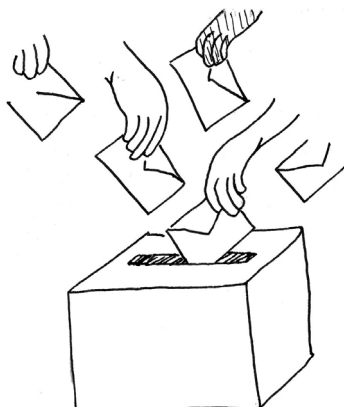
What would we gain if we had a policy on members with disabilities in Guiding and Scouting?

First we need to define what is meant by policy. A policy is a statement of intent and belief on a certain topic. A policy is usually more detailed than a rule. Therefore a policy might offer an official status, which might be beneficial to:

- Visibility and improved image of the Association
- Co-operation of leaders and members with disabilities
- Co-operation with other Associations and Organisations world-wide
- Have statistical information for planning of activities, training and maybe educational programme, badges etc.
- Relations with Non Governmental Organisations
- Long term planning of Guiding and Scouting with members with disabilities
- Ensuring to others that members with disabilities are Guides and Scouts as any others
- Attracting new members, from all sectors of society and to retain existing members because they have a personal satisfaction of knowing that they are making a worthwhile contribution
- Protecting the Association when difficulties or legal questions arise.

When there is an official status it also ensures that plans are official and therefore there is an obligation to work according to them. It also provides the right to get assistance from the Association if resources suddenly diminish and there are problems. A policy on having members with disabilities forces us to rethink our own practical attitudes towards tolerance and therefore brings us closer to the core values of Guiding and Scouting. It also emphasis our role in ensuring that Human rights are followed.

Guiding and Scouting Associations are modern youth organisations and therefore tolerance education and equality should be evident parts of the aims of the Associations. Many leaders in Guiding and Scouting Associations think that we do not need policies, as Guiding and Scouting should be open to all anyway. It needs to be remembered that young people with disabilities often cannot or do not know how to raise their issues themselves and their parents or even their Guide or Scout leaders do not necessarily have the energy to do so. That's why we need advocacy on their behalf. Also often we do not think of members with disabilities as able to take part in Guiding and Scouting activities.



## Examples

*The Scout Association, TSA, United Kingdom (Source: Special Needs Essentials 2003, page 6, The Scout Association UK.)*

*“Part of the Equal Opportunity Policy relates to Special Needs and is expressed as follows: It is important that young people are seen as individuals and that they are regarded equally as Members of the Movement, whatever their abilities. Some young people have Special Needs and require extra resources in terms of appropriate programme support and equipment to enable them to develop to their full potential. Their leaders are supported in providing these resources by a network of Commissioners and Advisers within the District, County/Area and Headquarters. Whenever possible this Policy is achieved by integrating young people with Special Needs into mainstream Scouting. Where this is not possible or appropriate, there is a network of Special Groups for young people who would otherwise not be able to participate and enjoy Scouting.”*

*Verband Christlicher Pfadfinderinnen und Pfadfinder - VCP, Germany*

*PTA stands for “Pfadfinderin/Pfadfinder Trotz Allem“, which means, “Guiding and Scouting in spite of everything”; in other words, in spite of being disabled or hindered in any way.*

*The main aspects of PTA work in the VCP:*

- It goes without saying that disabled Guides and Scouts are a part of all that takes place, as an integrated component of all levels and types of work; they live and gather experiences together with non-disabled Guides and Scouts. PTA work is not “work for the disabled”.*
- Involving disabled children in Guiding and Scouting at an early age facilitates and encourages this to be understood as a matter of course, and can thus bring about a change in attitude within society.*
- Disabled and non-disabled Guides and Scouts experience through their time together the richness of humanity and the uniqueness of every individual. This is built upon the Christian message.*
- Disabled Guides and Scouts become more self-confident as a result of recognition and appreciation of their particular skills and talents on the part of the non-disabled.*
- The continuity offered by working with others in Guide and Scout groups encourages and provides the right conditions for, such integration.*
- Dealing with “taboo” topics on a political level is intended to bring about an improvement in the daily lives of disabled people.*

*The guidelines were verbalised by the section for PTA Work in 1981, and accepted by the National Board. There were no further solutions. Disabled persons should be fully integrated.*

*Soma Hellinidon Proskopon - SHP, Greece*

*“Our association policy is that we want to have children with disabilities (or adults) as members of our association. We want them to live Scouting as everyone else and our obligation is to find ways to make our members know more about it and prepare all the necessary adaptations will be needed”.*

## Conclusion

After reading about the benefits of a separate policy, do you agree or disagree with the opening sentences?

In order to develop your Association it is important to have suitable policies for the inclusion of members with disabilities. Normally policies effect many areas of work in the Association and the process of creating policies arouses a lot discussion. You and other Leaders in your Association are the best people to discuss and to decide which practise suits you best. It is hoped that this discussion will lead to further actions in the Associations.

Before planning the actual inclusion of members with disabilities it is important that the National Board of the Association gets to know the specifics of potential members with disabilities and accepts a strategy that reduces stereotypes and preconceptions that may hinder the inclusion. It is important to include as many members as possible in the strategy process, so that the strategy then includes the specifics of different parts of the country and different layers of members. Once the strategy is in place, it is easier to plan ways of inclusion.

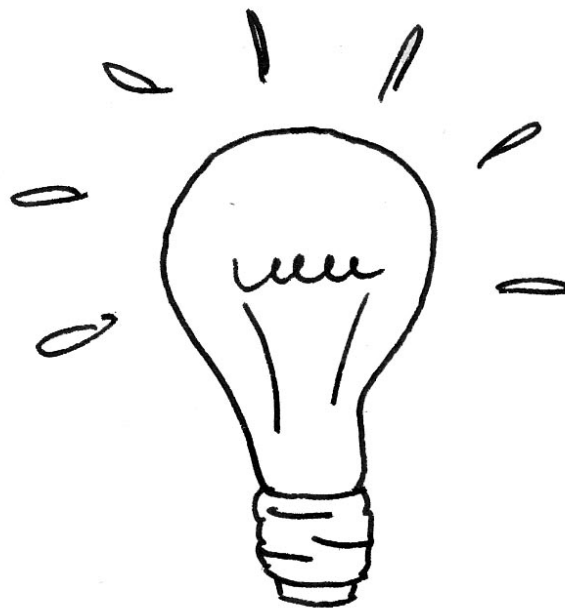
### Note

Youth involvement is an important issue for Guiding and Scouting. Young people with disabilities could have double concern about their rights to be part of the decision-making in their unit/group or in the Association!

**ACTION**

### Activities

- Presentation of good practices in other Associations in the newspaper of the Association; during the General Assembly etc.
- Research about the percentage of members with disabilities in the Association and in your society
- Discussions about the vision of the Association in this field of work and the best way to reach this vision





## Educational Programme challenges at the National Level

The aim of this chapter is to clarify if the current educational programme of the Association answers the needs of members with disabilities.

When we include members with disabilities into Guiding and Scouting, it is important not to forget to offer challenging activities so that everyone can learn and progress to their fullest potential as any Guide/Scout. The main discussion should be 'are the needs of a young person with particular disability different or not'. The decisions on the general approach of the educational programme influences the content and therefore it is important that the needs of the members with disabilities (current and potential) are taken into account at National Level.

Individuality and adapting are the keywords in this whole Tool Kit because every Guide/Scout has individual skills, experiences and interests. Adapting at the individual level is important, but what are the educational programme challenges that inclusion brings along to the National Level?

- Do the promises and laws need to be somehow adapted - for example for members with learning disabilities?
- Is there going to be a separate educational programme or the same for everyone?
- How much are we ready to adapt the educational programme so that the progress is still there? Members with disabilities might not be able to fulfil all the criteria or follow the same age range as other members.
- How are we able to maintain the core methods of Guiding and Scouting in the Educational Programme for all? For example using the patrol method.
- Is the system of personal progression based on the same tasks for everybody? Is it really personal? What are the aims of the system of personal progression? Can they be reach by everybody?
- Should there be different badges, should all badges be achievable by all, or adaptable?
- Handbooks – is there something for all, for example in different prints, so that there can be leaders with disabilities?
- What makes Guiding or Scouting unique?
- Do we use special words (terms) for members with disabilities?



It is easier to answer to the Educational Programme challenges if Guiding and/or Scouting with members with disabilities are part of a nationally agreed programme policy. *“This policy should provide for the development of the Scout programme and its educational content. It should give the guidelines for the inclusion of Scouting with the handicapped into the normal programme of the association. The national programme policy must be accepted by all those involved in its design, and implemented with energy by those responsible for programme delivery.”* (Source: *The «we can» kit: promoting Scouting and overcoming handicap / Programme Service / 1989 World Scout Bureau, Geneva / Section B*)

Inclusive education points to a system which meets the needs of each member and which is structured to support this. If one point of the first step of a progression system is to do a 20 km hike, it is clear that some people are excluded from the Educational Programme... The guidelines will need therefore to be flexible enough in order that every body can participate. E.g. One point of the first step of a progression system can be to do a physical exercise.

In some Associations age ranges are clearly restricted and planned beforehand. All members of the Association follow the Educational Programme designed for the certain age range. Then again in some Associations there are units of members with learning disabilities who have been Guiding or Scouting together for twenty years and still manage to progress.

The variety of ways to address the Educational Programme challenges is huge. It is not important what is recommended at National Level with regard to the age range of the members with disabilities - they should belong to the section most appropriate for them. What is important is that everybody can learn and progress to their fullest potential.

### **Examples**

*Corpo Nazionale Giovani Esploratori ed Esploratrici Italiani - CNGEI, Italy (Inspired from Niky entra in reparto, CNGEI, Stampato in proprio, via Otranto, 18 - Roma, Gennaio 2000, page 25, 26, 30). Niky is the name given to the member with a disability.*

*“It is not important that Niky is doing everything, but it is important that he can experiment all the possible activities during his time in Guiding and Scouting. In some cases, Niky cannot fully participate to the activities of the patrols. Example: he can hike but he cannot be left with the patrol for a full day. Thus he will take part to the hiking but he won’t sleep outdoors.*

*The camp has to be planned in order to provide Niky with the opportunity to share the adventure with the other kids. The inclusion of Niky does not prevent the patrols from running all the activities they had planned.*

*When Niky cannot take part to some activities, it is important to plan some alternative activities that he can do. It is important that he will not be standing and watching the other kids. The alternative activity should be consistent with the educational objectives of Niky and not just a way to kill time.”*

Alternative ways of making the promise

*The Scout Association - TSA, United Kingdom (Source: Special Needs Essential 2003, UK Scout Association, page 15)*

*“There are many ways a young person may express their understanding of the Promise. Which method is chosen will depend on the abilities of the individual member. You may like to consider some of the following:*

- 1. Read or recite the Promise.*
- 2. Repeat the Promise line by line.*
- 3. Have a Patrol Leader, older Scout, friend or whole Group say it on the Scout’s behalf.*
- 4. Sign the Promise, using Makaton, Sign language, Sign Along, (UK language programmes) for example.*
- 5. Use symbols, e.g. Bliss, Compic*
- 6. Respond to questions, e.g. “Do you promise to do your best?”, answered by a headshake, sound expression or eye movement.”*

## Adapting the promise

*Guides de France - GdF, France (Source: Vent du large - Vivre le Guidisme avec des adultes handicapées mentales, Equipe handicaps, Les Guides de France, juin 2001).*

*“With my unit, I would like to be Guide ‘Vent du Large’. I know that Jesus loves me as I am. I promise to try to share my joy, to give help, to live the guide law.”*

*The promise was adapted for people with a mental impairment (Guides “Vent du Large”). It means that vocabulary was chosen in order to be more comprehensive by the Guides “Vent du Large”. We can find in the term the 3 points of the promise: relation to God, to the other (community) and to self. When preparing the promise, the Guide “Vent du Large” is introduced to the promise and law meaning through games, songs, drawings, etc*

*One of the frequently asked questions in Associazione Guide e Scouts Cattolici Italiani - AGESCI, Italy (Source: A. Contardi, P. Curatolo, R. Lorenzini, HANDICAP E SCAUTISMO, Ed. Borla, pp. 64-74.)*

*“Is it necessary to modify the programme? Is it useful to create activities that are targeted on young people with disabilities?”*

*It would be unthinkable to leave the programme unmodified in case of admission of a disabled boy/girl (who is never a handicapped person rather a specific individual). If we believe that the programme puts into practice the more general aims and features of Guiding and Scouting according to concerns, tastes and skills of our own youth, then the presence of a disabled boy/girl should furthermore stimulate leaders’ creativity in order to allow him/her to enjoy his/her own personal dimension.*

*This neither implies reducing the outreach of our programme for our young people, nor renouncing to some specific scouting and guiding features. This instead means to consider, mentally and physically, the real needs of that boy/girl. For example, if in the ranger/rover unit there is Lorenzo on a wheelchair, this does not mean renouncing to adventure or to walking together. Instead of a weekend in the mountains we will opt for a tour of the lake on a boat. On another occasion someone will take Lorenzo to the arrival place by car. During another weekend we will look for a suitable route where it will be possible to push his wheelchair. Maybe another time we will feel free to ask Lorenzo not to come because we cannot carry him in that specific place, but this must have happened only once.”*

> More details about adapting activities can be found in the chapter “Guiding and Scouting activities”



### **Activities**

Educational Programme challenges

Aim: to see how well the current Educational Programme is adaptable for different members with disabilities

First of all, choose a part of your Educational Programme that you want to analyse. Then have a selection of cards with descriptions of young people with different disabilities (visible or not), e.g. Sara is 10 years old and she has been a Guide/Scout for 6 months, she is visually impaired, she cannot read the regular handbook and she cannot hand-write (etc.).

The task of the individuals or units is to pick out a card and see if that young person could complete the appropriate Education Programme part. If it cannot be completed the participants need to explain how it could be adapted.

## Discussion topics

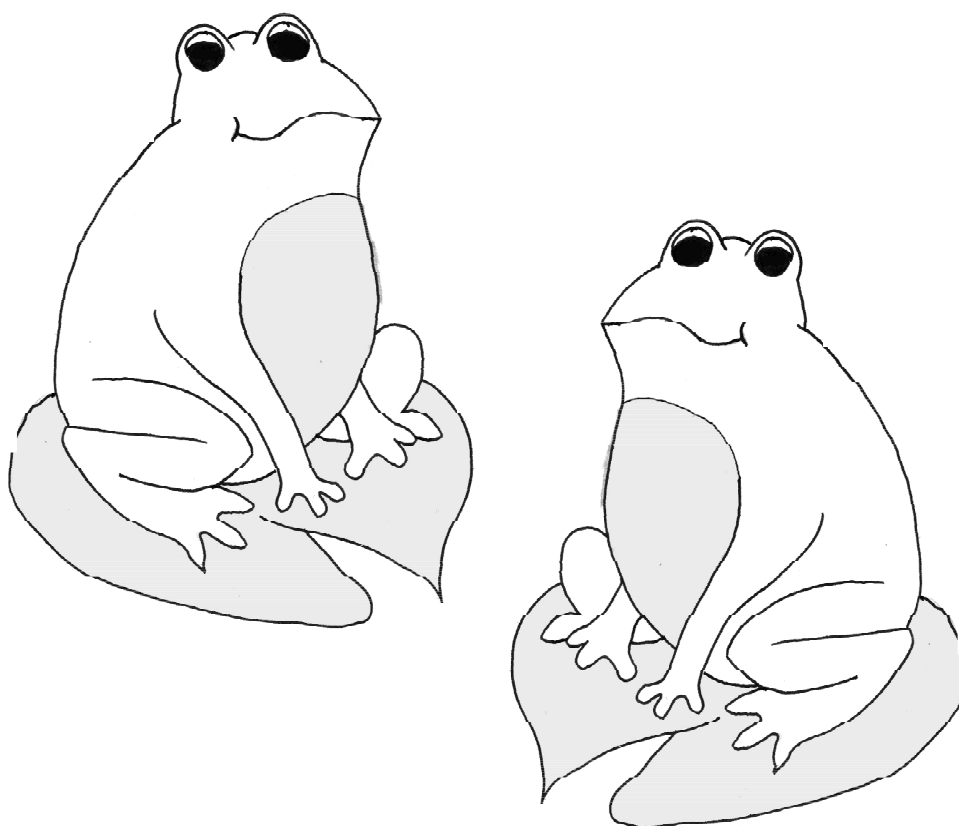
- What are the benefits and obstacles for different members with disabilities of having a same Educational Programme for all? What would be considered progress in this case?
- What benefit could a separate Educational Programme give, if there was only one member with a disability in a unit?
- What is progress and what does “their fullest potential” mean?
- Would a separate Educational Programme highlight the differences of members with disabilities without any real meaning?

*Reflection from Corpo Nazionale Giovani Esploratori ed Esploratrici Italiani - CNGEI, Italy (Inspired from Niky entra in reparto, CNGEI, Stampato in proprio, via Otranto, 18 - Roma, Gennaio 2000, page 36). Niky is the name given to the member with a disability.*

*The information, gathered by the Council for the Self-development programme, are the answers to common questions like:*

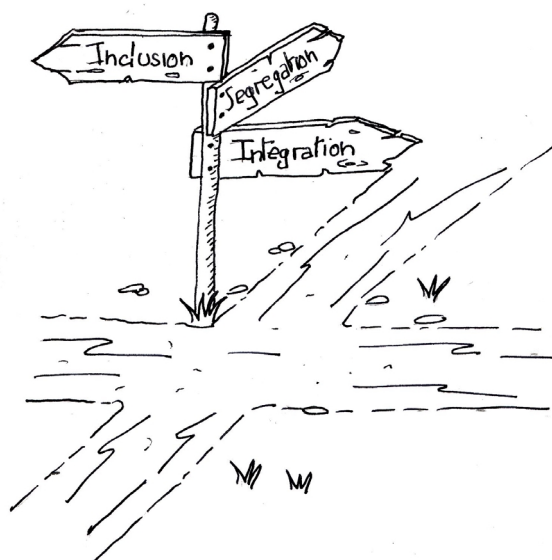
- *Which specific objectives did you set?*
- *Which tools have you used?*
- *Has Niky managed to complete his personal self-development programme?*
- *How many and what abilities has Niky developed?*
- *Have the objectives been met?*

*« Disability is not a limit for Niky's self-development »*



## Ways of work

The aim of this chapter is to demonstrate that there is a variety of ways of working with members with disabilities.



There are different terms that are constantly used when discussing about ways of working with members with disabilities. Even though they are explained in the introduction, under terminology, it is important to clarify these notions in this chapter, bearing in mind the particular use in our Guiding and Scouting work.

- Exclusion: no awareness of special needs, no treatment, no care.
- Separation/Segregation: awareness of special needs in social exclusion, separated treatment and care. Way of work: to make separate units for the target group and work on specific goals
- Assimilation: the process whereby a minority group gradually adopts the customs and attitudes of the prevailing culture.
- Integration: awareness of special needs in social integration, treatment and care in an integrated approach. Way of work: integrated education is used to describe the process of bringing disabled young people into mainstream units. The regular unit stays the same and adjustments are made to the individual young person. The young person's presence in the unit is conditional upon his/her ability to fit in with the status quo.
- Inclusion: special needs are normal; everybody has special needs, individual treatment in a social setting. Way of work: inclusive education refers to the fact that all young people must be included into social and educational life and not just put into mainstream units. Inclusive units build a system which meets the needs of each young person and which is structured to support all.

There are many ways to include members with various disabilities in the work of the Association. The saying "Where there's a will there's way" applies to this. Here are some things that may effect the decision of how an Association recommends forming patrols/units/groups with members with disabilities:

- The culture of the country and the Association
- The situation in the society. In some societies young people with disabilities live in a "protected environment" therefore Guiding and Scouting can offer a possibility to expand their life experience.
- The resources of the Association (leaders, time etc)
- The wishes of current and potential members with or without disabilities

It is important to note that older members with disabilities can somehow say what they want. This is not always the case with younger ones. Therefore it is recommended that parents are asked for help. Always remember that a member with a disability CAN make her/his own decisions or at least give an opinion!

Here are some possible ways of work. It is presented as a checklist where some advantages and disadvantages are listed. When evaluating/choosing the following ways of work, it is important to note that everyone is different, no matter what their disability and therefore it is vital to take into account everyone's individual needs. Ultimately, every leader and unit needs to consider what the leaders resources are and what way of work suits each member the best, keeping in mind the common goals and guidelines as well as the potential of each member. No matter what is their disability or age. The types of units depend strongly on the country. Currently in most Associations there are mixtures of following types.

### **Separate/Special units**

In some Associations it is decided to have a unit only for members who have a disability - eg. for young people with a learning disability or with physical disabilities. In the separate/special unit you can work on specific goals for your target group.

Advantages	Disadvantages
<ul style="list-style-type: none"> <li>- Security, feeling safe</li> <li>- More individual attention.</li> <li>- Leader may have good knowledge. Therefore members that may need more care and attention can be taken in.</li> <li>- Help and advice easily available.</li> <li>- Finding friends with similar experiences of disabilities.</li> <li>- No need to be ashamed.</li> <li>- Good for Guides and Scouts self-esteem.</li> </ul>	<ul style="list-style-type: none"> <li>- Fewer contacts with other Guides and Scouts, isolation.</li> <li>- Members may feel different.</li> <li>- It might not be different from everyday life at school.</li> <li>- Lack of social interaction with wider community.</li> <li>- Problems with letting new members in the unit.</li> <li>- Challenges on how to safeguard the feeling of belonging in the Association.</li> <li>- If the unit is uneven, some of the more capable Guides or Scouts may not use their fullest potential.</li> </ul>

### **Examples**

*Suomen Partiolaiset – Finlands Scouter - SP-SF, Finland*

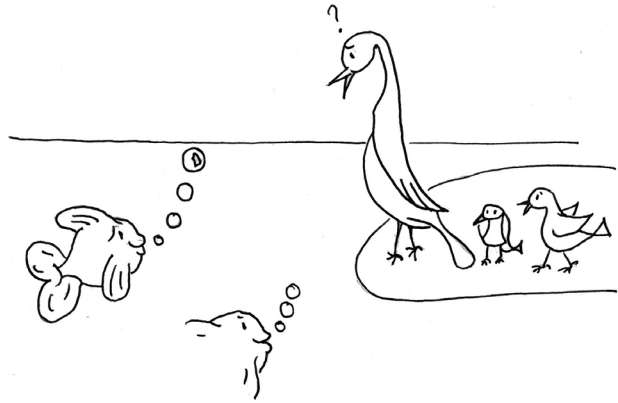
*The Finnish programme is quite much based on outdoor activities and hiking. Members with disabilities can pretty easily follow the brownie programme, but when they become Guides or Scouts or rangers/rovers they can face difficulties when patrols start to plan and do hiking in the forests. Maybe this is one reason why in Finland most Guides and Scouts with disabilities do Guiding and Scouting in separate groups. Another reason is historical: that is how it has always been done. In the Association they are learning how to increase the variety of different ways of working.*

*Zwiazek Harcerstwa Polskiego - ZHP, Poland (Source: ZHP activity for disabled children, Warsaw, Poland, December 2003 / Programme Department of GK ZHP)*

*Teams for disabled children called “Nieprzetarty Szlak” – NS (“Unblazed Trail”) implement permanent revalidation programmes. Those teams give the children and young people an opportunity of experiencing the peer group activity in Scouting adventure. The team leaders, using the Scout method, create conditions, which contribute to children's well being and bring joy and excitement. The NS teams engage in the activities typical for whole Polish Scouting, as well as in those responding to the particular needs of their members. The full revalidation of the handicapped children is facilitated by their awareness, that despite their restraints or despite staying in the special institutions, they participate along with the healthy children and young people in the same actions, tackle the same problems, earn the same badges, wear the same uniforms and symbols.*

## Units with co-operation

To have two quite separated units. One with regular Guides or Scouts and one with members with disabilities or both mixed. Then have co-operation wherever possible on camps, events etc.



<p><b>Advantages</b></p> <ul style="list-style-type: none"> <li>- Tolerance and learning</li> <li>- Pluralistic values</li> <li>- Gives the opportunity for members to invent new ways of doing games, activities and hikes.</li> <li>- Challenges leadership skills.</li> </ul>	<p><b>Disadvantages</b></p> <ul style="list-style-type: none"> <li>- The danger is that the units get isolated or they do not want to work together anymore.</li> <li>- Can require a lot of compromises, for example when choosing the campground.</li> <li>- Too challenging for the leader if the Guides and Scouts are not enthusiastic about it.</li> </ul>
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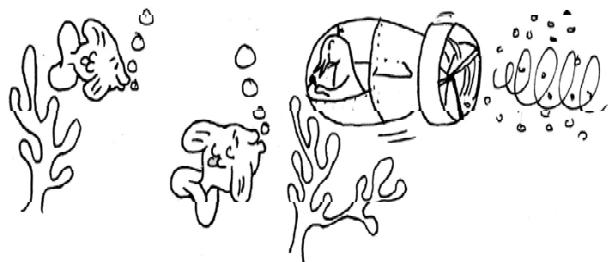
### **Example**

*Savez Izvidjaca Srbije i Crne Gore - SISCG, Serbia & Montenegro*

*“In the beginning of the development there were separated groups of Scouts with disabilities due to the educational system of the country. Currently all the groups work in co-operation with each other, as this is the best way to support the groups and the Association is still growing in this field. There are also some groups with just one disabled child in it”.*

### **Unit which integrates one member with a disability**

You might have a regular unit with one member with disability. The regular unit stays the same and adjustments are made to the individual young person. The young person's presence in the unit is conditional upon his/her ability to fit in with the status quo. Just make sure she/he feels that she/he is an important member of the unit. When needed, arrange an extra leader.



<p><b>Advantages</b></p> <ul style="list-style-type: none"> <li>- Tolerance, pluralistic values</li> <li>- Normally, for one person it is easier to find enthusiastic helpers.</li> <li>- The opportunity for Guiding or Scouting can be offered even if the place (village etc) of the unit has only one member with disabilities.</li> </ul>	<p><b>Disadvantages</b></p> <ul style="list-style-type: none"> <li>- Adapting is challenging, finding an important role for everyone.</li> <li>- The leaders might sometimes need to pay extra attention to make sure everyone is treated equally</li> </ul>
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This is probably the most commonly used way of work. Sometimes the member with disability is not so obvious in the unit and may not even consider him/herself disabled.

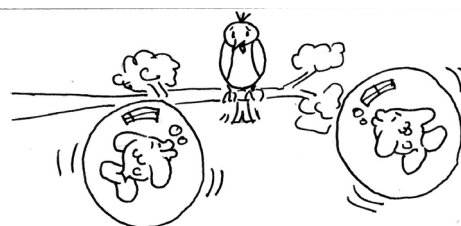
**Example**

*Corpo Nazionale Giovani Esploratori ed Esploratrici Italiani - CNGEI, Italy*

*“In my association we have a tradition of working with people with all sorts of special needs and it’s our policy not to have groups only dedicated to them. Children belong to normal troops, dealing with disabilities is part of the standard training for all leaders and in theory extra support can be arranged in case of need. A few years ago we also had a national team, which worked only on this issue so this is probably why we have integrated it in the normal running of the association”.*

**Inclusion units**

In some Associations the choice made is to have units where there are both members with disabilities and members without disabilities. Inclusive education refers to the fact that all young people must be truly included into the social and educational life and not only put into mainstream units. Inclusive units show a system which meets the needs of each young person and which is structured to support this. You might need few extra leaders for this and lots of willingness to adapt activities.



<p><b>Advantages</b></p> <ul style="list-style-type: none"> <li>- Social interaction, everyone can learn.</li> <li>- Opportunity to experience different environments, knowledge of real life increases.</li> <li>- Not made to feel different</li> <li>- Learning tolerance takes away the fear of disability, changes attitudes.</li> <li>- Belonging to the local unit.</li> <li>- Learn to help/look after each other.</li> <li>- Increase of confidence of all young people.</li> <li>- Changes attitudes, breaks prejudices</li> <li>- Challenging for leaders.</li> </ul>	<p><b>Disadvantages</b></p> <ul style="list-style-type: none"> <li>- Resentment</li> <li>- Not enough attention, number of leaders.</li> <li>- Adapting activities.</li> <li>- More preparations and knowledge are needed.</li> <li>- Leader may feel isolated with little support.</li> <li>- Bullying – has to address courageously and firmly!</li> <li>- Parents feel it may be too difficult for their child or may not trust the leader.</li> <li>- Access problems with camp houses and activities.</li> <li>- If the attitude is not good then lots of difficulties. Requires maturity and motivation from the leader.</li> </ul>
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One of the frequently asked questions in *Associazione Guide e Scouts Cattolici Italiani - AGESCI, Italy* (Source: A. Contardi, P. Curatolo, R. Lorenzini, *HANDICAP E SCAUTISMO*, Ed. Borla, pp. 64-74.)

*“As far as integration into the group is concerned, are there differences between physical, mental or sensory handicapped persons?”*

*It is a fact that there are countless differences between the various types of handicaps, even more so between children.*

*Apparently, it is easier for mentally handicapped children to become integrated into their scout group, especially at a younger age. In fact, this process entails less organisational arrangements: these children can walk, play, etc. However, in these cases, one must be very careful to state that everything is all right because “they do not create any problem”. There is the risk that their presence turns into a mere living together, without making them protagonists of a demanding and progressive educational programme. As regards to reactions of other children, it has been noted that, at least at the beginning, they accept physically disabled peers more easily. The reason is because their diversity is immediately perceived and more easily understood, while at the beginning the presence of the mentally disabled individuals create feelings of fear, of uncertainty.*

*Apart from this, it is possible to admit a person with any of the three types of handicaps provided that a careful programme is foreseen.”*

It is important to think innovatively on the National Level. If you are able to come up with new and experienced ways to include more members with disabilities, consider the possibilities it brings, courageously and without prejudices.

Some Associations are also mixing all possibilities. This solution offers the advantage of being flexible towards different kinds of disabilities and for dealing with different levels of awareness in the Association.

## **Examples**

*Vlaams Verbond van Katholieke Scouts en Meisjesgidsen - VVKSM, Belgium*

*“Akabe is part of VVKSM and is for every member with disabilities. Akabe stands for “Anders kan best” difference can be good. There are different groups:*

- *Akabe-groepen: members with disabilities in little groups*
- *Akabe-takken: members with disabilities in a little group part of a VVKSM-group with normal children*
- *Inclusion-groups: children with disabilities in a normal VVKSM-group*

*To make little groups in Akabe-groepen we have a few possibilities (age, mental age, possibilities, physical disabilities and a combination of these things), but we prefer age. It is the most normal, gives children the change of growing and challenges them.”*

*Soma Hellinidon Odigon - SHO, Greece*

*“Soma Hellinidon Odigon is dealing with handicapped children, having a lot of special Guide Groups, in Institutions and Schools for handicapped children, since 1953. The last 10 years the trend has been that guide groups should incorporate any children with special need within the guide group. At the beginning, this action wasn’t easily adopted by guide groups. Nowadays we have many cases that disabled children work for many years in “normal guide groups”. Some discrimination problems are fading out year by year. There are still some special guide groups within special schools and institutions”.*

## Note

Some important things to consider:

- How to choose the members if everyone cannot be taken in the units?
- How many members/leaders would be good? What influences the decision?
- Does putting efforts in equality/adapting/making it easy ultimately increase or decrease the sense of belonging? So does the way of work decrease or highlight the differences?
- What are the advantages or disadvantages of paying attention to differences in each of the cases?

Whatever your unit is like, make sure that everyone, Guides and Scouts, and leaders, feel comfortable and safe. That everyone can do the things she/he can and also have something to learn.

Remember to re-evaluate the way of work at times



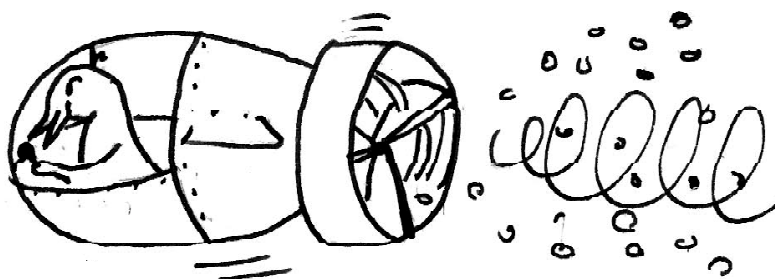
## Activities

Fruitful topics/arguments for discussions:

- Sometimes the arguments against working with members with disabilities are that it is not productive enough. Especially when members with disabilities may need more leaders per person than others.
- What is the benefit of Guiding and Scouting with members with disabilities?
- Members with disabilities are welcome to join national jamborees and other big events as long they arrange special facilities such as bigger toilets or transportation on their own. That is because it is unfair that others have to adjust on behalf of just a small group.
- Members with learning disabilities cannot be Guides and Scouts because they cannot understand the true meaning of the Guide and Scout law and promise.

Find out what way of work would potential members with disabilities like and why. Ask the same questions to leaders in the Association.

Discuss what way of work is the best way for your Association



## Organisational structure

The aim of this chapter is to encourage discussion as to what kind of support structure for members with disabilities is necessary for the Association at National Level and how to manage it.



By organisational structure we mean ways of supporting the units that have members with disabilities at National Level. For the balanced development of an Association it is important to fulfil the aims and objectives of the strategic plan of the Association. Supportive organisational structures enable the decision making process and give opportunities for members to be part of the process.

Before discussing about any forms of structures it is important to sit down and think what do we want to achieve and why? What are we ready to do to achieve it? What do we need for it? And when do we expect our aims to be fulfilled? In other words, there needs to be a clear plan and support to fulfil the plan. Structures are also chosen to support the Educational programme and the ways of work.

Reasons why there might need to be a special structure:

- to safeguard the interests/issues of members with disabilities
- to support an official status, policy
- to create a network for the support of leaders working with members with disabilities
- to increase awareness and communication
- to be responsible for partnerships with other NGOs

What kind of obstacles could there be towards creating a supportive organisational structure?

- unwilling leaders need convincing of the need for the support
- use of resources human, cost, time etc
- attitudes in the Association
- other areas of work need more attention than supporting members with disabilities

Below you will find different examples of supportive structures?

### **Advisor**

Benefits of having a national advisor

- decisions can be made quickly
- no need for team meeting
- one point of reference
- one person to report to on a National Level

The key person: *“Each Scout association needs to have someone responsible for organising the necessary support and encouragement to leaders, to set up skill training and to oversee programme changes. The special role of this key person is to help an association and the individuals in it to pass from receptive attitudes to action in favour of integration”.* (Source: «we can» kit: promoting Scouting and overcoming handicap / Programme Service / 1989 World Scout Bureau, Geneva / Section D)

## **Examples**

*Girlguiding UK, GG UK*

*“Girlguiding UK has one adviser for members with disabilities at National level. Then each region has an adviser and within regions there are county advisers, each of these people has a wealth of knowledge and resources available, to give advice and support to members with disabilities, their leaders and units”.*

*Guides Catholiques de Belgique - GCB, Belgium*

*In GCB welcoming special needs persons is done through the Queen Astrid Sector “Secteur SRA”. A sector is an aspect of the movement, which does not concern a particular age group but all the members. Each sector has a structure, which is detailed in the federal byelaws. In the case of the sector SRA, this structure is there to support each group that wishes to collaborate with people with disabilities.*

*At regional level, a SRA leader is part of the regional team. His/her role is diverse:*

- *Prepare groups for the integration of people with disabilities*
- *Support groups that work with people with disabilities*
- *Forward questions and/or problems to national level*
- *Participate in the elaboration of tools to help groups that integrate people with disabilities*

*At national level, a SRA leader is part of the federal team. His/her function is to:*

- *Support regional leaders for all projects they would like to do*
- *Co-ordinate the national SRA team*
- *Co-ordinate SRA projects at national level*
- *Organise specialised training for leaders of people with disabilities*
- *Work in co-ordination with the SRA staff in the central office (Carrick)*
- *Prepare groups for the integration of handicapped people during national or regional training*

*In the central office (Carrick), a staff member works for the SRA sector. His/her function is to:*

- *Collaborate with the SRA national and regional leaders*
- *Help with the execution of the projects*
- *Prepare and support groups at local level*

## **National, regional team**

Benefits of having a national team:

- connection to whole association
- share best practise
- share information
- meet other leaders and members with disabilities
- just to know you're not alone
- because there are only a few leaders who work with members with disabilities, together a group could stress the importance of involving members with disabilities equally with other groups
- information, motivation, education, equality...

## **Example**

*Scouting Nederland, SN, the Netherlands*

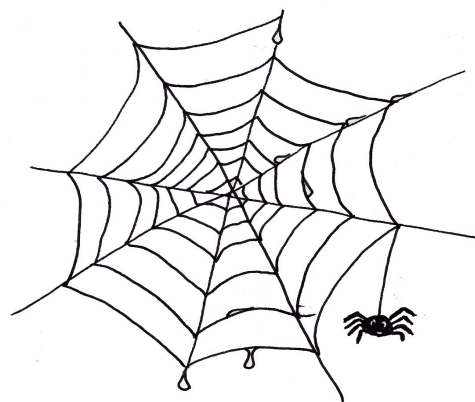
*“The Netherlands is a country with quite high density of population and activities with members with disabilities around it. Association has a national group, for doing projects to develop new materials. The national team is to educate; to inform; to gather people; to motivate; to increase equality. There are provincial level people who know more of the regional situation and who give training and who support the leaders of scouts with disabilities. Also there are people in every region, who know the local groups and know which groups are open to which scouts.”*

## **Network system**

The difference between Network system and National or Regional team is that in the network all the leaders wanting to take part in it have an access to it, as it can be web-based. There just needs to be some people to maintain the web-connections and also co-ordinate the content. It is important to note that the systems mentioned above can include the network system.

Here are some benefits of having a network system

- quicker access to local/regional resource
- flexible times and forms of support
- more people can be involved in decision making



## **Others**

The support structure can also be a combination of all of the above or something totally different. It can be based around the idea of coaching, mentoring, shared resources or peer group.

## **Examples**

*Soma Hellinidon Proskopon - SHP, Greece*

*"We have a central advisor for all Greece and one for each of the 7 Regions. We are trying to organise a network of leaders and adult members who have been trained and make a team that will help others".*

*Vlaams Verbond van Katholieke Scouts en Meisjesgidsen - VVKSM, Belgium*

*VVKSM has a team called AKABE. The AKABE team is within VVSKM but tries to get AKABE known both inside and outside Scouting. They represent AKABE at the national gathering but mostly operate at local level and are always open to questions and suggestions.*

*GATT stands for Group leaders of AKABE back together. It is a gathering of all leaders, which was set up a few years ago. Through GATT the team wants to inform, ask opinions, answer your questions. It is also a unique chance to exchange views and experiences with colleagues.*

*(Akabe stands for "Anders kan best", difference can be good).*

## **Note**

The established supportive structures need to be evaluated from time to time to see if the chosen form is the best way to support the needs.

## **Considerations**

What does a national support structure need to have a good start?

- It takes bravery and lots of hard work.
- Individuals/ groups with interest, experience and time
- A group/network of people with motivation and commitment for /several years.
- Co-operation with your association and other groups or NGOs.
- You might need to do some Public Relations work to reassure that members with disabilities are equal Guides and Scouts!

Ask yourselves before starting:

- Are time and resources available?
- What would we do? What would be our aim and methods?
- Could we do it without founding a new national team?
- In what way could we use Internet?
- If there are only a few of us, there may not be enough people to do it all. Is it more important/ reasonable to have good local activities or national team?
- Could we co-operate with other Associations?
- What is required from us by the Association?
- What co-operation is required with Associations, WAGGGS, and WOSM? Guides and Scouts, unit/group leaders, local patrols, districts.
- Budget, plan, leaflets, etc.

**ACTION**

### **Activities**

Imaginary exercise.

Do this exercise in pairs (you can gather the ideas also as a larger group). First imagine that you have an ideal situation in your Association. What is the situation like? Describe this to your partner and ask your partner to write your ideas down. Dream freely and don't limit yourself.

The change roles with your partner and let her/him dream also.

Then together with your partner, think how these dreams can be fulfilled. What would be the aims to develop Guiding and Scouting with members with disabilities in your Association?

Finally compare, which organisational structure would suit you the best.

Arguments for discussion:

- It is better to concentrate on actual activities rather than on Guiding and Scouting on paper and on bureaucracy, which could follow from the establishment of different structures?
- Putting too much stress on creating structures and stressing the unity of members with disabilities at National Level takes the members with disabilities further away from their own local Guiding and Scouting.
- Although Guiding and Scouting are in principle open to all, it still does not mean that the Association should oblige the voluntary leaders to take into their responsibilities challenging issues such as members with disabilities. There is a limit to tolerance.
- There are more pressing issues in the society than members with disabilities, for example the use of drugs; displacement of young people and immigration. There are many activities offered for young people with disabilities in society, therefore Guiding and Scouting could do much more for the other groups of young people.

## Leader resources – recruitment, training and support

The aim of this chapter is to give ideas on how to recruit more leaders to work with members with disabilities and highlight the importance of specific support for leaders working with members with disabilities.



### Recruitment

There are a lot of, young people and adults with disabilities who would like to be Guides or Scouts. The sad fact is that in many Associations, people with disabilities are not seen as potential members. Also the Associations may not be seen as suitable for people with disabilities. One of the key elements in targeting this is first of all to be open to the possibility of accepting members with disabilities and to make sure that the Association is ready to answer to the needs of potential members. In order to do this, Associations need to have a clear plan on how to recruit more leaders. It is important that this aspect is also reflected in the strategic plans of the Association, so that efforts will be taken to enhance the situation. The more leaders we have the more we can offer Guiding or Scouting for members with disabilities.

But where could you get new leaders and how? Here are some ideas, but you know your country and can decide on the best practice. So here are some ideas to help you to start with:

- Be positive. Your message is much more likely to be received when it is positive. You can offer an exciting opportunity to join maybe the best part of Guiding/Scouting.
- Ask your friends in Guiding or Scouting to join or visit the camp, meeting and so on. Invite personally and make sure the visitor is guided and his/her questions answered.
- Have a weekend seminar where you have discussions and give information about Guiding or Scouting with members with disabilities
- Students who are studying to be nurse, social counsellors, school helper etc. might be interested.
- Maybe there is a parent or a former scout who would be interested in.
- Stress the benefits of working with members with disabilities. Benefits are, for example, creation of adapting skills, better understanding, flexibility etc.
- Increase publicity – challenge to offer non-formal education to members with disabilities
- Use the NGOs network
- Visit camps with potential leaders...
- Stress the support offered for leaders working with members with disabilities (> see more in chapter "Organisational structure" )
- Take good care of the new leader and give him/her proper introduction. It is important to remember to support the leaders.
- It is important to allow enough time for the recruitment process and forgive yourself if you are not able to recruit enough people.

Skills needed from leaders that are going to work with members with disabilities:

- Maturity and motivation
- Commitment
- Know-how about the special needs and communication with the families.
- Ability to ask for help.
- So ultimately all the same things that are needed from other leaders too!

## **Support**

*“Find ways of disseminating the support offered by leaders who have acquired expertise. Someone who has had a few handicapped young people in his group over the years could take part in the training of new leaders. A leader who has run a handicap awareness camp in her own area could come and help in the planning of another districts camp”. (Source: The «we can» kit: promoting Scouting and overcoming handicap / Programme Service / 1989 World Scout Bureau, Geneva / section E)*

Once the Association has recruited leaders it is vital that the leaders get enough support to work with members. As with all leaders, leaders working with members with disabilities need to get planned and organised support. Leaders working with members with disabilities especially need knowledge-based information about different disabilities. Planning of this support depends above all on the National policy decision; structures and resources. Support is crucial and needs to be diverse. At National Level the main decisions are normally planned and then they are carried out at local levels.

Possible channels of support for the leaders could be:

- Support structures (see chapter ‘Organisational structure’)
- Special trainings/ or part of a normal training
- Forums/e-mail groups, etc.
- Organising problem clinics, where leaders get answers to their questions
- Counselling, through which leaders get advice.
- Mediation, through which difficult disputes are solved
- Personal coach, mentor, who assist leaders development
- Assistants, who act as helpers
- Information bulletins, tool kits
- Handbooks

All the support given also needs to include the element of fun, as that is the glue that keeps volunteers active. One way to support is to offer possibilities for self-development! Through the support channels leaders should receive; ideas for the activities; help; feedback and strength to carry on. Support gives leaders inspiration and also challenges them to try something new. The given support also strengthens self- esteem and motivation. The main thing is that it is possible to get the right kind of support on time. In some cases the support can be just listening or giving information/ideas on how to do things differently. Dialogue is probably most important, so everybody involved can feel part of the development of the Educational Programme and the structure.

## **Examples**

*Soma Hellinidon Proskopon - SHP, Greece*

*“We already have a book with all the necessary information and one work file with ideas and advice. We organise 3 days training every year for our leaders and we are trying to publish another book with much more knowledge and some brochures for our members and others”.*



*Guides Catholiques de Belgique - GCB, Belgium*

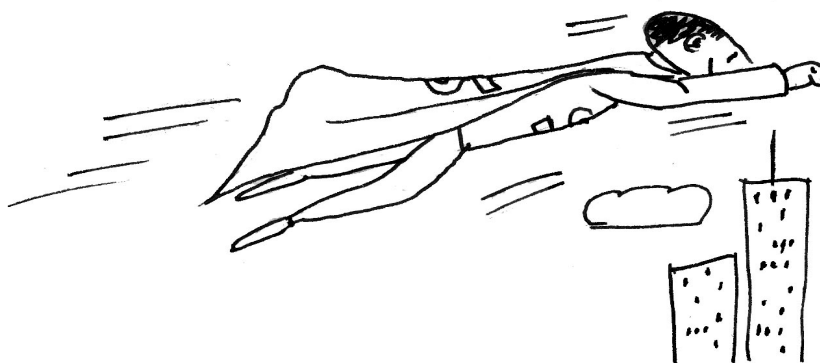
*“Jessica, a 7 year old partially sighted little girl, participated as a resource person to the training weekend for “nutons” leaders. Through this she was able to show them that even at her young age, she could transmit her “knowledge on “differences”. (A « nutons » unit is for the 5-7 year old children)”*

*Scouting Nederland - SN, the Netherlands*

*“In our Association we focus on integrated trainings; therefore we made a CD-ROM for every trainer in Holland, which consists of training modules for leaders of members working with members with disabilities. Sometimes a larger group of leaders wants their own special training. We support this from the national level”. Examples of modules: contact with parents, basic care, playing with a handicap, etc.*

*Suomen Partiolaiset – Finlands Scouter - SP-SF, Finland*

*“In the district there are seven separate patrols of members with a disability. One leader of each patrol is part of group of leaders meeting each other five to six times per year. The aim of the group is to organise camps for members with disabilities, provide education and knowledge for leaders about disabilities when planning a bigger camp, updating trainings for leaders or writing articles in magazines. This kind of co-operation gives ideas and motivation to leaders to carry on with their patrols. In these meetings we chat, ask opinions of other leaders and give and receive practical tips”.*



*Savez Izvidjaca Srbije i Crne Gore - SISCG, Serbia & Montenegro*

*“All the leaders get support through counselling. The counselling includes information about specifics of psychology and physiology of the members with disabilities (of one single child), general behaviour of some of the children (e.g. hyperactive) and their biggest interests (manual games, activities without loud music, very short games because of their level of interest etc). Also this included basic steps in working with these children (special methods, didactics, approaches like basic sign language, basic Braille etc) and general methods e.g. Learning from easier to harder; learning from general to specific; learning from unknown to known things etc. All this was given to leaders from special professional teachers.”*

*Vlaams Verbond van Katholieke Scouts en Meisjesgidsen - VVKSM, Belgium*

*“VVKSM is running two main training courses: 3D and GILWELL for all leaders.*

*3D is the basic-course: you learn how to lead a group, to prepare and play games, etc.*

*Gilwell is the course for experienced leaders. You learn what is your part in the group and how you influence the group and what you can do with it in a positive way.*

*On both courses there is a leader with Akabe-experience and on 3D there is also a workshop about Akabe for everyone.*

*For Akabe there is a special course Akabe-convent. This is a weekend with workshops, and animation for Akabe-leaders. But it is also a place of contact with other Akabe-leaders.”*

*(Akabe stands for “Anders kan best”, difference can be good).*

*Soma Hellinidon Odigon - SHO, Greece*

*"Leaders that have disabled children are usually among the most experienced and well trained. The leader of special groups follows the basic training scheme of our Association. Additionally they follow a special seminar related to disabilities".*

*Guides Catholiques de Belgique - GCB, Belgium*

*A specialised training for leaders interested in integration.*

*This training is recognised by the French speaking Community of Belgium. It is 40 hours specialising on handicaps and it is a complement to the basic training (300 hours).*

*Specialisation has the following contents: different types of handicap, psychology of people with disabilities, group management, security, hygiene, activities...*

*Partnership is possible with organisations concerned by this subject.*

## **ACTION** **Activities**

How to get more ideas?

Everybody has a pen and a piece of paper. You need a clock to measure the time. Now everybody answers the question: How could we recruit new leaders? It is important to emphasize that this is brainstorming and every idea is ok, even the craziest ones. Being a little rushed is OK.

At first give approximately half a minute, then say change. Now everyone passes the paper to the next person and reads what the previous writer has written and go on with basis of the previous writer or starts with the new idea. Continue this (at least once round) until it seems that no one has anything to add. It might be necessary to increase the time when there is more to read in the papers.

Then read the papers together and pick up the best ideas. If possible, you could then try to develop the ideas through thinking how a dreamer, realist and critic would see the situation. This way you can develop your ideas into realistic plans without immediately rejecting some of them.

Ideas for supporting leaders

- Make a list of things you enjoy in Guiding and/or Scouting. Then make a plan based on these things for the enhancement of leaders well being.
- Think about what kind of support is needed and how could different support structures offer it to leaders?
- Make a list of what kind of support can we assume the local level is giving to leaders? Based on that develop the needed support structure further.

## Spread the information – internal awareness and external image

The aim of this chapter is to highlight the benefits of raising internal awareness and including all for the image of the Association.

*“Projection of a “positive image” of people with disabilities, putting the emphasis on what they can do and not on their handicaps. The portrayal of people with disabilities in written material, photographs and illustrations should encourage a sense of interdependence and solidarity, not dependence and pity.” (Source: Scouting with the disabled – page 31 / World Scout Bureau, March 2000).*

Both internal and external communication plays an important role in including all in the activities offered by the Association and in becoming truly diverse in the membership. The visibility of the diverse membership is important as it shows that it is a natural part of Guiding and Scouting. Positive images of members with disabilities bring along tolerance and influences recruitment of leaders, resources and continuity. Also it is highly important for the members themselves.

### **Internal awareness**

Internal channels of communication offer an opportunity to influence the members by opening their minds. Showing an Association open to all through presenting projects and activities with members with disabilities is a first step to change attitudes!

Receiving information is a major part of inclusion, especially of equality. Are your internal channels of information available for members with disabilities? Does every member of the Association have the possibility of receiving information in a suitable format? Do members with visual or hearing difficulties have access to information? Good internal communication guarantees that at least those that need it can find it!

It is important to get the project known within the world of Guiding and Scouting. Advertising and representing the project at leader training courses or general assembly, arranging mixed gatherings between different unit and writing an article in the National newspaper are all good ways to get people interested. These different internal channels are also useful to give support to the leaders who are already working with people with disabilities.

### **Example on internal communication/awareness**

*Zwiazek Harcerstwa Polskiego - ZHP, Poland (Source: ZHP activity for disabled children, Warsaw, Poland, December 2003 / Programme Department of GK ZHP)*

*“Currently, the most important directions in the programme of the revalidation of the handicapped children and young people are the integration and social adaptation, as well as individuality and flexibility in acting. The national programme of ZHP, published in 1996, called “Explorers of the Unknown World”, was a response to the needs mentioned above. Its idea was to introduce scouts and guides of all age groups to the world of the handicapped. The teams were encouraged to start an expedition to the unknown world of people, who have to overcome numerous barriers in their everyday life, who live next to us and could participate in our life, if we noticed them and invited them to co-operation.”*

> See also chapters “Opening Minds - activities” and “To prepare the unit for inclusion - leaders and members”

### **Example of adapted communication**

[www.planete21.net](http://www.planete21.net) Planète21 created for people with a “small” learning disability, to help them to use internet (only in French)

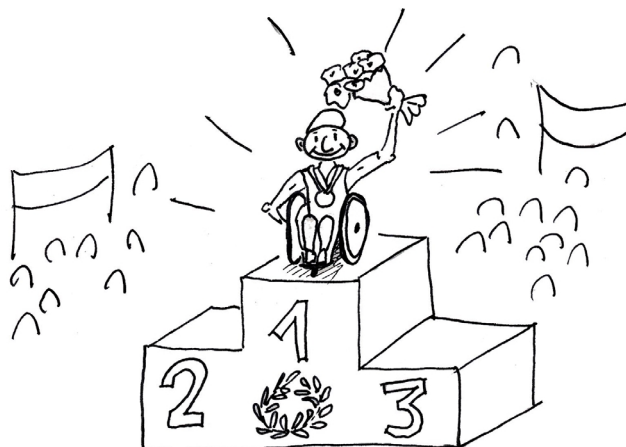
> For practical tips, see chapter “Ways of communicating”.

## **External channels**

External communication offers a way to promote the work and strongly influence the external image of the Association. External image plays a crucial role especially with recruitment and retention, fundraising and public relations.

National Associations can benefit from being diverse in membership especially on:

- Tolerance education and equality
- PR-campaigns, showing fun activities for all
- Membership recruitment and retention
- Fundraising possibilities
- Partnerships with other NGOs



Before Associations can fully benefit from this, it is hoped that members with disabilities are actively taking part in Guiding and Scouting, at all level of the Association. If there are only some members with disabilities the image it gives out will be weak, as the examples are low in numbers.

As previously mentioned, our image is spread through the activities that we do! But you can also influence the image through the communication tools:

- Pictures chosen in the publications, newspapers, media kit, etc.
- Subjects of press releases, policies, campaigns, etc.

At National Level, you will need to think about how to get knowledge and support from specialists of disabilities. Co-operation with other NGOs can be very positive for your Association.

### **Examples on PR-tool**

*Zwiazek Harcerstwa Polskiego - ZHP, Poland (Source: ZHP activity for disabled children, Warsaw, Poland, December 2003 / Programme Department of GK ZHP)*

*“In 2003 Guides/Scouts teams of ZHP completed an important task of evaluating several hundreds of towns and villages as well as sightseeing objects against the architectural barriers existing in them. The research and conclusions drawn by the teams will result in publishing a tourist guide for the handicapped travellers, entitled *Tourism without Barriers – Poland in 2004*. The second result of this task was the increased sensitivity of young people to the needs and abilities of the handicapped.*

*On the 3 December, on the World Day of the People with Disabilities, the Polish Scouting and Guiding Association was awarded the medal “A Friend of Integration” by the Friends of Integration Association. Our organisation was given this prize for over the 40-year activity for handicapped children and youths in the NS teams, as well as for the active and creative involvement of the disabled in the citizenship education, which is given to the ZHP members.”*

*Verband Christlicher Pfadfinderinnen und Pfadfinder - VCP, Germany*

*“Disabled persons are introduced in our new image movie with the following statement: some people are handicapped, but this need not prevent them from being active in Guiding and Scouting. “Mixed people” is a creative group with disabled and non-disabled members. They make music and enjoy drama. Each person is important for the work they do together. The movie shows that there are mentally handicapped young adults with a great sense of fun and potential for training in instrumental music.*

*Our training centre “Rieneck Castle” has just been renovated to suit the needs of disabled people.”*

### **Examples on Partnership with other NGOs**

*Scouts de France - SdF, France*

*Les Scouts de France signed a partnership convention with two other different Associations (Association des Paralysés de France, Association Française de Recherche Génétique) in order to support Scouts who wanted to build an “Overture” project. They also prepared together a game to play with the unit (Handi jeu Première étape de la démarche engagée par la branche Scouts pour l’an 2000, in French)*

*Guides Catholiques de Belgique - GCB, Belgium: Partnership with Special Olympics Belgium.*

*Every year, Guides of 15 years and more can help in the logistic organisation of the Olympics for people with a mental handicap. These games bring together about 3000 mentally handicapped athletes during 4 days.*

*Guides participate by preparing lunch-boxes, serving meals (breakfast and dinner), supervising during the opening and closing ceremonies. They also offer activities to the public and to the athletes during their free time.*

*After the Games, they participate in the dismantling and clearing the facilities.*

*A team of leaders supervise the Guides and collaborate with the organising team for these Games. Over and above giving service, it is more about the value of these meetings, where every Guide is in surrounded by handicapped athletes, that is important. This event helps increase awareness about the differences... and to sometimes find the handicap where we least expect it!*



### **Activities**

Topics for Discussion

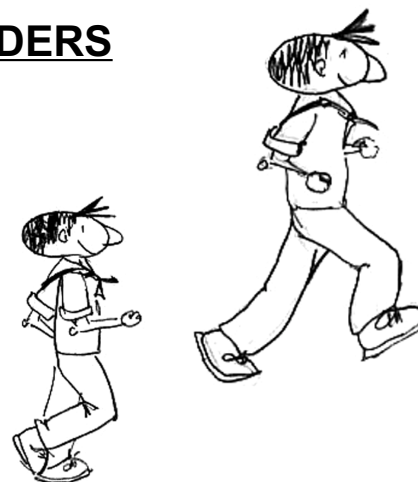
- What issues would you want the media to raise about Guiding and Scouting in general and especially about the work done with members with disabilities?
- What are the issues about the work with members with disabilities that you would like to share with other Guides and Scouts and outsiders?
- What kinds of events are organised annually where the work with members with disabilities could be promoted? It is normally easy to get five minutes and in that time you explain a lot and give food for thoughts.



## **PART 3 - TAKING ACTION**

### **PRACTICAL INFORMATION FOR LEADERS**

*"We all have ability. The difference is how we use it"*  
Stevie Wonder



The aim of the chapter is to provide practical tools and examples for leaders who want to work or already work with members with disabilities. These practical tools will give ways to solve practical problems and give lists of resource material.

*"The girl should, as far as possible, be treated the same as everyone else and be encouraged to reach her full potential. Acknowledgement that a girl or woman with a disability or medical condition needs Guide/Scout just as much, if not more than others, will lead to a happy inclusion."* (Source: *Including disabilities, The Guide Association, 1997*)

The previous part of the tool kit discussed how to build a system which meets the needs of each member and which is structured to do so. The following part is aimed at leaders who are looking for practical tools on how to:

- Discuss any inclusion project in a leaders meeting and prepare the current members for inclusion
- Find information about disabilities, needs and wishes of a member with a disability and necessary adaptations
- Recruit members with disabilities and create a partnership with them and their families/carers
- Find appropriate ways for communication with members with disabilities and their families/carers
- Organise activities for members with disabilities

The ideal is to create an "inclusive" Educational Programme, "because we believe that everybody is an important part of society and that we can live and work all together for the future" – just as was said in the introduction to this Tool Kit.

"It is only people who never try, who never make mistakes..." As with all human relationships, the perfect solution does not exist. So you will need to try, to discuss, to adapt, to discuss again, to do activities, etc. What is important is to act in a responsible way!

*"We are, first of all, young people, then young people with disabilities  
NOW LET'S TURN THE THEORY INTO ACTION!"*

*(Source: Athens Youth Declaration, written during the European Youth Conference  
"Towards a barrier free Europe for young people with disabilities",  
gathered in Athens from 16 to 17 May 2003)*

## To prepare the unit for inclusion - leaders and members

This chapter offers some direction for leaders to discuss inclusion of members with disabilities and how to prepare the current members of the unit for the inclusion of members with disabilities

### With the leaders

*Next paragraphs inspired by Corpo Nazionale Giovani Esploratori ed esploratrici Italiani - CNGEI, Italy (Niky entra in reparto, CNGEI, Stampato in proprio, via Otranto, 18 - Roma, Gennaio 2000, page 11 to 14). Niky is the name given to the member with a disability.*

*When you are looking to integrate Niky in the group, you cannot think that it is enough to have a single leader's commitment. You need to have a general agreement of all leaders in your group.*

- *for the principle of educational co-responsibility*
- *to insure that the educational programme will not have any interruptions (imagine the negative emotional repercussion if the child is accepted and then reject!)*

When presenting your ideas about members with disabilities to your co-leaders the ideas below may help:

- Take the national/regional advisor or team to come to the meeting
- Ask a leader already experienced in the topic to come to the meeting
- Visit another unit in your area and join in their meeting
- Visit a special school

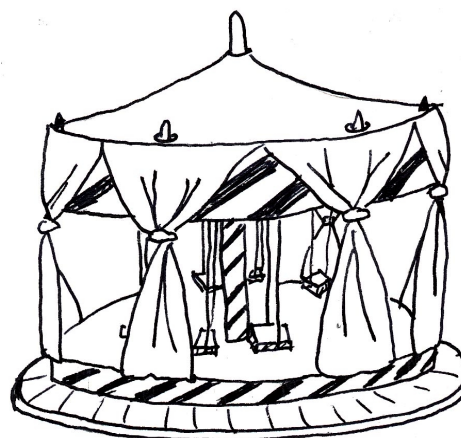
Organise awareness activities during your leaders meeting

*How many leaders need to be agreed on the project?*

*There is no percentage. It is depending on the reason of each of them. You will need to listen and discuss each objection. If the main obstacle is a barrier of prejudices or a lack of will to engage in a difficult project, it means that disabilities are not the problems: you need to work with your board of leaders on the way to live Guiding and Scouting!*

*When the idea to integrate Niky into the group is accepted by all leaders in your group, you need to evaluate the possibilities of the group.*

- *Number of leaders. You will maybe need to recruit new leaders*
- *Training of the leaders*
- *Turnover of the leaders*
- *Size of the units*
- *Financial resources of the group*
- *Possibility for all leaders in your group to meet on a regular base*



*It is worth considering what kind of disabilities are we ready to take into our responsibilities. It is important to remember that the leaders of the unit/group are responsible for the well being of unit/group members. Therefore it should be the right of every leader to think of their own resources*

Think of different ways of behaving. Consider your own skills, resources and experiences when planning suitable ways of including members with disabilities.



*"Is it possible to admit everyone?"*

*A straightforward "yes" to this question would be a little hazardous and maybe a too optimistic answer. I deem it is right to say that any person with any type of handicap can be admitted. There could be, however, a person with a certain type of disability that could find it impossible to get into the group. We need to assess our possibilities, as well as the difficulties of the person concerned and decide whether it is possible to accept the challenge. In some cases, part-time participation could be envisaged, if it is not possible to do otherwise. A troop leader once told me: "Why admit him if he is not able to follow the debate or understand the values to which we are educating the group?" I think that this cannot be the criterion allowing whether to admit a disabled person or not. There might be a minimum degree of participation that is worth the effort. It will then be up to us to raise the level of commitment.*

*I was asked to admit a 14-year-old mentally disabled boy, who is mentally much younger. Which unit would be more suitable, troop or cub pack?*

*The dilemma of the difference between mental and real age is quite common, often among teachers. It is necessary to remember that, even if mentally disabled, these children develop physically and emotionally as their normal peers. In most cases, however, they will never fully blossom intellectually as adults, even in a longer span of time. It is therefore certainly preferable to consider their real age also when they join a scout unit, allowing for a 1 or 2 year-flexibility compared to their peers. A 14-year-old mentally disabled boy is aware that he is more mature; he knows he is 14. He therefore feels uncomfortable with cub scouts who, on their part, do not feel at ease in their relationships with this peer, because he is also physically bigger than them. "*



## **Activities**

The first step of breaking down barriers is to identify the actual barriers in the unit/group! Here are some questions for discussions:

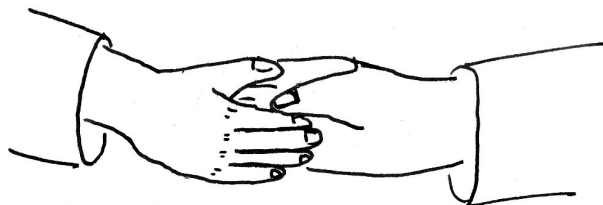
- Can Guiding and Scouting continue in the same way as before when a unit/group decides to accept members with disabilities or is it necessary to change the direction, the methods, etc...?
- Where are the biggest problems with people's attitudes, and with changing their attitudes?
- Is it important that all members achieve all activities (each person has a limit, disabled or not)?  
It is important to remember that a case of a individual not fitting into a unit/group does not only occur with disabled people, but also those that are non-disabled
- How many people with disabilities can be included into a non-disabled unit?
- What is the right age to begin inclusion?
- Can people with a learning disability become leaders?

*Activities from the seminar "Beyond Barriers", Denmark 2002*

*1. Divide into groups – provide a series of scenarios –*

- *you have a large unit in a city / urban area with no disabled members – no leader with experience – you are asked to take on a person with Downs Syndrome – how to plan for this?*
- *idem – you are asked to take on a person with behaviour problems*
- *idem – you are asked to take on a person with severe dyslexia*
- *idem – you are asked to take on a person with epilepsy*
- *idem – you are asked to take on a person with Visual Impairment*
- *idem – you are asked to take on a person with a hearing impairment*
- *idem – you are asked to take on a person with cerebral palsy*

- you have a small unit in a country / rural area with no disabled members – no leader with experience – you are asked to take on a person with Downs Syndrome – how to plan for this? (use any of the above conditions)
  - idem – you are asked to take on a person with cerebral palsy who has very protective and anxious parents– how to plan for this?
2. Ask teams to create a checklist with ways to support the inclusion of a person with disabilities into the unit.
  3. Encourage them to address a range of issues – staffing levels – training for both adults and other children – activities – indoor – camping – adventurous activities – climbing, abseiling, trekking etc. – building access – health issues – parents - communication – others
  4. Discuss if we have a choice? How do we say no if needed?



### **With your actual Unit**

When preparing your unit for inclusion, you should consider the needs of new and current members. It would be good to have a discussion with current members before including members with disabilities.

Speak with current members about positive effects of including a member with disabilities, but also about the fears, changes, difficulties (see also the part 1 “Facing Barriers”). Preparation is different if the unit has already included a member with a disability.

Don't forget to involve parents of non-disabled members! Expect opposition and anticipate that you may need a meeting to answer their questions and concerns. Invite them to an evening meeting to inform and discuss. You can also organise an awareness activity. You need to explain to them the educational proposal about inclusion and what their children will gain from being in an inclusion unit. You will also need to explain to them how you will manage to organise and lead the unit and activities. You have to convince them that their children are in a secure environment.

Even if you have no inclusion project actually planned, it is very important to make your “regular” members aware on the topic. This could be through games, activities, challenges, visits, etc.

### **Example**

*Girlguiding UK, GG UK, United Kingdom (Source: You & me together, Girlguiding UK Disability Challenge, the Guide Association 2004)*

*The Disability Awareness Challenge is a series of practical, fun activities suitable for all members of Girlguiding UK — girls, young women and adults. It covers a range of activities that will help raise awareness of a number of disabilities including physical, hearing and sight impairments, as well as other special educational needs. The challenge gives you and your unit the opportunity to explore:*

- *The barriers young disabled people face when entering their peers' environments*
- *Innovative ways of encouraging members to understand the needs of the disabled*
- *Ways to encourage young people to meet people with disabilities and gain a first-hand understanding of their lives and how they live them.*



### **Activities to do with your members on awareness**

*Les Scout de France - SdF, France.*

*Les Scouts de France prepared, together with different Associations (Association des Paralysés de France, Association Française de Recherche Génétique), a game to play with your unit (Handi jeu Première étape de la démarche engagée par la branche Scouts pour l'an 2000, in French). It is the first step to know better the handicap. In the daily life, in the work life and during leisure and education, what is possible to do for a young person with a disability? What do the members of the troop think about that? Which images do they have of the handicap? The kit contains a board, 6 cards and two flyers of explanations.*

*Mouvement Scout de Suisse - MSdS, Switzerland (Source: MSdS, trèfle-kim 1-2/98).*

*Special KIM game: different objects are lying on a table, covered by a towel. Participants have some minutes to touch the objects, with close eyes. Then all objects are again covered and participants have to do a memory description of all objects on the table.*

*Scouting Nederland - SN, the Netherlands*

*"Dinner with a Handicap". Aims of this activity:*

- *Participants experience what it is like carrying out a day-to-day activity with a handicap*
- *Participants learn how the surroundings interact with a person with a handicap*
- *Accepting that surroundings play an important part in the first contact with someone, limit yourself to observing how one person reacts to you*
- *Allow the opportunity to familiarise with the various sorts of aids which are available for the purpose of eating.*

*Participants select cards which tell them what kind of handicap they have, e.g. blind, deaf, one arm amputated, poor feeling in the hands. They are blindfolded, wear ear plugs etc. and have to eat a meal whilst observing the effect their handicap has on them, and the reactions of others*

*The "we can" kit: promoting Scouting and overcoming handicap / Programme Service / 1989 World Scout Bureau, Geneva / Section F*

- *Handicap awareness trails: theses give the participants an opportunity to experience the disadvantages and frustrations of being handicapped. They can also give the participant an opportunity to experience helping and supporting a handicapped person to achieve what would otherwise be impossible for them.*
- *Visual impairment awareness: Simulate blindness. Noise trail – a series of different noises along a route / a string trail – with suspended bags at intervals containing either smells or objects to feel / a group project – tent pitching / individual project – packing a rucksack, making a sandwich*
- *Hearing impairment awareness: give participants ear muffs or cotton wool. If indoors, show TV or video with no sound and try to follow the meaning / Carry out projects by following spoken instructions*
- *Learning disability awareness: write a message that is incomplete for some, whilst others in the group get full instructions for a group project. / Play tape-recorded instructions for a project, with some parts missing or a very complex set of instructions, and see how a group copes*



*The seminar “Beyond Barriers”, Denmark 2002*

*Aim: The shepherd needs to guide all the sheep in to a pen.*

*Activity outdoors, min 5 participants*

*As preparations:*

*Make a shape on the ground approximately square with a narrow entrance (pen).  
Select an observer from the group.*

- Then*
- a. First place the sheep (participants) in the pen.*
  - b. Tell them to appoint a shepherd*
  - c. Give the shepherds a whistle and allow team to plan a method of herding the ‘sheep’ into the pen*
  - d. Observer blindfolds each of the sheep and places them at a distance from the pen. Reposition the pen if wished.*
  - e. Observer identifies the order in which the shepherd guides each ‘sheep’ to the pen one by one without touching or speaking. He is only allowed to use the whistle.*
  - f. When everyone is in the pen remove blindfolds*
  - g. Discuss outcomes: How did the sheep feel about what was happening to them? Did a natural leader emerge?*

> More activities to play with your unit in the chapter “Opening Minds - activities”

## Finding out about disabilities

The aim of this chapter is to give tools for finding information on disabilities

The leaders have to know each of their members individually: needs, wishes, medication, fears, maturity. This is the same for each member of the unit (even the members without disabilities). People with disabilities have similar basic needs and they go through similar developmental stages. But they also have special needs relating with their disabilities.

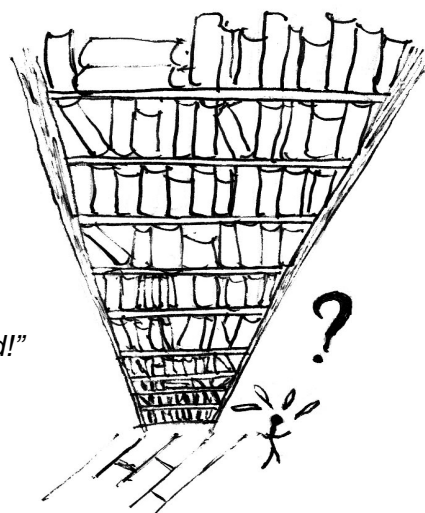
However, leaders are responsible for finding out about their members with disabilities. Information is important in order to offer an Educational Programme answering the needs and ability of the member with a disability. This information may be a description of the disability and the linked problems, but it may also be solutions or advice proposed by specialists of disabilities/families/carers. To work with members with disabilities may require specific skills, e.g. particular care, how to handle a wheelchair... This work also requires an adaptation in attitudes, take time: “to do with” and not “to do for”.

But never forget that the person with the disability is the expert on his/her condition and they know their own abilities. It is very important to ask, instead of assume! The human factor is the most important and knowledge about a disability is useful but not everything: “members with the same disability are not all the same”.

Where find information?

- You can find a lot of information on Internet or in the libraries
- You can also work in partnership with other NGOs, specialists of disabilities, carers and families...

*“Do not hesitate to ask for help, contact persons more skilled!”*



Examples

- Mrs Smith has a Brownie joining her unit who has diabetes; she contacts the national diabetic association to get more knowledge and information about the condition. She could ask parents as well. They know the (personal) special needs of their child best.
- Mary would like to do some sport with her unit and has a member with a disability so she goes to the Website of the Para Olympic association.
- Ann uses a wheelchair. Her parents explain how to remove her from the wheelchair.

*“The main thing that assists in breaking down the barriers is co-operation with different disability organisations. This would be a welcomed approach for both sides (...). Seminar guest speaker (...) stressed that it would be important to create an environment where Guide/Scout Associations, families of children with disabilities and society could exchange information and discuss openly the obstacles on involving people with disabilities in Guiding and Scouting activities. It is an advantage that “regular” members are not professionals as this way Guiding and Scouting are able to have a real life approach to children with disabilities treating them as equals.” (Seminar report “Beyond Barriers”, Denmark 31<sup>st</sup> May – 6<sup>th</sup> June 2002, EYF-CoF, page 4)*

Working in partnership with specific NGOs may help to increase knowledge within association, to find new members and to strength the image outside association.

Finally, some Associations in Europe have developed very interesting handbooks relating to their experience with members with disabilities. You can find a non-exhaustive list in the references.

### Example of partnership

*Scouting Nederland - SN , the Netherlands*

*The project "Scouting in Nature made adventurous and accessible" is a partnership between the Board for the Chronically Sick and Handicapped, the National Bureau for Accessibility and Scouting Nederland.*

*The aim of the project is developing a quality standard for Adventurous Accessibility*

*A scout centre in the middle of the country has been selected as a test site for introducing alterations to achieve this aim and these practical improvements will be made in the period October 2003 to March 2004. Some actions are:*

- *improve accessibility to woodland paths for wheelchair users*
- *alterations to toilets and kitchens in main house*
- *better access to campsites and camp fire area*

*Each specialist Association can bring to the project its specific knowledge.*

### Example of handbook

*Mouvement Scout de Suisse - MSdS, Switzerland*

*The MSdS edited a handbook with technical sheets on the different kind of disabilities and some information on first aid and manipulation of wheelchair, etc. ("Behinderte Kinder und ihr", Umfeld 1996, MSdS)*



### Activities

Have resources around the room and maybe Internet access, give each team / person a target group (diabetes, downs syndrome, visual impairment). They have a set time to find as much information (needs, medication, development) as possible. Then report back to the rest of the group.

### Some web addresses

- The International Paralympic Committee (IPC) [www.paralympic.org](http://www.paralympic.org)
- The World Institute on Disability (WID) [www.wid.org](http://www.wid.org)
- The European Disability Forum [www.edf-feph.org](http://www.edf-feph.org)
- The European Year of People with Disabilities [www.eypd2003.org](http://www.eypd2003.org)
- The Council of Europe [www.coe.int/hre](http://www.coe.int/hre) <http://book.coe.int>
- World Health Organization <http://www.who.int/en/>
- International Classification of Functioning Disability and Health (ICF) <http://www3.who.int/icf/icftemplate.cfm>
- Handicap international (English) <http://www.handicap-international.org/english/>
- Mobility International USA <http://www.miusa.org>
- Horizon 2000 asbl - association d'information, de communication et de démystification de la personne handicapée (only in French) [www.h2000.be](http://www.h2000.be)
- On accessibility <http://www.training-youth.net/site/publications/coyote/coyote04/events.htm>

# Guides and Scouts with disabilities

Recruitment, families and home, preparing the first meeting

This chapter will help leaders to recruit members with disabilities and emphasises the importance of working in partnership with the families/carers. Finally leaders will find some tips to prepare the first meeting.

## **Recruitment**

How do we find possible members with disabilities? This is quite easy as there is normally a demand for activities for young people with disabilities. If it happens that there is not a demand, possible places to look are:

- Normal recruitment campaigns
- Non-Governmental Organisations for certain target groups
- Special homes and work centres etc
- Parents and Support Associations
- Special schools and homes
- Church networks
- Local council or municipality

When recruiting through special schools, homes and work centres, it is worth benefiting from the knowledge and experience there, in many cases the people working there know what kind of possibilities there are and who could be potential members. Similarly local parents or support Associations could be used.

It is important to approach the parents first. As you are unlikely to find parents at the school gates (many of these young people are picked up from school by special bus) it is best to contact the Director/Headmaster and ask if you can publicise your work (poster, leaflet). You may be able to hand leaflets out at a parents meeting or attend classes to talk about the idea. You can also leave brochures at doctors, insurance companies, libraries or youth centres. Articles in local papers are also useful.

Some Associations in Europe are organising camps for people with disabilities, which are open also to people who are not members of Guiding and Scouting.

## **Example**

*Eclaireurs et Eclaireuses de France - EEDF, France*

*"Since more than 40 years, thousands of children, young people and adults with disabilities (mainly mentally handicapped people) participate to the camps organised by the sector "Vacances Ouvertes". This is the occasion to live a moment of holidays made of change, disconcert, discovery and participation." (Source and more information at <http://www.eedf.asso.fr> )*

## **Families and home**

Guiding/Scouting is part of the young people's life. Some people with a disability may live at home, with their family or on their own, others may live in a home supported by carers. It is worth having a good dialogue with the parents/carers of young people. Clarify the Guiding and Scouting Educational Programme and the method used. Introduce all leaders to the parents/carers and explain the functions of each of them. The parents need to understand the structure and organisation of the group and the unit, and that Guiding and Scouting is a "big game" and not a therapy. Nevertheless, your board of leaders needs to convince parents that inclusion of members with a disability can help them to socialise, experiment and take the responsibility in their personal development. You will need also to explain them that the leaders will support their "child" to participate in all activities he/she can do. You need to convince them that Guiding and Scouting is THE place where their child will be happy and safe!

Ask the parents/carers their child's story: all information, which describes his/her condition; Support given by the family/carer; when they need to give stimulation; What does he/she do during his/her free time? does he/she socialise easily.

We act in partnership in the child's education. It is normal to work in collaboration with parents and carers, this means to have a common vision for the child's future, e.g. work on her/his autonomy, accepting his/her disability, etc. The child's teacher might also have some valuable information to share. Due to confidentiality laws there needs to be permission from parents.

- Annie began to learn how to dress herself with her carers. During the camp, more time is needed in order for her to continue to practice.

Furthermore the family is responsible for the well being of their child: therefore we must convince them that we act for the best interest of their child.

- Fred's leader visited his home one evening before the camp to explain the camp activities and how Fred will be involved in the activities.

Communication could include exchange of information about practical life, relations, progress, health (symptoms, medication and care) between parents/carers and leaders Remember this communication is two way:

- A Scout/Guide began to take medication the week before the camp and needs to continue during the camp. The parents explained that the medication could have some side effect.
- After the camp, you explain to the parents that the Scout/Guide took a nap every day, because s/he was very tired (you thought because of the medication).

Some young people, because of their disabilities, cannot tell their parents what they have done. It is our roles, as leaders, to give them the way to do it themselves.

- Lucy is autistic. She participates well during the sport competition and seems to have had a lot of fun. How could she share this with her parents? In many ways: book report, drawings, pictures...
- Members came back home with a personal report book after the camp in Quebec. The report book details the main activities and the members may write or draw every day what they liked.

It is important to safeguard the members. Sometimes members with physical or learning disabilities may require individual support. These tasks should only be carried out with the full understanding and written consent of parents or carers. In an emergency they should be informed immediately. Everything should be done according to the Child Protection Policy of the Association.

Tip: for emergency cases there should always be parents/carers contact details with the leaders and also the diagnosis, therapy, diet and/or medication of members with disabilities so that it can be handed over if needed. You can also ask for a copy of their health insurance card (if applicable). This can be sealed in a closed envelope if parents do not want to give all the details to the leader.



### **Activities/actions**

*Workshop done during the "Guiding and Scouting – working with disabled young people", 1-7 May 1995, EYCS France. (Inspired by the seminar report, p.19-22, in French and English)*

*Co-operating with parents of disabled/non-disabled children: "the questions discussed were: is it possible to educate parents who are afraid of their disabled children going to Scouts and Guides? What can be said to parents of non-disabled children who react negatively to the integration of disabled children? The issue of sexuality was talked about from the point of view of the parents."*



Scouting Nederland - SN, the Netherlands

Training module / Workshop "Working with Parents". Aims of the module are:

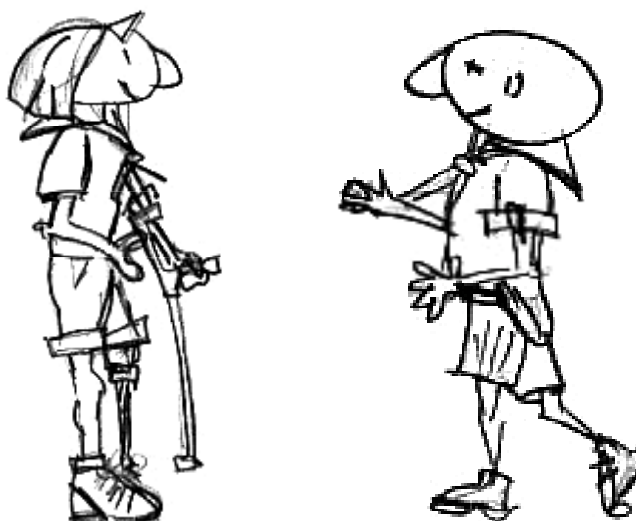
- Give participants tips for working with parents
- Allow participants to get an insight into discussions with parents, in a safe environment

Done by role-play in groups of 4 - 2 observers and 2 role players. Role-play example:

- Player 1 - you have a vacancy in your group and Sjors is the next on the waiting list. The parents have said that Sjors has a handicap, but that he will fit in well with the group. He is partially sighted and has epilepsy. You want to find out from the parents how much care he actually needs, as at the moment you are short of leaders and doubt if you will have the resources to provide full assistance to Sjors.
- Player 2 (Father/mother) - the group leader has called to say that there is a place for Sjors in a scout group. You are delighted because due to his poor sight and epilepsy there is rarely any chance for him in leisure-time groups. You used to be in scouting yourself and expect no problems at all. After all, Scouting is for everyone.

Observers have to note:

- How does the discussion begin?
- How did it go, with the different ideas of leader and parent?
- How was the conversation brought to a close and were all parties satisfied with the outcome?
- What were the non-verbal signals, and the reactions to them?



### **Preparing the first meeting**

Speak with the new member with a disability to encourage and motivate. Give a lot of examples, show pictures and other items connected with Guiding and Scouting activities. Convince him/her that Guiding and Scouting uses the best of his/her ability!

Don't forget to involve parents/carers on the process. Invite parents/carers to a meeting or arrange an evening for parents to inform and discuss.

The first meeting must be prepared very well in order that the new member feels most welcome. Don't forget that the first impression is important for the new comer. Find activities that the new comers can do by themselves to show them that Guiding and Scouting is totally open to them. After the first meeting, you can find a moment to speak about the first impressions. Also explain the future.

Some practical arrangements might be necessary. For example: provide a ramp to enter the meeting room or change the position of the furniture so that a wheelchair can move inside the meeting room.

## Example

Savez Izvidjaca Srbije i Crne Gore - SISCG, Serbia & Montenegro

*"We have organized a project called "School in nature ". The idea was to support the scout group of children with hearing impairment. The aim of this project was to integrate hearing and deaf children and to teach tolerance. The project was based on the principle of active learning process through workshops that activated feelings, creativity, sense of art, coordination and will to achieve success. Workshops were carefully chosen and realized in a specific order and rhythm that is important for gaining children's confidence as well as for strengthening their self-confidence. All workshops were also adjusted to the age and psychosocial abilities of the children.*

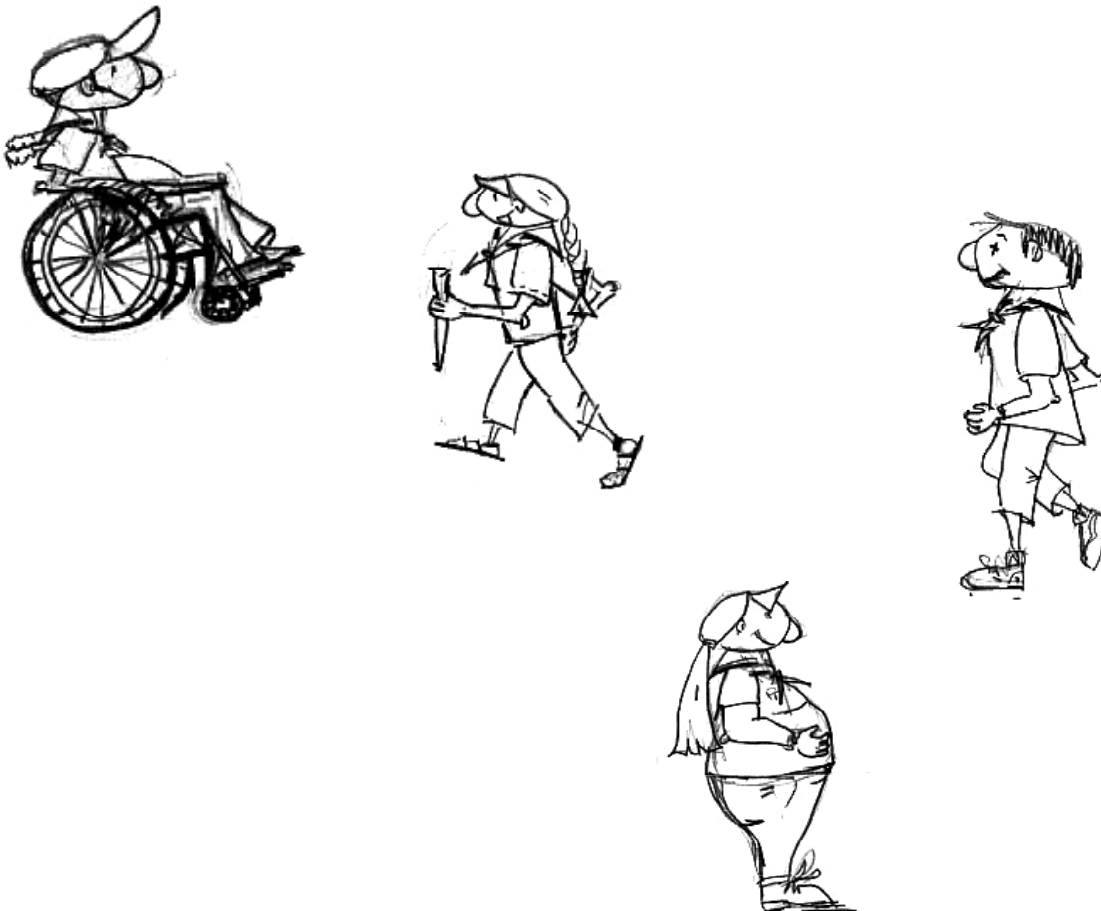
*The workshops were following ceramic, textile, computer, sport (including scout activities) and cookery workshops. These workshops were conducted by professionals (academic), special pedagogues, students of senior year at the University for special education in Belgrad and scout leaders. We would like to point out that engaging professionals for specific fields is still rare in our country as so far only special pedagogues have worked with deaf children.*

*The choice of these workshops proved to be fantastic. Children could express themselves completely because their disability was not an obstacle for any of these activities. In this project the barriers of the possibilities of these children were broken down."*

## Web address

<http://www.training-youth.net/site/publications/coyote/coyote04/events.htm>

You will find some ideas on accessibility: "Who will be the participants of your next workshop, seminar or training course? How can you make sure that all people, including those with disabilities or reduced mobility, can gain access and feel comfortable during the event? Here are a few tips to keep in mind"



## Ways of communicating

The aim of this chapter is to introduce diverse communication tools that can be used for and by Guides/Scouts, in order for everybody to have access to information.



When Guiding and Scouting with members with disabilities, it is important to note that information should be, whenever possible, suitable for all the members (and their parents) even for members with mental/sensory disabilities. It is worth finding out if the communication tools currently used really answer the needs of all your members or are some groups ignored. By communication tools we mean any practices and means that help the transmission of information.

Here you can find some tips for members with:

- Hearing impairment. You can use normal written material and when needed a sign language interpreter. E-mail and text-mails are a great help. If the member with a hearing impairment can read your lips: speak clearly and slowly, ensure your face and mouth can be seen clearly.
- Visual impairment. The easiest way maybe to use verbal communication. If possible use Braille or record articles of your magazines or notifications on tape. This is suitable way of informing about coming activities etc. if your Guide/Scout or his/her parents have visual impairment. Maybe you can use part of your unit/units meeting time to read the magazines etc of your Association and your local units. This way they also know what's going on and what is important. It is also a good way to show them they are part of your local unit and the entire Association. Also remember to explain to a visually impaired person where things are located and remember to tell them if things are moved.
- Speech Impairment. Ask the parents to teach you to use some of the Bliss symbols and pictograms etc. Remember to reserve enough time for the communications (don't finish a sentence or word for the person!). The person with speech impairment may use another method of communication, such as writing.
- Learning disability. You'll have take into account that the language should be simple enough for your members to understand the information. Remember that it is extremely important to make sure that information is received at home. The member may not necessarily remember or can't pass on the information or the papers given.

Different language programmes also exists, you can find more information about different kinds of special ways of communicating on Internet, in books and when contacting NGOs. The member's parents can probably help you on this as well. Some of them are developed only for one country, so it is important to see what exists in your own country. Example:

- Makaton is a unique language programme offering a structured, multi-modal approach for the teaching of communication, language and literacy skills. Devised for children and adults with a variety of communication and learning disabilities, Makaton is used extensively throughout the UK and has been adapted for use in over 40 other countries (<http://www.makaton.org/>)
- Sign language
- Bliss symbols
- Braille writing

## Examples

*Guides de France - GdF, France.*

*The GdF Association's magazine ("Pour toi" - le journal du Vent du Large - Les Guides de France. Triemestriel newspaper for young adults with a mental disability) is a good example of how to involve and inform Guides with a mental disability about their Association and other important issues. The magazine is in simple language and lots of pictures and deals with challenging and important themes, such as:*

- *to be fine in her body*
- *die, and life is however continuing*
- *celebrate*
- *communicate*
- *love*

*Girlguiding UK – GG UK, United Kingdom*

*Girlguiding UK has edited a checklist on different attitudes/behaviour to have with people with disabilities (Dos and Don'ts – Including girls, young women and adults with disabilities in Girlguiding UK, Girlguiding UK, January 2004). Example for a person with Visual Impairment:*

*"Dos: identify yourself by name and on the first few meetings what your role is, i.e. guider - Don'ts: don't push a visually impaired person – always allow them to take your arm"*



## Activities

- One day, try to use another way to communicate other than speaking... writing, drawing, pottery, pictures, mimes, etc.
- Ask someone to explain how to prepare homemade Spring rolls with their hands tied together.
- Ask someone to explain how to go to the next station with no speaking and no drawings. Etc.
- Activities on awareness > see chapter on "to prepare for inclusion"

## Experiment

Take the latest magazine from the Association and choose what information would like to pass to your member with visual disability. Then record the information chosen on tape and ask some members to listen to the tape and give their opinion about it.

## Discussion topics

- Are the tools described above necessary for you? Are they feasible?
- What information should be received by all the members of your unit?
- How the current communication tools could be changed to answer to the needs of your members?

Role game. Run a meeting or part of it, where each participant has a disability. If the meeting involves some eating, then it will be even more challenging. Possible disabilities to be used:

- only one hand for use ( one hand behind back)
- limited amount of fingers for use ( some of the fingers taped together)
- wheelchair user
- 1 eye blind or reduced eye sight (use very dirty eye glasses)
- reduced hearing (earplugs)

After the role game it is worth discussing about the feelings, obstacles and positive sides of the game. You can be surprised about the issues that this kind of game arouses

## Guiding and Scouting activities

The aim of the chapter is to help leaders to organise activities for their members and to prepare leaders to deal with life questions with sensitivity.

*“Limitations live only in our minds. But if we use our imaginations,  
our possibilities become limitless”.*

*Jamie Paolinetti*

### **Educational Programme**

The Educational Programme is aimed to fulfil the Guide/Scout missions:

- WAGGGS mission: to enable girls and young women to develop their fullest potential as responsible citizens of the world
- WOSM mission: to contribute to the education of young people, through a value system based on the Scout Promise and Law, to help build a better world where people are self-fulfilled as individuals and play a constructive role in society.

In order to build your Educational Programme, you have to focus on:

- The needs of each member: you will work on unit and personal objectives
- The ability of each member: you have to include each of them in the activities. It does not mean that everybody have to do the same activities! We focus on the ability, not on the disability!
- The wishes of each member: members are actors of their own development, so they are part of the decisions taken in order to build the Educational Programme. This is also valid for members with disabilities

During activities, members need to:

- Play: Guiding and Scouting are fun!
- Learn: Guiding and Scouting are educational movements!
- Realise: Guiding and Scouting offer opportunities to do things and to reach goals!
- Share: Guiding and Scouting are a unique experience to live together!
- Spirit: Guiding and Scouting are lived in an open and respectful atmosphere!

Educational Programme must have diverse and balanced activities. Activities can be intellectual, physical, social, emotional, spiritual, manual, moral, etc. You also need to use different way of expression: speak, draw, listen, touch, dance, mime, etc.

- If someone cannot run, s/he can encourage
- If someone cannot write, s/he can sing
- If someone cannot solve a mathematical problem, s/he can prepare the meal

The activities need to be organised in order that everybody can feel part of the unit! Once more, it is not necessary that everybody does the same things!

Leaders' role is to support and motivate. The Educational Programme has to be developed **together** with members, with/without disabilities.

> See also chapter “Educational Programme challenges at National level”

## **Create/adapt activities**

*"If you ask yourself the good questions you will certainly find the good answers!"*

The best way to plan activities is to create them in function of the needs, abilities and wishes of the members, and the unit/personal objectives. But it is also possible to adapt existing activities. With a little imagination it is always possible to find an adaptation that allows everyone to take part in the activity. Be creative!

1) Check that the aim of the activity stays unchanged after adaptation. Modifying the "form" sometimes affects the "content". You have a new box, but it is empty...

Example: You prepared an activity for members without a disability which aims were to develop "team spirit" or solidarity... It was a very nice activity, and all members were happy! It was so fun that you decided to propose this activity for members with disabilities. And step-by-step you adapted the material aspects. You had a lot of ideas and were very excited! But you forgot something: at the end you looked at the first aims of the activities... The adaptations made it possible for the members with disabilities to participate but without learning anything.

2) You do not need to adapt everything. Some things can be left out or possibly replaced by other things. Learning and developing are the most important aspects, not that the activity has been done exactly the same way or by the same criteria as the others have used. You can find different stages of adapting. These are:

- The activity has been done successfully.
- The activity has been done on by himself/herself.
- The activity has been done with some assistance.
- Person takes part in the activity.

All these activities can either be done by maintaining the idea of the activity or so that the activity will be replaced by another.

3) Things to consider while adapting:

- manual skills
- movements
- writing and reading skills
- ability to concentrate
- understanding written and oral instructions
- perceptive skills
- hearing, visual abilities and balance
- memory
- sources of interest
- fears
- ability to work in a group/social skills
- age and development level
- Guiding and Scouting is fun!!!

For example, games: modification of game length, bigger objects or a new handle might make possible to all participants to be active in the game. It is important that the game is not too tiring for some members.

For more ideas about adapting see <http://members.tripod.com/~imaware/games.html>

## Think “globally”

When living with people with disabilities you will realise that some actions that are easy for you are very difficult for other people: eating, sleeping, dressing, washing him/herself, going to the toilet, etc. You need to think about all possible actions done during the activities.



Example for Camping:

- Provide a tent in which it is possible to stand up, to put a camp bed for a person with a disability, in order to facilitate the night's lodging, the order of the belongings, the dressing, etc.
- The main routes (to kitchen, toilets, tents) can be “marked” with different kinds of ropes (different kind of material) for members with visual impairments or mental disabilities.

These adaptations can be discussed with all members of the unit. Finding solutions together is very important in order for everybody to feel part of the progression of the unit.

### Important notes

It is difficult to think about everything. Improvising is OK! It is worth looking for and testing different ways.

It is worth asking for help from more experienced leaders or from parents or guardians. Asking for help or guidance is an excellent way to learn and good bases for discussions and identification of new solutions. It is good to remember that repetition is the mother of all learning. You can learn things in small portions; repeating the skills to be learned and already mastered.

### Examples on alternative/adapting activities

*Corpo Nazionale Giovani Esploratori ed esploratrici Italiani - CNGEI, Italy (Inspired from Niky entra in reparto, CNGEI, Stampato in proprio, via Otranto, 18 - Roma, Gennaio 2000, page 25, 26, 30). Niky is the name given to the member with a disability.*

*An alternative activity can be:*

*a) Something close/similar to what the other kids are doing. Ex. kids are playing ball but Niky cannot participate. He will be the arbiter. By playing as the arbiter Niky:*

- *shares the experience of the game with the other kids*
- *accepts himself and the others the way they are*
- *commits himself to doing a service for other people*
- *respects the rules and learns how to make people respect them*

*b) A different activity. Ex. kids are playing ball but Niky cannot participate. He will prepare a snack for the patrol*

*Vlaams Verbond van Katholieke Scouts en Meisjesgidsen - VVKSM, Belgium*

*The basics are the 6 of game (place, material, rules, time, theme, and co-ordination). With these you can create any new and adapted game you want. Every game has to be simple challenging and visual.*

- *place: inside, the park, ...*
- *material: ball, chalk, water, ...*
- *rules: without hands, with your eyes closed...*
- *time: 1 hour, 10 minutes, ...*
- *theme: witches, space, ...*
- *co-ordination: in a circle, within the lines on the ground, ...*

*Ex: playing with hats: hats on the ground (1 for every member) when the music is on you take 1 hat away. The music stops and everyone has to take a hat very quickly. The one without hat is out.*

*Guides Catholiques de Belgique - GCB, Belgium*

*In Brussels, a unit for the 5 -7 year olds "nutons" welcomed Jessica, a partially sighted little girl. Here are some testimonies.*

*We asked the "nutons" what they did that was special for Jessica during the camp and what they changed?*

- *We held her hand (Michaël).*
- *Instead of writing in the usual way, we wrote with little points (Braille) (Alain).*
- *We helped her to walk and held her hand (Imran).*
- *We read for her (Cédric).*

*Leaders then explained what they had actually done:*

- *Replace some drawings with tactile objects.*
- *From the start we explained the lay out of the building*
- *Made sure that someone was also there to hold her hand*
- *In fact, not so much if we compare with what she gave us! (Tamia).*



### **Activities on adapting**

Brainstorming: with pictures of Guiding and Scouting in action, find all different activities that you can organise around the action shown in the pictures.

Organise a leader's discussion:

- Before an activity: What are the aims of the activity? What do I want the members to learn? Are the objectives unchanged by any adaptations?
- Before going to camp: way of work during the camp (segregation, integration, inclusion)

*Scouting Nederland - SN, the Netherlands*

*Training module "adaptation of games". The aims of this module are:*

- *To give participants insight into adapting games*
- *Participants can experience how games, with slight adaptations can be played by everyone*

*Adaptations fall into 4 categories: materials, theme, players and space*

*Example: All participants stand in a circle and throw a ball to each other, 4 players in the middle of the circle try to catch the ball. This game is played in various scenarios, such as:*

- *Game has to be played indoors because it is raining*
- *Twice as many people as planned have joined the game*
- *One of the players is blind*
- *One of the players is on crutches*

*Participants have to try and adapt the game to suit everyone.*



## **Life questions**

Every person asks life questions and it is important to approach them. In particular teenage is the time of “great questions” on a lot of sensitive subjects: work, sexuality, happiness, friends, life and death... Disability brings additional problems to take into consideration



### **Examples of questions**

- Work: Peter would like to work in a library. He is in a wheelchair. Is it possible?
- Sexuality: why could Marie not have a boyfriend because she has a learning disability?
- Life and death: Who will push Loretta’s wheelchair when her parents are too old to do it?
- Illness: Marc has a serious allergy to pollen. Can he go camping?

Teenagers and young adults with a disability more often come up against obstacles. Thus they should have a lot of questions that cannot be ignored. Due to their prejudices, they do not find answers or people who they can speak to about their questions.

*Quote from Verband Christlicher Pfadfinderinnen und Pfadfinder - VCP, Germany  
Role and identity problem (P.62, Spuren, Materialien für die Gruppe, Schwellenmut – PTA Praxis 1994 – VCP – in German)*

*“In a society where being young, being attractive, being healthy and being active are indicators for success and happiness, a disabled person is automatically put into the role of being an outsider, who cannot fulfil these expectations.”*

Especially during puberty the “beautiful” body has an importance for the self-esteem of young people. People with disabilities suffer extremely in this period for this “non-perfect” body!

Note: Just because a person cannot express his/her questions it does not mean s/he doesn’t have them!

### **Example**

*Guides de France - GdF, France.*

*The GdF Association’s magazine (“Pour toi” - le journal du Vent du Large - Les Guides de France. Triestrial newspaper for young adults with a mental disability) deals in a simple language with challenging and important themes, such as:*

- *to be fine in her body*
- *die, and life is however continuing*
- *celebrate*
- *communicate*
- *love*

### **Leaders’ role**

Members often ask their leaders difficult questions. These questions can be awkward for the leader who doesn’t have his/her own answer. A discussion on these subjects has a personal implication. Answers are personal for all of these questions. There is not always one single answer, but several which need a debate or a discussion.

Your role is to develop self-esteem, in relation to the behaviour of those around them (which might be very negative!). People with disabilities need support! You will maybe offer the only place where they can speak about these questions. The more they can live “normally”, the better it is!

Note: parents of people with disabilities can sometimes overprotect their children. Be aware of this!



### **Activities to prepare discussions about “life” questions**

Have a debate with some other leaders about the following questions:

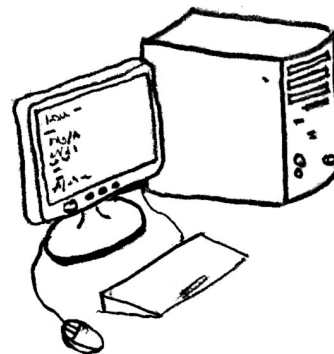
- What is important for you about sexuality?
- What does the quote: “everybody has the right to work.” Mean to you?
- What are the “impassable” barriers?
- What are birth, life and death for you?
- How would you like to spend your life?

You can also ask to specialist of disabilities/carers how they deal with these questions, if they have some information/publications on these subjects.

> See also activities on self-esteem, chapter “Opening Minds - activities”

*“Sensitivity when dealing with personal care!”*

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> See also chapter “Finding out about disabilities”