

Volunteers with "disabilities" as one key to inclusive institutions



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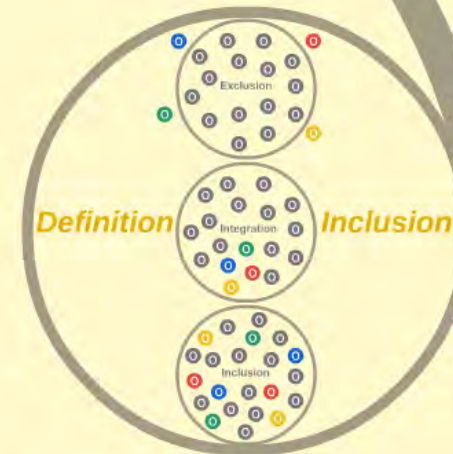
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I Theory

1.1 Terms

inclusion?

"disabilities"?



Questions

Is there a concept of **inclusion** in your countries? If yes: How is it defined?

Is the **Convention on the Rights of Persons with Disabilities** ratified in your countries?

Is there an general agreed on **definition about "disability"** in your countries?

Disability

=
interaction between people with disabilities
and barriers (in peoples mind or in the
surrounding)

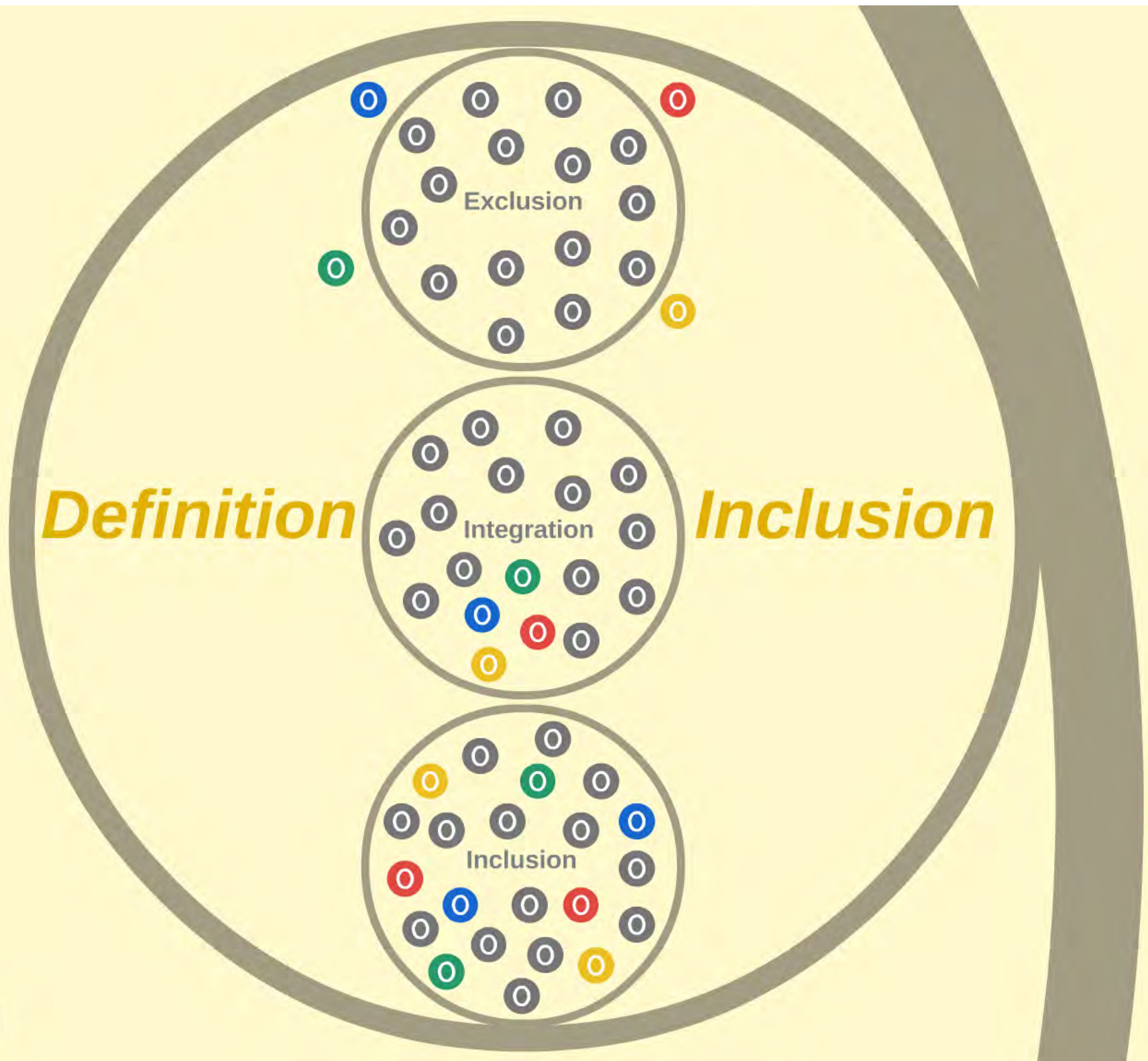
disabled people

Definition — **Disability**

"Disability"

=
construct of humans

people with "disabilities"



Definition

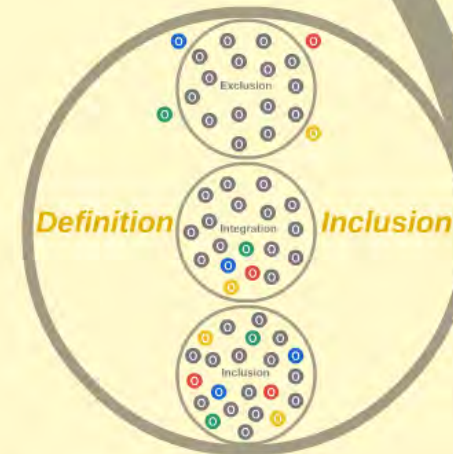
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1.2 Inclusive institutions by Richard Sandell

- accessibility



- participation



- representation





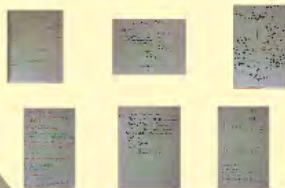




II Practical Exercises

2.1 "Institutions for everyone" and sensitizing

Step 1 Institutions for everyone



Step 2 Institutions for everyone



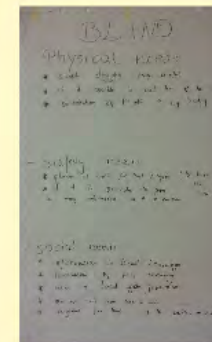
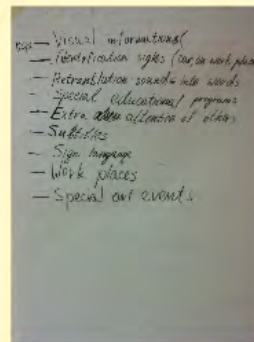
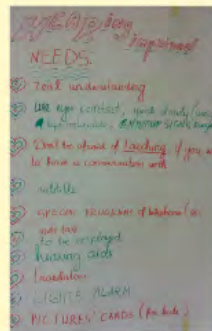
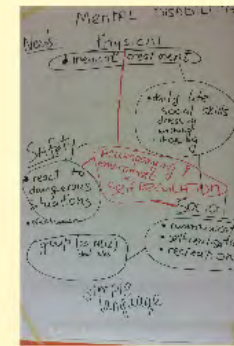
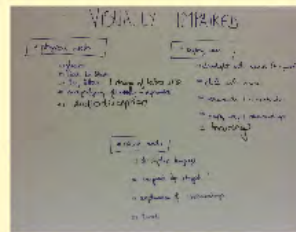
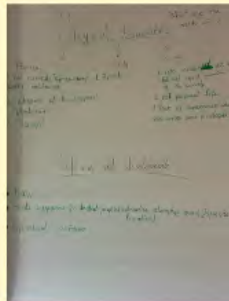
Sensitizing

Sensitize the staff in your institution:

- Change the perspective into a blind, deaf, visually and hearing impaired participant or a wheelchair user
- Do Warm Ups and Evaluation methods with them in this changed perspectives or ask them to spend a whole day working like this
- reflect the feelings and adapt the methods for participants with "disabilities" (therefore its helpful to write down the aim of the method - e.g. activating and think how you can reach this aim in another way)

Step 1

Institutions for everyone



MENTAL DISABILITIES

Needs:

Physical

• medical treatment

• daily life
social skills
- dressing
- washing
- shopping

Safety-

• react to dangerous situations

• orientation

group (≈ NDZ)
clear roles

Accompanying & environment
↓
SELF REGULATION

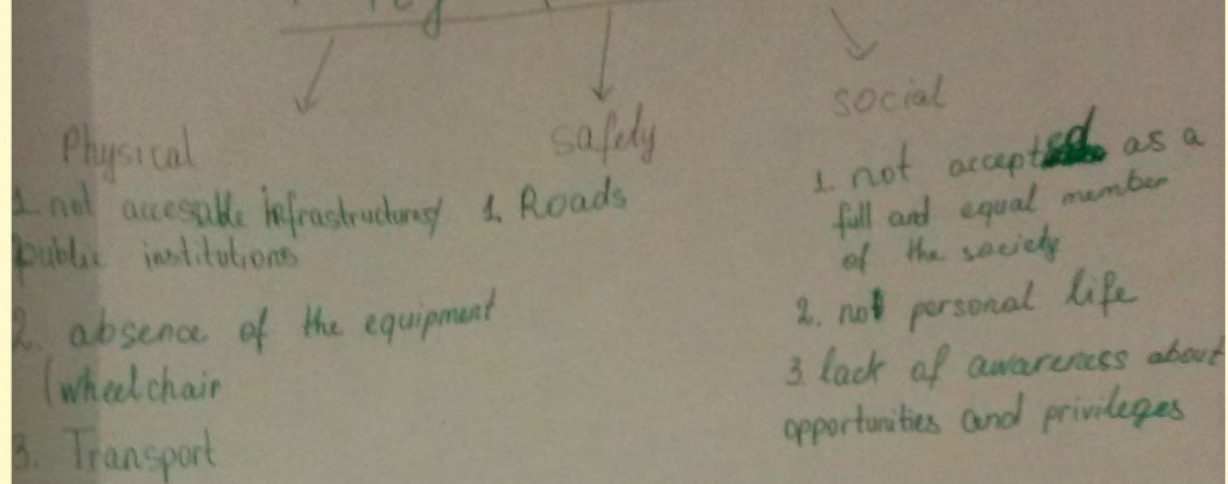
Social

• communication
• selfrealisation
• recreation

simple language

Physical disabilities

What are the needs of?



Reforms and developments

- Law
- State programme for disabled people (education, internship, work, specialization)
- Specialized institutions

VISUALLY IMPAIRED

• physical needs:

- glasses
- stick for blinds
- big letters / change of letter size
- magnifying glasses (e.g. in supermarkets)
- Audiodescription

• safety needs:

- streetlight with sound (+ symbols)
- clock with sound
- voice mails / screenreader
- safety ways / surroundings
- trainings

• social needs

- descriptive language
- impaired \neq stupid!
- explanation of surroundings
- time

HEARING impaired

NEEDS:

- ♥ Real understanding
- ♥ Use eyes contact, speak slowly (using lips articulate, ~~BIBBITUP~~ SIGNS longlay)
- ♥ Don't be afraid of touching, if you want to have a conversation with
- ♥ subtitle
- ♥ SPECIAL PROGRAMS of telephons (ex, invite taxi to be employed)
- ♥ hearing aids
- ♥ translators
- ♥ LIGHTS ALARM
- ♥ PICTURES' CARDS (for kids)

BLIND

- Physical needs

- * simple designe - easy useful
(v.i.d.s)
- * if it possible to lead him - if he needs
- * orientation by himself → e.g. leading syst

- safety needs

- * places of work for that people (to have a
that I can
earn for
- * if it is possible - to give
as many information as it is possible

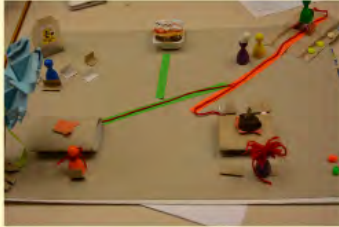
- social needs

- * information in Brail language
- * information by voice - recording
- * help in local gov government
- * Do not trade them like a kids
- * organize free time - if he wants, * needs

- P, S, S, S
- Visual informations
 - Identification signs (car, on work place)
 - Retranslation: sounds into words
 - Special educational programs
 - Extra ~~at~~ attention of others
 - Subtitles
 - Sign language
 - Work places
 - Special art events

Step 2

Institutions for everyone







BRARY

ART CLUB

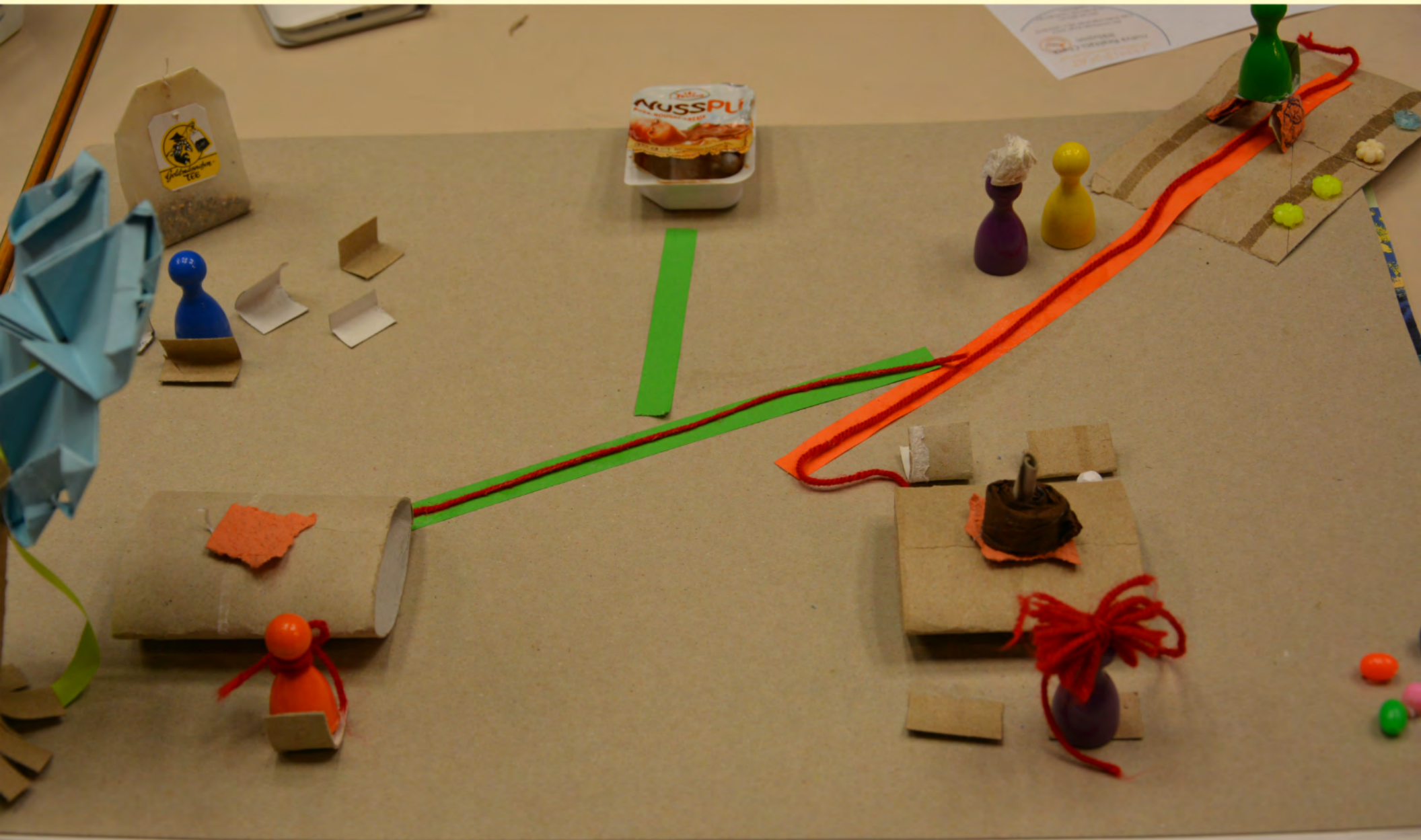
BOARDING GAMES

MUSIC

ADMINISTRATION

Cinema







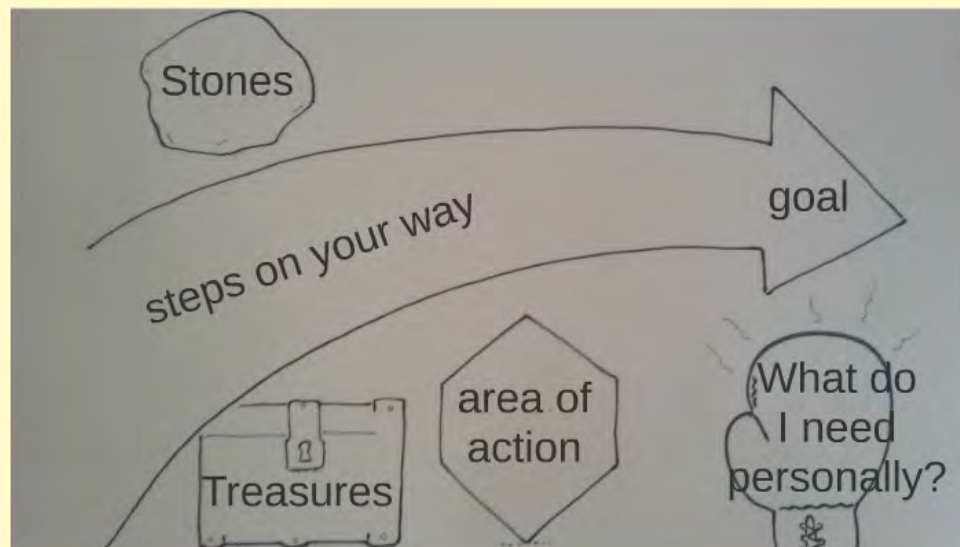
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2.4 "Treasures" and "Stones"

> individual work



Stones

goal

steps on your way

Treasures

area of action

What do I need personally?

III Always at the end

3.1 Conclusion

Every volunteer with a "disability" will change the hosting institutions structure and is therefore one key to more inclusive institutions and in a broader way to a more inclusive society.

We can change the world, but we have to move our lazy asses :)

3.2 Literature

Sandell, Richard (2003): Social inclusion, the museum and the dynamics of sectoral change. University of Leicester, School of Museum Studies, key publications: <http://www2.le.ac.uk/departments/museumstudies/museumsociety/documents/volumes/mands4.pdf> [7.9.2016]

Totter, Eike (2015): How can methods be adjusted to be more inclusive? (S. 44-49) in innovationsforum jugend global. Qualifizierung und Weiterentwicklung der Internationalen Jugendarbeit. IJAB - Fachstelle für Internationale Jugendarbeit der Bundesrepublik Deutschland e.V.

Wiens, Stefanie (2014): Masterarbeit "Menschen mit Behinderung" in Museen
Ein Pilotprojekt im Hamburger Bahnhof – Museum für Gegenwart in Berlin.

3.3 Contact Information



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