**Policy Guidance for Inclusive Sustainable Development Goals**

**Training materials**

**Handouts and materials**

**for face-to-face training**

**Module 6**

**Decent work and economic growth**

**Module 6**

**Decent work and economic growth**

**Handouts and materials**

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Activity 6.1.3. Handout: Five core pillars of inclusive policies

Module 6 Session 1 Activity 6.1.3. Key concepts – Foundations (optional)

Source: (extracted from the Foundations Guidance, section 2)

The Policy Guidance for Inclusive Sustainable Development Goals – Foundations, outline five core pillars that are necessary to construct an inclusive policy framework. These should also be considered in the design and implementation of any public policy or programme.

**Non-discrimination**

A non-discrimination framework that prohibits discrimination across all areas of life and ensures that reasonable accommodation is available to persons with disabilities is essential.

**Accessibility**

Involves addressing and preventing barriers which restrict the participation of persons with disabilities.

**Assistive technology and support services**

Assistive technology and support services allow persons with disabilities to benefit from policies and programmes alongside their peers and partially remedies limitations in accessibility.

**Participation**

Participation ensures that the valuable expertise and experiences of persons with disabilities shape policy and programmes, to ensure the most effective solutions.

**Awareness-raising**

Awareness-raising for and about persons with disabilities contributes to combating negative stereotypes and promotes knowledge about, and respect for, their rights and dignity.

Activity 6.2.4. Handout: Mapping key actors in the employment system

Module 6 Session 2 Activity 6.2.4. – Mapping employment system actors

**Task**

Create a visual mapping of the actors in employment system of your country whose actions can have an impact on inclusive employment.

Use the flipchart sheet provided to your group to create your visual mapping. An example is provided below.

**Steps**

1. Write the name of your country at the top of the flipchart.
2. For each category of actors listed below:
* identify who is working on what
* how they can contribute to making the employment system more inclusive of persons with disabilities
* illustrate these visually on the flipchart sheet

Some examples of actors are provided for each category to help you get started. Feel free to add, change or omit any of the examples listed.

**GOVERNMENT** actors

Some examples of **government** actors include: Ministry of Labour, budgeting entity within the Ministry, government disability focal point.

**EMPLOYMENT OVERSIGHT** actors

Some examples of **employment oversight** actors include: Ombudspersons, national human rights institutions

**CIVIL SOCIETY** actors

Some examples of civil society actors include: trade unions, NGOs working on labour rights, social movements

**BUSINESS** actors

Some examples of business actors include: private companies, employment agencies

**Example of a visual mapping**

**Country: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Government actors**

**Employment oversight actors**

**Civil society actors**

**Business actors**

Activity 6.2.5 Materials: Flipcharts for character stories

Module 6 Session 2 Activity 6.2.5. Parts A and B Stories of persons with disabilities and employment

Clara’s story

**Part A**

Complete the first column of the chart, by listing the different barriers Clara is facing, that you noted in the video.

**Part B**

Your group will use this same flipchart for Part B when you will complete the other two columns.

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| --- | --- | --- |
| **Barriers - Part A**(presented in the video) | **Action - Part B**See [**Handout:** PG SDG 8 excerpts recommendations by targets and examples of key actions](#recommendationsbytargets) | **Entities responsible - Part B**(for the action in your context) |
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**Materials: Flipcharts for character stories**

Module 6 Session 2 Activity 6.2.5. Parts A and B Stories of persons with disabilities and employment

Rajid’s story

**Part A**

Complete the first column of the chart, by listing the different barriers Rajid is facing, that you noted in the video.

**Part B**

Your group will use this same flipchart for Part B when you will complete the other two columns.

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| **Barriers - Part A**(presented in the video) | **Actions - Part B**See [**Handout:** PG SDG 8 excerpts recommendations by targets and examples of key actions](#recommendationsbytargets) | **Entities responsible - Part B**(for the action in your context) |
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**Materials: Flipcharts for character stories**

Module 6 Session 2 Activity 6.2.5. Parts A and B Stories of persons with disabilities and employment

Ana’s story

**Part A**

Complete the first column of the chart, by listing the different barriers Ana is facing, that you noted in the video.

**Part B**

Your group will use this same flipchart for Part B when you will complete the other two columns.

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| **Barriers - Part A**(presented in the video) | **Actions - Part B**See [**Handout:** PG SDG 8 excerpts recommendations by targets and examples of key actions](#recommendationsbytargets) | **Entities responsible - Part B**(for the action in your context) |
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**Materials: Flipcharts for character stories**

Module 6 Session 2 Activity 6.2.5. Parts A and B Stories of persons with disabilities and employment

Noah’s story

**Part A**

Complete the first column of the chart, by listing the different barriers Noah is facing, that you noted in the video.

**Part B**

Your group will use this same flipchart for Part B when you will complete the other two columns.

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| --- | --- | --- |
| **Barriers - Part A**(presented in the video) | **Actions - Part B**See [**Handout:** PG SDG 8 excerpts recommendations by targets and examples of key actions](#recommendationsbytargets) | **Entities responsible - Part B**(for the action in your context) |
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Activity 6.2.5 Handout: Extended character stories

Module 6 Session 2 Activity 6.2.5. Part B Stories of persons with disabilities and employment

Clara’s story

Clara has used a wheelchair since she was a child. She loves singing, and used to make up songs to entertain her little brothers and cousins. Since she was very young she wanted to teach small children. When she was in school, studying to become a preschool teacher, many professors told her she shouldn’t be pursuing that career because she wouldn’t be able to manage a classroom as a wheelchair user. Clara was determined to not be labeled as incapable of being a preschool teacher. Even though Clara graduated with honors and at the top of her class, she has been unable to find a job. Every time she’s arrived at an interview, she is told the position has been filled, or they are no longer looking. She knows the real reason is because they see her impairment and are unwilling to give her a chance.

**Task**

Together with the members of your group you will determine the kinds of actions required to address the situation of the character assigned to your group. You will record your responses in the same flipchart you used to list the barriers faced by the character.

1. Read Clara’s story.
2. Determine some concrete actions to address Clara’s situation using information in the [**Handout:** PG SDG 8 excerpts - recommendations by targets and examples of key actions](#recommendationsbytargets). Write your actions on your group’s flipchart beside the relevant barriers.
3. Then, identify who would be responsible for implementing each action, in your context. List these in the third column of the chart.

**Handout: Extended character stories**

Module 6 Session 2 Activity 6.2.5. Part B Stories of persons with disabilities and employment

Rajid’s story

Rajid loves working in the hospitality field, particularly in hotels. He’s always very attentive with clients, and very creative at meeting their needs. His job involves standing all day behind the counter but, to manage his body pain, he needs to lie down for an hour. His former boss was OK with him lying down and understood his situation. They recently changed the supervisor and he’s completely unwilling to give Rajid permission to lie down, because “he doesn’t have any favorites”.

**Task**

Together with the members of your group you will determine the kinds of actions required to address the situation of the character assigned to your group. You will record your responses in the same flipchart you used to list the barriers faced by the character.

1. Read Rajid’s story.
2. Determine some concrete actions to address Rajid’s situation using information in the [**Handout:** PG SDG 8 excerpts - recommendations by targets and examples of key actions](#recommendationsbytargets). Write your actions on your group’s flipchart beside the relevant barriers.
3. Then, identify who would be responsible for implementing each action, in your context. List these in the third column of the chart.

**Handout: Extended character stories**

Module 6 Session 2 Activity 6.2.5. Part B Stories of persons with disabilities and employment

Ana’s story

When Ana came home and told her parents that she had found a job in construction, they didn’t like it very much. How was she going to do a man’s job? But she quickly earned the respect of her colleagues because her boss saw that she was very agile working in heights. One year and six months later, Ana had an accident on the job site that caused a concussion. She spent many months in rehabilitation, and was left with a long-term impairment that affects her balance. After she returned to the job, her boss called her into his office and told her that it would be best for her to claim early retirement. Ana did not want early retirement and felt that, with reasonable accommodations, she could continue her work.

**Task**

Together with the members of your group you will determine the kinds of actions required to address the situation of the character assigned to your group. You will record your responses in the same flipchart you used to list the barriers faced by the character.

1. Read Ana’s story.
2. Determine some concrete actions to address Ana’s situation using information in the [**Handout:** PG SDG 8 excerpts - recommendations by targets and examples of key actions](#recommendationsbytargets). Write your actions on your group’s flipchart beside the relevant barriers.
3. Then, identify who would be responsible for implementing each action, in your context. List these in the third column of the chart.

**Handout: Extended character stories**

Module 6 Session 2 Activity 6.2.5. Part B Stories of persons with disabilities and employment

Noah’s story

Noah bakes muffins for his friends, family, and neighbors. Noah’s family opposes guardianship and supports Noah to be independent and make his own decisions. Noah has been saving some money to be able to, one day, have his own bakery. For now, he would like to get something to move around in, selling muffins. His dad tells him to get a loan and explains that banks are the ones that give loans like that. Noah goes to a bank to apply for a loan but, as soon as they see how he looks and talks, they tell him that he needs to come with his guardian and demonstrate that he is under guardianship. This frustrates him greatly!

**Task**

Together with the members of your group you will determine the kinds of actions required to address the situation of the character assigned to your group. You will record your responses in the same flipchart you used to list the barriers faced by the character.

1. Read Noah’s story.
2. Determine some concrete actions to address Noah’s situation using information in the [**Handout:** PG SDG 8 excerpts - recommendations by targets and examples of key actions](#recommendationsbytargets). Write your actions on your group’s flipchart beside the relevant barriers.
3. Then, identify who would be responsible for implementing each action, in your context. List these in the third column of the chart.

Activity 6.2.5 Handout: PG SDG 8 excerpts -recommendations by targets and examples of key actions

Module 6 Session 2 Activity 6.2.5. Stories of persons with disabilities and employment Part B

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| Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all |

**4. Decent work for persons with disabilities: Actions applicable across all targets of SDG 8**

**Legislation**: The law should provide the basis for removal of barriers and discrimination and regulate the access to employment and labour rights of persons with disabilities on an equal basis with others.

**Close consultation and involvement of persons with disabilities**: The Ministry of Labour should ensure a systematic and diverse representation of persons with disabilities in the design, implementation and monitoring of policies, to promote their employment.

**Awareness-raising**: Ministries of Labour and employer federations/ associations and trade unions should undertake a range of awareness-raising measures targeting senior management, recruitment professionals and agencies among public and private business corporations, as well as among banking and financial services, to tackle stereotypes and prejudice against persons with disabilities in employment.

**Training on inclusive workplaces**: Ministries of Labour, in collaboration with representative organizations of persons with disabilities, should offer training on concrete strategies towards inclusion in employment. This should be offered to public officials responsible for employment policy, senior managers, employment services and human resources professionals, both from the public and private sectors.

**Budget allocation**: Ministries should allocate public resources to contribute to the employment of persons with disabilities, using markers to track expenditure.

**Data collection and disaggregation**: Ministries of Labour and other authorities should ensure that data on employment are collected and disaggregated by disability.

**Data protection and privacy**: Government should ensure employment policies and data protection policies refer to privacy, including data management, to protect persons with disabilities.

**Accountability and complaint mechanisms**: Ministries of Labour should establish internal complaints mechanisms to enable persons with disabilities to bring complaints before the administrative authorities and obtain effective remedies.

**5.1 Full and productive employment of persons with disabilities – Target 8.5**

**5.1.1 Include the rights of persons with disabilities in labour law, including the prohibition of discrimination, the provision of reasonable accommodation and the right to return to work**

Ministries of Labour should aim to:

1. Include the rights of persons with disabilities in employment into mainstream labour law and regulations. This should include, among others, provisions on the prohibition of discrimination on the basis of disability, accessibility of working environments in all its dimensions, reasonable accommodation and support measures.
2. Disseminate information among, and promote training for, labour law judges and legal professionals on the labour rights of persons with disabilities under the CRPD and the human rights-based approach to disability.

**5.1.2 Adopt an action plan/strategy for the promotion of employment of persons with disabilities in both the private and public sector**

Ministries of Labour should:

1. Lead the design and development of a national strategy and plan to promote the inclusion of persons with disabilities in employment, in both the private and public sectors. This should include clear timeframes and benchmarks and measurable goals, and should be developed in coordination with the main government disability focal point and with organizations of persons with disabilities.
2. Develop mechanisms to continuously monitor and periodically evaluate the implementation of the national strategy/plan and its programmes.

**5.1.3 Carry out awareness-raising campaigns on the labour rights of persons with disabilities**

Ministries of Labour, in consultation with businesses, trade unions and OPDs, should:

1. Design and develop accessible awareness-raising campaigns on the labour rights of persons with disabilities, tailored to different audiences including persons with disabilities themselves in all their diversity
2. Design, develop and evaluate awareness-raising campaigns and activities in coordination with the government disability focal point and with organizations of persons with disabilities

**5.1.4 Measure and reduce the disability pay gap**

To promote and ensure equal pay for equal work for persons with disabilities, Ministries of Labour should:

1. Disaggregate data by sex and disability in household and labour force surveys, as well as other relevant surveys, to measure disability pay gaps
2. Include income-related questions in disability surveys as well as other relevant surveys
3. Ensure labour law does not include exceptions to labour rights on the employment of persons with disabilities
4. Promote employment practices aimed at reducing the disability pay gap, including in recruitment and salary negotiations
5. Develop systems to monitor the respect for the principle of equal pay for equal work, for persons with disabilities, by public and private employers (e.g. through establishment surveys disaggregated by disability)

**5.2 Self-Employment of persons with disabilities - Targets 8.3 and 8.10**

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| 8.3: Promote development-oriented policies that support productive activities, decent job creation, entrepreneurship, creativity and innovation, and encourage the formalization and growth of micro-, small- and medium-sized enterprises, including through access to financial services8.10: Strengthen the capacity of domestic financial institutions to encourage and expand access to banking, insurance and financial services for all |

**5.2.1 Ensure that mainstream vocational and entrepreneurship training are inclusive of persons with disabilities and that supportive targeted training is available to them**

In the area on inclusive mainstream vocational and entrepreneurship training, Ministries of Labour, in coordination with education authorities, should:

1. Ensure that vocational and entrepreneurship training is inclusive of, and accessible to, persons with a broad range of disabilities, by eliminating potential barriers and providing the required support
2. Make targeted training available for persons with disabilities to support and facilitate their inclusion and retention in mainstream training (either before or in parallel to mainstream training)
3. Include capacity building on financial and administration skills within training on entrepreneurship
4. Facilitate access to information and communication technologies and other accessible technologies and provide training on their use for entrepreneurship
5. Evaluate how the training offered has contributed to access to employment or self-employment
6. Consider outreach measures to promote awareness of entrepreneurship and related training among persons with disabilities

**5.2.2 Adopt legal and regulatory measures to ensure the equal participation of persons with disabilities in business organizations and equal access to financial services, including micro-finance and credit schemes**

Policymakers regulating the activity of financial institutions or promoting self-employment should take steps to:

1. Reverse any provision in legislation or regulation that restricts the legal capacity of persons with disabilities to engage as partners in businesses organizations (e.g. cooperative enterprises) or to access financial services
2. Promote regulatory frameworks that facilitate access to credit and microfinance schemes by entrepreneurs with disabilities. This may involve making general schemes inclusive and/or developing specific credit lines, including the provision of insurance and safety nets to prevent or mitigate the risk of a failed business venture
3. Adopt measures to raise awareness and change attitudes of the staff of banks and financial institutions, both public and private, on the right to legal capacity of persons with disabilities. For example, one approach that has been used is appointing a disability focal person in a peak body for micro-finance and a point person in a national umbrella OPD, to work together towards financial inclusion
4. Establish mandatory accessibility standards for public and private financial institutions and their service provision

**5.2.3 Make business development services available for persons with disabilities**

Ministries of Labour, in coordination with other public agencies involved in self-employment and business development, should:

1. Develop public programmes to provide business development services for entrepreneurs with disabilities
2. Encourage existing private providers of business development services to adopt inclusive practices, to ensure services respond to the diversity of persons with disabilities

**5.3 Protection of labour rights of persons with disabilities - Targets 8.8 and 8.7**

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| Target 8.8: Protect labour rights and promote safe and secure working environments for all workers, including migrant workers, in particular women migrants, and those in precarious employmentTarget 8.7: Take immediate and effective measures to eradicate forced labour, end modern slavery and human trafficking and secure the prohibition and elimination of the worst forms of child labour, including recruitment and use of child soldiers, and by 2025 end child labour in all its forms |

**5.3.1 Ensure freedom of association to persons with disabilities to create and participate in trade unions**

Ministries of Labour should:

1. Work with OPDs and trade unions to promote the effective inclusion and participation of persons with disabilities in unions and collective bargaining, to be able to exercise their rights in the workplace
2. Propose the reversing of any legal or regulatory provisions that restrict the right of freedom of association, to form or to participate in trade unions or associations of workers, based on disability (including on the deprivation of legal capacity)

**5.3.2 Ensure that occupational health assessments do not prevent access to employment, based on impairments**

Ministries of Labour, in coordination with Ministries of Health, should:

1. Develop regulations and protocols on occupational health assessments containing procedural safeguards to prevent discrimination based on impairments
2. Disseminate information and guidance to employers, to ensure that occupational health assessments are used to guarantee that someone can perform the essential functions of a job and to plan for providing workplace adjustments, including through reasonable accommodation
3. Develop systems to monitor recruitment processes and occupational health practices regarding persons with disabilities, to remove discrimination based on disability

**5.3.3 Incorporate accessibility, in all its dimensions, as a key element of occupational health and safety**

Ministries of Labour and other agencies responsible for certifying the safety of workplaces should:

1. Establish the accessibility standards applicable to working environments
2. Ensure that occupational health and safety standards and emergency protocols of workplaces incorporate accessibility for persons with disabilities and that they are systematically included in monitoring activities, such as workplace inspections

**5.3.4 Adopt disability inclusive strategies against forced labour, including measures to end forced begging and other forms of exploitation**

To prevent forced begging and similar practices, Ministries of Labour, in coordination with other agencies (including those working on social protection and with organizations of persons with disabilities), should:

* + - 1. Ensure that policies to combat forced labour, modern slavery and human trafficking are inclusive of persons with disabilities
			2. Adopt a plan/policy to prevent begging, by providing persons with disabilities with alternative means for an adequate standard of living
			3. Combat practices of exploitation against persons with disabilities through forced begging, including by proposing relevant legislation and seeking legal sanctions of perpetrators by the justice system
			4. Carry out awareness-raising programmes, including training for the police, the judiciary and other actors monitoring and combating forced labour, and ensure the accessibility and effectiveness of reporting and complaint mechanisms