**Policy Guidance for Inclusive Sustainable Development Goals**

**Training materials**

**Trainer’s guide**

**for face-to-face training**

**Module 2**

**No poverty**

**Table of contents**

[**Session 1** 4](#_Toc91595267)

[**Session 2** 14](#_Toc91595268)

[**Session 3** 33](#_Toc91595269)

**Module 2**

**No poverty**

**About module 2**

Module 2 focuses on the implementation of poverty reduction and social protection policies that are inclusive of persons with disabilities.

It is highly recommended that module 1 be given prior to this module or any of the other modules in these training materials as the concepts explained in module 1 underpin the content of all subsequent modules. At a minimum, keys concepts from module 1 – Foundations should be reviewed with participants. Session 1 Activity 2.1.3. Key concepts – Foundations was designed with this purpose in mind.

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 2, it is Policy Guidance for Inclusive Sustainable Development Goals – No poverty.

**Objectives**

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

* Explain how poverty and lack of access to adequate social protection impact persons with disabilities
* Identify concrete steps that policymakers can take to ensure adequate measures are in place to implement the Sustainable Development Goal 1 (SDG 1) on Ending Poverty in a way that is inclusive of persons with disabilities
* Determine how to obtain additional information to support implementation of social protection and poverty reduction measures in their context

**The module consists of three sessions:**

**Session 1 -** Getting started

**Session 2 -** Persons with disabilities and poverty

**Session 3 -** Wrap up and next steps

**Module 2**

# **Session 1**

**Getting started**

**Activity Time**

**Activity 2.1.1.** Welcome and introductions 30 min

**Activity 2.1.2.** Verifying needs and contributions 20 min

**Activity 2.1.3.** Key concepts – Foundations (optional) 60 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 objectives and agenda for the module overall and the content of the session as well as foundational concepts.

**Activity 2.1.1. Welcome and introductions**

|  |  |  |
| --- | --- | --- |
| **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 connection between persons with disabilities and poverty in a participatory way. It enables participants to share and discuss different understandings, attitudes, perceptions or opinions about the relationship between persons with disabilities and poverty in their own context.  To prepare for the activity:  Make the required number of copies of the info card (one card for each participant, i.e., 20). See **Materials:** Participant info cards  Information on the card includes:   * Name * Organization * Occupation/position * Response to the question:   Why do you think persons with disabilities disproportionately live below the poverty line?  Display **Computer slide** **2:** Welcome as participants enter the room. |
| **Time** | 40 min |
| **Materials** | * **Computer slide** **2:** Welcome * **Materials:** Participant info cards * Flipchart and markers |
| **Description** | **Part A** (15 min)   1. Divide participants into groups of two. 2. Hand out one info card to each participant and go over the information on the card with the whole group. 3. Ask participants to interview each other and write the information about the person they are interviewing on the card as well the person’s response to the question. 4. Inform them that in **Part B** of this activity they will introduce the person they interviewed to the whole group. They will also share their responses to the question on the info card.   **Part B Whole group discussion** (25 min)   1. Invite each group of two to, in turn, briefly introduce each other and share their answers to the question. 2. Once each group has presented, lead a whole group discussion on the key ideas from their responses you have listed on flipchart. 3. Ask participants to share their reflections and address any questions they may have. 4. Post the completed Info cards on a wall in the room for easy reference during subsequent activities. |

**Activity 2.1.2. Verifying needs and contributions**

|  |  |  |
| --- | --- | --- |
| **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 questionnaires about participants’ needs and contributions to prepare the flipchart for **Part A** of this activity. For the objectives of Module 2 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. For example:  *a person with disability may have particular needs that extend beyond the category of “learning” needs*.  In carrying out this activity, the trainer should also 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 2 * **Computer slide** **3:** Objectives of module 2 * **Computer slide** **4**: Agenda * Copies of the agenda for module 2 (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. |

|  |  |  |
| --- | --- | --- |
|  | **Part B Objectives and content** (10 min)   1. Distribute the copies of the agenda for the module. 2. Review the objectives and content of the module referring to the participants’ needs and contributions. 3. 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. | 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 2.1.3. Key concepts – Foundations (optional)**

|  |  |  |
| --- | --- | --- |
| **Objective** | To review key concepts that underpin a human rights-based approach to disability-inclusive policies | **Trainer notes**  This activity provides the opportunity to review some of the basic concepts presented in **Module 1** – Foundations. It is particularly useful for participants who have not completed Module 1. However, all groups can benefit from this activity as it reviews the concepts that are key to the development and implementation of policy and programmes inclusive of persons with disabilities. It has been labeled optional as it is left to the discretion of the trainer based on the participants’ knowledge and experience, according to the needs assessment performed before the training.  Make the required number of copies of the **Handout:** Five core pillars of inclusive policies (one copy for each participant).  For **Part C**, ensure you view the video: What is ableism? before the activity.  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.  Cite to report of the UN Special Rapporteur on the rights of persons with disabilities on the impact of ableism in medical and scientific practice, [A/HRC/43/41](https://undocs.org/en/A/HRC/43/41); OHCHR report on awareness-raising, [A/HRC/43/27](https://undocs.org/en/A/HRC/43/27)) |
| **Time** | 60 min |
| **Materials** | * Flipcharts and markers * **Computer slide 5:** Categories of barriers * **Computer slide 6:** Models of disability * **Computer slide 7:** Human rights model of disability * **Computer slide 8:** Video - What is ableism? [Watch on Vimeo](https://vimeo.com/492480733) * **Computer slide 9:** What is ableism? * **Computer slide 10:** Five core pillars of inclusive policies * **Handout:** Five core pillars of inclusive policies |
| **Description** | **Part A Barriers faced by persons with disabilities** (10 min)   1. Begin by explaining to participants that as stated in the preamble to the CRPD:   “… disability results from the interaction between persons with impairments and **attitudinal** and **environmental barriers** that hinders their full and effective participation in society on an equal basis with others.”   1. Divide participants into five groups. 2. Display **Computer slide 5:** Categories of barriers. Ask participants to share with the members of their group the types of **attitudinal** and **environmental** (i.e., physical, communication, policy) barriers that persons with disabilities face in their contexts and in areas that relate to their area of work, such as education, employment, etc. Ask participants to write down the barriers   identified during their discussion. (10 min)   1. Have each group in turn, share the barriers they identified with the larger group and list these on the flipchart. 2. Highlight the attitudinal barriers and explain that these are particularly pervasive and disabling, as they can lead to apathy towards addressing the other barriers.   **Part B – Models of disability presentation** (15 min)  Explain to participants that societal beliefs about and attitudes towards persons with disabilities have defined models of intervention. Display **Computer slide 6:** Models of disability.  Then briefly explain the models as follows.  **Charity model**  Historically, persons with disabilities have been judged in terms of deficiency. They have been described as people who cannot do something (see, walk, hear, etc.) and are solely beneficiaries of charity initiatives. This is reflected in poverty reduction policies where, for example, persons with disabilities are seen as “incapable” of working because they have an impairment.  **Medical model**  In other instances, disability has been considered purely a medical/health issue, and related policies and programmes focus on “curing” or “fixing” them, not on removing the barriers that prevent persons from fully participating in society.  Display **Computer slide 7:** Human rights model of disability.  **Human rights model**  A human rights model requires viewing disability as the relation between a person’s impairment and the barriers they face in their environment. It is then possible to develop public policies that establish the supports needed for persons with disabilities to participate in society, on an equal basis with others.  Despite the significant advances in the recognition of the rights of persons with disabilities at international and national levels, the deeply-rooted negative perceptions about the value of their lives continue to be a prevalent obstacle in all societies. Those perceptions are engrained in what is known as **ableism.**  **Part C What is ableism?**  (15 min)   1. Introduce the concept of ableism, using the short animation video **[What is ableism?](https://vimeo.com/492480733)** produced by the UN Special Rapporteur on the rights of persons with disabilities. 2. Display **Computer slide 8:** Video - What is ableism? and click on the link to show the video. 3. Then review with participants key features of ableism as presented in the video. Display **Computer slide 9**: What is ableism? 4. Address any questions the participants may have. 5. Ask participants to share how ableism is present in their daily lives and in their work. Underline that ableism leads to social prejudice, discrimination against, and oppression of, persons with disabilities, as it informs legislation, policies and practices. Ableist assumptions lie at the root of discriminatory practices. 6. Record participants’ reflections on a flipchart for future reference.   **Part D – Five core pillars of inclusive policies** (20 min)   1. Begin by explaining to participants that the Policy Guidance for Inclusive Sustainable Development Goals – Foundations, outline five core pillars that are necessary to construct an inclusive policy framework. Also explain that these pillars should be considered in the design and implementation of any public policy or programme, both disability-specific and mainstream programmes. 2. Display **Computer slide 10**: Five core pillars of inclusive policies. Briefly review the pillars. 3. Have participants work in the same five small group as in **Part A** above. 4. Provide each participant with a copy of the **Handout:** Five core pillars of inclusive policies. 5. Assign one pillar to each group. Ask participants to provide one or two examples of effective implementation of the pillar in policies and/or programmes to ensure they are inclusive of persons with disabilities.   Some examples are provided below.   * ***Non-discrimination:***   *prohibiting discrimination based on disability in laws/policies*   * ***Accessibility:***   *adopting accessibility standards; providing training on*  *accessibility standards*   * ***Support services and assistive technology:***   *availability of a diverse range of support services and assistive technologies*   * ***Participation:***   *existence of consultation mechanisms and guidelines for consultation with persons with disabilities*   * ***Awareness-raising:***   *campaigns targeting the public on the rights of persons with disabilities*  Participants are encouraged to draw on their own work experience for examples.   1. Have each group, in turn, share their examples with the larger group. Invite participants from other groups to comment, ask questions or provide other examples. |

**Module 2**

# **Session 2**

**Persons with disabilities and poverty**

**Activity Time**

**Activity 2.2.1.** Persons with disabilities and poverty – the data speaks 60 min

**Activity 2.2.2.** Stories of persons with disabilities Video - SDG 1 90 min

**Activity 2.2.3.** Necessary structural elements 50 min

**Activity 2.2.4.** Actions for social protection and income stability - 60 min

“Do’s and Don’ts”

**Activity 2.2.5.** Disability extra costs 60 min

**Activity 2.2.6.** Bringing social protection to your own context 30 min

**Description**

In this session participants begin by exploring the reality of persons with disabilities expressed in data. They then examine the impact of weak or inexistent inclusive social protection systems on households and the necessary structural elements to develop policies and practices aiming at ensuring that social protection contributes to inclusion and income stability for persons with disabilities. Participants then reflect on the application of these elements within their own contexts.

**Activity 2.2.1** **Persons with disabilities and poverty – the data speaks**

|  |  |  |
| --- | --- | --- |
| **Objective** | To explore the impact that lack of social protection policies has on persons with disabilities | **Trainer notes**  Some examples of possible responses from participants to the questions could be:  For Question 1 –   * disability-related extra costs * no support from government * barriers to education and employment * stigma and discrimination   For Question 2 -   * ensure support for persons with disabilities for daily living; for accessing education and employment * work on making society more accessible (transport, buildings, communications, etc.) * combat negative stereotypes of persons with disabilities   To note, **slide 13** outlines main reasons behind the poverty gap between persons with disabilities and others. Participants will likely provide examples of other reasons based on their experience in their respective countries. Help participants link their examples to the main action areas in **slide 14**. |
| **Time** | 60 min |
| **Materials** | * Flipcharts and markers * **Computer slide 11:** Persons with disabilities and poverty-the data speaks * **Computer slide 12:** Discussion questions 1 and 2 * **Computer slide 13:** Question 1 - suggested answer key * **Computer slide 14:** Question 2 - suggested answer key |
| **Description** | **Part A Exploring gaps and government actions** (30 min)   1. Divide participants into three small groups. 2. Display **Computer slide 11** Persons with disabilities and poverty-the data speaks, and go over the information on the slide with participants. 3. Display **Computer slide 12:** Discussion questions 1 and 2. Explain that together they will discuss the two questions below.   **Question 1**  What are some of the reasons for the poverty gap between persons with disabilities and others?  **Question 2**  What can governments do to ensure that all persons with disabilities experience a sustainable escape from poverty and realize SDG 1? Provide some examples from your countries.  Encourage participants to link their suggestions to the reasons they listed in Question 1.  Ask participants to note their responses to each question.  **Part B Large group discussion** (30 min)   1. Reconvene the large group. 2. Begin with question 1 and ask each group in turn to share their responses. As each group presents, list their responses on a flipchart. Ask groups to add to the responses of the previous groups and not to repeat responses that are similar. Repeat the process for question 2. 3. Once all three groups have presented, invite them to share their observations and reflections.  * For question 1 you can display **Computer slide 13:** Question 1 -suggested answer key. * For question 2 you can display **Computer slide 14:** Question 2 - suggested answer key   Encourage participants to make links between the reasons they listed for question 1 and the actions they suggested for question 2. |

**Activity 2.2.2.** **Stories of persons with disabilities**

|  |  |  |
| --- | --- | --- |
| **Objective** | To determine specific government actions needed to provide social protection contributing to inclusion and income stability for persons with disabilities | **Trainer notes**  For the task in **Part B**, prepare four flipcharts, one for each of the character stories.   * Write the name of the character at the top of the flipchart. * Include the relevant steps of the task as they appear on the **Handout:** Extended character stories. * Provide each group with the flipchart for their character story   Make enough copies of each of the stories in the handout, to provide each member of each group with a copy of the story for their group.  To note: Suggested [answer keys for each character story](#answerkey) have been included as a guide for the trainer only.  For **Part A**, ensure you view the SDG 1 - video before the activity.  Highlight how different dimensions (e.g., gender, age, living in urban or remote community) shape the challenges faced by the individual as well as family members.  Some ideas for responses to the questions in **Part C.**  First question:  social protection schemes are needed  People with disabilities have a wide range of needs  Different kinds of benefits/measures support different kinds of needs.  Second question:   * to ensure each individual with the support they need to actively participate in society on an equal basis with others * to ensure that individuals and families do not fall into or stay trapped in poverty |
| **Time** | 90 min |
| **Materials** | * Flipcharts and markers * **Computer slide 15:** [**SDG 1 - Video**](https://www.ohchr.org/EN/Issues/Disability/Pages/sdg-crpd-resource.aspx) * **Handout:** Extended character stories * [**Suggested answer keys**](#answerkey) for extended character stories |
| **Description** | **Part A SDG 1 video and discussion** (30 min)   1. Inform participants that they will view a video which tell the stories of four individuals with disabilities and their families. These are:  * Aaron’s story * Eva’s story * Benjamin’s story * Zhang’s story  1. Divide participants into four groups and assign one story to each group. 2. Ask participants, as they watch/listen, to pay attention to the different characters highlighted and the issues shared and proposed. Ask them to focus on the challenges the individuals and their families face as well as the actions proposed to address the challenges. Ask participants to pay particular attention to this information for the story assigned to their group. 3. Display **Slide 15 – SDG 1 video** and click on the link to show the video. 4. After viewing the video give the groups some time to discuss the story of the individual and family assigned to their   group. Ask them to share and write down the challenges and actions they noted. (10 min)   1. Ask the groups to share some of the things they noted about the individuals assigned to their group, as they watched/listened to the video. Address any questions they may have. (10 min)   **Part B Small group work** (40 min)   1. Participants work in the same small groups as **Part A**. 2. Provide each group with copies of the handout containing the extended character story for their group (one copy for each participant) as well as the corresponding flipchart. 3. Explain the task as described in the instructions in the **Handout:** Extended character stories and which are also on the flipchart. 4. Ask the groups to complete the task and write their answers on the flipchart provided to their group. 5. Have each group in turn post their flipchart at the front of the room and present:  * the key challenges, and supports (e.g., cash transfers, diversity of support services) the individual and their family should receive.   **Part C Large group discussion** (20 min)   1. Reconvene the large group. Ask participants to share their ideas about the following questions.  * What conclusions can be drawn from the different stories about the needs of persons with disabilities? * Based on your analysis of the different stories what should be the aims of social protection for persons with disabilities? |

**Activity 2.2.3.** **Necessary structural elements**

|  |  |  |
| --- | --- | --- |
| **Objective** | To review necessary structural elements to develop a social protection system that is inclusive of persons with disabilities | **Trainer notes**  Make the required number of copies of the **Handout:** Inclusive social protection systems - structural elements, (one for each participant).  Provide participants with a copy of the handout, either before or after your presentation in **Part A**.  To prepare for the presentation in **Part A** of this activity:   * carefully review Policy Guidance SDG 1 section 4 and the explanatory notes provided. * try to make links with the character stories from the previous activity.   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** | 50 min |
| **Materials** | * Flipcharts and markers * **Computer slide 16:** Inclusive social protection systems - structural elements * **Handout:** Inclusive social protection systems - structural elements |
| **Description** | **Part A Necessary structural elements- presentation** (30 min)   1. Begin by explaining to participants that the [Policy Guidance on SDG 1](https://www.ohchr.org/EN/Issues/Disability/Pages/SDG-CRPD-Resource.aspx#policy) (section 4) outlines nine structural measures that are needed to develop a social protection system that is inclusive of persons with disabilities. 2. Display **Computer slide 16**: Inclusive social protection systems - structural elements. Explanatory notes for slide 16 are provided below as well as in the **Handout:** Inclusive social protection systems - structural elements. 3. Before presenting each measure, have participants form buzz groups of three with the persons seated closest to them to briefly discuss what they know about the measure. (2 min) Then ask some groups to share their ideas and build on them in your presentation. 4. Invite participants to ask questions and share comments during the presentation.   ***Explanatory notes***  The Policy Guidance on SDG 1 (section 4) outlines nine structural measures that are needed to develop a social protection system that is inclusive of persons with disabilities.  **Twin-track approach**   * systematically mainstreaming the interests and rights of persons with disabilities in policy design and implementation, across all sectors and areas of life * adopting targeted policies and programming measures, aimed specifically at persons with disabilities   The balance between mainstreaming strategies and targeted support should be tailored to address the needs of specific communities; however, the overall goal should always be to include persons with disabilities in all aspects of society and development.  **A human rights-based approach**  To adequately end poverty for persons with disabilities, social protection systems must adopt a human rights-based approach anchored in the CRPD. This implies a shift - from focusing on minimal income replacement related to incapacity to work, to focusing on ensuring support for inclusion and [participation](#_bookmark53). While acknowledging the fact that many persons with disabilities face tremendous barriers in the labour market, a rights-based approach combines basic income security with coverage of [disability-related extra costs](#_bookmark49) across the life cycle to ensure that existing barriers are removed.  **Disability assessment and determination focus on support requirements, rather than impairment**  The Committee on the Rights of Persons with Disabilities (CRPD Committee) has consistently recommended that countries reform their [disability assessment](#_bookmark47)s, moving them away from a focus solely on a medical assessment of impairment and towards a more holistic assessment which considers the situation of the individual and their support requirements to achieve participation.  **Moving away from a focus on “incapacity to work”**  Considering the multiple barriers in the labour market, social protection systems should prioritize persons with disabilities, along with older persons and children, for provision of basic income security. However, ‘incapacity to work’ cannot be the solution. Social protection systems should develop flexible approaches which acknowledge the tremendous challenges faced by persons with disabilities in the labour market and provide them with a supportive combination of basic income security and coverage of disability-related extra costs, including for those who seek or obtain work.  **Tailoring benefits to the diversity of persons with disabilities**  Persons with disabilities and their households often incur higher expenditures than others, on both goods and services related to disability (e.g., mobility aids, personal assistance, accessible housing) and on general goods and services (e.g., healthcare, transportation).  This is commonly referred to as “[disability-related extra costs](#_bookmark49)”. Currently, very few social protection systems measure disability-related extra costs or factor these costs into social protection schemes.  Not accounting for these extra costs undermines the effectiveness of social protection policies in a number of key ways. Therefore, to be effective in supporting a sustainable escape from poverty for persons with disabilities, social protection systems must assess the disability-related extra costs experienced in a particular country and incorporate those disability-related extra costs in the design and implementation of social protection schemes.  **Access to basic general services and disability-specific services to ensure full and effective participation in the community**  Implementing SDG 1 requires taking action both to alleviate the impact of poverty and to provide for conditions that allow persons with disabilities to participate actively in economic life, as well as creating a sustainable escape from poverty. This requires, at a minimum, the development of accessible and inclusive policies and environments and the provision of support measures, in order to promote and enhance the autonomy and economic independence of persons with disabilities, while living within the community  **Consultation with organizations of persons with disabilities**  Consultation with, and active involvement of, persons with disabilities, including through their [representative organizations](#_bookmark52), contributes to design effective and legitimized social protection policies. [[Participation](#_bookmark53)](#_bookmark53) should not be limited to discussing and assessing the effectiveness of disability-specific schemes but be extended to mainstream schemes and benefits and to the overall social protection system, including the definition of strategies and priorities for social protection.  **Awareness-raising**  A lack of information and awareness-raising campaign strategies in accessible formats on the available social protection programmes, their different benefits, their eligibility criteria and their administrative procedures prevents the access to benefits and services by persons with disabilities.  **Finance and budget**  Transparent budget allocation and financing schemes, as well as related accountability mechanisms, are key to ensure the financial, fiscal and economic sustainability of the social protection system – both  overall and for those programmes benefitting persons with disabilities in particular – and to periodically assess its performance and efficiency.  **Part B Large group discussion** (20 min)  Lead a large group discussion on the implementation of these types of measures.   * What are some examples of effective implementation of these measures in your countries? * What are some of the challenges experienced in your countries in implementing these measures? * What strategies have been used to address the challenges? |

**Activity 2.2.4.** **Actions for social protection and income stability – “Do’s and Don’ts”**

|  |  |  |
| --- | --- | --- |
| **Objectives** | To explore actions that can be taken to ensure social protection systems that contribute to inclusion and income stability for persons with disabilities | **Trainer notes**  Make the required number of copies of the **Handout:** Do’s and Don’ts table (one copy for each participant).  The groups would probably have identified services, cash allowances, assistive devices. Use the information in the flipcharts they presented to bridge to the content of the structural elements in the Do’s and Don’ts table.  This is important as it will help participants link specific actions with broader structural elements, which is key to ensuring effective implementation. |
| **Time** | 60 min |
| **Materials** | * Flipcharts and markers * **Handout:** Do’s and Don’ts table * **Computer slide 17:** Discussion questions Part A * **Computer slide 18:** Discussion questions Part B |
| **Description** | **Part A Small group work** (35 min)   1. Participants work in the same small groups as **Activity 2.2.2**. Stories of persons with disabilities. 2. Briefly recap **Activity 2.2.2**. Explain that in that activity participants considered the situation of four different families who are facing different kinds of challenges. Participants also discussed how changing circumstances can impact participation and life in the community. 3. Inform participants that in this activity they will discuss actions that can be taken to ensure social protection systems that contribute to inclusion and income stability for each of the characters from the video. 4. Provide each participant with a copy of the **Handout:** Do’s and Don’ts table. 5. Explain that the Do’s and Don’ts table is part of the [Policy Guidance on SDG 1](https://www.ohchr.org/EN/Issues/Disability/Pages/SDG-CRPD-Resource.aspx#policy),and it provides a snapshot of what governments can do and should avoid doing to ensure adequate social   protection for persons with disabilities in line with the CRPD and SDGs.  (15 min)   1. Explain to participants that, together with the members of their group, they will examine again the situation of the character assigned to their group. 2. In this activity they will focus on how the social protection system, from the perspective of policymakers, could support the individuals and their families. (20 min). 3. Display **Computer slide 17:** Discussion questions for Part A. Explain that together with the members of their group they will discuss the two questions provided below, referring to the Do’s and Don’ts table, to inform their discussion.   Ask participants to write their responses to the questions on a flipchart.  **Question 1**   * + What are different social protection schemes that could support the person’s participation in society? Why?   **Question 2**   * + Thinking of your own context, which agencies should be responsible for implementation of the different social protection schemes your group identified in Question 1?   **Part B Large group discussion** (25 min)   1. Reconvene the large group. 2. Ask each group to share the results of their discussion using the information they wrote on their flipcharts. 3. Once all the groups have presented, provide a general synthesis. 4. Highlight some of the actions listed by the groups and connect them to one or more structural elements in the Do’s and Don’ts table. 5. Invite participants to share which actions they think fit with which structural element. 6. Then, invite participants to share their observations and reflection by addressing the question below.    * What is common among the different groups? What varies? What do you notice when hearing from the different groups?   Display **Computer slide 18:** Discussion question Part B, for easy reference. |

**Activity 2.2.5. Disability extra costs**

|  |  |  |
| --- | --- | --- |
| **Objectives** | To determine social protection schemes to adequately address disability extra costs | **Trainer notes**.  Make the required number of copies of **Handout:** Social protection schemes to address disability extra costs (two copies for each group).  As you explain the last point, write the section that is bold on the flipchart. |
| **Time** | 60 min |
| **Materials** | * Flipcharts and markers * **Handout:** Social protection schemes to address disability extra costs * **Computer slide 19**[**:** Addressing disability extra costs](https://www.youtube.com/watch?reload=9&app=desktop&v=v12NY2vvUS8) - **Video** * **Handout:** Social protection systems proposed for characters in the stories from Activity 2.2.2. * **Computer slide 20:** Discussion questions for Part A |
| **Description** | **Part A Small group work** (40 min)   1. Participants work in the same small groups as in **Activity 2.2.2**. Stories of persons with disabilities. They also work with the same character story. 2. Begin by explaining to participants that as they saw in the previous activity, in order for their characters to achieve a similar standard of living and level of participation as others, their characters, as persons with disabilities, need to spend more money. This is due to the extra expenses related to their impairments, for example:    * In addition to every day goods and services they have extra costs because of disability-related items and services    * Many persons with disabilities earn less due to employment barriers, family members need to stop working to provide them with support and this decreases household income.   Therefore, these **extra expenses + loss of income = disability extra costs**.   1. Address any questions the participants may have. 2. Inform participants that they will view another video that focuses specifically on the types of social protection schemes that can address disability extra costs. 3. Display **Slide 19**[**:** Addressing disability extra cost](https://www.youtube.com/watch?reload=9&app=desktop&v=v12NY2vvUS8)s **video** and click on the link to show the video. 4. After viewing the video have participants briefly share their reflections and address any questions they may have. 5. Then, provide each group with two copies of the **Handout**: Social protection schemes to address disability extra costs. 6. Explain that thishandout, outlines key ideas about social protection schemes presented in the video they just viewed. Go over the handout and address any questions the participants may have.  * Then explain to participants that they will review the social protection systems proposed for the character they worked on in **Activity 2.2.2.** Stories of persons with disabilities. Provide each group with two copies of the **Handout:** Social protection systems proposed for characters in the stories from Activity 2.2.2.  1. Explain to participants that in this activity they will review the social protection schemes proposed for their character as outlined in the **Handout:** Social protection systems proposed for characters in the stories from Activity 2.2.2.. 2. Then using the table, “In-kind assistance and Cash assistance”, in **Handout**: Social protection schemes to address disability extra costs, as a guide, they will address the questions below. Display **Computer slide 20:** Discussion questions for Part A.   **Question 1**   * + Do the social protection schemes proposed for your character include an appropriate combination of in-kind assistance and cash assistance?   **Question 2**   * + Are there social protection schemes you feel need to be added from either category to better meet the disability extra costs of your character?   Ask participants to write down their responses to the questions.  **Part B Large group discussion** (20 min)   1. Reconvene the large group. 2. Have groups in turn share their responses to the questions in relation to their character.  * How do you feel these social protection schemes to address disability extra costs of your character will help to better support their inclusion and participation? |

**Activity 2.2.6.** **Bringing social protection to your own context**

|  |  |  |
| --- | --- | --- |
| **Objective** | To have participants analyze how different social protection actions can be implemented in their own context | **Trainer notes**  Take note of key actions presented by participants that could be useful in developing ideas for next steps in **Activity 2.3.2.** Next steps. See below. |
| **Time** | 30 min |
| **Materials** | * Flipcharts and markers * **Computer slide 21:** Actions |
| **Description** | **Part A Small group work** (15 min)   1. Divide the participants into four small groups. 2. Inform participants that in this activity they will discuss actions that can be taken, in their own context, to ensure proper social protection and income stability for persons with disabilities. 3. Ask each group to work together and choose two actions, that they feel are possible to realize in their context. They can refer back to the actions discussed in **Activity 2.2.4.** Actions for social protection and income stability – “Do’s and Don’ts”for some ideas.   Ask them to then discuss how they could begin to implement the actions they selected.   1. Have the groups then select one action that would be difficult to implement and provide reasons why. Participants should also think about strategies to address the challenges to its implementation. 2. Ask the groups to write their actions and key ideas on a flipchart. 3. Display **Computer slide 19:** Actions for easy reference to the instructions for this part of the activity.   **Part B Large group discussion** (15 min)   1. Reconvene the large group. 2. Have the groups post their flipcharts on a wall in the room. 3. Invite each small group to, in turn present one feasible action and implementation ideas and one action that would be difficult to implement, reasons why and some strategies to address the challenges. |

# **Session 3**

**Wrap up and next steps**

**Activity Time**

**Activity 2.3.1**. End of Module 2 debrief and evaluation 25 min

**Activity 2.3.2**. Next steps 15 min

**Description**

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

**Activity 2.3.1. – End of Module 2 debrief and evaluation**

|  |  |  |
| --- | --- | --- |
| **Objective** | To have participants reflect on their learning and evaluate the training | **Trainer notes**  Prepare an evaluation questionnaire for module 2 using the resources provided in the introduction. Make the required number of copies of **Handout:** Evaluation questionnaire for module 2 (one copy for each participant). |
| **Time** | 25 min |
| **Materials** | * **Computer slide 22:** Closing circle * **Handout:** Evaluation questionnaire for module 2. (to be prepared by the trainer) |
| **Description** | **Part A Closing circle** (10 min)   1. Explain to participants that they will now have an opportunity to briefly reflect on their learning from module 2 and share with the group one learning from the training that they will bring into their work. 2. Invite participants to stand in a circle in the middle of the room and ask for a volunteer to begin. 3. Go around the circle until all participants who want to, have had the opportunity to share their reflections on their learning. Display **Computer slide 22:** Closing circle for easy reference to the instructions for this part of the activity.   **Part B – Evaluation** (15 min)  Have participants complete and return the evaluation questionnaire you prepared. |

**Activity 2.3.2. – Next steps**

|  |  |  |
| --- | --- | --- |
| **Objectives** | 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 23.** These should include follow-up steps you will undertake as well some steps to which the participants should commit.  You can draw on actions participants presented in **Activity 2.2.6.** - Bringing social protection to your own context to help you develop next steps. |
| **Time** | 15 min |
| **Materials** | * **Computer slide 23:** Next steps * **Computer slide 24:** Thank you! |
| **Description** | 1. Display **Computer slide 23:** 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 24:** Thank you! Share any thanks or recognitions due - to interpreters, support staff, etc. |

**Suggested answer key (for the trainer)**

Activity 2.2.2. Stories of persons with disabilities

**Aaron’s story**

**Step 1**

What challenges do Aaron and his family face related to Aaron’s disabilities?

|  |  |
| --- | --- |
| **Challenges Aaron faces** | **Challenges his family members face** |
| * *Limited autonomy* * *Dependent on his family* * *No support for:*   *- rent*  *- accessible transport*  *- assistive technologies (wheelchair and wheelchair maintenance)*  *- personal assistance*   * *Limited choice of where and with whom to live* * *Limited choice of employment* | * *Judith and Evan have dependents who rely on their income for rent, living expenses and Aaron’s disability-related costs. They cannot save money for their own children/grandchildren, their own projects nor retirement.* * *Tanya has no income of her own and because she took care of her family and Aaron, she has no work experience/skills to find employment.* |

**Step 2**

Based on your analysis in Step 1, and drawing on the recommendations from the Policy Guidance, how can social protection systems assist Aaron and his family? Please provide specific examples.

*Suggested answer key:*

*Social protection systems can assist Aaron and his family by ensuring coverage of and/or access to:*

* *Disability support allowance for Aaron that is compatible with other social protection and economic empowerment schemes*
* *Rehabilitation*
* *Assistive technologies*
* *Personal assistance*
* *Accessible transportation*
* *Caregiver’s allowance to Aaron’s mother, Tanya, in recognition of the time and support she is providing to him*
* *Rental subsidy*

**Step 3**

**What should be the aims of social protection for Aaron?**

*Suggested answer key:*

* *Improving Aaron’s independence and autonomy from his family*
* *Supporting his inclusion in society*
* *Facilitating work and employment*

**Step 4**

**How would a social protection system support Aaron’s family over time?**

*Suggested answer key:*

* *Aaron should be able to access the services he requires regardless of whether he has family support or not. He should have access to a personal assistant as he requires (5 days a week), and according to his own choosing.*
* *Aaron should be supported to move out on his own, should he wish, to decide where and with whom to live. He should have housing support in order to do so, including access to accessible housing options.*

**Suggested answer key (for the trainer)**

Activity 2.2.2. Stories of persons with disabilities

**Eva’s story**

**Step 1**

What challenges do Eva and his family face related to Eva’s disabilities?

|  |  |
| --- | --- |
| **Challenges Eva faces** | **Challenges her family members face** |
| * *incomplete education* * *limited autonomy and mobility* * *dependent on her family* * *limited choice of employment with risk to lose her disability pension* * *no support available to get a guide dog* * *not eligible for poverty reduction support because it is not compatible with her disability pension* | * *Sol is a single mother taking care of two children, Eva and her younger sister* * *inability for Sol to get full time employment because she is the sole support for Eva* |

**Step 2**

Based on your analysis in Step 1, and drawing on the recommendations from the Policy Guidance, how can social protection systems assist Eva and her family? Please provide specific examples.

*Suggested answer key:*

*Social protection systems can assist Eva and her family by ensuring coverage of and/or access to:*

* *Disability support allowance for Eva that is compatible with other social protection and economic empowerment schemes*
* *Guide dog for Eva*
* *Personal assistance*
* *Poverty reduction support*
* *Caregiver’s allowance to Eva’s mother, for the time she is providing support to her*
* *Single parent income support*
* *Rental subsidy*

**Step 3**

**What should be the aims of social protection for Eva?**

*Suggested answer key:*

* *Improving Eva’s independence and autonomy*
* *Supporting her inclusion in society*
* *Facilitating education, work and employment*
* *Supporting Sol as a single parent raising two daughters*

**Step 4**

**Over time, Eva’s situation and/or needs will change.** For example:

Eva wants to join a government programme that trains persons with disabilities to work in call-centers for a few hours a week, without losing their pension. However, she needs $200 to get the appropriate software to take the course.

**How would a social protection system support Eva’s family over time?**

*Suggested answer key:*

* *Providing access to the software for free or waiving the costs*
* *Ensuring Eva’s mobility by granting access to a guide dog or personal assistance*
* *Ensuring that the training programme is accessible for all persons with disabilities*
* *Providing pathways to employment following training programmes*

**Suggested answer key (for the trainer)**

Activity 2.2.2. Stories of persons with disabilities

**Benjamin’s story**

**Step 1**

What challenges do Benjamin and his family face related to Benjamin’s disabilities?

|  |  |
| --- | --- |
| **Challenges Benjamin faces** | **Challenges his family members face** |
| * *no autonomy/independence* * *denial of right to home and family* * *no choice of where and with whom to live* * *no contact with the community* * *no access to education, training, employment* | * *separation from Benjamin* * *no supports available to keep Benjamin at home with the family* * *difficulty to visit Benjamin and maintain relations* |

**Step 2**

Based on your analysis in Step 1, and drawing on the recommendations from the Policy Guidance, **how can social protection systems assist Benjamin and his family? Please provide specific examples**.

*Suggested answer key:*

*Social protection systems can assist Benjamin and his family by ensuring coverage of and/or access to:*

* *Support in the community, not concentrated in institutions*
* *Disability support allowance for Benjamin that is compatible with other social protection and economic empowerment schemes*
* *Therapies available in their community*
* *Inclusive education*
* *Inclusive vocational training and support for employment*
* *Income support for the household*
* *Caregiver’s allowance to Benjamin’s mother, for the time she is providing support to her*

**Step 3**

**What should be the aims of social protection for Benjamin?**

*Suggested answer key:*

* *Improving Benjamin’s independence and autonomy*
* *Supporting his inclusion in the family and society*
* *Facilitating education, work and employment*

**Step 4**

**Over time, Benjamin’s situation and or needs will change.** For example:

The institution where Benjamin is placed informs Benjamin’s family that they now have to cover his psychiatric medications, which cost $ 200/month.

**How would a social protection system support Benjamin’s family over time?**

*Suggested answer key:*

* *Coverage of medication through universal health coverage*
* *Providing a range of supports for Benjamin, including non-medical interventions and access to peer support in the community*
* *Providing supports for Benjamin to return home or back to the community*

**Suggested answer key (for the trainer)**

Activity 2.2.2. Stories of persons with disabilities

**Zhang’s story**

**Step 1**

What challenges do Zhang and his family face related to Zhang’s disabilities?

|  |  |
| --- | --- |
| **Challenges Zhang faces** | **Challenges her family members face** |
| * *dependent on her family* * *absence of formal education* * *limited choice of employment* * *stigma and discrimination hindering her access to a bank loan and the starting of her own business* | * *risk of falling into poverty due to rising medical bills* * *2 dependents – Zhang and her grandmother, Yanmin* * *Zhang’s sisters, Ling Mei and Hui Yin, have full responsibility for Zhang and their grandmother, they are limited in pursuing their own life projects (e.g. leaving home, having their own family)* |

**Step 2**

Based on your analysis in Step 1, and drawing on the recommendations from the Policy Guidance, **how can social protection systems assist Zhang and her family? Please provide specific examples**.

*Suggested answer key:*

*Social protection systems can assist Zhang and her family by ensuring coverage of and/or access to:*

* *Disability support allowance for Zhang that is compatible with other social protection and economic empowerment schemes*
* *Income support for the household*
* *Universal health coverage for the grandmother’s health needs*
* *Ensuring equal access for Zhang to apply for a bank loan*
* *Supported decision-making mechanisms to assist Zhang in carrying out legal acts according to her will and preferences*
* *Training and guidance for Zhang to open a business*

**Step 3**

**What should be the aims of social protection for Zhang?**

*Suggested answer key:*

* *Improving Zhang’s independence and autonomy*
* *Supporting her inclusion in society*
* *Facilitating her wish to contribute to the household income and take care of her family*
* *Supporting Zhang to start a business, not only for a sustainable source of income, but also to fulfil her life projects*

**Step 4**

**Over time, Zhang’s situation and or needs will change.** For example:

Because of the current crisis, Ling Mei’s employers tell her that they can only offer her a half-time job, for half of her current pay.

**How would a social protection system support Zhang’s family over time?**

*Suggested answer key:*

* *Income support for the household*
* *Zhang should have access to a disability pension as well as support to operate her business*