**Policy Guidance for Inclusive Sustainable Development Goals**

**Training materials**

**Trainer’s guide**

**for face-to-face training**

**Module 1**

**Foundations**

**(SDG 10, 16, 17)**

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**Module 1**

**Foundations**

**About module 1**

This first module, as the title suggests, lays the foundations for the training course. It introduces participants to a human rights model of disability and the key concepts that underpin a human rights-based approach to disability-inclusive development. Participants will also explore the core pillars and structural requirements that enable the implementation of the Sustainable Development Goals inclusive of persons with disabilities.

It is recommended that this module be given prior to any of the other modules of the training course as the concepts explained here underpin the content of all subsequent modules.

It is also important to carefully read the Introduction to this trainer’s guide, before undertaking any module, as it contains important information regarding the methodology, as well as the planning and conduct of the training.

A thorough reading of the related policy guidance is strongly recommended before undertaking each module. For module 1, see [Policy Guidance for Inclusive Sustainable Development Goals – Foundations](https://www.ohchr.org/Documents/Issues/Disability/SDG-CRPD-Resource/Foundations/policy-guideline-foundations-final.pdf).

**Objectives**

By the end of this module, participants should be able to:

* Describe the human rights model of disability
* Explain the five core pillars necessary to construct an inclusive policy framework
* Identify concrete steps that policymakers can take to implement the structural requirements for creating an enabling legal, policy and programming environment for the inclusion of persons with disabilities

**The module consists of four sessions:**

**Session 1 -** Getting started

**Session 2 -** Core pillars of inclusive policy

**Session 3 -** Creating enabling environments for persons with disabilities

**Session 4 -** Wrap up and next steps

**Module 1**

Session 1

**Getting started**

**Activity Time**

**Activity 1.1.1.** - Welcome and introductions – three corners 30 min

**Activity 1.1.2.** - Verifying needs and contributions 20 min

**Activity 1.1.3.** - Models of disability 60 min

**Activity 1.1.4.** – Ableism 20 min

**Activity 1.1.5.** – Abled privilege 45 min

**Description**

This first session serves to welcome participants and enable them to get to know one another. Participants reflect on their needs and contributions and how they can work effectively as a group. They review the goal, objectives and agenda for the module overall and the content of the session. Key concepts are introduced (e.g., a human rights model of disability, ableism).

**Activity 1.1.1. Welcome and introductions - three corners**

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| **Objectives** | To enable participants and members of the training team to:   * get to know each other * build an effective group dynamic based on mutual trust | **Trainer notes**  This activity serves to introduce the concept of disability in an interactive way. It enables participants to share and discuss different understandings, attitudes, perceptions or opinions about the human rights of persons with disabilities.  Display **Computer slide** **2:** Welcome! as participants enter the room. |
| **Time** | 30 min |
| **Materials** | * Three flipchart sheets one for each of the four messages, tape * **Computer slide** **2:** Welcome! |
| **Description** | **Part A** (15 min)   1. Set up three messages on the topic of disability in three different corners of the room. Some examples are provided below. 2. *I don’t know much about the rights of persons with disabilities.* 3. *I am somewhat aware of the barriers and discrimination faced by persons with disabilities.* 4. *I actively promote the rights of persons with disabilities and I am happy to share some of my experience.* 5. Ask participants to go towards the corner that best represents their views. 6. Ask participants to briefly introduce themselves (i.e., name, organization, occupation/position) and discuss why they associate with that particular message.   **Part B Whole group discussion** (15 min)   1. Invite each group to briefly introduce their members and explain some of the reasons why they chose the particular message. 2. Once each group has presented, lead a whole group discussion using the following questions as a guide.  * Do you think there is much awareness about the rights of persons with disabilities in broader society? In your field? Why/why not? * Do you think there is less understanding and/or recognition of the rights of persons with disabilities compared to other groups (e.g., Indigenous peoples, migrants, older persons, LGBTQ+ people)? Why or why not? |

**Activity 1.1.2. Verifying needs and contributions**

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| **Objective** | To have participants review their needs and what they can contribute in relation to the objectives and content, as well as for the effective functioning of the training | **Trainer notes**  Prior to the training, participants completed a pre-training questionnaire, in which they provided information about their needs and contributions and other information for the training. Use information provided in the questionnaire about participants’ needs and contributions to prepare the flipchart for **Part A** of this activity. For the objectives of module 1, you can either display Computer slide 3 or prepare a flipchart with the objectives.  In a participatory training process, where it is essential to foster a safe and friendly learning environment, addressing people’s human needs as well as their learning needs is equally important (e.g., a person with disability may have particular needs that extend beyond the category of “learning” needs).  In carrying out this activity, the trainer should encourage participants to express human needs and contributions. |
| **Time** | 20 min |
| **Materials** | * A flipchart of participants’ needs and contributions and a second flipchart of the learning objectives for module 1 * **Computer slide** **3:** Objectives of module 1 * **Computer slide** **4:** Agenda * Copies of the agenda for module 1 (one copy for each participant) * A flipchart entitled Parking lot |
| **Description** | **Part A Needs and contributions** (10 min)   1. Post the flipchart you prepared of participants’ needs and contributions. Ensure to also include trainers’ needs and contributions. 2. Invite participants to add any other needs or contributions they feel should be included. |

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|  | **Part B Objectives and content** (10 min)   1. Distribute the copies of the agenda for the module. 2. **Computer slide** **3:** Objectives of module 1. 3. Review the objectives and content of the module referring to the participants’ needs and contributions. 4. Point out any needs that cannot be met during this training. Explain the idea of a parking lot, where participants can list issues, topics and questions not necessarily addressed during the training, but which are nonetheless of interest to participants. The parking lot issues can be listed on the Parking lot flipchart posted in the room and discussed informally during breaks. | **Trainer notes**  Prepare a detailed agenda or schedule and make a copy for each participant.  You can also display the agenda you have prepared on a slide using **Computer slide 4.**  Also prepare a flipchart entitled Parking lot.  Encourage participants to meet with other members of the group who may have complementary needs and contributions. Make a calendar of possible meeting times, such as lunch periods, morning and afternoon breaks, and invite participants to sign up for a meeting with a person in the group. |

**Activity 1.1.3. Models of disability**

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| **Objectives** | * To have participants reflect on their personal notions of persons with disabilities * To explore three models of disability | **Trainer notes**  This activity serves to have participants begin a reflection on their experiences and perceptions of disability and frame those within theoretical models.  To note: the explanatory notes are meant to be used as a guide as you explain the information on the slides and not as a script.  To note: the explanatory notes are meant to be used as a guide as you explain the information on the slides and not as a script. |
| **Time** | 60 min |
| **Materials** | * **Computer slide 5:** Thinking about persons with disabilities Part A * **Computer slide 6:** Thinking about persons with disabilities Part B * **Computer slide 7:** Models of disability * **Computer slide 8:** Human rights model of disability * **Computer slide 9:** Categories of barriers |
| **Description** | **Part A Thinking about persons with disabilities** (5 min)   1. Divide participants into small groups (of two or three). Explain that they will begin by individually reflecting on their notions around persons with disabilities and then share their reflections with the members of their group. 2. Begin by asking participants to individually think back to when they were between eight and 12 years old. Display **Computer slide 5** for easy reference to the instructions for this part of the activity.   Some additional questions to guide participants’ reflection are provided below.   * Think back specifically about what was your idea of persons with disabilities then? * What messages did you receive from TV, newspapers, family, peers? * What feelings did you have associated with persons with disabilities? * What stories do you remember that involved persons with disabilities at that time of your life? Maybe you had a relative with an impairment. How did your family talk about him/her/them? * Did you have any classmates with an impairment? Teachers? What do you remember about how others in the school related to them?   **Part B Small group discussion** (10 min)   1. Ask participants to now think back, share, and discuss some of their memories with the members of their small group. 2. Ask them to highlight commonalities, and to prepare a list of words that they associated with disability during that time of their lives. Encourage participants to be open and honest.   Display **Computer slide 6:** Thinking about persons with disabilities Part B,for easy reference to the instructions for this part of the activity.  **Part C Large group discussion** (20 min)   1. Ask participants to share the words they listed and note them on a flipchart paper. Some things that will be listed may include for example: fear, illness, pity, sadness, discomfort. 2. Go over the list on the flipchart with the whole group and ask participants to highlight what they notice. 3. Present the models of disability. See **Computer slide 7:** Models of disability**.** Explanatory notes for the slide are provided below.   As you explain each model connect the answers from participants you listed on the flipchart. Highlight those items that relate to the model. Include examples if possible. These could be excerpts of local laws that reflect the models.  ***Explanatory notes***  **The charity model of disability**  Begin by explaining that historically, people with disabilities have been perceived as objects of benevolence who cannot take care of themselves. Therefore, this view conditions participation to receiving “help” or charity. This view is called “The charity model of disability”, which understands disability as a curse or punishment. This model has materialized in policies of segregation and incapacitation.  **The medical model of disability**  Another way in which people with disabilities have been seen throughout history is as persons who are sick or subjects of rehabilitation. This is called the “Medical model of disability” as it reduces persons to their impairment and conditions participation to being rehabilitated or “fixed” to meet societal norms and to fit back into society. It assumes there is a “normal” type of person. This model has materialized in policies by giving psychiatric and medical professionals authority over the voice of the persons themselves and by assigning to health authorities the role and mandate of managing all policies related to disability.  These perspectives continue to exist in laws and policies and need to be identified and changed to reflect the human rights model of disability.   1. Address any additional questions participants may have.   **Part D Human rights model of disability – presentation** (25 min)   1. Explain that in **Part D** of this activity participants will have the opportunity to explore the human rights model of disability according to *The Convention* *on the Rights of Persons with Di*sabilities (CRPD). 2. Present the human rights model of disability. Display **Computer slide 8:** Human rights model of disability. Explanatory notes for the slide are provided below. 3. As you explain the human rights model connect any relevant answers from participants you listed on flipchart.   ***Explanatory notes***  Begin by explaining that *The Convention on the Rights of Persons with Disabilities (CRPD)* materializes a paradigm shift that leaves behind the charity and medical models. By contrast, the human rights model of disability understands disability as “resulting from the interaction between persons with impairments and attitudinal and environmental barriers that hinder their full and effective participation in society on an equal basis with others” (CRPD Preamble (e)).   1. Have participants work in the same small groups as in **Part A** of this activity to reflect on the kinds of barriers that the human rights model is referring to. 2. In their groups, ask participants to think about their specific contexts and their specific areas of work. Then ask them to share with their group members the types of barriers that persons with disabilities face in their contexts and in areas that relate to their area of work, such as in education or employment. Ask participants to write down the barriers identified during their discussion. (10 min) 3. Have each group in turn, share the barriers they identified with the larger group and list these on a flipchart.   ***Explanatory notes continued***   * Explain to participants that barriers can be broadly categorized into the categories listed below. Display **Computer slide 9:** Categories of barriers. Explanatory notes for the slide are provided below. * **Environmental barriers**: those that are imposed by the context and that can be sub-categorized as:   + **Physical barriers**: such as the presence of steps, preventing access for someone using a wheelchair or others with mobility difficulties.   + **Communication barriers,** such as the barriers to participation for a sign language user in a meeting, if sign language interpreters are not provided, or the barrier to accessing information experienced by blind persons when written text is not provided in accessible formats.   + **Policy barriers,** such as educational systems that prevent the enrolment of children with disabilities in their local school. * **Attitudinal barriers**, such as the belief that persons with disabilities cannot learn or work. Attitudinal barriers are particularly pervasive and disabling, as they can lead to apathy towards addressing the other barriers.   Also explain that in order to enable persons with disabilities to fully participate and access opportunities for development, the barriers that limit their participation should be systematically addressed.  Persons with disabilities themselves are experts on identifying the factors which prevent full participation and in coming up with solutions to overcome them.  Point out that under the human rights model of disability the focus of the policies is the **removal of these barriers** and not the “fixing” or changing the person with impairments.   1. Address any questions participants may have. |

**Activity 1.1.4. Ableism**

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| **Objective** | To explore the concept of ableism and its effect on the lives of persons with disabilities | **Trainer notes**  This activity serves to have participants further reflect on their experiences with disability through the lens of ableism.  Ensure you view the video: What is ableism? before the activity.  Some background on the video.  The UN Convention on the Rights of Persons with Disabilities embraces differences between human beings and underlines the importance of embracing disability as part of human diversity. Persons with disabilities are recognized as rights holders and their rights must be respected, protected and fulfilled, just like everyone else. With these short video animations, the UN Special Rapporteur on the rights of persons with disabilities aims to raise awareness on the barriers faced by people with disabilities to exercise rights.  The video discusses and explains the notion of “ableism”. It is intended for the general public, including persons with disabilities and their organizations, policymakers, human rights defenders, and educators.  Source: [What is ableism? on Vimeo](https://vimeo.com/492480733)  To note: the explanatory notes are meant to be used as a guide as you explain the information on the slides and not as a script. |
| **Time** | 20 min |
| **Materials** | * **Computer slide 10: Video:** What is ableism? [Watch on Vimeo](https://vimeo.com/492480733) * **Computer slide 11:** What is ableism? * Flipcharts and markers |
| **Description** | **Brainstorming - What is ableism?**  (15 min)   1. Explain to participants that you will lead a brainstorming session to have them reflect on their understanding of “ableism”. 2. Write the term “ableism” at the centre of a flipchart sheet. Allow participants to take a few minutes to write down their ideas individually about words that come to mind when they think of the term “ableism”. 3. Then invite participants to call out the words they wrote down. Examples can be:    * *discrimination*    * *exclusion*    * *stigma*    * *unconscious bias*    * *less value* 4. Together with participants, analyze the words they provided. 5. Introduce the concept of ableism, using the short animation video **What is ableism?** produced by the UN Special Rapporteur on the rights of persons with disabilities. 6. Display **Computer slide 10:** Video What is ableism? and click on the link to show the video. 7. Then review with participants key points of the definition of ableism presented in the video. Display **Computer slide 11:** What is ableism?   ***Explanatory notes***  Ableism considers “certain typical characteristics of body and mind as essential for living a life of value” (Special Rapporteur on the rights of persons with disabilities, A/HRC/43/41, para. 9), and having an impairment is different from the desired standards of appearance, behaviour and functioning.  This leads to the lives and experiences of persons with disabilities being less valued and results in prejudice, discrimination and exclusion. Ableism is usually behind negative perceptions and stereotypes about persons with disabilities. It causes an unconscious bias, similar to unconscious biases related to gender or race.  This value system, which assumes the lives of persons with disabilities are of less value, leads to stigma and significant discrimination including, for example, segregation, forced sterilization, deprivation of liberty, denial of legal capacity or the failure to consider persons with disabilities as credible experts on their own lives.  In this way, ableism is to persons with disabilities as what racism, sexism and xenophobia are to persons of ethnic minorities, women and foreigners/migrants, respectively.   1. Address any questions the participants may have. (5 min) |

**Activity 1.1.5. Abled privilege**

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| **Objective** | To build awareness of abled privilege and how it contributes to perpetuating discrimination based on disability | **Trainer notes**  This activity serves to have participants further reflect on their experiences with disability through the lenses of abled privilege and of ableism.  Make the required number of copies of the **Handout:** Abled privilege (one copy for each participant). |
| **Time** | 65 min |
| **Materials** | * **Handout:** Abled privilege   **Computer slide 12:** What is abled privilege? |
| **Description** | **Part A Thinking about abled privilege**  (30 min)   1. Explain to participants that in order to understand how discrimination based on disability works, it is important to become aware of our own privileges around disability and how we contribute to their perpetuation. 2. Explain that they will now review a definition of privilege and reflect on their own privilege by completing a checklist. 3. Divide the participants into five groups and provide each group member with a copy of the **Handout:** Abled privilege. 4. Ask participants to review the explanation - **What is abled privilege?** provided in the handout, together with the members of their group. 5. Display **Computer slide 12:** What is abled privilege? and go over the key points listed.  * Then ask participants to, **individually**, complete the **Abled privilege checklist** provided on the second page of the **Handout:** Abled privilege. |

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|  | 1. Once they have completed the checklist, ask participants to discuss together with the members of their group, how it was to think about these things. Some questions are provided below to guide their discussion.  * What surprised you? * What is something you hadn’t thought about before? * What are you curious about?   **Part B Abled privilege and ableism**  (20 min)   1. Have participants work in the same small groups as in **Part A**, to reflect on abled privilege and ableism. 2. Assign two statements from the checklist, see **Handout:** Abled privilege,to each group**.** One group will be assigned three statements as there are five groups and 11 statements. 3. Ask participants to go through the statements assigned to their group and ask them to determine how to ensure that abled privilege does not become ableism. An **example** is provided below.   ***Statement a:***  *I can easily find housing that is accessible to me, with no barriers to my mobility.*  ***Task:***  *How can we ensure that anyone, including persons with disabilities, can also easily find housing with no barriers to them?*  ***Response:***  *Participants would be asked to provide examples: E.g., by ensuring policies adopting accessibility standards and requirements for all new housing; by allocating accessible housing in public housing programmes; by making available grants, benefits of funding to persons with disabilities to retrofit housing to make it accessible.*  **Part C Large group discussion** (15 min)   1. Ask participants to share what they think they can do to become more aware of ableism in their daily lives and in their work. 2. Record participants’ reflections on flipchart for future reference. |  |

**Module 1**

Session 2

**Core pillars of inclusive policy**

**Activity Time**

1.2.1. – Introducing the five core pillars 45 min

1.2.2. – Exploring the pillars 60 min

**Description**

In this session, participants begin by exploring five core pillars that are necessary to construct a policy framework and related programmes that are inclusive of persons with disabilities. Participants then reflect on the application of the pillars within their own contexts.

**Activity 1.2.1. – Introducing the five core pillars**

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| **Objective** | To explore five core pillars to consider when designing and implementing any public policy or programme to ensure inclusion of persons with disabilities | **Trainer notes**  Make the required number of copies of the **Handout:** Five core pillars of inclusive policies (one copy for each participant). |
| **Time** | 45 min |
| **Materials** | * **Handout:** Five core pillars of inclusive policies * **Computer slide 13:** Five core pillars of inclusive policies |
| **Description** | **Part A Small group discussion** (15 min)   1. Divide participants into five small groups. Explain that together they will reflect on five pillars that are necessary to construct a policy framework that is inclusive of persons with disabilities. 2. Provide each participant with a copy of the **Handout:** Five core pillars of inclusive policies and assign **one pillar** to each group. 3. Have the groups discuss the pillar assigned to them and then in turn present the information from their discussion to the larger group.   **Part B Presentation of the five core pillars** (30 min)   1. Each group will have five minutes to present on the pillar assigned to them. Display **Computer slide 13:** Five core pillars of inclusive policies, that lists the pillars for easy reference by the groups during the presentations. 2. Address any questions the participants may have. |

**Activity 1.2.2. – Exploring the five core pillars**

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| **Objective** | To practice applying the pillars in different situations | **Trainer notes**  In this activity, participants will explore the diversity of barriers faced by people with different impairments in different social contexts.  Working in smaller groups, participants will have time to process the realities of other characters, not only the character assigned originally. |
| **Time** | 60 min |
| **Materials** | * Five flipcharts, one for each pillar with the name of the pillar written at the top of the flipchart, as follows:  1. Non-discrimination 2. Accessibility 3. Support services and assistive technology 4. Participation 5. Awareness-raising  * **Computer slide 13:** Five core pillars of inclusive policies * **Computer slide 14:** Gallery round * Different coloured sticky notes for each group (five colours) * **Handout:** Five core pillars of inclusive policies * **Materials:** Stories cutouts (stories cut, folded, and placed in a basket * A basket, for the stories |
| **Description** | **Part A Small group work** (30 min)   1. Have participants work in the same five small groups as for **Activity 1.2.1.** above. 2. Post the five flipcharts with the pillars around the training room. 3. Explain to participants that you have prepared a number of situations ofpersons with disabilities who are facing barriers in various areas of life, and that the stories are placed in the basket at the front of the room. 4. Explain that they will now explore how the pillars can be applied in those specific situations. 5. Handout different colored sticky notes to each group. 6. Display **Computer slide 13:** Five core pillars of inclusive policies, for easy reference to the instructions for this part of the activity**.** 7. Invite a member of each group to pick a situation from the basket. 8. To begin, name one of the pillars the participants will work on. Explain that each group has five minutes to come up with two examples of how the pillar relates or applies to the situation of the character in the story they selected. Provide the **example** below.  * *Inform participants that the core pillar they will focus on for this example is “Non-discrimination”.* * *Explain that if participants picked the story of Alicia, who lives in public housing that’s inaccessible, and her father has to carry her up and down the stairs, then Alicia and her family could request a change of housing as a measure of reasonable accommodation. They could ask, for example, to move to housing on the ground floor or other accessible housing. Denial of this request, where it does not entail an undue burden (i.e., if such housing is available) constitutes disability-based discrimination.*  1. Ask the groups to write their examples on the sticky notes provided and post them on the appropriate flipchart. Groups should also post their situation next to their examples on the flipchart. Groups are encouraged to refer to the **Handout:** Five core pillars of inclusive policies for descriptions of the pillars. 2. There will be five rounds, one per core pillar. 3. Address any questions participants may have. Explain that for the purpose of this specific activity, participants focused on one pillar at a time. However, all five pillars should be considered in all situations.   **Part B The Gallery round** (15 min)   1. Display **Computer slide 14:** Gallery roundfor easy reference to the instructions for this part of the activity. 2. Ask participants to team up with a person who is from a different group, and together go around the room looking at the examples under each pillar. 3. Ask them to share with each other ways in which these pillars exist or are missing in their specific context.   **Part C Large group discussion** (15 min)   1. Reconvene the whole group in a large circle and ask participants to share some of the things that came up both in their group discussions and in their conversation in pairs during the Gallery round. 2. Address any questions the participants may have about the pillars. |

**Module 1**

Session 3

**Creating enabling environments for persons with disabilities**

**Activity Time**

1.3.1. – Introducing six structural requirements – Video - Foundations 30 min

* Governance
* Participation
* Legislation
* Accountability and monitoring
* Capacity building
* International cooperation

1.3.2. – Exploring governance 60 min

1.3.3. – Exploring five other structural requirements 60 min

**Description**

In this session, participants examine the structural requirements necessary for effectively creating an enabling legal, policy and programming environment that is inclusive of persons with disabilities. They then reflect on how these foundations relate to their own contexts.

**Activity 1.3.1. – Introducing six structural requirements - Video - Foundations**

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| **Objective** | To examine the necessary structural requirements for creating an enabling environment legal, policy and programming environment to ensure inclusion of persons with disabilities | **Trainer notes**  Ensure you view the Foundations – video before the activity.  To note: In the video, the [Resource Package](https://www.ohchr.org/EN/Issues/Disability/Pages/sdg-crpd-resource.aspx) is referred to as a “toolkit”. |
| **Time** | 30 min |
| **Materials** | * **Computer slide 15:** [Foundations - Video](https://www.ohchr.org/EN/Issues/Disability/Pages/SDG-CRPD-Resource.aspx) * **Computer slide16:** Six structural requirements |
| **Description** | 1. Begin with a brief recap of what has been covered in module 1 so far and provide an overview of the remainder of the module. Key ideas are outlined below.  * **What has been explored so far includes:** key basic concepts as well as the core pillars on which policies and programmes inclusive of persons with disabilities must be founded. * **What will be covered next includes**: necessary structural requirements to create an enabling legal, policy and programming environment inclusive of persons with disabilities.  1. Inform participants that they will now view a short video which reviews some of the concepts covered so far and provides an overview of the key structural requirements. 2. Display **Computer slide 15:** [Foundations - Video](https://www.ohchr.org/EN/Issues/Disability/Pages/SDG-CRPD-Resource.aspx) and click on the link to show the video. 3. Ask participants to note the different issues presented in the video as they watch/listen. 4. After the video viewing, display **Computer Slide 16:** Six structural requirements. Ask participants to share some of the things they noted as they watched/listened to the video and address any questions they may have. |

**Activity 1.3.2. – Exploring governance**

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| **Objective** | To examine eight components of good governance that promote the effective inclusion of persons with disabilities | **Trainer notes**  Rotate from group to group to get a sense of how the discussions are going. |
| **Time** | 60 min |
| **Materials** | * **Handout:** Governance info card * **Computer slide 16:** Six structural requirements * **Computer slide 17:** Components of good governance for inclusion of persons with disabilities * **Computer slide 18:** Discussing good governance components |
| **Description** | **Part A – Small group work** (45 min)   1. Divide participants into groups of three. 2. Explain that they will explore more in depth each of the six requirements highlighted in the video they viewed in the previous activity, i.e., Governance, Participation, Legislation, Accountability & Monitoring, Capacity building, and International Cooperation. Display **Computer slide 16:** Six structural requirements.   Explain that these requirements are necessary for the creation of an enabling legal, policy and programming environment inclusive of persons with disabilities and to ensuring that no one is left behind in the implementation of the SDGs and the 2030 Agenda.   1. Inform participants that in this activity they will focus on Governance. 2. Display **Computer slide 17:** Components of good governance for inclusion of persons with disabilities. Explain the following:  * good governance structures are key for the design, implementation and   sustainability of the policy measures required for a disability-inclusive implementation of the SDGs.   * good governance that promotes the effective inclusion of people with disabilities includes the following eight components: * Institutional design * Twin-track approach * Assessment * Partnerships * Budget * Disability Markers * Procurement * Data Collection  1. Provide each participant with a copy of the **Handout:** Governance info card.   Point out to participants that in the handout they will find a more detailed description of each of the components of good governance for the effective inclusion of persons with disabilities presented above.   1. Explain to participants that, together with the members of their group, they will now discuss the components within their own contexts. Display **Computer slide 18:** Discussing good governance components. Ask each group to select **three** of the components, and for each component to address the questions below.  * How does this component exist currently in your country or context? * What’s missing so that the component can support good governance and inclusive policies? * How can you get information about this component in your context/country?   **Part B Large group discussion** (15 min)  Reconvene the whole group and ask participants to share some of the highlights  of their discussions. Some guiding questions are provided below:   * Were there any common trends in terms of what exists or is missing in your countries? * Was there an element that was more difficult to discuss? * According to your experiences, are certain elements easier to put in place than others? * Is there an example from your country that you’d like to share? |

**A****ctivity 1.3.3. – Exploring five other structural requirements**

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| **Objective** | To explore five other structural requirements to create enabling environments for persons with disabilities which include: participation; legislation; accountability and monitoring; capacity building; and international cooperation | **Trainer notes**  To prepare for the activity:   * Make the required number of copies (20) of the **Handout:** Five other requirements info cards * Set up five work stations in different parts of the room. Ideally, each station should be close to a wall where flipcharts can be posted. Place a table at each work station. On the table place four copies of the handout. * Prepare five flipcharts, one for each of the five structural requirements, with the following titles:  1. Participation 2. Legislation 3. Capacity building 4. Accountability & Monitoring 5. International Cooperation  * Place one flipchart at each work station. Since each of the groups go through two work stations, make sure to post the flipcharts in the order listed above. This will avoid that the same group goes to both the Legislation and Accountability stations as they have the longest texts. * Make copies of the Extended character stories. * Post the corresponding story next to each flipchart.   Keep time, announce when they have five minutes left, and when the time is up, ask them to move to the station to their right. |
| **Time** | 60 min |
| **Materials** | * Flipcharts and markers * Five pre-prepared flipcharts, one for each of the five other structural requirements * **Computer slide 19:** Five other structural requirements * **Computer slide 20:** Gallery round * **Handout:** Five other structural requirements info cards * **Handout:** Extended character stories for five other structural requirements |
| **Description** | **Part A Small group work** (35 min)   1. Divide participants into five groups. 2. Explain that in this activity they will examine the other five structural requirements and determine how they can apply in specific situations. 3. Display **Computer slide 19:** Five other structural requirementsfor easy reference to the instructions for this part of the activity. 4. Begin by explaining the setup of the work stations around the room. Explain that:  * there is one station for each of the five requirements as indicated on the flipchart posted at each station * on the table at each station, they will find copies of a handout that   provides additional details about the specific structural requirement   * next to each flipchart there is the story of a person with disability who is facing several barriers to their inclusion * each story includes a discussion question for the group  1. Then explain that each group will visit **two** work stations. They will read the situation, discuss the question and write their responses on the flipchart. They can refer to the handout for more information about the specific structural requirement. They will have **15 minutes** at each station after which you will indicate that they need to move to the work station on their right. 2. Ask participants to leave the handouts on the table as they move to the next station. 3. Address any questions the participants may have. 4. Begin the activity by indicating to each group at which station they should start.   **Part B Gallery round** (10 min)   1. Ask the groups to visit the three stations that their group did not work on. 2. Ask them to review the information and share their reflections with each other. 3. Display **Computer slide 20:** Gallery round for easy reference to the instructions for this part of the activity.   **Part C Large group discussion** (15 min)  Reconvene the whole group in a large circle and ask participants to share their thoughts about how these foundational structural  requirements relate to their own context and their work. |

**Module 1**

Session 4

**Wrap up and next steps**

**Activity Time**

1.4.1. – End of Module 1 debrief and evaluation 35 min

1.4.2. – Next steps 15 min

**Description**

In this session, participants will reflect on their learning and complete an evaluation questionnaire.

**Activity 1.4.1. – End of Module 1 debrief and evaluation**

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| **Objective** | To have participants reflect on their learning and evaluate the training | **Trainer notes**  Prepare an evaluation questionnaire for module 1 using the resources provided in the introduction. Make the required number of copies of **Handout:** Evaluation questionnaire for module 1 (one copy for each participant).  . |
| **Time** | 35 min |
| **Materials** | * **Computer slide 21:** Journal - individual reflection * **Handout:** Evaluation questionnaire for module 1 (to be prepared by the trainer) |
| **Description** | **Part A Journal – individual reflection** (10 min)   1. Explain to participants that they will now have an opportunity to briefly reflect on their learning from module 1. 2. Begin by reviewing the objectives of the module. Display **Computer slide 21:** Journal - individual reflection. 3. Explain to participants that they will have about 10 minutes to journal, individually, about:  * what they have learned * what questions they may still have * what they are taking home * onething from today that they feel energized about working on in their contexts   **Part B Open share** (10 min)   1. Reconvene the large group and open the space for any reflections participants would like to share with the group. 2. Invite participants to review the Foundations Policy Guidance in detail as   it gives them a strong framework to act from in their context.   1. Answer any final questions from participants.   **Part C – Evaluation** (15 min)  Have participants complete and return the evaluation questionnaire you prepared. |

**Activity 1.4.2. – Next steps**

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| **Objective** | To have participants reflect on follow up actions | **Trainer notes**  Prepare a list of next steps for your particular target audience and add these to **slide 22.** These should include follow-up steps you will undertake as well some steps to which the participants should commit. |
| **Time** | 15 min |
| **Materials** | * **Computer slide 22:** Next steps * **Computer slide 23:** Thanks |
| **Description** | 1. Display **Computer slide 22:** Next steps. Review the next steps. Begin by explaining what follow-up you will do, for example:  * Share training materials with them (e.g., slides, handouts, links to resources) * Prepare an evaluation report of this training and share it with the participants   Then explain follow-up steps the participants can undertake.   1. To close the training display **Computer slide 23:** Thanks. Share any thanks or recognitions due - to interpreters, support staff, etc. |
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