**Policy Guidance for Inclusive Sustainable Development Goals**

**Training materials**

**Participatory webinar 7**

**Sustainable cities and communities**

**Trainer’s guide**

**Table of Contents**

[**Session 1** 4](#_Toc91776439)

[**Session 2** 15](#_Toc91776440)

[**Session 3** 28](#_Toc91776441)

**Webinar 7**

**Sustainable cities and communities**

**About Participatory webinar 7**

Webinar 7 focuses on policies and practices to build sustainable cities and human settlements that are inclusive and safe for everyone, including persons with disabilities*.*

It is highly recommended that webinar 1 be given prior to this webinar or any of the other webinars in these training materials as the concepts explained in webinar 1 underpin the content of all subsequent webinars. At a minimum, keys concepts from Webinar 1 – Foundations should be reviewed with participants. Session 1 Activity 7.1.3. 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 webinar, as it contains important information regarding the methodology, as well as the planning and conduct of the training. In addition, the introduction contains essential information on working with a webinar manager to ensure the smooth running of the webinar.

A thorough reading of the related Policy Guidance is strongly recommended before undertaking each webinar. For webinar 7, it is [Policy Guidance on SDG 11 – Sustainable cities and communities](https://www.ohchr.org/EN/Issues/Disability/Pages/SDG-CRPD-Resource.aspx#policy).

This participatory webinar has been designed for a maximum of 20 participants.

**Objectives**

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

* Explain how lack of access to built environments in cities and human settlements impede the inclusion of persons with disabilities
* Identify concrete actions that policymakers can take to implement Sustainable Development Goal (SDG 11) on sustainable cities and communities in a way that is inclusive of persons with disabilities
* Determine how to obtain additional information to support the process of implementation of SDG 11 in their context

**The webinar consists of three sessions:**

**Session 1 -** Getting started

**Session 2 -** Persons with disabilities and sustainable cities and communities

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

# **Session 1**

**Getting started**

**Activity Time**

**Activity 7.1.1.** - Welcome and introductions 40 min

**Activity 7.1.2.** - Verifying needs and contributions 20 min

**Activity 7.1.3.** - 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 webinar overall and the content of the session as well as foundational concepts.

**Activity 7.1.1. 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**  Information on the card includes:   * Name * Organization * Occupation/position * Something I really like about where I live.   Display **Computer slide** **2:** Welcome! as participants enter the virtual session. |
| **Time** | 40 min |
| **Materials and tools** | * **Breakout rooms** * **Computer slide** **2:** Welcome! * **Materials:** Participant info cards, page 3 of the e-workbook |
| **Description** | **Part A** (15 min)   1. Set up breakout rooms of two participants each. 2. Refer participants to the **Materials:** Participant info cards, page 3 of the e-workbook, 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 what the person says about something they like about where they live. Participants can either print the card or type directly into their e-workbook. 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 what the person says about something they like about where they live. 5. Send participants to breakout rooms now for 15 minutes.   **Part B Whole group discussion** (25 min)   1. Close the breakout rooms and reconvene in plenary. 2. Invite each participant to, in turn, briefly introduce each other and share something they really like about where they live. Once each participant has had a turn, lead a whole group discussion. Ask participants to share their reflections. Some guiding questions are provided below.  * What did you notice about the group? * What caught your attention about what others shared?  1. Address any questions participants may have. |

**Activity 7.1.2. 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 **Computer slide 3:** Participants’ needs and contributions for **Part A** of this activity. For the objectives of Participatory webinar 7 display **Computer slide 4.**  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** | * **Computer slide** **3:** Needs and contributions * **Computer slide** **4:** Objectives of participatory webinar 7 * **Computer slide** **5**: Agenda |
| **Description** | **Part A Needs and contributions** (10 min)   1. Display the list of participants needs and contributions that you have prepared using **Computer slide** **3:** 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. Display the agenda you have prepared using **Computer slide 5**. 2. Review the objectives and content of the webinar referring to the participants’ needs and contributions. |  |

**Activity 7.1.3. 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 **Participatory webinar** 1 – Foundations. It is particularly useful for participants who have not completed Webinar 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.  Refer participants to the **Handout:** Five core pillars of inclusive policies, page 4 of the e-workbook.  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 the 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** | * **Breakout rooms** * **Computer slide 6:** Categories of barriers * **Computer slide 7:** Models of disability * **Computer slide 8:** Human rights model of disability * **Computer slide 9:** Video - What is ableism? [Watch on Vimeo](https://vimeo.com/492480733) * **Computer slide 10:** What is ableism? * **Computer slide 11:** Five core pillars of inclusive policies * **Handout:** Five core pillars of inclusive policies, page 4 of the e-workbook |
| **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 small groups and set up five breakout rooms. 2. Display **Computer slide 6:** 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. Send participants to the breakout rooms now for 10 minutes. 2. Close the breakout rooms and reconvene in plenary. Have each group in turn, share the barriers they identified with the larger group and list these on the shared whiteboard. 3. 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 7:** Models of disability.  Then briefly explain the models. Explanatory notes are provided.  ***Explanatory notes***  **Charity model**  Historically, disability has been understood as a “curse” and as a “burden”. Because people with disabilities are seen as a burden to society, schemes of institutionalization are put in place and facilities and services are built where they are effectively segregated. Additionally, because people with disabilities are not expected to go to school or to have a job, public transportation, public housing and leisure and recreation services are not built or designed with accessibility in mind.  Charity-oriented policies continue to restrict the autonomy, independence and participation of persons with disabilities in the life of the community.  **Medical model**  Another pervasive view is that having an impairment is seen as a defect, something to fix or cure. Disability is considered purely health issue and a person’s identity is limited to their impairment. This is reflected in the creation of specific places to hold people with disabilities such as psychiatric hospitals, private rehabilitation centres, etc.  Display **Computer slide 8:** 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.  In the case of cities and other communities, this means ensuring available and accessible housing, and public services such as transportation and recreation, as well as providing support and assistive technology to ensure participation of persons with disabilities on an equal basis with other members of the community.  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.   1. Display **Computer slide 9:** Video - What is ableism? and click on the link to show the video. 2. Then review with participants key features of ableism as presented in the video. Display **Computer slide 10**: What is ableism? 3. Address any questions the participants may have. 4. 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. 5. Record participants’ reflections on a whiteboard 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](https://www.ohchr.org/EN/Issues/Disability/Pages/SDG-CRPD-Resource.aspx#policy), 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 11**: Five core pillars of inclusive policies. Briefly review the pillars. 3. Set up five breakout rooms and have participants work in the same five small groups as in **Part A** above. 4. Provide each participant with a copy of the **Handout:** Five core pillars of inclusive policies, page 4 of the e-workbook. 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. Send participants to the breakout rooms now for 15 minutes. 2. Close the breakout rooms and reconvene in plenary. 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. |

# **Session 2**

**Persons with disabilities and sustainable cities and communities**

**Activity** **Time**

**Activity 7.2.1.** - Persons with disabilities: inclusive, safe, and sustainable cities and

human settlements – the data speaks 60 min

**Activity 7.2.2.** - Accessible cities90 min

**Activity 7.2.3.** - Stories of persons with disabilities and inclusive urban environments 120 min

**Description**

In this session participants begin by exploring the current situation of persons with disabilities, in terms of their access to urban environments, expressed in data. They then explore necessary features to ensure accessibility of urban environments for persons with disabilities. They also examine barriers that persons with disabilities face in their cities and communities that affect their access to urban environments and explore specific government actions needed to ensure cities and communities are inclusive of persons with disabilities. Participants then reflect on the applicability of these actions within their own contexts.

**Activity 7.2.1.** **Persons with disabilities: inclusive, safe, and sustainable cities and human settlements – the data speaks**

|  |  |  |
| --- | --- | --- |
| **Objective** | To explore the impact that lack of access to urban environments has on persons with disabilities | **Trainer notes**  Some examples of possible responses from participants to the questions could be:  For Question 1 –   * lack of accessibility to built environments, such as housing, public buildings and spaces, transportation, urban services, information and communications * institutionalization of persons with disabilities limits their access to, and participation in the wider community * lack of supports, services and assistive technologies available to persons with disabilities leading to restrictions to their autonomy, independence and mobility * urban planners and policymakers do not consult with persons with disabilities; persons with disabilities left out of decision making about urban environments   For Question 2 –   * adopt accessibility standards across housing, public transportation, public spaces information and communications * end institutionalization and segregation of children and adults with disabilities * ensure the provision of supports, services and assistive technologies to enable persons with disabilities to live independently and be   included in the community   * closely consult with and actively include persons with disabilities and their representative organizations in the design and implementation of laws, policies and programmes relating to the urban planning including the provision of community-based services   Main areas of government intervention include:   * accessible housing * inclusive transportation systems * inclusive public spaces   To note, **Computer** **slide 16** outlines main reasons for the gap in accessibility to urban environments 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 areas of intervention in **Computer** **slides 17** and **18**. |
| **Time** | 60 min |
| **Materials and tools** | * **Breakout rooms** * **Computer slides 12, 13,** and **14:** Persons with disabilities: inclusive, safe, and sustainable cities and human settlements – the data speaks * **Computer slide 15:** Discussion questions 1 and 2 * **Computer slide 16:** Question 1 - suggested answer key * **Computer slide 17:** Question 2 –   suggested answer key   * **Computer slide 18:** Question 2 –   suggested answer key cont’d |
| **Description** | **Part A Exploring gaps and government actions** (30 min)   1. Divide participants into three groups and set up three breakout rooms. 2. Display **Computer slides 12, 13** and **14** Persons with disabilities: inclusive, safe, and sustainable cities and human settlements – the data speaks. See below.   Data shows that:   * + of the 6.25 billion people predicted to be living in urban areas **by 2050**, an estimated **15%, or 937 million, will be persons with disabilities**   + in eight low- and middle-income countries, **36%** of persons with disabilities considertransportation services not accessible***.***   + in eight low- and middle-income, on average, **almost 40%** of persons with disabilities consider recreational facilities inaccessible  1. Display **Computer slide 15:** 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 gap in access to urban environments between persons with disabilities and others?  **Question 2**  What can governments do to ensure that all persons with disabilities can fully access urban environments (e.g., public transportation, recreational facilities) and realize SDG 11? 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. Close the breakout rooms, and reconvene in plenary. 2. Begin with question 1 and ask each group in turn to share their responses. As each group presents, list their responses on a whiteboard. 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 16:** Question 1 -suggested answer key. * For question 2 you can display **Computer slides 17** and **18:** Question 2 - suggested answer key and Question 2 - suggested answer key cont’d respectively.   Encourage participants to make links between the reasons they listed for question 1 and the actions they suggested for question 2. |

**Activity 7.2.****2.** **Accessible cities**

|  |  |  |
| --- | --- | --- |
| **Objective** | To explore necessary features to ensure accessibility of urban environments for persons with disabilities | **Trainer notes**  If possible, divide participants into groups so that, each group includes at least one participant with disability. If there are no persons with disabilities registered for the training, or a limited diversity of persons with disabilities, (e.g., only wheelchair users) the trainer should invite one or more resource persons (e.g., representatives from an organization of persons with disabilities) or consult with persons with disabilities in advance to collect examples of itineraries and barriers, both physical and communicational, as well as attitudinal, ahead of the training.  The trainer can assign persons with different types of impairments to each of the groups or the group can select a person with a specific impairment.The trainer should try to ensure a diversity of persons with disabilities across the groups. Some examples could include:   * *a person who uses a wheelchair* * *a person who uses a walking aid (e.g., crutches; a cane, a walker)* * *a blind person or a person with low vision* * *a deaf person or hard of hearing person* |
| **Time** | 90 min |
| **Materials** | * **Breakout rooms** * **Computer slide 19:** An urban itinerary * **Computer slide 20:** Discussion questions for large group gallery round **Part C** * **Handout:** An urban itinerary example, page 5 of the e-workbook * **Handout:** An accessible urban itinerary, page 7 of the e-workbook |
| **Description** | **Part A An urban itinerary - small group work** (30 min)   1. Divide participants into four groups and set up four breakout rooms. 2. Explain to participants that they will now explore what is needed in terms of infrastructure and services to make urban environments more accessible to persons with disabilities. Then explain the task. 3. Each group will have a volunteer from the group describe in detail **one** itinerary they take often and know well. Some examples of possible itineraries are provided below.   *Going from their home to one of the following:*   * *their job* * *university* * *school* * *cinema* * *hospital* * *home of parents or friends*  1. As the volunteer participant describes their itinerary, the other members of the group take notes and can ask questions for clarification. 2. Once the volunteer participant has finished their description, together with the members of their group, they will draw the itinerary on a whiteboard. 3. Before participants begin provide an example. See **Handout:** An urban itinerary example, page 5 of the e-workbook, which provides a sample itinerary and drawing. 4. Display **Computer slide 19:** An urban itinerary, for easy reference to the instructions during **Part A**. 5. Send participants now to breakout rooms.   **Part B** – **An accessible urban itinerary -small group work** (30 min)   1. Have the groups work in the same small groups as in **Part A.** 2. Ask them to now assume that a person with disability had to navigate the same itinerary. 3. Ask them to review their drawing of the itinerary from **Part A** and identify barriers that the person with disability, assigned to, or selected by, their group, might face along the itinerary. Write the barriers on the itinerary whiteboard. Refer to **Handout**: An accessible urban itinerary, page 7 of the e-workbook, to help guide your discussion. 4. Then ask participants to determine necessary changes to address each of the barriers which will help ensure access by the person with disability. Ask them to write the changes using a different colour than the one used for the barriers and post them on the whiteboard next to the related barriers. 5. Once the groups have completed adding barriers and changes, save the whiteboards for **Part C**.   **Part C Large group gallery round and discussion** (30 min)   1. Close the breakout rooms, and reconvene in plenary. 2. Have each group, in turn, share their whiteboard on screen and present their itinerary, highlighting the changes they made to ensure it is accessible to the person with disability assigned to, or selected by, their group. 3. Persons with disabilities, who are participants, trainers or resource persons in the training, should be invited to share their experience/ expertise and comment on the suggested changes made by any of the small groups. 4. After all the groups have presented, lead a whole group discussion. Ask participants to share their reflections. Some guiding questions are provided below. Display **Computer slide 20**: Discussion questions for large group gallery round, for easy reference to the questions during the discussion.  * What did you notice about the types of changes made by the different groups? e.g., support (human, animal, assistive technology), accessible environment * What were the commonalities and differences? * What are some key factors that would make all the itineraries truly inclusive, i.e., the ideal standard? * Are these factors available or possible in your community? * Who in your community deals with urban planning and management, housing and public transportation? * Are these stakeholders working with persons with disabilities and their representative organizations?  1. Address any questions participants may have. |

**Activity 7.2.3.** **Stories of persons with disabilities** **and inclusive urban environments**

|  |  |  |
| --- | --- | --- |
| **Objective** | To determine specific government actions needed to ensure cities and communities are inclusive of persons with disabilities | **Trainer notes**  For the task in **Parts A** and **B**, you will use **Computer slides 22 to 24**. There is one slide for each of the three character stories listed below.   * Alicia’s story * Chao Fah and Artrit’s story * Aminata and Julius’s story   Provide each group with the slide for their character story Participants will also use these slides in **Part B.**  To note: The [suggested answer keys](#answerkey) for each character have been included as a guide for the trainer.  **To note:** Highlight to participants that for character stories with more than one character, they will have to indicate to which character(s) the barriers and actions they identify apply. |
| **Time** | 120 min |
| **Materials and tools** | * **Breakout rooms** * **Computer slide 21:** [**SDG 11 - Video**](https://www.ohchr.org/EN/Issues/Disability/Pages/sdg-crpd-resource.aspx) * **Computer slides 22** to **24:** Charts for character stories * **Handout:** Extended character stories, pages 8 to 10 of the e-workbook * **Handout:** Actions by targets - SDG 11, pages 11 to 18 of the e-workbook * **[Suggested answer keys](#answerkey)** [for extended character stories](#answerkey) * **Computer slide 25:** Gallery round |
| **Description** | **Part A SDG 11 video and discussion** (30 min)   1. Inform participants that they will view a video which tells the stories of five persons with disabilities living in urban environments. These are:  * Alicia’s story * Chao Fah and Artrit’s story * Aminata and Julius’s story  1. Divide participants into three groups. Set up three breakout rooms and name each breakout room for one of the character stories. Assign one character story to each group. 2. Ask participants to pay attention to the different characters highlighted in the video and to focus on the barriers the individuals are confronted with, as well as the actions proposed to address the barriers. Ask participants to pay particular attention to this information for the character story assigned to their group. 3. Display **Slide 21 –** [**SDG 11 - Video**](https://www.ohchr.org/EN/Issues/Disability/Pages/sdg-crpd-resource.aspx)and click on the link to show the video. 4. After viewing the video, send participants to breakout rooms for their character story. Give the groups some time to discuss the character story assigned to their group. (5 min) 5. Close the breakout rooms and reconvene in plenary to explain the next step of the activity. 6. Display the slide that corresponds to the character story in each breakout room (from **Computer slides 22 to 24**). 7. Explain to participants that in this first step, they will only complete the second column (Barriers – Part A) of the chart in the slide listing the barriers their facing their character(s) as they noted in the video. 8. Send participants to breakout rooms now for 10 minutes. 9. Close the breakout rooms and reconvene in plenary. 10. Then, ask each group in turn to share their chart on the screen and share the barriers they listed. (15 min) 11. Review all the barriers listed and ask participants what conclusions they can draw regarding the barriers faced by persons with disabilities in urban environments.   **Part B Small group work** (30 min)   1. Participants work in the same small groups as in **Part A**. 2. Explain to participants that they will now complete the other two columns of the chart from **Part A** (i.e., action and entities responsible respectively). 3. Refer participants to the relevant sections of the handouts listed below for the character story assigned to their group:  * **Handout:** Extended character stories, pages 8 to 10 of the e-workbook * **Handout:** Actions by targets - SDG 11, pages 11 to 18 of the e-workbook  1. Explain the task as described in the instructions in the **Handout:** Extended character stories. 2. Ask participants to write their answers in the appropriate columns of the chart in the slide provided to their group in the breakout room. 3. Send participants now to breakout rooms to complete the task.   **Part C – Gallery round** (30 min)   1. Close the breakout rooms, and reconvene in plenary. 2. Display **Computer slide 25:** Gallery roundfor easy reference to the instructions for this part of the activity. 3. Explain to participants that they will review the actions proposed so far. 4. Divide participants into three new groups. Ensure that each of the new groups created has participants from each of the groups in **Part A**. 5. Rename the three breakout rooms for one of the categories of actions listed below. Also display the completed charts from **Part B** for each of the three character stories in each of the breakout rooms. 6. Assign one category of actions for inclusive cities and communities as outlined below. Assign each group a different coloured font for their comments and additions to the charts in the slides.  * **Group 1**: Accessible housing * **Group 2**: Inclusive transport systems * **Group 3**: Inclusive public space systems  1. Explain that each group will:  * review all the actions proposed for the category assigned to their group   + determine whether the actions proposed will support fulfillment of the rights of each of the characters pertaining to the category   + determine whether the entities listed as responsible for implementing the actions in their contexts (i.e., the duty bearers) are the right ones   + identify which of the actions would be most challenging for the entities responsible to implement   + indicate their ideas for mitigating the challenges on the slide using the colour font assigned to their group.  1. Ask participants to also take note of the connections between the different actions proposed in the category assigned to their group across the different characters. 2. Send participants now to breakout rooms.   **Part D Large group discussion** (30 min)   1. Close the breakout rooms, and reconvene in plenary. 2. To begin the discussion, ask each group to share one challenge related to the category of actions assigned to their group and their ideas for mitigating the challenge. 3. Then ask participants to share their ideas about the following questions.  * What conclusions can be drawn from the different stories about the rights of persons with disabilities in terms of inclusive urban environments? * How do the actions identified contribute to building urban environments that are inclusive of persons with disabilities? * What is needed to ensure consultation with people with disabilities regarding policies and practices aimed at creating urban environments that are inclusive of persons with disabilities? |

# **Session 3**

**Wrap up and next steps**

**Activity Time**

**Activity 7.3.1**. – End of Webinar 7 debrief and evaluation 45 min

**Activity 7.3.2**. – Next steps 15 min

**Description**

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

**Activity 7.3.1. – End of Webinar 7 debrief and evaluation**

|  |  |  |
| --- | --- | --- |
| **Objective** | To have participants reflect on their learning and evaluate the training | **Trainer notes**  Prepare an evaluation questionnaire for Webinar 7 using the resources provided in the introduction. |
| **Time** | 45 min |
| **Materials and tools** | * **Computer slide 26:** Journal – in small groups * **Computer slide 27:** My commitment |
| **Description** | **Part A Journal – individual reflection** (15 min)   1. Explain to participants that they will now have an opportunity to briefly reflect on actions they can take to ensure inclusive urban environments for persons with disabilities. 2. Ask participants to work individually and choose a sector on which they work (e.g., housing, transportation, assistive technology, advocacy for inclusive cities). Ask them to then select and reflect on:    * two actions in the sector they chose that are possible to implement in their context    * one action that would be difficult to implement and explain why   Some questions to guide their reflection are provided below.   * What specific steps can you take within the next three months to advance the two actions? * Whose support do you need to realize the actions? * Display **Computer slide 26:** Journal – individual reflection for easy reference to the instructions for this part of the activity.  1. Ask participants to journal their ideas and reflections. Explain that these will be useful in developing ideas for next steps in **Activity 7.3.2.** Next steps. See below.   **Part B Individual commitment** (15 min)   1. Display **Computer slide 27**: My commitment. 2. Explain to participants that they will now share one commitment that they feel they can fulfill to make cities and communities inclusive of persons with disabilities in their context. 3. Give participants three minutes to reflect. Then invite a participant to volunteer to begin. Go around the room until all participants have had an opportunity to share their commitment.   **Part C – Evaluation** (15 min)  Have participants complete the evaluation questionnaire you prepared. |

**Activity 7.3.2. – Next steps**

|  |  |  |
| --- | --- | --- |
| **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 28.** These should include follow-up steps you will undertake as well some steps to which the participants should commit. Ask participants to refer back to the ideas for actions they journaled in **Activity 7.3.1. -**End of Webinar 7 debriefing and evaluation. |
| **Time** | 15 min |
| **Materials and tools** | * **Computer slide 28:** Next steps * **Computer slide 29:** Thank you! |
| **Description** | 1. Display **Computer slide 28:** 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 29:** Thank you! Share any thanks or recognitions due - to interpreters, support staff, etc. |

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

Webinar 7 Session 2 Activity 7.2.3. Part B Stories of persons with disabilities and inclusive urban environments

**Alicia’s story**

* **Concrete actions** to address Alicia’s situation using **Handout:** Actions by targets - SDG 11.
* **Entities responsible** for implementing each action in participants’ context.

**Action**

Develop comprehensive accessibility standards that apply to public and private housing. This should include standards that address the housing requirements of persons with disabilities.

Prioritize the access of persons with disabilities to public housing programs. Eligibility criteria of public housing programmes should take into consideration the impact of additional disability-related costs for persons with disabilities, including costs associated with accessibility modifications for their home.

**Entities responsible**

Ministries responsible for urban planning, construction, public procurement, social housing, social protection, government disability focal point

**Action**

Develop legislation and programs to facilitate the access of persons with disabilities to assistive products and technologies.

Establish mechanisms to ensure coordination among the government sectors responsible for facilitating access to assistive products and technologies, urban development and transportation.

Ensure mechanisms for sharing relevant aggregate data on persons with disabilities (on those who require and who use assistive products and technologies for mobility) with the government sectors responsible for urban development and transportation

**Entities responsible**

Ministries responsible for urban development and transportation, health and social services.

**Action**

Ensure that accessibility standards are incorporated into transportation legislation. Accessibility standards should apply to aerial, road, railway and water passenger transportation services, including urban, inter-urban and long-distance services.

Provide assistance for persons with disabilities to cover the disability-related extra costs associated with travel, e.g., travelling with a personal assistant.

Require transport operators to undertake training on accessibility standards, eliminating discrimination based on disability and providing accessible and inclusive customer service.

**Entities responsible**

Ministries responsible for urban development and transportation.

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

Webinar 7 Session 2 Activity 7.2.3. Part B Stories of persons with disabilities and inclusive urban environments

**Chao Fah and Artit’s story**

* **Concrete actions** to address Chao Fah and Artit’s situation using **Handout:** Actions by targets - SDG 11.
* **Entities responsible** for implementing each action in participants’ context.

**Action**

Increase the access to public transportation for persons with disabilities, through the application of accessibility standards and measures that cover the additional disability-related costs of travel.

Require transport operators to undertake training on accessibility standards, eliminating discrimination based on disability and providing accessible and inclusive customer service.

Provide assistance for persons with disabilities to cover the disability-related extra costs associated with travel, e.g., travelling with a personal assistant, to enable the individual to be autonomous for professional, personal and recreational purposes.

**Entities responsible**

Ministries responsible for urban development and transportation.

**Action**

Improving the awareness and understanding of government staff, providers of public services and professionals (particularly engineers, architects, transport operators) of universal design and accessibility standards is critical to supporting the implementation of accessibility.

Ensure that the development of new public spaces is equally distributed across the city and located in areas easily reached by different transport modes.

Ensure that urban planning and construction legislation incorporates accessibility standards that apply to all buildings and facilities open to the public

Ensure sufficient allocation of resources for improving the accessibility of public spaces.

Involve persons with disabilities and their representative organizations in monitoring the implementation of the accessibility strategy.

**Entities responsible**

Ministries responsible for urban development, transportation, recreation and culture.

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

Webinar 7 Session 2 Activity 7.2.3. Part B Stories of persons with disabilities and inclusive urban environments

**Aminata and Julius’ story**

* **Concrete actions** to address Aminata and Julius’s situation using the **Handout** Actions by targets - SDG 11.
* **Entities responsible** for implementing each action in participants’ context.

**Action**

Ensure the accessibility of emergency shelters and other transitional or permanent accommodations provided to persons with disabilities.

Ensure the provision of emergency support services that are responsive to the requirements of persons with disabilities.

Ensure that any financial assistance programme for homeless persons has the capacity to cover the extra costs related to disability.

Ensure that complaint mechanisms, legal aid services and survivor support services are accessible and responsive to the requirements of persons with disabilities.

**Entities responsible**

Ministries responsible for housing, social services, family services, violence prevention.

**Action**

Ensure access to appropriate assistive products and technologies to facilitate individual mobility and access to transportation to ensure that persons with disabilities enjoy the highest level of autonomy and independence, reduce the need for human support, and enable community engagement and development

Develop legislation and programs to facilitate the access of persons with disabilities to assistive products and technologies.

Ensure mechanisms for sharing relevant aggregate data on persons with disabilities (on those who require and who use assistive products and technologies for mobility) with the government sectors responsible for urban development and transportation.

**Entities responsible**

Ministries responsible for health and social services.