



THE UNIVERSITY OF
SYDNEY



WHO Collaborating Centre
in Health Workforce
Development in
Rehabilitation and
Long Term Care

Community Based Inclusion - The Pacific Way

Everyday Empowerment Stories

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World Health Organisation Collaborating Centre in Health Workforce Development in Rehabilitation and Long Term Care

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Introduction

The demand is growing in the Pacific for community-based inclusive development and operationalising, in the Pacific context, the mechanisms of the WHO (2010) *Community based rehabilitation CBR guidelines. Towards community-based inclusive development. To do this successfully depends on a well-trained, up-to-date workforce with resources appropriate to the task and the context.* To create this requires innovative curricula which build on and respond to local needs and context and which are well-integrated with the best international conceptual frameworks and empirical evidence. To date, there has been limited time and organisational space in the Pacific context to initiate the necessary steps leading to curriculum and course materials change and resource development.

The case study work described in this final report on work conducted in 2017 is part of a larger project designed to develop training materials and resources that enable the development and expansion of CBR education in the Pacific. The ultimate vision is to redesign tertiary education programs in the Pacific that will produce a viable workforce skilled in the practice innovations of the community based inclusive development. This vision embraces the involvement people with disability and their representative organisations as co-designers of training materials and resources to ensure that their voice is at the centre of planning for education and workforce development that directly impacts the provision of community-based services and supports for people with disability and their governance. This activity promotes the realisation of community-based inclusive development and the role and contribution of people with disabilities and their families as designers, educators, students, and ultimately as CBR-employed graduates of the university level CBR courses in the Pacific.

The project implemented in 2017 had two components:

- (1) Mapping of CBR Practice in the Pacific and
- (2) Case study and educational design work to profile the lived experience of disability in the Pacific.

When integrated, these two project components offer a platform for academic educators to work in partnership with people with disability and their representative organisations to co-design learning modules to support expansion of traditional education practices from the current narrow focus on CBR in health and rehabilitation to CBR as a community based inclusive development strategy that impacts all areas of life including: health, education, livelihood, social inclusion and empowerment.

Planned next step include the implementation of facilitated co-design process to turn resources produced from this project into dynamic learning modules with multiple learning and teaching purposes for use within and outside of the Pacific.

The remainder of this summary overviews the case study and educational design component of the project. The mapping of CBR practice in the Pacific was reported separately.

Background Information

The original purpose of the case study component of this project was to show how Community Based Rehabilitation (CBR) is conceived of in the Pacific and how it is being implemented in communities. The directors of the Fiji National University (FNU) and Solomon Islands National University (SINU) programs were invited to collaborate on the project development and implementation. In this capacity, they planned and coordinated outreach and training activities responsive to and valued by multiple stakeholders with a local interest in CBR. As co-authors and ongoing research partners in planned publications and future development of training materials and resources – they act as local liaison and provide ultimate leadership in collaborative action to

develop training materials and resources that reflect the evolution of and training for CBR – The Pacific Way.

CBR in the Pacific. The evolution of CBR in the Pacific follows the arc of practice from a narrow scope of health and individual rehabilitation to the present guidelines and offers its own unique contribution to future development. Traditional CBR was introduced early in the Pacific in the late 1980s and expanded incrementally through the 90's. It was embraced by the Pacific Disability Forum (2002) in its mission to increase government support for, and quality of services to, people with disabilities. The 1st Asia-Pacific CBR Congress in 2009 endorsed its' regional promotion. Evolving practice was well-aligned with prioritisation of advocacy in the Pacific Regional Strategy on Disability (2009) and the aspirations of the 2010 Pacific Framework for the Rights of Persons with Disabilities to increase livelihood opportunities, mainstream disability rights in policy and service developments, and promote disability community leadership in building capacity for a more inclusive society. The 1st Pacific CBR Forum promoted the new CBR model through subregional training in 2012 and set the stage for the Pacific's initial CBR Action Plan, which introduced the concept of CBR 'The Pacific Way' (CBR-PW).

CBR: The Pacific Way (CBR-PW). CBR values drive the evolution of service models across the spectrum of needs and contexts. The regional expansion of CBR took on a Pacific-specific interpretation of practice that was defined in the 2nd Pacific CBR Forum (2015):

- Deeply held and cross cutting values of rights & empowerment;
- Belief in the need for government ownership, commitment, and leadership in National CBR;
- Expectations for strong and productive collaboration between government, service providers, and DPOs in the development and management of CBR programs;
- A collective worldview rooted in the core values of family, community and culture.

CBR the Pacific Way (CBR-PW) is a popular practice and policy work-in-progress. The Pacific Regional Framework for CBR (2016-2021) promotes CBR-PW at the mission level with goals to (a) align all existing CBR practice with Pacific Way principles, and (b) strengthen the network of CBR-PW practice across the Pacific.

Community-Based Inclusive Development (CBID): the next generation of CBR. The CBR framework evolved from initial descriptive efforts in 1994 (ILO, UNESCO, & WHO) to the CBR Guidelines and Matrix in 2010. The guidelines appropriated the principles of the UNCRPD and applied them to a scope of practice spanning Health, Education, Livelihood, Social, and Empowerment domains. CBR adopted Community-based Inclusive Development (CBID) as a set of practices that empowered people with disabilities to be the authors of the social change they desired. CBID is CBR strategy channelled through collective self-advocacy that builds community capacity for full inclusion of people with disabilities. CBID is the complement to traditional CBR, not its antithesis. CBID is the service expression of the cross-cutting value that unifies CBR domains; CBID, as defined in this project, is applied empowerment. To our colleagues practicing in the Pacific, CBID is about contributing to sustainable development.

Recognising the broader concept of **Community-Based Inclusion** and the relevance of these video-based learning objects to support learning and teaching in a variety of contexts, including the Pacific context for which they were purposefully designed, we have titled the video series: Community-Based Inclusion - The Pacific Way.

Purpose

This project component put the stories of people with disability and their representative organisations at the centre of development of learning resources. Case studies are an opportunity to

develop understanding about CBR as strategy for community based inclusive development (CBID) or community based inclusion.

Case studies can bridge understanding for a wide range of learners and stakeholders about:

- a. community based inclusive development as it is practiced by CBR workers and others in the community, and
- b. educational preparation of service providers to engage in the whole spectrum of approaches, tools, and methods for empowering communities to include people with disability in all areas of everyday life.

The case study work, produced in this context, offers the opportunity for a variety of educational programs to use the resources to develop learning content to develop knowledge, skills, and practice in the areas of sustainable community development, disability inclusion, and community-based service, care and support for people with disability and their families. Instructors may find applicability in using these resources to achieve a wide range of learning objectives (e.g., cultural competence, community development, systemic advocacy) within and outside of the CBR and rehabilitation context for which they were developed.

Realising these ends requires that people with disabilities and their families stand empowered at the centre of this systemic change to education practices. The case study work was conceived and executed with the community tenet, “nothing about us without us”, as the guiding principle of our actions. So, we set about to work in collaboration with people with disability and their representative organisations to gather stories of everyday empowerment in the Pacific. Starting with their stories, future development of learning resources and training materials can be flexibly used across multiple curricula and for multiple purposes.

We drew inspiration from the work of CBM, End the Cycle project (<https://www.endthecycle.info/>). Through partnership, this project extends the work of the End the Cycle project through the development of an educational design template for the design of learning activities. The foundation of this project begins with the voice and perspectives of people with disability about empowerment.

We wish to acknowledge partnership with each of the following organisations and their members for sharing their empowerment stories:

Pacific Disability Forum
Fiji Disabled People’s Federation
Fiji National Council of Disabled Persons
Spinal Injury Association, Fiji
People With Disability Solomon Islands,
Bethesda Disability Training and Support Centre, Solomon Islands
CBR Unit Ministry of health and Medical Services, Solomon Islands
Te Vaerua Community Rehabilitation Services, Cook Islands

Outcome

This case study phase produced two products:

1. A **set of learning objects** which are video based and written narratives that profile Community Based Inclusion The Pacific Way
2. An **educational design template** – which provides a structure to develop lesson plans that link learning objects with learning outcomes.

Set of Learning Objects

Through a process of co-design, we produced a set of learning objects: five video-based case studies and one written narrative to profile the lived experiences of people with disabilities in the Pacific. Stories were gathered from participants in the Cook Islands, Fiji and the Solomon Islands.

We have named the set of case studies everyday empowerment stories and the main heading for our resources is: Community Based Inclusion The Pacific Way. Three levels of empowerment (Lewis, Millington, & Marini, 2015) provided the organizing framework for these stories. These levels are: (a) *personal* (b) *social* and (c) *collective resilience and resolve* which can be mapped (or tagged) according to the CBR Matrix dimensions of health, education, livelihood, social, and empowerment.

<p>Personal Resilience and Resolve: There is potential power within each individual. Individuals can resist the negative influence of oppression; learn and grow from experience; and gain in the effort to control their unique and special place in the world. Empowerment grows in our feelings (A: Affect), our actions (B: Behaviours); our thinking (C: Cognition); and in our social capacity (R: Relationships).</p>
<p>Social Resilience and Resolve: The lone individual is quite vulnerable without family and friends to provide support. The empowered individual is secured in a network of strong family bonds. They derive strength from relationship and efficiency in sharing work. Extended family and friends represent our first, last, and most important community.</p>
<p>Collective Resilience and Resolve: Families interconnect with others to create a common voice, to speak to power and assert their rights. Families and friends come together over a shared desire for inclusive community development. From the individual. to the family, to the collective movement empowerment creates systemic change by building community.</p>

These empowerment stories take the perspective of community-based inclusive development (CBID). As such, they profile the involvement of people with disability and their representative organisations (Disabled People’s Organisations or DPO) as engaged actors in education and advocacy for sustainable and inclusive development.

These video-based and narrated everyday empowerment stories are **learning objects** that can be accessed digitally. Learning objects are digital resources that can be used to support learning (Wiley, 2000). They consist of a self-contained and reusable entity that range from 2 – 15 minutes in duration. Learning objects can be used across multiple learning contexts for multiple learning and teaching purposes.

As self-contained learning objects, individual everyday empowerment stories can be used independent of the set for specific learning purposes. As a set, this suite of learning objects can be grouped together to support the design of integrated content – such as that used in traditional course structures in formal and non-formal education (e.g., continuing professional development workshops).

The Pearl Metaphor. As product of the interactions between a tiny grain of sand and an oyster, the value of pearls to the Pacific offers a particularly relevant metaphor for the case study phase of this project. Inside each everyday empowerment story can be found a number of opportunities for educators to take *a concept* (e.g., sustainable development), *a service* (e.g., community rehabilitation service), *a term* (community based inclusive development), *an issue* (e.g., migrating for

health service), or a *practice* (e.g., income generating program) and expand it into a valuable lesson plan. The lesson plan is the ultimate tool needed to link the lived experience of people with disability (contained in these learning objects) to broader ideas, concepts, and practices (e.g., disability advocacy). Importantly, the learning objects and the pearls they contain, provide context for further development of education, practice, and governance for community based inclusive development. By design, they are all linked by the organizing framework: Empowerment. Some stories contain features of all three levels of empowerment while others feature one level in greater depth. We are excited by the capacity for these learning objects to support the development of a host of learning modules on community based inclusive development in the Pacific. We know that a number of ideas can also be harvested for other purposes, limited only by our imagination. Examples might include learning content on cross-sector service integration, interprofessional learning, and cultural competence. The value of these learning objects lies in their capacity to serve the Pacific and to expand outward from the Pacific context to deepen and expand learning opportunities for multiple audiences and purposes.

In December 2017, these learning objects will be immediately available to the Western Pacific Region Office of the World Health Organisation, Fiji National University, Solomon Islands National University, and the University of Sydney. They were developed to be integrated into future educational design of interactive learning and teaching activities. Ultimately, they will be made available through open access and online platforms that support their dissemination.

For the purpose of sharing our progress to date, the current draft set of learning objects will be available for viewing at: www.collaborating4inclusion.org. The original downloads including closed captions have been provided to WHO-WPRO for their use and dissemination (see separate accompanying document)

Learning Object Structure

Each learning object is framed by the following basic structure or sequence and key features:

1. Main Heading: Community Based Inclusive Development The Pacific Way
2. Title: each learning object has a discrete title reflects the content
3. Telling of the story. Each story is told via video or written narration with images. We have embedded accessibility features (e.g., closed captioning, audio voice over). Due to limited resources, videos do not have sign language interpretation. This will be a limitation for people who depend on this form of communication to access information.
4. Main Heading and title repeated at end of the story
5. Acknowledgement/Credit (see Appendix A)

The videos range from 2.50 – 14.00 minutes in duration.

We worked with people with disability to gather the raw data (video footage, story, pictures, images, etc.) and engaged interactively in person (e.g., workshops and field visits in Fiji and Solomon Islands) to engage participants in an inclusive process described in End the Cycle's Video Making for All Toolkit (<https://www.endthecycle.info/resources/video-toolkit/>). All participants provided signed, informed consent to share their stories (Appendix B).

Development of the stories progressed iteratively and involved follow up at a distance through email correspondence and facilitated discussions between our colleagues, Maria Waloki and Goretta Pala, the participants and DPO leaders. This enabled the co-design process and ensured respectful and accurate reporting of the stories for each of our participants.

We worked with a professional video editor to capture the stories in a way that reflected the key messages that our participants shared through their story but reducing or re-ordering content to increase flow for the viewer/reader. Each story is marked with an animation. The look and feel of the animations help to tie the learning objects together as a complete set. The animation is repeated (at a minimum) with the main heading and title at the beginning and end of each learning object. Titles and tag lines along with a brief description of the key ideas (pearls) contained in the learning object will be developed during dissemination of these videos (through collaborating4inclusion.org and social media). WHO-WPRO will also develop their own strategy for using and sharing these resources broadly. Development of learning resources from the learning objects was beyond the scope of this phase of the project. Next steps for educational development will be discussed below.

Although evaluating the set of learning objects is beyond the scope of this project, we have sought feedback from “critical friends.” Overwhelmingly, feedback about the video-based learning objects are “authentic” and genuinely engage the viewer. We recognize that dissemination is important for awareness and use of the resources outside of our specific community engaged in their development. It has been recommended that we produce, from the set, individual “trailers” or digital posters that capture a key message. These can be shared through various online and social media. These smaller “sound bytes” can be used to draw viewers to the full versions through web links. Producing these digital posters is beyond the current project scope and not possible within the current budget. We could produce these rather efficiently with sufficient resources and it is recommended for future consideration.

We are on schedule to complete the set of videos before 22nd December 2017. Please be informed that the basic structure and key features for each learning object will be completed by that time. Please forgive the inconsistencies you might see in the draft set if viewed prior to completion. At completion, a link will be provided for WPRO to access and download the videos. The videos will also be uploaded to www.collaborating4inclusion.org for continued access by our colleagues and to facilitate future learning design work (described in next steps section). The viewer is encouraged to review a story called “the commute” for a sense of how animations and closed captions were used. The audio voice-overs are not finished at the time of this report but will be complete before locking off the final set of learning objects.

Educational Design Template

We also developed an educational design template as a format for interactive lesson plan design plan. This template can be used to develop learning modules on community based inclusive development and applications of CBR The Pacific Way. This template is a foundation for building lesson plans and will accommodate future expansion of cases and learning modules.

The educational design template is outlined here: <http://collaborating4inclusion.org/cbr-pacific/empowerment-stories/> . It is also shared in Appendix C.

Zolekha’s Story can be found as an illustration of the educational design template in action. Zolekha’s story was used with permission from CBM, End the Cycle to illustrate the design template. It also served as a tool to support information sharing about this project and to enable the co-design process for our own stories, developed in the Pacific context. We are engaged in ongoing discussion with CBM, End the Cycle staff to support sharing of resources from each of our projects which may facilitate further sharing of the educational design template more broadly.

Our educational design template provides a structure for working together with people with disability and their representative organisations to co-design subsequent learning objectives,

learning activities, assessment and other training materials and resources. In this way, it builds upon and extends on related work such as End the Cycle’s video-based stories.

The straightforward educational design template allows for discrete learning activities to be developed from each empowerment story – and scaled according to the learning context (e.g., independent study, interactive workshop, integrated course design). The template has the following basic structure:

1. **Learning object** – for viewing, reading, or listening. Each empowerment story has a title. A tag line is used to briefly identify the core content of that learning object.
2. **Lesson Plan Overview** – which can be developed further for face-to-face workshops, used independently for self-directed learning and reflective practice, or integrated into workshop or whole course content. The lesson plan overview links the learning object to the lesson plan and focuses the learner on what will be learned/reviewed. This is where specific learning objectives can be elaborated.
3. **Lesson Plan** – The template for the lesson plan can be adapted or expanded. As designed, it has these three core features:
 - a. Introduction
 - b. Background information
 - c. Reflective Questions/Learning Activities organized into:
 - i. Ideas,
 - ii. Connections,
 - iii. Extensions
4. **Optional Online Discussion** – The template can enable online learning by linking learners through asynchronous discussion board/topic where they can engage with others.

The ICE Framework

We chose the Ideas, Connections, Extensions (ICE) framework to design our lesson plans. ICE is a tool to support the development of learning activities, reflective tasks, and assessment of student learning. It was developed by Sue Fostaty-Young and Robert J. Wilson (2000).

ICE stands for: Ideas, Connections, and Extensions.

Ideas are fundamental concepts, definitions of terms, vocabulary, facts. At this level, the learner can recognize elements that contribute to a problem or issue.

Connections involve identifying patterns and relationships between ideas and making sense of them by linking them with experiences and other knowledge already acquired. At this level, learners can explain problems by recognising contributing factors as well as potential solutions.

Extensions happen when learners synthesize what they have learned and use their connections to generate new ideas. Extensions are evident when learners use their knowledge to develop novel ways of working. At this

level, learners can use their knowledge to resolve the problem in innovative ways.
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ICE offers a conceptual framework for making learning processes explicit. ICE maps learner development from first encounter with a new issue to competence and expertise. It is a helpful starting point for developing learning activities and supporting a student’s journey to arrive a more complex and critical extensions of their work.

Cross-referencing and Tagging

There is capacity to cross-reference (or tag) elements from each learning object (everyday empowerment story) to build integrated content for larger and more complex course design.

The simple tagging begins with identifying empowerment stories by level: individual, social, collective empowerment.

A matrix can be used to enable tagging of these levels of empowerment X dimensions of the CBR Matrix (e.g., health, education, livelihood, social, and empowerment). See Table 1 for an example (this is not exhaustive).

Table 1. Example matrix grid for tagging everyday empowerment stories according to the CBR Matrix

	Health	Education	Livelihood	Social	Empowerment
Individual	Navi – diagnosis and early intervention for CP Follow up at home – accessible environments	Damina – achieving my aspiration to become a lawyer requires accessibility learning environments in primary and secondary school	Microfinancing the sewing machine	An accessible footpath – that benefits me and my community	Accessible information in multiple formats (e.g., on public transport)
Social	Te Vaerua Community Rehabilitation Service – reaching our population and providing service with heart	Education is power/power is education – resilience through education (e.g., Bethesda)	Income Generating Program in the Mangroves	Social protection and social welfare for people and their families living in poverty	Ben – advocating for access to enable political participation
Collective	Collaboration between FNU & Spinal Injury Association to develop service-based learning in wheelchair prescription	Taking our education to the community – SINU engagement in service learning	Women with Disability – engaging in development through productive contributions	Advocating for disability inclusion in disaster risk reduction CBR officers have a role in supporting	Joshko – DPO leadership and capacity development for collective advocacy Mataiti – collective

				access to justice Mere – representing my country in paralympic table tennis	advocacy for disability inclusion in disaster risk reduction
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Next Steps: Harvesting the Pearls

Planned next step include the implementation of facilitated co-design process to turn resources produced from this project into dynamic learning modules with multiple learning and teaching purposes for use within and outside of the Pacific. This next step of the project requires additional funding. A proposal for this phase will be updated from the tender submitted in 2017 and will account for both field work and further educational design work required to develop learning objectives and activities that link the everyday empowerment stories to learning about community based inclusive development.

References

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APPENDIX A

Acknowledgement for each video/story (text will read at the end of each video/narrative)

Dr Michelle Villeneuve and Dr Michael Millington, University of Sydney led this project in collaboration with Ms Maria Waloki, Fiji National University and Ms Goretti Pala, Solomon Islands National University.



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We wish to acknowledge partnership with each of the following organisations and their members for sharing their empowerment stories:

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People With Disability Solomon Islands,
Bethesda Disability Training and Support Centre, Solomon Islands
CBR Unit Ministry of health and Medical Services, Solomon Islands
Te Vaerua Community Rehabilitation Services, Cook Islands

* on Mataiti's video – we have acknowledged Lindsey Hoshaw for contributing footage



Credits that should be noted in any dissemination and description of these videos:

- Music In Video
soundofpicture.com
- Video by **Return Projects**

APPENDIX B

Project: CBR workforce, training courses and resources in the Pacific

Invitation to Participate

Together, the University of Sydney, Fiji National University and Solomon Islands National University are working on a project to prepare Community Based Rehabilitation (CBR) training materials and resources. We are working in partnership with the Pacific Disability Forum to develop case stories that show what it is like to manage everyday life with a disability in the Pacific.

As part of this project, we will develop case stories that profile the everyday experiences of people with disabilities and their families. In these stories, we want to share experiences of overcoming everyday challenges to participation in health, education, livelihood, and social participation.

We will develop the stories into training materials to develop capacity of current and future CBR staff and other stakeholders to empower people with disability through support that enables them to achieve their everyday goals and participate in everyday activities in the community.

Training resources for CBR exist, but none of them focus on the Pacific context and culture. These training resources will be used by the universities to develop training materials for teaching students about CBR and community-based inclusive development – The Pacific Way.

We want to share the perspective of people with disabilities, their families, and disability organisations as key to developing effective support and advocacy in the Pacific.

We are inviting you to participate by sharing your story.

These stories will be made available in a multi-media format that may include: video; audio; and/or written stories. The stories will be used to develop learning activities for university students and people attending professional development workshops on CBR. They may also be used by disability organisations to support their advocacy work in the Pacific and appear on websites designed for sharing information about CBR.

You may contact us if you have any questions or to get involved.

<p>MARIA WALOKI, Program Coordinator Physiotherapy, CMNHS</p> <p>E maria.waloki@fnu.ac.fj T +679 3311700 Ext: 3067</p>	<p>GORETTI PALA, Course Coordinator Diploma CBR Solomon Islands College of Higher Education</p> <p>E goreti_p@siche.edu.sb</p>	<p>MICHELLE VILLENEUVE, Centre for Disability Research and Policy ,</p> <p>E michelle.villeneuve@sydney.edu.au T +61 2 9036 7438</p> <p>http://sydney.edu.au/health-sciences/cdrp/our-people.shtml</p>
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PHOTOGRAPH/VIDEO/AUDIO/INTERVIEW RELEASE FORM

Thank you for agreeing to take part in this project which is a collaboration between the University of Sydney, Fiji National University, and Solomon Islands National University. Photographs and/or video recordings and/or audio recordings and/or interviews may be made. Transcripts may be made from video recordings and/or audio recordings and/or interviews.

The photograph and/or video and/or audio and/or interview will be used for a range of purposes, but principally for use in the development of learning resources produced by the three universities. This may include, but is not limited to, magazines, brochures, leaflets, podcasts, websites and other electronic media.

Photographs and/or video recordings and/or audio recordings may be stored in the digital libraries of the University of Sydney, Fiji National University, Solomon Islands National University, and the World Health Organisation (WHO) and WHO affiliated online learning websites.

The photographs and/or video recordings and/or audio recordings may also be used by other third parties external to the University of Sydney for other purposes. The University accepts no responsibility whatsoever for the use of the Photographs and/or video recordings and/or audio recordings by any of those third parties. The University is unable to offer any compensation or fee for its, or a third party's, use of your photographs and/or video recordings and/or audio recording.

By reading and signing the agreement below, you are acknowledging the intended uses (above) and giving your permission for the photographs and/or video recordings and/or audio recordings and/or interview to be reproduced without limitation. You also agree not to seek payment from the University and release the University from any and all liability associated with the use by the University of Sydney, Fiji National University, Solomon Islands National University, the WHO, or a third party, of the photographs and/or video recordings and/or audio recordings and/or interview as set out in this agreement.

Project: **CBR workforce, training courses and resources in the Pacific**

I agree to be photographed and/or videoed and/or audio recorded and/or interviewed. I understand that the photographs, video, audio recordings and interview may be used by the University and by other third parties in accordance with the above.

Name: _____

Email address: _____

Signature: _____

Date: _____

APPENDIX C

Zoleka's Story – Example of Educational Design Template

Video: <https://www.endthecycle.info/stories/zolekha-khatun/>

Title: Is There Any Limit Of What I Can Do?

Tag Line: Zolekha's story provides insight into how family, friends, and her own personal strength come together to open new possibilities for an included life.

Lesson Plan Description: Empowerment in the case of Zolekha

In this lesson, Disability Advocates are introduced to three ways of understanding empowerment. They will talk about ways that disability organisations can support empowerment at all three levels. Reflective questions ask: How can we support Zolekha?; How can we support Zolekha's family, friends, and teachers? How can we advocate for inclusive change in the way that organisations work?

Introduction

Empowerment is the ability to resist oppression and create inclusive opportunities for yourself and for others. Empowerment builds from the individual through the family and into community. It is a common thread running through all contexts of community life and all CBR programmes.



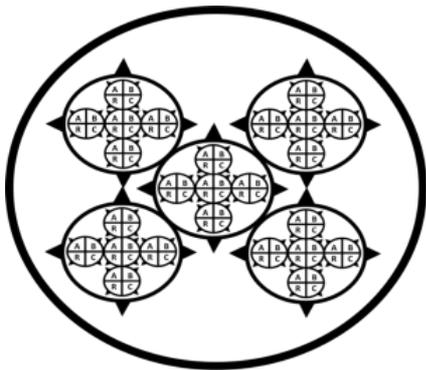
Personal Resilience

Personal Resilience and Resolve: There is potential power within each individual. Individuals can resist the negative influence of oppression; learn and grow from experience; and gain in the effort to control their unique and special place in the world. Empowerment grows in our feelings (A: Affect), our actions (B: Behaviours); our thinking (C: Cognition); and in our social capacity (R: Relationships).



Family Resilience

Social Resilience and Resolve: The lone individual is quite vulnerable without family and friends to provide support. The empowered individual is secured in a network of strong family bonds. They derive strength from relationship and efficiency in sharing work. Extended family and friends represent our first, last, and most important community.



Collective Resilience

Collective Resilience and Resolve: Families interconnect with others to create a common voice, to speak to power and assert their rights. Families and friends come together over a shared desire for inclusive community development. From the individual, to the family, to the collective movement empowerment creates systemic change by building community.

CBR is a product of the pursuit of empowerment.

CBR the Pacific Way recognises family as the origin of identity, value, and power in inclusive community development.

Reference

Lewis, T., Millington, M., & Marini, I. (2015). Counseling in the context of family empowerment. In M. Millington & I. Marini (Eds, pp. 47 – 65). *Families in Rehabilitation Counselling: A community-based rehabilitation approach*. Springer: New York

Background

Community Based Rehabilitation (CBR) Domains

CBR has been a mainstay in the Pacific for decades. It was created as an alternative to traditional rehabilitation that worked well in highly resourced countries to provide formal care delivered by experts in medically oriented service centres. The original CBR model focused on a person centred approach to health and rehabilitation that replaced the institutionally based medical model of care. This community approach put the person first, and recognised the importance of supporting family carers. Services were developed using local expertise and resources, under local control. The desired outcome of CBR was full community inclusion and participation.

This model has evolved as people began to talk about health in the context of community. Now, CBR recognizes need for care and support in all domains of community life. CBR services in the domain of Health has been joined by CBR programmes pursuing full community inclusion in the domains of Education, Livelihood, Social life, and Empowerment. This has broadly expanded community capacity to support people with disabilities and their families in all aspects of life.

Empowerment is a unique domain in the new model of CBR. Unlike the others, it does not suggest a specific physical environment and social interaction, but a quality of interaction that cuts across all of the other CBR domains. This is a very important link for DPO's. The special case of empowerment in CBR tells us that we now recognize that social justice is a crucial issue in rehabilitation and perhaps the greatest barrier to full community inclusion. It also suggests that individual and collective self-advocacy are essential tools for productive systems change.

DPOs

DPOs are, by definition, the formal, collective voice of people with disabilities in the context of Community Based Rehabilitation. The evolution of CBR services into social justice and the biopsychosocial model of disability has only intensified the importance of DPOs in their empowerment role. DPO's in the Pacific provide a range of resources and supports, depending on local needs. They build stakeholder networks, promote public awareness of disability/human rights, pursue funding, counsel and refer people for service, and play an important and central role in CBR systems growth and change.

Zolekha

Zolekha's story was borrowed, with permission, from the "End the cycle" library. "End the Cycle" is an initiative of the CBM. It promotes tools and resources to help international development practitioners advocate for disability-inclusive development. In it, persons with disabilities from low and middle income countries tell their own stories in their own words and retain control over how their stories and pictures are used. End the Cycle uses this rights-based methodology to ensure that people like Zolekha are empowered and given a voice on a global platform to share their stories.

Zolekha's story was chosen among many on the site. Her story reflects the realities of oppression and disenfranchisement of people with disabilities. This is important to witness,

but more important for our exploration of empowerment is how she responded to these barriers to full community inclusion. Her story exhibits empowerment at all levels. Her story reflects relationships with friends and family that are quite telling and evolve from beginning to end. CBR services are implied in her journey, and one can imagine the role DPO's might have played in supporting her efforts to get an education, a livelihood, and an audience with the government official.

Lesson

Ideas

Zolekha's story offers us a perfect illustration of individual, social, and collective empowerment. Let's unpack the characteristics of empowerment in Zolekha's story.

1. What features of individual empowerment can you find in Zolekha's story?
2. Discuss Zolekha's social participation, education experiences, and livelihood. What care and support did Zolekha receive (or not) from her family and the community?
3. At the end of the video, Zolekha asks, "*Is there no limit to the things I can do?*" What role did advocacy organisations play in Zolekha's story? How did the collective stand together to create change?

Connections

What are your stories of empowerment?

Think about one project or service that empowered individuals, families, or communities.

1. What motivated the project? What was the issue or need? What did you want to achieve?
2. Who was involved? How did you work together?
3. What methods, tools, or approaches did you use?
4. What supported your efforts?
5. What were the challenges or obstacles?

Give your story a title.

Tell your story (text, video, podcast, etc...)

Highlight the experiences of empowerment in your story.

Extensions

We invite Disability Advocates to consider ways that they can support empowerment at all three levels in their current programs and activities.