**Note for the facilitator**

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| Module/topic | **Module 1: What is disability?** |
| Session sequence | * Presentation
* Group activity
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| Total duration | 2 hours 15 minutes* 1 h: presentation
* 1 h – 1 h 15 min: group activity
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| Training material  | * Computer slide presentation on “What is disability?”
* Note for the facilitator (this note)
* Instructions for group activity 1/icebreaker: multiple choice
* Instructions for group activity 2: role play (alternative to group activity 1)
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| Background reading for the facilitator | * On sources, references and websites used, see last slide in this module’s computer slide presentation
* *Human Rights Training: A Manual on Human Rights Training Methodology*, Professional Training Series No. 6 (United Nations publication, Sales No. E.00.XIV.1)
* On training techniques, including compilation of icebreakers, see materials of the OHCHR Methodology, Education and Training Section (METS)
* *ABC Teaching Human Rights: Practical activities for primary and secondary schools* (United Nations publication, Sales No. E.03.XIV.3), chap. 3, discrimination, pp. 69–79 (youth-oriented)

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| Handouts for participants | * Computer slide presentation (print 4 slides per page)
* Slide 20 on language and terminology
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| Reading material for participants  | * Convention on the Rights of Persons with Disabilities
* Office of the United Nations High Commissioner for Human Rights (OHCHR), FAQ on the Convention
* United Nations, *Monitoring the Convention on the Rights of Persons with Disabilities: Guidance for Human Rights Monitors*, Professional Training Series No. 17 (HR/P/PT/17)
* OHCHR, United Nations Department of Economic and Social Affairs (DESA) and Inter-Parliamentary Union (IPU), *From Exclusion to Equality: Realizing the Rights of Persons with Disabilities—Handbook for Parliamentarians on the Convention on the Rights of Persons with Disabilities and its Optional Protocol* (HR/PUB/07/6)
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**Learning objectives (skills, knowledge, attitudes)**

At the end of module 1, participants will be able to discuss the human rights approach to disability and explain the evolution of other approaches.

**General tips**

One of the toughest tasks facing the Convention on the Rights of Persons with Disabilities is bringing about a change in attitude and perceptions about disability. Most are the result of myths and prejudices that have consolidated over many years. Psychological barriers are the hardest to break down.

Participants, too, may have strong views on specific disability-related issues. In some cases, examples provided during discussions will tend to confirm and reinforce myths. The objective of the module is to create awareness and encourage discussion and reflection about certain topics, not to convince the audience at all costs. Strong views in some cases are the result of direct experiences, including negative or painful ones, and as such deserve respect.

**Specific slides**

* Slide 1 – title
* Slide 2 – sets out the objectives and module flow
* Slide 3 – explains graphically the mechanics of a human rights approach which views disability as socially constructed—the result of the interaction between an individual’s condition (personal factors) with his or her surroundings (environmental factors). At this stage, there is no need to refer to the approach in terms of human rights. This will be done later. At this stage, focus on the concept of disability as a social construct so that participants understand
* Slide 4 – sets out some examples of personal factors related to disability in two groups: physical and socioeconomic
* Slide 5 – sets out some examples of environmental factors breaking them down into: environmental accessibility; laws and policies; socioeconomic factors; and services
* Slide 6 – completes the social interaction between physical and environmental factors which has an impact on an individual’s participation in society, which, in turn, may or may not result in disability. The facilitator should spend some time on this slide, discussing different scenarios of “personal factors” and “environmental factors” and how this can change the level of disability. Consider scenarios of developed and developing countries, different impairments, more open and more closed societies and so on
* Slide 7 – sets out the four approaches to disability discussed in this module: charity, medical, social and human rights. Note that, in spite of the adoption of the Convention, which fosters the social and human rights approach, the charity and medical approaches are alive and well
* Slides 8 and 9 – set out graphically and in words the main elements of the charity approach – the facilitator might focus on the visual or text slides or on both
* Slides 10 and 11 – set out graphically and in words the main elements of the medical approach
* Slide 12 – illustrates some of the negative consequences of the medical and charity approaches, leading to exclusion and non-participation. The facilitator might wish to highlight how special health care, special education and special services promoted under the medical and charity approaches prevent the participation in society of persons with disabilities on an equal basis with others
* Slides 13 and 14 – set out graphically and in words the main elements of the social approach
* Slide 15 – highlights that persons with disabilities are part of human diversity and should be respected and valued as such
* Slides 16 and 17 – set out graphically and in words the main elements of the human rights approach to disability
* Slide 18 – sets out the key principles of a rights-based approach to disability, taken from the Convention. They will be introduced in module 2 so the facilitator can decide whether to discuss them here already and repeat them later or simply to treat them in module 2
* Slide 19 – introduces the Convention’s concept of disability, which reflects the introductory discussion above on “what is disability?” Again, this will be discussed in module 2 so that facilitator can decide whether to introduce it here or wait until the next module
* Slide 20 – raises a question which is often of concern to those new to the Convention, namely what is appropriate language and terminology? The facilitator should be quick to stress the importance of showing respect in conversation while avoiding political correctness. While terminology is important, there is also disagreement in this area and respect ultimately comes from our actions
* Slide 21 – provides sources of additional information