**Note for the facilitator**

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| Module/topic | **Module 2: Short introduction to the Convention on the Rights of Persons with Disabilities: history, main features and structure** |
| Session sequence | * Icebreaker
* Presentation
* Questions & answers
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| Total duration | 2 hour and 30 min: * 30 min icebreaker
* 1 hour presentation and discussion
* 1 hour group activity
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| Training material  | * Computer slide presentation
* Instructions for group activity: discrimination at school
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| Background reading for the facilitator | * On sources, references and websites used, see last slide in module
* *Human Rights Training: A Manual on Human Rights Training Methodology*, Professional Training Series No. 6
* On training techniques, including compilation of icebreakers, see OHCHR METS materials
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| Handouts for participants | * Computer slides (print 4 slides per page)
* Convention on the Rights of Persons with Disabilities
* OHCHR, FAQ on the Convention
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| Reading material for participants  | * Convention on the Rights of Persons with Disabilities
* “Report of the United Nations High Commissioner for Human Rights on progress in the implementation of the recommendations contained in the study on the human rights of persons with disabilities” (A/HRC/4/75)
* “Thematic Study by the Office of the United Nations High Commissioner for Human Rights on enhancing awareness and understanding of the Convention on the Rights of Persons with Disabilities” (A/HRC/10/48)
* OHCHR, FAQ on the Convention on the Rights of Persons with Disabilities
* 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)
* *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 2, participants will be able to:

* Answer basic questions about the Convention on the Rights of Persons with Disabilities, such as why it is important, whom it protects and what has to be done to respect the rights of persons with disabilities.

**Approach to module 2**

Module 2 is an introductory session to the different issues of the training package.

Most of the subjects introduced in module 2 will be discussed in more detail throughout the package. Facilitators should therefore avoid revealing too much during module 2, also in view of the time constraints. It is important, for example, to spend time explaining why a new convention was important and to focus on the main innovative aspects of the Convention on the Rights of Persons with Disabilities.

The facilitator should encourage questions and answers during the computer slide presentation and ensure that it is as interactive as possible. Importantly, most of the features of the Convention will appear new to many people, so participants could have many questions.

Facilitators can take note of questions and decide what to answer during the module, at the end of module 2 or what to defer to other modules where specific examples will be given. (Do not forget to answer all participants’ questions before the end!)

**General tips**

* It is expected that the facilitator will adapt the materials to the audience and to the national or regional context. The computer slide presentation and the notes are provided as a basis upon which the facilitator can build a training course that suits the participants’ requirements and specificities.
* The notes provide information on the Convention to help the facilitator with preparations. However, they do not always follow the slides chronologically and are not meant to provide the content of the presentation; they are only an aid and not to be followed slavishly. Indeed, the facilitator should use his or her general knowledge about human rights treaties when presenting the slides.
* Some practical examples are contained in the notes; however, when preparing the presentation the facilitator should have some more examples on hand, based on his or her own experience and research that take into account domestic and regional situations and information sources.
* The slides of this module have been arranged in a question and answer format. The slide sets out the question and also provides *an answer*. However, the facilitator should use the question and answer format to open up the discussion to the participants. Participants may have questions about the “answer” provided in the slide or, alternatively, participants may have different answers.
* All participants should have the Convention before them and so they can refer to it from time to time, e.g., for slide 6 when discussing principles and rights.
* Class rules are usually agreed during the opening of the course. Just consider the peculiarity of this course.
* The equation should be: 100% freedom of participation = 100% respect for differences.

**Specific slides**

* Slide 1 – title
* Slide 2 – sets out the objective and flow of the module
* Slide 3 – explains to participants what a convention is. This slide has to be adapted to the participants’ level of knowledge
* Slide 4 – discusses the purpose of the Convention. It underlines that persons with disabilities have rights and these rights are human rights
* Slide 5 – identifies that the Convention protects persons with disabilities but that these individuals are not a monolithic group and include women, children, people with different impairments and so on
* Slide 6 – sets out the Convention’s principles
* Slide 7 – “Unlocking the secrets of the Convention”. This slide launches a discussion on the rights and principles in the Convention. The facilitator should ask some of the participants to choose an article of the Convention, read it and then the participants can give their views on what the right or principle means to them and what should be done to implement and enforce it. Most participants will not have read the Convention before so this should be a revelation!
* Slide 8 – emphasizes the fact that States have the primary obligation to respect the rights of persons with disabilities. This basic element of human rights law is not always understood, including by States. However, we should all respect the rights of persons with disabilities and some, such as the private sector, have an important role to play
* Slide 9 – introduces a summary of the main steps in implementation. These will be discussed in much greater detail in module 4. Here, they should be introduced only in a general way
* Slide 10 – lists the national institutions needed
* Slide 11 – shows graphically how the Committee operates
* Slide 12 – a common question relating to the Convention on the Rights of Persons with Disabilities and other conventions is “how is it enforced?” A slide is specifically focused on this question. The facilitator should be prepared for this question, explaining the role of courts, quasi-judicial monitoring frameworks as well as the Committee on the Rights of Persons with Disabilities. The initial answer—that there is no world human rights court to enforce human rights treaties—might come as a disappointment to some participants. The facilitator must be careful to build up the national and human rights framework, emphasizing that change can happen in many different ways and can sometimes be slow but that there are success stories. The facilitator might wish to pre-empt the question by identifying good examples of national enforcement of human rights (e.g., a court case not necessarily related to disability rights) or international monitoring which led to an improvement in the enjoyment of human rights (e.g., a communication to a treaty body or to a special procedure).
* Slide 13 – sets out just some of the reasons why the Convention is important. The facilitator can stimulate discussion around other reasons
* Slide 14 – raises a very important aspect of the Convention: persons with disabilities should participate in decisions affecting them—specifically in relation to laws and policies as well as to the implementation and monitoring of the Convention
* Slide 15 – this slide should provoke discussion, depending on the audience. The notes provide some suggestions for actions and activities to support the Convention but many more are possible
* Slide 16 – provides sources of additional information

 **Accessibility**

Should persons with disabilities participate in the training, ensure that accessibility requirements are considered and addressed. Also, remember that individual participants with disabilities may require reasonable accommodation to participate in the training. It is important for the organizer of the training to approach them in advance and individually to clarify what their requirements are. Depending on the specific individual, these are some of the measures you may need to take:

* Ensure that the training venue is accessible. Avoid locations with stairs, narrow passages or heavy doors, which can represent barriers, for example for person using mobility devices. Ensure that the training space is well organized, spacious and free from clutter, so that both persons using mobility devices as well as persons with visual disabilities can move without facing obstacles.
* Accessibility of the training for deaf persons or persons with hearing impairments may require recourse to various methods, such as the display of text, sign-language interpretation and the use of hearing aids such as neckloops. It is important to consult the person(s) in question to determine what method is preferable, alone or combined with others. Remember that sign-language interpretation is highly demanding on the interpreters, who therefore need to take frequent breaks and work in pairs.
* Make your printed training material accessible. You may make it available to participants with visual disabilities in electronic form, by posting it on the web or uploading them on CD-Roms or flash disks, so that training participants can access them from their computer. In such cases, always remember to provide files in a format that most software readers can recognize. Alternatively or in addition, documents may also be made available in Braille or large print. Materials can also be made available in easy-to-read-and-understand formats, if training participants so require.
* If you use visual aids, such as computer slide presentations, pictures or videos, in your training ensure that an adequate description of the information conveyed through these means is communicated in an accessible format. For example, videos should be subtitled; images should include a description.
* Some training participants with disabilities may require a personal assistant. In this case, you need to make the necessary arrangements to ensure that the assistant also attends the training. This means that if you provide transport and/or accommodation for training participants, you will need to make similar arrangements for personal assistants.