**Policy Guidance for Inclusive Sustainable Development Goals**

**Training materials**

**Trainer’s guide**

**for face-to-face training**

**Module 6**

**Decent work and economic growth**

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**Module 6**

**Decent work and economic growth**

**About module 6**

Module 6 SDG 8 – focuses on policies and practices to build sustainable and inclusive economic growth, including full and productive employment and decent work for all, including 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 6.1.3. 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 6, it is [Policy Guidance on Decent work and economic growth](https://www.ohchr.org/EN/Issues/Disability/Pages/SDG-CRPD-Resource.aspx#policy).

**Objectives**

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

* Explain how lack of access to full and productive employment and decent work impacts persons with disabilities
* Identify concrete actions that policymakers can take to implement Sustainable Development Goal (SDG 8) on Decent work and economic growth in a way that is inclusive of persons with disabilities
* Determine how to obtain additional information to support the process of implementation of SDG 8 in their context

**The module consists of three sessions:**

**Session 1 -** Getting started

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

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

# **Session 1**

**Getting started**

**Activity Time**

**Activity 6.1.1.** - Welcome and introductions 30 min

**Activity 6.1.2.** - Verifying needs and contributions 20 min

**Activity 6.1.3.** - 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 6.1.1. Welcome and introductions- four corners**

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| **Objectives** | To enable participants and members of the training team to:   * get to know each other * build an effective group dynamic based on mutual trust | **Trainer notes**  This activity serves to introduce the concept of disability in an interactive way. It enables participants to share and discuss different understandings, attitudes, perceptions or opinions about the human rights of persons with disabilities.  Display **Computer slide** **2:** Welcome! as participants enter the room.  For **Part A**, prepare flipchart sheets with the factors for a positive work experience listed below and place them on the walls around the room.  Factors:   * Feeling valued * Feeling safe to be yourself * Feeling autonomous/ independent * Feeling supported and able to support others |
| **Time** | 30 min |
| **Materials** | * Four flipchart sheets one for each of the four factors for a positive work experience, tape * **Computer slide** **2:** Welcome! |
| **Description** | **Part A Small group work** (15 min)   1. Present the four factors you have posted around the room. 2. Ask participants to reflect individually on the factors posted and then go and stand by the one they feel is most important to them. Participants form a group with the people who have gathered around the same factor. 3. Invite participants to introduce themselves (name, organization, occupation/position) to the other participants gathered around the same factor and explain the reasons why they chose the particular factor.   **Part B Whole group discussion** (15 min)   1. Invite each group to briefly introduce their members and explain some of the reasons why they chose the particular factor. 2. Once each group has presented, lead a whole group discussion using the following questions as a guide.  * How do these factors contribute to a good work experience? * Why are they particularly important for persons with disabilities? |

**Activity 6.1.2. Verifying needs and contributions**

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| **Objective** | To have participants review their needs and what they can contribute in relation to the objectives and content, as well as for the effective functioning of the training | **Trainer notes**  Prior to the training, participants completed a pre-training questionnaire, in which they provided information about their needs and contributions and other information for the training. Use information provided in the questionnaires about participants’ needs and contributions to prepare the flipchart for **Part A** of this activity. For the objectives of module 6 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 6 * **Computer slide** **3:** Objectives of module 6 * **Computer slide** **4**: Agenda * Copies of the agenda for module 6 (one copy for each participant) * A flipchart entitled Parking lot |
| **Description** | **Part A Needs and contributions** (10 min)   1. Post the flipchart you prepared of participants’ needs and contributions. Ensure to also include trainers’ needs and contributions. 2. Invite participants to add any other needs or contributions they feel should be included. |

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|  | **Part B Objectives and content** (10 min)   1. Distribute the copies of the agenda for the module. 2. 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 6.1.3. Key concepts – Foundations (optional)**

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| **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)  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** | * 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 info card |
| **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) 3. Have each group in turn, share the barriers they identified with the larger group and list these on the flipchart. 4. 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. Explanatory notes are provided.  ***Explanatory notes***  **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.  We live in societies that value productivity and, as a result, some people are seen as productive and others are not. Persons with disabilities have been seen as unproductive and laws and policies about employment were designed on the assumption that they are not, and will never be, part of the labour force.  This, in turn, results in charity-oriented policies that, based on a model of ‘incapacity to work,’ provides for income substitution instead of an enabling working environment.  **Medical model**  In other instances, disability has been considered purely a medical/health issue, and related policies and programmes focus on “curing” or “fixing” persons with disabilities, not on removing the barriers that prevent them from fully participating in  society. This view is reflected in policies that deny access to employment on the basis of a medical diagnosis.  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 groups 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. |

# **Session 2**

**Persons with disabilities and employment**

**Activity Time**

**Activity 6.2.1.** Persons with disabilities: full and productive employment and decent work – the data speaks 60 min

**Activity 6.2.2.** Stereotypes about persons with disabilities and employment 30 min

**Activity 6.2.3.** Arguments for inclusive employment – let’s debate 60 min

**Activity 6.2.4.** Mapping employment system actors30 min

**Activity 6.2.5.** Stories of persons with disabilities and employment 120 min

**Description**

In this session participants begin by exploring the current situation of persons with disabilities, in terms of employment, expressed in data. They explore how stereotypes about persons with disabilities and employment influence employment practices. They also examine barriers to productive and decent employment that persons with disabilities face in their societies and explore specific government actions needed to support disability inclusive employment. Participants then reflect on the applicability of these actions within their own contexts.

**Activity 6.2.1** **Persons with disabilities: full and productive employment and decent work – the data speaks**

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| **Objective** | To explore the impact that lack of access to work and employment has on persons with disabilities | **Trainer notes**  Some examples of possible responses from participants to the questions could be:  For Question 1 –   * exclusion from education and low educational attainment * lack of equal economic opportunities due to attitudinal barriers * lack of accessible and inclusive workplaces * deprivation of legal capacity prevents some persons with disabilities from engaging in employment, including self-employment.   For Question 2 -  Government action must:   * value persons with disabilities as active agents of development who contribute to the economy * ensure access to decent work, including self-employment * adopt policies to promote employment in the open market, including affirmative actions * prohibit discrimination based on disability, ensure the provision of reasonable accommodation and end segregated and forced work * ensure equal pay for equal work   To note, **Computer** **slide 14** outlines main reasons behind the employment 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 on **Computer** **slides 15** and **16**. |
| **Time** | 60 min |
| **Materials** | * Flipcharts and markers * **Computer slides 11 and 12:** Persons with disabilities: full and productive employment and decent work - the data speaks * **Computer slide 13:** Discussion questions 1 and 2 * **Computer slide 14:** Question 1 - suggested answer key * **Computer slide 15:** Question 2 –   suggested answer key   * **Computer slide 16:** Question 2 –   suggested answer key cont’d |
| **Description** | **Part A Exploring gaps and government actions** (30 min)   1. Divide participants into three small groups. 2. Display **Computer slides 11** and **12** Persons with disabilities: full and productive employment and decent work-the data speaks, and go over the information on the slide with participants. Display the slides in succession, giving a brief explanation. See below.   Data shows:   * + The average employment rate, across eight regions of the world, for persons with disabilities is **36%**   + **49%** of persons with disabilities are economically inactive (compared to **20%** for others)  1. Display **Computer slide 13:** 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 employment gap between persons with disabilities and others?  **Question 2**  What can governments do to ensure that all persons with disabilities can access full and productive employment and decent work and realize SDG 8? 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 14:** Question 1 -suggested answer key. * For question 2 you can display **Computer slides 15 and 16:**   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 6.2.2.** **Stereotypes about persons with disabilities and employment**

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| **Objective** | To explore how stereotypes about persons with disabilities and employment influence employment practices | **Trainer notes** |
| **Time** | 30 min |
| **Materials** | * **Computer slide** **17:** Impacts of stereotypes * Flipcharts and markers |
| **Description** | **Part A Buzz groups** (10 min)   1. Invite participants to form buzz groups of three with the persons seated closest to them. 2. Ask them to briefly discuss and list stereotypes they know about, have heard, or have believed, about persons with disabilities and employment. (5 min) 3. Reconvene the large group and invite participants to share their responses and list them on a flipchart.   **Part B Large group discussion** (20 min)   1. Making reference to the stereotypes identified by participants, invite them to share their reflections on the questions below.  * How do you think stereotypes about persons with disabilities impact their access to employment? * How have stereotypes affected employment policies and practices that are in place today in many parts of the world?   Display **Computer slide 17:** Impacts of stereotypes for easy reference to the questions above.   1. Synthesize the main ideas from the discussion. 2. Then, explain to participants that these stereotypes inform current employment policies and practices in place in many parts of the world.   Acknowledge that often, when trying to implement systemic changes, we face push-back and challenges and that for many of us it can be difficult to know how to respond to those challenges.   1. Then explain that in the next activity they will have the opportunity to practice ways to respond to some of the challenges they might encounter, when trying to advance inclusive employment. |

**Activity 6.2.3.** **Arguments for inclusive employment - let’s debate**

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| **Objective** | To develop arguments for combatting stereotypes and advancing inclusive employment | **Trainer notes**  For **Part B**, set up debate tables, so that the two groups debating are facing each other and the other participants can see both groups.  For **Part C**, ensure you view the ILO-info story before you do the activity. See link below.  [The win-win of disability inclusion](https://ilo.org/infostories/en-GB/Stories/Employment/The-win-win-of-disability-inclusion#the-benefits-of-inclusive-workplaces) |
| **Time** | 60 min |
| **Materials** | * **Computer slide** **18:** Debate topic and positions * **Computer slide 19:** ILO info story |
| **Description** | **Part A Setting up the debate** (20 min)   1. Begin by explaining to participants that negative stereotypes and prejudice, such as those discussed in the previous activity, inform employment policies and practices and often prevent access of persons with disabilities to employment. Ableism is usually behind these negative perceptions and stereotypes and they need to be actively combated. 2. Also explain that in order to advance inclusive employment we need to be able to counter arguments against equal employment opportunities for persons with disabilities. 3. Inform participants that in this activity they will practice developing effective arguments for inclusive employment through a modified debate format. 4. Divide participants into two groups (Group 1 and Group 2). Explain that they will engage in a debate. Display **Computer slide 18:** Debate topic and positions for easy reference to the instructions. 5. Assign positions regarding the debate topic as follows.   **Debate topic:**  Hiring people with disabilities poses an excessive burden on employers  **Debate positions:**  **Group 1** will present arguments agreeing with the statement, i.e., arguing **against inclusive employment**  **Group 2** will present arguments disagreeing with the statement, i.e.,arguing **for inclusive employment.**   1. Have the groups set up in different parts of the room to prepare their arguments. 2. All participants in each group will take part in developing the arguments for the debate. Each group will choose three participants to take part in the actual debate in **Part B**. The other group members will listen and take notes of key arguments presented by each group. These participants will have the opportunity to share their comments and reflections at the end of the debate. 3. Explain that each group will have only five minutes to present their arguments in **Part B**. Therefore, in their preparation they should focus on quality not quantity. Also stress that the debate is not about “winning”, but rather about presenting strong arguments on both sides of the debate topic, (i.e., for and against). (20 min)   **Part B Conduct the debate** (20 min)   1. Reconvene the large group and invite the debaters selected from Groups 1 and 2 to the debate tables. 2. Allow each side, “for” and “against”, five minutes to present their arguments. (10 min) 3. Together with the other participants from each group, who were not debaters, synthesize and list on a flipchart the main arguments presented, for and against. Invite these participants to share their comments and reflections. You will need to refer to these arguments in **Part C.** (10 min)   **Part C Info story – The win-win of disability inclusion, and discussion (**20 min)   1. Inform participants they will now view segments of an info story developed by the International Labour Organization (ILO) that presents the benefits of inclusive workplaces. 2. As they view the segments, ask participants to note any additional arguments for inclusive employment and counter arguments against inclusive employment that may be raised. 3. Display **Computer slide 19:** ILO info story, and click on the link to show the info story. [The win-win of disability inclusion](https://ilo.org/infostories/en-GB/Stories/Employment/The-win-win-of-disability-inclusion#the-benefits-of-inclusive-workplaces) 4. Show the following segments:  * Employment – the win-win of disability inclusion (i.e., opening page of the info story) * How does your brain think about disability – tab entitled Get the facts rights (show the 6 facts) * The benefits of inclusive workplaces   (i.e., access to talent, increased innovation …)   1. After the viewing, invite participants to share any additional arguments they gathered from the info story both “for” or “against” and add them to the list from **Part B.** 2. Then invite participants to share their reflections on the questions below.  * Which arguments presented in favour of inclusive employment do you feel could support you in your work? * Which arguments against inclusive employment might pose the biggest challenges? What are some ways you could mitigate those challenges? |

**Activity 6.2.****4.** **Mapping employment system actors**

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| **Objective** | To identify key actors that can influence a country’s employment system | **Trainer notes**  For **Part A,** make enough copies of the **Handout:** Mapping key actors in the employment system, to provide each member of each group with a copy. |
| **Time** | 30 min |
| **Materials** | * Flipcharts and markers * **Handout:** Mapping key actors in the employment system |
| **Description** | **Part A Small group work** (20 min)   1. Have participants work in small groups of three or four. 2. Explain to participants that together with the members of their group, they will do a visual mapping of key actors in the employment system of their country. These are actors whose actions they feel can have an impact on inclusive employment policies and practices in their country. 3. Distribute copies of the **Handout:** Mapping key actors in the employment system. 4. Explain the task as described in the instructions in the handout. 5. Provide each group with a flipchart sheet and different coloured markers to create their visual mapping. 6. Address any questions participants may have. 7. Have participants create their visual mappings on the flipchart. They will use the information in **Activity 6.2.5.** 8. Once they have completed the task have all the groups post their flipcharts on a wall in the room.   **Part B Gallery round** (10 min)   1. Invite participants to look at the mappings created by the other groups and observe similarities and differences. 2. Remind participants to keep the visual mapping as they will be using it in **Activity 6.2.5.** Stories of persons with disabilities. |

**Activity 6.2.5.** **Stories of persons with disabilities** **and employment**

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| **Objective** | To determine specific government actions needed to support the inclusion and equal participation in the workforce of persons with disabilities | **Trainer notes**  For the task in **Part A**, prepare four flipcharts, one for each of the four character stories as illustrated in **Materials:** Flipcharts forcharacter stories.   * Write the name of the character at the top of the flipchart. * Draw the chart below the name. * Provide each group with the flipchart for their character story.   Participants will also use the flipchart in **Part B.**  For the task in **Part B,** 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: The [suggested answer keys](#answerkey) for each character have been included as a guide for the trainer.  Also make enough copies of the **Handout:** PG SDG 8 excerpts -recommendations by targets and examples of key actions to provide each member of each group with a copy of the story for their group.  Remind participants to refer back to **Activity 6.2.4.** Mapping employment system actors as identify which actors**,** in their country, would be in a position to undertake the actions they identify.  Place two or three pads of the same coloured sticky notes in the middle of the room for easy access by the participants. |
| **Time** | 120 min |
| **Materials** | * Flipcharts and markers * **Computer slide 20:** [**SDG 8 - Video**](https://www.ohchr.org/EN/Issues/Disability/Pages/sdg-crpd-resource.aspx) * **Materials:** Flipcharts forcharacter stories * **Handout:** Extended character stories * **Handout:** PG SDG 8 excerpts -recommendations by targets and examples of key actions * [**Suggested answer keys**](#answerkey) for extended character stories * **Computer slide 21:** Gallery round * Sticky notes (one colour) |
| **Description** | **Part A SDG 8 video and discussion** (30 min)   1. Inform participants that they will view a video which tell the stories of the employment experience of four persons with disabilities. These are:  * Clara’s story * Rajid’s story * Noah’s story * Ana’s story  1. Divide participants into four groups and 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 20 –** [**SDG 8 - 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 give the groups some time to discuss the story of the character assigned to their group. 5. Provide each group with markers and the appropriate flipchart for their character. See **Materials:** Flipcharts forcharacter stories. 6. Explain to participants that they will only complete the first column of the chart by listing the barriers facing their character as they noted in the video. (5 min) 7. Then, ask each group in turn to post their flipchart on a wall and share the barriers they listed. (10 min) 8. Review all the barriers listed and ask participants what conclusions they can draw regarding the barriers faced by persons with disabilities in terms of employment. 9. Keep the flipcharts posted on the wall for **Part B** of the activity.   **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 government actor responsible respectively). 3. Provide each group with copies the handouts below.  * **Handout:** Extended character stories (one copy of the relevant story for each participant). * **Handout:** PG SDG 8 excerpts -recommendations by targets and examples of key actions (one copy for each participant)  1. Explain the task as described in the instructions in the **Handout:** Extended character stories. 2. Ask the groups to complete the task and write their answers on the flipchart provided to their group.   **Part C – Gallery round** (30 min)   1. Reconvene the large group. 2. Display **Computer slide 21:** 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. Ask participants to team up with a person who is from a different group, and together:    * review the actions proposed for their two characters.    * determine whether the actions proposed will support fulfillment of their characters’ rights    * 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    * write their ideas for mitigating the challenges on the different coloured sticky notes provided and post them on the flipchart 5. Ask participants to also take note of the connections between the different actions proposed for their characters.   **Part D Large group discussion** (30 min)   1. Reconvene the large group. 2. 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 with regard to employment? * How do the actions identified contribute to combatting stereotypes about persons with disabilities? * How do they specifically advance inclusive employment and a dignified working experience? * What is needed to ensure consultation with people with disabilities regarding employment policies and practices aimed at inclusive employment? |

# **Session 3**

**Wrap up and next steps**

**Activity Time**

**Activity 6.3.1**. – End of Module 6 debrief and evaluation 30 min

**Activity 6.3.2**. – Next steps 15 min

**Description**

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

**Activity 6.3.1. – End of Module 6 debrief and evaluation**

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| **Objective** | To have participants reflect on their learning and evaluate the training | **Trainer notes**  Prepare an evaluation questionnaire for module 6 using the resources provided in the introduction. Make the required number of copies of **Handout:** Evaluation questionnaire for module 6 (one copy for each participant). |
| **Time** | 30 min |
| **Materials** | * **Computer slide 22:** My commitment * **Handout:** Evaluation questionnaire for module 6. to be prepared by the trainer) |
| **Description** | **Part A Individual commitment** (15 min)   1. Display **Computer slide 22**: My commitment. 2. Explain to participants that they will now share one action that they feel they can commit to carrying out, within the next three months, to advance inclusive employment in their context. 3. Give participants two to 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 B – Evaluation** (15 min)  Have participants complete and return the evaluation questionnaire you prepared. |

**Activity 6.3.2. – Next steps**

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| **Objective** | To have participants reflect on follow-up actions | **Trainer notes**  Prepare a list of next steps for your particular target audience and add these to **Slide 23.** 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 commitment they shared in **Activity 6.3.1. -**End of Module 6 debrief and evaluation. |
| **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 6.2.5. Part B Stories of persons with disabilities and employment

**Clara’s story**

* **Concrete actions** to address Clara’s situation using **Handout:** PG SDG 8 excerpts - recommendations by targets and examples of key actions.
* **Entities responsible** for implementing each action in participants’ context.

**Action**

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.

**Entities responsible**

Ministry of Labour, National Human Rights Institution, independent monitoring framework under article 33(2) of the CRPD, courts

**Action**

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. Design, develop and evaluate awareness-raising campaigns and activities in coordination with the government disability focal point and with organizations of persons with disabilities.

**Entities responsible**

Ministry of Labour, government disability focal point, trade unions, National Human Rights Institution, independent monitoring framework under article 33(2) of the CRPD, courts

**Action**

Design and develop 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.

**Entities responsible**

Ministry of Labour, government disability focal point

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

Activity 6.2.5. Part B Stories of persons with disabilities and employment

**Rajid’s story**

* **Concrete actions** to address Rajid’s situation using **Handout:** PG SDG 8 excerpts - recommendations by targets and examples of key actions.
* **Entities responsible** for implementing each action in participants’ context.

**Action**

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.

**Entities responsible**

Ministry of Labour, National Human Rights Institution, independent monitoring framework under article 33(2) of the CRPD, courts

**Action**

Carry out training for employers with a view to combatting prejudice against persons with disabilities and fostering an inclusive workplace, including training on the provision of reasonable accommodation.

**Entities responsible**

Ministry of Labour, employer’s federations, trade unions, organizations of persons with disabilities

**Action**

Design and develop 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.

**Entities responsible**

Ministry of Labour, government disability focal point

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

Activity 6.2.5. Part B Stories of persons with disabilities and employment

**Ana’s story**

* **Concrete actions** to address Ana’s situation using **Handout:** PG SDG 8 excerpts - recommendations by targets and examples of key actions.
* **Entities responsible** for implementing each action in participants’ context.

**Action**

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.

**Entities responsible**

Ministry of Labour, National Human Rights Institution, independent monitoring framework under article 33(2) of the CRPD, courts

**Action**

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

Design, develop and evaluate awareness-raising campaigns and activities in coordination with the government disability focal point and with organizations of persons with disabilities

**Entities responsible**

Ministry of Labour, government disability focal point, National Human Rights Institution, independent monitoring framework under article 33(2) of the CRPD, courts

**Action**

Carry out training on concrete strategies towards inclusion in employment, including the right to return to work, targeting public officials responsible for employment policy, senior managers, employment services and human resources professionals, both from the public and private sectors.

**Entities responsible**

Ministry of Labour, employer’s federations, trade unions

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

Activity 6.2.5. Part B Stories of persons with disabilities and employment

**Noah’s story**

* **Concrete actions** to address Noah’s situation using **Handout:** PG SDG 8 excerpts - recommendations by targets and examples of key actions.
* **Entities responsible** for implementing each action in participants’ context.

**Action**

Develop public programmes to provide business development services for entrepreneurs with disabilities

Encourage existing private providers of business development services to adopt inclusive practices, to ensure services respond to the diversity of persons with disabilities

**Entities responsible**

Ministry of Labour, private sector

**Action**

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

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)

Include capacity building on financial and administration skills within training on entrepreneurship

**Entities responsible**

Ministry of Labour, authorities responsible for vocational education and training, private sector

**Action**

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 including:

* 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
* 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
* 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

**Entities responsible**

Ministry of Labour, authorities responsible for regulating financial institutions, private sector