**Training module on Foundations:   
Key concepts and structural requirements to create an enabling**

**legal, policy and programming environment (in-person training)**

*Advance version*

[Facilitator’s Outline](#_Facilitator’s_Outline)

[Examples of Abled Privilege Checklists](#_Examples_of_Abled)

Handout: [Stories & Pillars cutouts](#_Handout:_Stories_&)

Handout: [Core Pillars Infocard](#_Handout:_Core_Pillars)

Handout: [Governance Infocard - Structural Requirements Part 1](#_Handout:_Governance_Infocard)

Handout: [Structural Requirements Part 2 Infocards](#_Foundations_Training_Module)

Handout: [Extended Character Stories (Structural Requirements Part 2)](#_Handout:_Extended_Stories)

# Facilitator’s Outline

|  |  |
| --- | --- |
| **Module Title:**  **In-person Training Module - Foundations - Facilitator Outline** | |
| **Description:** | The United Nations Human Rights Office developed a comprehensive resource package aimed at supporting the work of policymakers who are engaged in the implementation of the Sustainable Development Goals for the 2030 agenda or in the implementation of disability-related policies.  The [SDG-CRPD resource package](https://www.ohchr.org/EN/Issues/Disability/Pages/sdg-crpd-resource.aspx) is comprised of the following components:   * **Policy Guidelines**, which are detailed documents aiming at supporting policymakers in the development of laws, policies and programmes following the Sustainable Development Goals under the guidance of the Convention on the Rights of Persons with Disabilities (CRPD). The Policy Guidelines are made up of a comprehensive introduction reviewing key concepts including the human rights based approach to disability, key cross-cutting issues and structural requirements to create an enabling legal, policy and programme environment as set out in SDGs 10 (reducing inequalities), 16 (peace, justice and strong institutions) and 17 (partnerships for the goals), and guidelines covering: SDG 1 (No Poverty), SDG 3 (Good Health and Well-Being), SDG 4 (Inclusive Quality Education), SDG 5 (Gender Equality), SDG 8 (Decent Work and Economic Growth), and SDG 11 (Sustainable Cities and Communities). The Policy Guidelines also have thematic briefs on: food and nutrition, water and sanitation, rural areas, research and innovation, tourism and climate change and disaster risk reduction. * **Human Rights Indicators** for the Convention on the Rights of Persons with Disabilities, which identify key markers to assess the enjoyment of rights under each article of the CRPD and track progress in its implementation. * **Data Sources Guidance**, which provides concrete examples of where data is being collected, to inform the human rights outcome indicators. * **Training materials**, which include a facilitator guide and a set of powerpoints to conduct both in-person and online trainings on different components of the policy guidelines, as well as a general module dedicated to the resource package itself. * **Videos**, which give a brief overview of the topics covered in the policy guidelines, as well as one looking at the resource package itself and its components.   This training module focuses on the Foundations guideline of the resource package, which contains key concepts and structural pillars for each of the modules and it is designed to be given as a stand-alone module or in combination with the other training modules. |
| **Length:** | 8 hours including breaks. Schedule one hour for set-up. |
| **Date & Time:** | [write here date and time] |
| **Facilitator(s):** | [Write the name of facilitators here]  ***\*\*Note to Facilitators: Everything in italics is the script for you to say to participants. Adapt it to your own style.***  While it might not always be possible, it is advisable that facilitators team-up with persons with disabilities to deliver trainings in one or more sessions, they can be participating as experts or sharing their experiences to illustrate the description of the contexts and barriers, or the actions recommended.  In preparation for facilitating this module it is important that you familiarize yourself with the Foundations guideline, available in the [SDG-CRPD resource package](https://www.ohchr.org/EN/Issues/Disability/Pages/sdg-crpd-resource.aspx).  In preparation for the training, facilitators should assess the needs of participants and identify how familiar they are with the content. To do so, facilitators should review Part 2 of the [Evaluation Handbook](https://www.ohchr.org/Documents/Publications/EvaluationHandbookPT18.pdf). If participants are already familiar with some of the concepts in this module, you might want to decide how to shift the focus for it to be the most useful to your specific audience.  This training will be most effective if participants are able to make connections between the theoretical and technical content of the module and their own particular contexts. This is why most activities include a debrief with open questions to support learning. Therefore, it is important to be prepared to link participants’ responses and offerings to the content of the module and specific concepts and build on their comments to explain the content. |
| **Objectives:** | By the end of the module, participants will be able to:   * Better understand key human rights concepts that underpin a rights-based approach to disability-inclusive development. * Better understand the structural requirements that enable the implementation of all the Sustainable Development Goals with a disability rights lens. * Identify the various components of the United Nations Human Rights Office’s resource package on the SDGs and the CRPD. * Identify concrete steps that policymakers can take to implement general requirements and foundations for the inclusion of persons with disabilities.   In preparation for facilitating this module, it is important that you familiarize yourself with the Foundations section, [SDG-CRPD resource package](https://www.ohchr.org/EN/Issues/Disability/Pages/sdg-crpd-resource.aspx). |
| **Participants:** | Number of participants: 30   * Intended participants: Policymakers and public officials working in various agencies that play a role in the realization of the SDGs or in the development and implementation of disability-related policies. * Facilitators should have the following considerations when preparing to give this training:   + Differences among participants of experience working on policy implementation related to the rights of persons with disabilities.   + Different levels of knowledge about the Convention on the Rights of Persons with Disabilities Sustainable Development Goals or the 2030 agenda.   + Whether participants have disabilities and what specific accommodations are needed for them to participate fully.   + Participants may or may not speak English as their first language.   + Participants may not be attending the training by choice. |
| **Materials:** | * Foundations guideline * Training Presentation * Video Foundations [SDG-CRPD resource package](https://www.ohchr.org/EN/Issues/Disability/Pages/sdg-crpd-resource.aspx). * Flipcharts   + Two blank flipcharts: One flipchart with the heading “Parking Lot” for people to write any questions that arise that may not be directly related to the topic and a second flipchart with the heading “Resources” for participants to share any resources they may know. * ACTIVITY SPECIFIC   + Handout: [Examples of Abled Privilege Checklists](#_Examples_of_Abled)   + Handout: [Stories & Pillars cutouts](#_Handout:_Stories_&)   + Handout: [Core Pillars Infocard](#_Handout:_Core_Pillars)   + Handout: [Governance Infocard - Structural Requirements Part 1](#_Handout:_Governance_Infocard)   + Handout: [Extended Character Stories (Structural Requirements Part 2](#_Handout:_Extended_Stories))   + Handout: [Structural Requirements Part 2 Infocards](#_Foundations_Training_Module) * Markers and writing implements * Masking tape * Blank pages * Post-its of different colours |
| **Additional support resources for facilitators** | * [Training guide on the Convention on the Rights of Persons with Disabilities](https://www.ohchr.org/Documents/Publications/CRPD_TrainingGuide_PTS19_EN%20Accessible.pdf) * CRPD training package * [Evaluation Handbook](https://www.ohchr.org/Documents/Publications/EvaluationHandbookPT18.pdf) * [OHCHR Training booklet](http://acnudh.org/wp-content/uploads/2011/11/slitoolkit.pdf), “Share, learn, innovate!” * [OHCHR Manual on Human Rights Training Methodology](https://www.ohchr.org/Documents/Publications/training6en.pdf) * [UNESCAP Disability-Inclusive meetings](https://www.unescap.org/resources/disability-inclusive-meetings-operational-guide) |
| **Logistics:** | * [Describe here any specific logistical set-up or needs for the training, such as important numbers, contacts, etc.] * Make sure you address any specific accessibility needs for both facilitators and participants (this may include physical accessibility, availability of Sign Language interpreters, audiodescription, etc.) |

| **Section** | **Agenda & Activities** | **SLIDE** |
| --- | --- | --- |
| **Welcome and Intro**  (15 min)  Start time: 00:00  *Facilitator’s name* | PURPOSE: Connect and engage participants, help everyone see who is in the room so they can focus, set the expectation for participation, give facilitator a first read of the group   * Set the seats in a U shape with the facilitator in front of the room. * **Diversity Welcome:** This tool is very good for naming the ways in which the group is diverse and is very good for setting the ground to talk about non-discrimination later in the training. Adjust based on what you know about the group, your style and other things you’d like to emphasize. Here is an example of how to lead it. *Greetings, we are very glad you’re here today. I’d like to begin by welcoming those of you who have several years of experience working on policies and those of you who are new to it. I’d like to welcome those of you who feel like you know a lot about the rights of people with disabilities and I’d like to welcome those of you who are new to the topic. I’d like to welcome those of you who identify as women, men, trans, non-binary, gender queer and other forms of naming gender that I didn’t mentioned. I’d like to welcome those of you who identify as living with a disability, whether it is visible or invisible. I’d like to welcome those of you who identify as heterosexual, bisexual, gay, lesbian, asexual, pansexual, queer, and other orientations I didn’t mentioned. I’d like to welcome your mother tongues, maybe English is not your native language* (ask what languages are in the room)*. I’d like to welcome your emotions, maybe some of you feel stressed and exhausted and some of you are very excited to be here, all are welcome. I’d like to welcome those of you who are migrants or indigenous to the land where you live. I’d like to welcome the different places and regions represented here today, the different places you call home* (ask people to name the different places that they come from or call home). *I’d like to welcome those of you who are survivors. I’d like to welcome the different experiences of class present in the room. I’d like to welcome those of you who have experienced discrimination at any point in your lives and those of you who have engaged in some form of discrimination against someone at some point in your life. Welcome. What else would you like to welcome into this space to honor its diversity?* (Allow some space for people to name a few things and close). * *Please turn to a person next to you and share what you noticed about the group, what caught your attention, how did it make you feel.* | Slide1: Foundations - OHCHR Tookkit on the SDGs and the CR{D  Slide 2: Welcome |
| **Overview, Objectives and Agenda Review**  (10 min)  Start time: 00:15  *Facilitator* | PURPOSE: Engage and prepare participants by helping them understand the context and purpose of the session, and provide some info on what’s coming to reduce anxiety.   * *Today we are all here for the purpose of learning some key and structural concepts about the rights of people with disabilities with the goal of offering you a framework so you can effectively implement policies that include a disability rights perspective in your contexts.* * *The United Nations Human Rights Office developed a comprehensive resource package aimed at supporting the work of policymakers who are engaged in the implementation of the Sustainable Development Goals for the 2030 agenda or in the implementation of disability-related policies.* * *Our objectives for today are to:*    + *Gain an understanding of key human rights concepts that underpin a rights-based approach to disability-inclusive development.*   + *Gain an understanding of the structural requirements that enable the implementation of all the Sustainable Development Goals with a disability rights lens.*   + *Identify the various components of the United Nations Human Rights Office’s resource package on the SDGs and the CRPD.*   + *Identify concrete steps that policymakers can take to implement general requirements and foundations for the inclusion of persons with disabilities.* * *To work on these objectives we will be engaging in various activities together and individually.*   *The* [SDG-CRPD resource package](https://www.ohchr.org/EN/Issues/Disability/Pages/sdg-crpd-resource.aspx) *is comprised of the following components:*   * ***Policy Guidelines****, which are detailed documents aiming at supporting policymakers in the development of laws, policies and programmes following the Sustainable Development Goals under the guidance of the Convention on the Rights of Persons with Disabilities (CRPD). The Policy Guidelines are made up of a comprehensive Foundations guideline reviewing key concepts including the human rights based approach to disability, key cross-cutting issues and structural requirements to create an enabling legal, policy and programme environment as set out in SDGs 10 (reducing inequalities), 16 (peace, justice and strong institutions) and 17 (partnerships for the goals), which is the section we’ll be learning about in this session. The policy guidelines also include components covering: SDG 1 (No Poverty), SDG 3 (Good Health and Well-Being), SDG 4 (Inclusive Quality Education), SDG 5 (Gender Equality), SDG 8 (Decent Work and Economic Growth), and SDG 11 (Sustainable Cities and Communities). The Policy Guidelines also have thematic briefs on: food and nutrition, water and sanitation, rural areas, research and innovation, tourism and climate change and disaster risk reduction.* * ***Human Rights Indicators*** *for the Convention on the Rights of Persons with Disabilities, which identify key markers to assess the enjoyment of rights under each article of the CRPD and track progress in its implementation.* * ***Data Sources Guidance****, which provides concrete examples of where data is being collected, to inform the human rights outcome indicators.* * ***Training materials****, which include a facilitator guide and a set of powerpoints to conduct both in-person and online trainings on the different components of the policy guidelines, as well as a general module dedicated to the resource package itself.* * ***Videos****, which give a brief overview of the topics covered in the policy guidelines, as well as one looking at the resource package itself and its components.* * *Today we will look in depth at the concepts of disability, ableism and non-discrimination as well as the pillars that are needed for effective implementation of disability-inclusive SDGs in our contexts.* * *At this time we would like to ask you to do what you need to do to be as present as possible in this space by removing distractions, taking care of yourself, supporting the participation of others. We invite you to use everything for your own learning!* * Address here any logistical issues: information about where the bathrooms are, whether the session is being recorded or not, instructions on working with interpreters, etc. * *We have put up two flipcharts: In one, you can write any questions that arise that may not be directly related to the topics of today’s session. We’ll be reviewing them during breaks and provide answers. The second flipchart is for you to share any resources with other participants, we invite your wisdom into this room.* * *“Any questions before we move on?”* | Slide 3: Objectives for the session  Slide 4: What's in the SDG CRPD Resource Package?  Slide 5: Agenda |
| **Models of Disability**  (25 min)  Start time: 00:25  *Facilitator* | * Form trios randomly and ask them to face each other. * *“I would like to ask you to get comfortable and close your eyes if you feel like it, or just lower your gaze and go down memory lane for a moment. I would like to ask you to think back to when you were between 8 and 12 years old.* (PAUSE) *Please think back specifically about what was your idea of disability then? What messages did you receive from TV, newspapers, family, peers? What feelings did you have associated with disability?* (PAUSE). *What stories do you remember that involved people with disabilities at that time of your life? Maybe you had a relative, how did your family talk about it? Did you have any classmates with disabilities? Teachers?”* (PAUSE) * *“Now please turn to the persons in your trio and share some of what you remembered, discuss what you notice in common and come up with a list of words that you associated with disability during that time of your lives”* * Harvest the list from each group in a flipchart paper. Invite honesty. Probably things that will be listed include: fear, illness, pity, sadness, etc. * Read the list outloud and ask people what they notice. Connect the answers to the three models of understanding disability (Charity, Medical and Human Rights. Include examples if possible. It could be excerpts of local laws that reflect these models. * *Historically, people with impairments have been perceived as objects of benevolence who cannot take care of themselves. Therefore, this view conditions participation to receiving “help” or charity. This view is called “****The charity model of disability”***, *which understands disability as a curse or punishment. This model has materialized in policies of segregation and incapacitation.* (Link this definition to the list in the flipchart. Highlight those items that relate to this model) * *Another way in which people with impairments have been seen throughout history is as persons who are sick or subjects of rehabilitation. This is called the* ***“Medical model of disability”*** *as it reduces persons to their impairment and conditions participation to being rehabilitated or “fixed” to meet societal norms and to fit back into society. It assumes there is a “normal” type of person. This model has materialized in policies by giving psychiatric and medical professionals authority over the voice of the person themselves and by assigning to health authorities the role of issuing all policies related to disability.* (Link this definition to the list in the flipchart. Highlight those that relate to this model) * *These perspectives continue to exist in policies and need to be identified and changed to reflect the human rights model of disability.* | Slide 6: Disability and Ableism  SLide 7: In Trios  Slide 8: Models of disability |
| **Human rights model of disability**  **(15 min)**  Start time: 00:50  *Facilitator* | * *The Convention on the Rights of Persons with Disabilities (CRPD) materializes a paradigm shift that leaves behind the charity and medical models. By contrast,* ***the human rights model of disability*** *understands disability as “****resulting from the interaction between persons with impairments and attitudinal and environmental barriers that hinder their full and effective participation in society on an equal basis with others”*** *(CRPD Preamble (e)).* * *Now let’s think for a moment about the kind of barriers that we’re talking about. In trios, please think about your specific contexts and your specific area of work. Share what are barriers you can think of that persons with disabilities face in your context and in areas that relate to your area of work, such as education, employment, etc.?* *You’ll have about 10 minutes in your groups.* * After time is up harvest from the groups a list of barriers that they identify and complement with the following information: * Barriers can be broadly categorised into the following:   + Environmental barriers: those that are imposed by the context and that can be sub-categorized as:     - Physical barriers: such as the presence of steps, preventing access for someone using a wheelchair or others with mobility difficulties.     - Communication barriers: such as the barriers to participation for a sign language user in a meeting, if sign language interpreters are not provided, or the barrier to accessing information experienced by blind persons when written text is not provided in accessible formats.     - Policy barriers: such as educational systems that prevent the enrolment of children with disabilities in their local school.   + Attitudinal barriers, such as the belief that persons with disabilities cannot learn or work. Attitudinal barriers are particularly pervasive and disabling, as they can lead to apathy towards addressing the other barriers. * *In order to allow persons with disabilities to fully participate and access opportunities for development, the barriers that limit the participation of persons with disabilities should be systematically addressed. Persons with disabilities themselves are experts on identifying the factors which prevent full participation and in coming up with solutions to overcome them.* * *Notice that under the human rights model of disability the focus of the policies is the removal of these barriers and not the “fixing” or changing the person with impairments.* | Slide 9: Human Rights model of Disability |
| **Ableism - Privilege road**  (45 min)  Start time: 01:05  *Facilitator* | * Form groups of 4 and consult the [Examples of Abled Privilege Checklists](#_Examples_of_Abled) * *To understand how discrimination based on disability works it is important to become aware of our own privileges around disability and how we contribute to their perpetuation. In your groups read* [*Autistic Hoya’s Abled Privilege Checklist*](https://autistichoya.files.wordpress.com/2016/03/brief-abled-privilege-checklist-mar-2016.pdf) *and* [*Melissa Graham’s Able-Bodied Privilege Checklist*](https://melissagraham.ca/2009/10/12/the-invisible-backpack-of-able-bodied-privilege-checklist/) *and mark some of these which are true for you. When you’re done with the list, discuss in your group how it was to think of these things. What surprised you? What is something you hadn’t thought about before? What are you curious about?* * After 15 minutes in the groups, bring them back to the large group and ask for a few reflections from the activity. * Introduce the concept of ableism, linking it to their answers:   + *Ableism considers “certain typical characteristics of body and mind as essential for living a life of value” (Special Rapporteur on the rights of persons with disabilities, A/HRC/43/41, para. 9). Having an impairment is different from the desired standards of appearance, behaviour and functioning. This leads to the lives and experiences of persons with disabilities being less valued and results in prejudice, discrimination and exclusion. Ableism is usually behind negative perceptions and stereotypes about persons with disabilities. It causes an unconscious bias, similar to unconscious biases related to gender or race.*   + *This value system, which assumes the lives of persons with disabilities are of less value, leads to stigma and significant discrimination including, for example, segregation, forced sterilization, deprivation of liberty, denial of legal capacity or the failure to consider persons with disabilities as credible experts on their own lives.*   + *In this way, ableism is to persons with disabilities as what racism, sexism and xenophobia are to persons of ethnic minorities, women and foreigners/migrants, respectively.* * *Now please turn to the person next to you and share: What can you do to become more aware of ableism in your daily life?* | Slide 11: Privilege Road  Slide 12: Ableism |
| **BREAK**  (15 min)  Start time: 01:50  *Facilitator* | PURPOSE: For participants and facilitators to take a moment away and come back together   * TAKE A BREAK! * Be back in 15 minutes | Slide 13: Break |
| **Exploring The Five Pillars: Activity**  (45 min)  Start time: 02:05  *Facilitator* | **Materials:**   * [Core Pillars Infocard](#_Handout:_Core_Pillars) * Blank Flipcharts for each pillar (non-discrimination, accessibility, supports and assistive technology, participation and awareness-raising) * Different color post-its for each group * Two baskets, one for pillars and one for stories * [Stories & Pillars cutouts](#_Handout:_Stories_&) for the baskets   + Cut, folded, and placed in the corresponding basket   **Setup:**   * Create groups of 4-5 participants * Give each group a specific color post-it pad and pen or marker to write with * Prepare baskets with pillars and character stories   **Activity:**   * **Part 1:**    + Each group chooses a story from the basket and the facilitator will choose a pillar.   + **(3 min)** Facilitator reads info card aloud and groups follow along. Optional: Have six copies of the infocards to distribute one per group as they come up.   + **(5 min)** Each Group has five minutes to come up with two examples of how the pillar would apply to the situation of the character in the story they selected.   + Each group will write their examples on the post-its provided and stick them to the proper flipchart.   + There will be five rounds, one per core pillar.   + *In this activity we will reflect on five core pillars that are necessary to construct an inclusive policy framework. These should be considered in the design and implementation of any public policy or programme.*   + *To do so we will work in small groups. Here in the center of the room you see two baskets. One of them contains several stories of people with disabilities who are facing barriers in various areas of life. The other contains the five pillars, which are non-discrimination, accessibility, supports and assistive technology, participation and awareness-raising.*   + *Each group will pick a paper from the stories basket and I will pull a paper with a pillar. First, I will read a description of the pillar I pick out loud and then you will have five minutes in your groups to come up with two examples of how using this pillar could look like if it were applied to the situation of your character. So for example, if you picked the story of Alicia who lives in public housing that’s inaccessible, an example of how the pillar of “supports and assistive technology” would apply to her situation is that the government had a policy that allowed people with disabilities to have a number of hours with a personal assistant.*   + *Are there any questions about what we’ll do?* | Slide 14: Five pillars of inclusive policies |
| **Exploring The Five Pillars: Gallery Round**  (15 min)  Start time: 2:50  *Facilitator* | * **Part 2: The Gallery Round in Pairs**   + *Now I would like to ask you to find a person who is not from your group and go around the room looking at the examples under each pillar. Then share with each other ways in which these pillars exist or are missing in your specific context.* | Slide 15: Gallery Round |
| **Exploring The Five Pillars: Debrief**  (20 min)  Start time: 03:05  *Facilitator* | * **Part 3: Large group debrief**    + *I’d like to invite you to form a circle in the large group and share some of the things that came up both in your group discussions and in your conversation in pairs.* Harvest some answers.   + *Are there any questions about what each of these pillars entail?* Discuss. |  |
| **Video Showing**  (10 min)  Start time: 03:15  *Facilitator* | * **Play the** [**Foundations - Video**](https://www.ohchr.org/EN/Issues/Disability/Pages/SDG-CRPD-Resource.aspx)   *In the next activity we will go deeper into the information shared in this video. As you watch/listen pay attention to the different the issues shared and proposed.* |  |
| **Structural requirements Part 1 - What is governance?**  (60 min)  Start time: 4:15  *Facilitator* | * **Set-up:**    + Participants will work in trios for this activity   + You will need sufficient copies of the [Governance Infocard - Structural Requirements Part 1](#_Handout:_Governance_Infocard) (either one per person or one per trio).   + Flipchart in front of the room titled “Governance” with the following three questions written out:     - *How does this element exist currently in your country or context?*     - *What’s missing so that element can support good governance and inclusive policies?*     - *How do you find out information about this element in your context?* * **Running the Activity:** * *So far in the session we have explored key basic concepts as well as the core pillars on which policies and programmes inclusive of persons with disabilities must be founded. In the rest of the session today we will learn about the structural requirements that actually create an enabling legal, policy and programming environment.* * *These requirements are critical to ensure that no one is left behind in the implementation of the SDGs and the 2030 agenda.* * *In the Foundations section of the resource package you will find that there are six structural requirements to create these enabling environments for persons with disabilities. As you saw on the video, they are: Governance, Participation, Legislation, Accountability & Monitoring, Capacity-building, and International Cooperation.* * *We will begin by exploring governance in this activity and other other five requirements in the next activity.* * *I would like to ask you first to form trios.* Have participants self-select and ask them to physically seat in their trios. * Distribute the handout [Governance Infocard](#_Handout:_Governance_Infocard) to each group/person. * *Good governance structures are key for the design, implementation and sustainability of the policy measures required for a disability-inclusive implementation of the SDGs. Good governance that promotes the effective inclusion of people with disabilities includes the following eight components:*   + *Institutional design*   + *Twin-track approach*   + *Assessment*   + *Partnerships*   + *Budget*   + *Disability Markers*   + *Procurement*   + *Data Collection* * *In your handout you have a more detailed description of each of these components, which you also find in the Foundations section of the resource package.* * *Each trio will pick three of these eight elements to discuss for 30 minutes. Review the corresponding definition in the handout and please answer the following questions* (write them in a flipchart)*:*   + *How does this element exist currently in your country or context?*   + *What’s missing so that element can support good governance and inclusive policies?*   + *How do you find out information about this element in your context?* * You might consider rotating from group to group to get a sense of how the discussions are going.   **Large Group Debrief: (15 min)**   * **Ask:** *I would like to ask you to come back to the large group and share some of the highlights of your discussions. Was there an element that was harder to discuss? Is there an example from your context that you’d like to share?* | Slide 17: Six strubtural requirements to create enable legal, policy and programming environments.  Slide 18: Governance |
| **Lunch break**  (60 min)  Start time: 4:45 | Breaks are important spaces for participants to continue exchanging and processing information. If possible create a communal experience where people can informally exchange with each other. | Lunch Break slide |
| **Structural requirements - Part 2**  (60 min)  Start time: 5:45  *Facilitator* | * **Materials:**   + Flipcharts and markers   + Handout: [Structural Requirements Part 2 Infocards](#_Foundations_Training_Module)   + Handout: [Extended Character Stories (Structural Requirements Part 2](#_Handout:_Extended_Stories)) posted next to the corresponding flipchart * **Set-up:**    + Participants will work in five groups, each one beginning in one station.   + You will need printed copies of [Structural Requirements Part 2 Infocards](#_Foundations_Training_Module)   Place various copies of the corresponding requirement in each station (e.g. four copies of the “Participation” page(s) of the handout at the “Participation” station. The groups leave the handout in the station.   * + During the lunch break, set up five stations with a table or chair in the middle to leave the coopies, each one with a flipchart with a corresponding title (Make sure to post the flipcharts in the following order so a group doesn’t go through the Legislation and Accountability stations as they have the longest text in the handout ):     - Participation     - Legislation     - Capacity-building     - Accountability & Monitoring     - International Cooperation   + Next to each flipchart post the corresponding [Extended Character Stories](#_Handout:_Extended_Stories). * **Running the activity - Stations (35 min)**   + *In this activity we will continue to explore the remaining structural requirements to create enabling environments for persons with disabilities.*   + *We have set up five stations around the room. In each station you will find copies of a handout that gives you additional details about what it is. Then, next to each flipchart you will find the story of a person with disabilities who is facing several barriers to their inclusion. Each story includes a discussion question for your group. Write your answer in the flipchart.*   + *Each group will go through two stations. You will have 15 minutes in each station. When I call time you will move to the station to your right.*   + *Make sure to leave the handouts in the corresponding station. Don’t take them with you so the next group can use them.*   + *Do you have any questions about what we’re doing?*   + Keep time, announce when they have 5 minutes left, and when the time is up ask them to move to the station to their right. * **Gallery Round - (20 mins)**   + *Now, in your groups, go visit the three stations that your didn’t work on. Notice what you see and share your reflections.* **(10 min)**   + *Now form pairs with someone who was not in your group and share your thoughts about how these foundations relate to your own context and your work.* **(10 min)** | Slide 21: Structural Requirements Part 2.  Slide 22: Gallery Round |
| **BREAK**  (10 min)  Start time: 06:45  *Facilitator* | PURPOSE: For participants and facilitators to take a moment away and come back together   * TAKE A BREAK! * Be back in 10 minutes | Slide 23: Break |
| **Final thoughts**  **(20 min)**  Start time:  6:55 | * **Journal (10 min):** *Today we have interacted with a lot of information that we are probably still processing. I would like to give you 10 minutes to journal on your own about what you have learned today, what questions you may still have and what you are taking back home.*    + You may consider playing some calming music while people journal. * **Open Share (10 min):** *Now I would like to invite you back to the large group and open the space for any reflections you would like to share with the group. I invite you to review the Foundations guideline in detail as it gives you a strong framework to act from in your context.* | Slide 24: Final Thoughts |
| **Wrap-up & Next Steps**  (10 min)  Start time: 07:15  *Facilitator* | * Answer any final questions from participants * [Summarize the session outcomes] * [Remind them of next steps, including follow-up materials] * [Share evaluation form] * [Address any logistical issues] * [Share any thanks or recognitions due - to interpreters, support staff, etc.] | Slide 25: Next steps |
| **Closing Circle**  (10 min)  Start time: 07:25  *Facilitator* | Have people make a circle: *Please share one thing from today that you feel energized about working on in your context.* | Slide 26: Closing Circle |
| Logistics wrap-up  *Trainer* | PURPOSE: After participants have left, wrap up the training space and download artifacts for later use.   * Email participants follow-up documents, including any of the following, as applicable:   + evaluation form link   + Slides   + Other handouts * Finalize any logistical issues |  |

# Examples of Abled Privilege Checklists

Examples of Ability Privilege

Read Autistic Hoya’s brief abled privilege checklist, created by Lydia Brown, available at [autistichoya.files.wordpress.com - PDF](https://autistichoya.files.wordpress.com/2016/03/brief-abled-privilege-checklist-mar-2016.pdf)

See also [*The Invisible Backpack of Able-Bodied Privilege Checklist*](https://melissagraham.ca/2009/10/12/the-invisible-backpack-of-able-bodied-privilege-checklist/)(cited from [Sit Down, Fight Back](https://melissagraham.ca/), blog by Melissa Graham):

1. I can, if I wish, arrange to attend social events without worrying if they are accessible to me.
2. If I am in the company of people that make me uncomfortable, I can easily choose to move elsewhere.
3. I can easily find housing that is accessible to me, with no barriers to my mobility.
4. I can go shopping alone most of the time and be able to reach and obtain all of the items without assistance, know that cashiers will notice I am there, and can easily see and use the credit card machines.  I also don’t have to worry about finding a dressing room I can use, or that it’s being used as a storage room.
5. I can turn on the television and see people of my ability level widely and accurately represented.
6. I am not called upon to speak as the token person for people of my mobility level.
7. I can advocate for my children in their schools without my ability level being blamed for my children’s performance or behaviour.
8. I can do well in a challenging situation without being told what an inspiration I am.
9. If I ask to speak to someone “in charge”, I can be relatively assured that the person will speak directly to me and treat me like I know what I’m talking about.
10. I can belong to an organization/class/workplace and not feel that others resent my membership because of my ability level.
11. I do not have to fear being assaulted because of my ability level.  If am abused by a partner I will have a safe place to go if I wish to leave.
12. I can be reasonably assured that I won’t be late for meetings due to mobility barriers.
13. As I grow up from childhood I will not feel that my body is inferior or undesirable, and that it should be “fixed”, allowing me to feel confident in my current and future relationships.
14. When speaking with medical professionals, can expect them to understand how my body works, to answer my questions, and respect my decisions.
15. My neighborhood allows me to move about on sidewalks, into stores, and into friends’ homes without difficulty.
16. People do not tell me that my ability level means I should not have children. They will be happy for me when I become pregnant, and I can easily find supportive medical professionals and parents like me.
17. I can be reasonably sure that my ability level will not discourage employers from hiring me
18. I know that my income can increase based on my performance, and I can seek new and better employment if I choose; I do not have to face a court battle to get an increase in my income.
19. I can choose to share my life with someone without it being seen as a disadvantage to them
20. If people like me have been discriminated against in history, I can expect to learn about it in school, and how that discrimination was overcome.
21. All people like me are seen as living lives that are worth living.

# Handout: Stories & Pillars cutouts

**Foundations In-person training module**

**Handout: Stories**

Cut each pillar and each story, fold it and place it in the corresponding basket

**Pillar cutouts**

|  |
| --- |
| **Non-Discrimination** |
| **Accessibility** |
| **Supports and Assistive Technology** |
| **Participation** |
| **Awareness-Raising** |

# Stories Cutouts

(Cut each story by the dotted line, fold it and place it in a basket)

|  |
| --- |
| Akari is pregnant. She’s scared that she will not have access to tactile interpretation for deafblind people during the delivery, and not be able to know what’s happening nor follow instructions. |
| Samuel was told by his health insurance company that the services he needs are not covered by the basic plan, as they’re not essential. They also said that his autism is considered a pre-existing condition, so he's not eligible for services. Even if he were eligible, he wouldn’t be able to afford the premium coverage that provides them. |
| Amara was told that she was going for a doctor’s appointment but she wasn’t told why. She was sterilised and no one explained to her what happened. Because she is under guardianship, her guardian signed the papers. |
| Ian is feeling very distressed and doesn’t know if he will be able to manage on his own. Last time he sought help from the mental health unit in the hospital, he was restrained and locked in a room, and forcibly medicated. He wants support but he’s very afraid of being treated like last time. He feels alone. |
| Clara applied for a position as a preschool teacher in her hometown. She was not hired; the school told her that she wouldn’t be able to manage a classroom full of small kids because she uses a wheelchair. |
| Raj works as a receptionist at a hotel. He needs to lie down for one hour during working hours because of his impairment. He asked his supervisor to allow him to have an extra-hour break. His boss responded by telling him that he has to work like everyone else, that they don’t give “privileges” to anyone and that if he insists, he’ll be demoted to the post of concierge in the night shift, which pays less. |
| Noah is a great cook, his muffins are very popular among his family and friends and he was encouraged to sell them. Noah applied for a loan to start a baking business. The bank told him that people with intellectual disabilities don’t understand the consequences of a loan and in order to be eligible, he would need to be placed under guardianship. |
| Ana was a construction worker. She had an accident at work and acquired an impairment that affects her balance. Her boss told her that she needed to submit her resignation letter so she could retire. |
| Aaron had to pay for his wheelchair because his health insurance did not cover it. In his town, there are no accessible buses so Aaron has to pay for accessible transport to get to work. He also has to pay for a personal assistant to support him in daily activities. Due to all these extra expenses, he cannot afford rent and has no option but to live with his relatives. |
| Eva has a disability pension that barely covers her basic needs. Having this pension prevents her and her family from accessing other benefits, like poverty reduction aid. In addition, if she were to get a job, she would lose her disability pension. She is faced with the impossible choice of keeping her pension and not having a job, or having a job and risking to lose everything should she get fired. Eva’s mom cannot work full time because she’s the sole support for Eva. |
| Benjamin and his family lived in a rural area. Neither he nor his family could afford the extra costs related to his needs, so his parents decided to place him in an institution in the urban centre where he has lived for the past 15 years. Benjamin hardly has any contact with the outside world as his family stopped visiting him some years ago. |
| Zhang is eligible to receive a disability benefit. Nevertheless, she can only receive the money if she has a bank account and the bank refuses to open one for her unless she is placed under guardianship. |
| Ivan uses a wheelchair and the school has many steps at the entrance and no accessible bathrooms. The school tells his parents that they are not prepared to receive him and can’t accept him as a student. |
| Aydin uses a device to speak and prefers to use a computer rather than write with pen and paper. When applying to school, Aydin was required to take an IQ test. |
| Ava is Deaf and the school tells her parents that they need to pay themselves for a Sign Language interpreter if they want her to study there. |
| Rajid gets teased at school by his classmates because of the way he speaks and moves. He feels isolated and doesn’t want to go back to school. |
| Achen’s family always thought she would never be independent. Since she was little, she did all the house chores. She never attended school like her sisters. She is expected to care for her parents when they grow old. |
| Nadia, after years of facing domestic violence at home, was placed in an institution where she was forced to take medication that makes it difficult to remember things. Nadia was raped under the effects of these drugs and when she asked for help no one believed her. |
| Makeba is a community leader and has mobilised other women with disabilities around the new bill against gender-based violence. Meetings with decision-makers take place in inaccessible places and the parliament ignores her group’s concerns. |
| Kanda wants to be a mother, but the doctor advises her against having kids because he thinks that with her impairment, she will not be able to take care of them. She was denied fertility treatment and the adoption agency said she’s not eligible to adopt a child. |
| Alicia lives with her family in public housing. Their apartment is on the second floor, and her father has to carry her up and down the stairs. Alicia hardly leaves the house as her father works all day. |
| Chao Fah and Arthit work together. Every day, Chao Fah helps Arthit get ready. Chao receives no payment for this work. On the way to work, both struggle with the sidewalks, which are full of obstacles for their cane and wheelchair. They usually risk their safety and devices by using the street rather than the sidewalk. Buses are not accessible and they depend on the goodwill of other passengers to get on. They were threatened with being fired if they arrived late to work one more time. |
| Aminata is the mother of 7 year-old Julius, who uses a wheelchair. Her husband has been abusive for several years and after a very serious incident she decided to leave. The women’s shelter is not wheelchair accessible and they tell her that they cannot take her with her son. The homeless shelter is not accessible either. They have been living in the street for a month now, she’s very scared of what will happen to both herself and her son. |

# Handout: Core Pillars Infocard

**Foundations Training Module- Core Pillars Infocards**

(Extracted from the Foundations Guideline, section 2)

The Policy Guidelines identify 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**

The CRPD (article 2) describes discrimination on the basis of disability as:

*Any distinction, exclusion or restriction on the basis of disability which has the purpose or effect of impairing or nullifying the recognition, enjoyment or exercise, on an equal basis with others, of all human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field. It includes all forms of discrimination, including denial of reasonable accommodation.*

This means that persons with disabilities need to be able to access and enjoy the full range of human rights, including legal recognition and protection and access to services and programmes, on an equal basis with others. Due to the range of barriers which prevent full access and participation, reasonable accommodation must be provided to individuals who require it. Denial of reasonable accommodation is considered discrimination.

“Reasonable accommodation” refers to modifications or adjustments made for a person with disability who requires them in a particular case, to facilitate participation on an equal basis with others.

Reasonable accommodation must be provided on demand, that is, entities responsible for providing it cannot deny it by saying that they are progressively implementing it. If arbitrarily denied, this constitutes discrimination.

. . .

Persons with disabilities encompass a diverse group of people: people with different impairments; women; children and youth; older persons; living across urban, rural or remote areas; members of ethnic minorities; indigenous peoples; migrants; people coming from different social classes; LGBTIQ (lesbian, gay, bisexual, transgender, queer or intersex) persons; and persons being at one or more of the intersections of these identities.

Intersectional discrimination refers to situations where discrimination is occurring on the basis of multiple and intersecting factors, such as the ones listed above. While the concept sounds complex, in practice it means that people are not homogenous and experience discrimination and marginalisation in different and intersecting ways. A person with disability also has a gender identity, may come from an indigenous group and be young, old, a migrant or live in poverty. . . Women and girls with disabilities often face heightened barriers to accessing their basic human rights and are underrepresented in both women’s and disability movements.

**Accessibility**

Accessibility is central to being able to live independently and participate fully in life. It is required to make sure persons with disabilities can access:

* The physical environment
* Transportation
* Information and communication
* Facilities and services open or provided to the public, in both urban and rural areas

Accessibility also applies to systems and procedures, to ensure that they are designed for equal access and participation of persons with disabilities.

. . .

Governments are obligated to progressively improve accessibility over time. For example, through ensuring that all new buildings, ICT (Information and Communication Technologies) systems, transport systems, etc., are accessible. Procurement processes should reference accessibility requirements and standards.

. . .

The CRPD requires that accessibility is planned from the onset, using universal design principles: (Equitable Use, Flexibility in Use, Simple and Intuitive Use, Perceptible Information, Tolerance for Error, Low Physical Effort, Size and Space for Approach and Use)

| **Reasonable accommodation** | **Accessibility** |
| --- | --- |
| Reasonable accommodation is an individual modification or adjustment of existing structures and practices for a person with disability. | Accessibility is a general provision that the built environment, transportation, information and communication should be able to be accessed by all persons, including persons with disabilities. It draws upon universal design principles. |
| Must be implemented immediately to avoid discrimination. | Can be implemented gradually. |
| Applies to **an individual upon demand** (e.g. removable ramp used in a particular situation). | Applies **to all people and is part of the structure or system** (e.g. designing or reforming the building using universal design principles, such as installing permanent ramps). |
| Is limited by **proportionality - i.e. what is “reasonable” -** (e.g. if the accommodation risks bankruptcy of a small business, it is disproportional). | Is **unconditional** (e.g. if legislation indicates how a building must be designed, it must comply with existing construction rules for accessibility without a proportionality assessment). |
| Sometimes reasonable accommodation and accessibility are confused because reasonable accommodation can be used as a means of ensuring accessibility for an individual with disability in a particular situation. It may also benefit a collective of persons with disabilities at the same time. | |

**Support Services and Assistive Technology**

“*Support for persons with disabilities encompasses a wide range of formal and informal interventions, including live assistance and intermediaries, mobility aids and assistive devices and technologies. It also includes personal assistance; support in decision-making; communication support, such as sign language interpreters and alternative and augmentative communication; mobility support, such as assistive technology or service animals; living arrangements services for securing housing and household help; and community services. Persons with disabilities may also need support in accessing and using general services, such as health, education and justice*.” Special Rapporteur on the Rights of Persons with Disabilities ([A/HRC/34/58](https://undocs.org/en/A/HRC/34/58))

Many persons with disabilities require support services and/or assistive technology to perform daily life activities and participate in society.

“Assistive technology” is an umbrella term that comprises all systems and services related to the delivery of assistive products and services. More specifically, ‘assistive products’ are those designed to “maintain or improve an individual’s functioning and independence, thereby promoting their well-being”, e.g. wheelchairs, canes, communication aids. Assistive technology contributes to the prevention of secondary impairments; reduction in the need for formal healthcare; and reduction in the need for live support services. Related services include fitting, training (including habilitation and rehabilitation services), maintenance and repair services.

Interdependence is an intrinsic aspect of the human experience. Many persons with disabilities require human support to perform daily life activities.

Globally, the main sources of support are families and the broader immediate community, such as friends, schoolmates, co-workers and extended family. While solidarity among family members and communities should be encouraged, dependence that leads to negative living environments should not. Hence, persons with disabilities should have support options beyond solidarity networks.

Human support is the most basic form of support and, in certain contexts, the only type of support available - when that is the case, it should be considered a basic- and life-saving service.

Inadequate support increases the risk of neglect, violence and abuse, and may lead to living in segregated settings such as institutions. On the other hand, support services increase independence and the participation of persons with disabilities; and ensure no one is left behind.

Support is key to promote development. It enables the supported person to participate in development, provides employment prospects for people who provide support and frees up family members to pursue education and employment.

Persons with disabilities are diverse, as well as the barriers that affect them. Support aims at improving their individual autonomy and minimizing environmental barriers. Consequently, there are different types of supports, applicable in different contexts, for different people.

**Participation**

The involvement of targeted populations is key to the effectiveness and success of policies, including at the stages of design, implementation and evaluation. Not only is it practical to know and understand the experiences of those concerned, but it is also a human rights imperative.

Persons with disabilities have historically been excluded from public decision-making, particularly in policy development. Persons with disabilities often had no voice and have been considered as mere “recipients”, not as the rights holders and contributors they are. Charities, religious organisations and professionals have often represented “the best interests” of persons with disabilities in decision-making processes.

The CRPD brings about a change. Under the motto “nothing about us without us”, persons with disabilities are recognized as integral to decision-making processes.

There is a wide range of types of organisations of persons with disabilities: umbrella (global, regional and national); cross-disability (bringing together persons with different impairments); self-advocacy (commonly informal and representing persons with intellectual disabilities); sectoral (representing women and girls, children, youth); and including family members (when groups of persons with disabilities want to be supported by their families as united networks or organizations).

Persons with disabilities must be recognised as experts on their own lives. This means that their priorities and perspectives should be meaningfully considered and included in policy design, implementation and evaluation.

Policymakers should:

* Promote the involvement of representative organisations in flexible ways, according to capacity, context and priorities
* Systematically elicit and take into account the perspectives of persons with disabilities in all their diversity
* Acknowledge that the responsibility to deliver on the priorities and perspectives of persons with disabilities falls on them, according to the obligations they have as government officials
* Support the engagement of representative organisations in policymaking processes, building their capacity and simplifying the mechanisms to provide input
* support the formation and functioning of representative organisations, including through easy and free registration processes
* Support the ability of representative organizations to seek and secure funds and resources to support their operations

**Awareness-Raising**

Attitudinal barriers restrict participation in society and the enjoyment of rights. Lack of knowledge on the rights of persons with disabilities also leads to discrimination. This means awareness-raising both among persons with disabilities and the broader population is critical to achieving inclusive SDG implementation.

Awareness-raising campaigns should assess the underlying attitudes, values and beliefs that lead to discrimination; as well as the level of awareness of rights among the population. General campaigns have proven effective to inform about rights and raise awareness on particular issues, but they do not deliver for changing attitudes. This requires longer processes, such as training and human rights education. In addition, involving persons with disabilities in awareness-raising is fundamental to change perceptions on persons with disabilities and combat stereotypes.

# Handout: Governance Infocard (Structural Requirements Part 1)

**Foundations Training Module - Governance Infocards**

(extracted from the Foundations Guideline, section 3)

SDG 16 refers to promoting peace, justice and strong institutions. Target 16.6 is the development of effective, accountable and transparent institutions at all levels. Good governance structures are key for the design, implementation and sustainability of the policy measures required for a disability-inclusive implementation of the SDGs. Good governance that promotes the effective inclusion of people with disabilities includes the following eight components:

* Institutional design
* Twin-track approach
* Assessment
* Partnerships
* Budget
* Disability Markers
* Procurement
* Data Collection

**Institutional Design**

Figure III: **Institutional setup for good governance inclusive of persons with disabilities**

|  |  |  |
| --- | --- | --- |
| **Government** | **Monitoring mechanism** | **Organizations of persons with disabilities** |
| * Disability focal point at the highest possible level in the administration * Disability focal points in ministries * Coordination mechanism among ministries | * National Human Rights Institution * Other independent monitoring mechanism compliant with the [Paris Principles](https://www.ohchr.org/en/professionalinterest/pages/statusofnationalinstitutions.aspx) | * Formally granted consultative status vis-à- vis the government focal point and in monitoring mechanism * Allocation of funds to sustain their independent functioning |
| **The Government disability focal point** is the central reference on the issue within the government.  **Ministry disability focal points** (officials and/or departments with expertise on disability in the area of competence of the ministry) should be appointed.  **Federal countries** should appoint focal points by State/Province. Local government focal points can also bring value and coordination at the local level.  **The coordination mechanism** aims at facilitating coordination and coherence of policies among ministries, departments, agencies and federal governments, to ensure that persons with disabilities are included and enjoy the same rights, regardless of the level of government. | | |

Source: United Nations, Human Rights Council, Thematic study by the Office of the United Nations High Commissioner for Human Rights on the structure and role of national mechanisms for the implementation and monitoring of the Convention on the Rights of Persons with Disabilities, 22 December 2009, [A/HRC/13/29](https://undocs.org/en/A/HRC/13/29)

* Related CRPD indicators: 1/4.1, 1/4.2, 1/4.7, 1/4.8, 1/4.9, 33.1, 33.2, 33.6, 33.8

**Twin-track approach**

The twin-track approach is a key concept that supports the strategic planning of inclusive development and the implementation of the CRPD.

The twin-track approach includes:

* systematically mainstreaming the interests and rights of persons with disabilities in policy design and implementation, across all sectors and areas of life
* adopting targeted policies and programming measures, aimed specifically at persons with disabilities

The balance between mainstreaming strategies and targeted support should be tailored to address the needs of specific communities; however, the overall goal should always be to include persons with disabilities in all aspects of society and development.

**Disability Mainstreaming**

The consistent and systematic approach to integrating disability-responsive measures into the design, implementation, monitoring and evaluation of all policies and programmes (e.g. ensuring non-discrimination, including reasonable accommodation, and striving for accessibility in all programmes and community services).

**Disability targeted actions**

Disability-specific policy and programme initiatives to support the empowerment of persons with disabilities, address specific requirements and close the gap between persons with disabilities and the broader population (e.g. provision of specific support services, specifically addressing disability-related extra costs).

Specific policy actions should respect the diversity of persons with disabilities, including their multiple and intersecting identities.

**Disability assessment and determination as a tool for policymaking**

Disability assessment and determination are processes used to collect information about persons with disabilities for policymaking and planning, budget allocation and to determine eligibility to certain benefits and entitlements. Disability assessment can also be used for the purpose of providing services, such as rehabilitation or education. Data collected through assessment and determination can be compiled into a national database or registry and used to inform policymaking, service planning and budgeting. However, in many countries, a coordinated system has not yet been established.

**Disability assessment:** the process of collecting disability-related information about an individual.

**Disability determination:** refers to the official decision (using the assessment findings) about whether someone is identified as a person with disability, often sub-classified according to their functionality. In some countries, this can become an official status, symbolised by a disability card or similar, which can provide access to services and benefits, among others.

There are often additional and different processes to determine eligibility for different types of social protection, insurance, health and support services.

FIGURE V: **Assessment, determination and eligibility**

**1**

**Assessment**

What is the extent of impairment?

What are the barriers to participation?

What support is required?

**2**

**Determination**

Is the person considered a person with disability under the legal definition of relevant regulations, schemes and policies?

**3**

**Eligibility**

Which services, products or benefits is the person eligible for?

Are there additional criteria to be met (e.g. age, residence, level of income)?

A human rights-based approach to disability assessment seeks to ensure the exercise of rights (purpose) by assessing the individual situation of the person (person-centred) and to provide the necessary support to bridge the barriers (means). Assessing the impairment of a person without meeting these requirements has been contested by the United Nations, leading to reviews in multiple countries.

When developing assessment and determination processes for eligibility, governments should:

* follow a human rights-based approach, based on the principles of CRPD Article 3
* respect the privacy of persons with disabilities, keeping the information confidential
* ensure that procedures are accessible, to prevent barriers and exclusion
* include persons with disabilities in the design and monitoring of the process
* respect the freedom to make one’s own choices
* ensure that assessments are available for persons everywhere in the country
* ensure that the assessment method is reliable and proportional to its needs
* ensure that the outcome of the assessment and determination process is not used to restrict rights (e.g. deny access to employment)

**Multi-stakeholder partnerships**

Increasingly, governments partner with other stakeholders to provide goods and services to its population, including companies, universities and civil society organizations. In low- and middle-income countries, international cooperation stakeholders are often also involved. Public-private partnerships have become a common model in funding and implementing development programmes.

Given the impact of these stakeholders on the delivery of products and services for persons with disabilities, it is important that they all are operating under a rights-based perspective.

Unfortunately, charity and medical approaches to disability often dominate over multi-stakeholder partnership goods and services for persons with disabilities – e.g. public funding directed to finance segregated education, institutionalized services, sheltered employment.

Results-based strategic planning for policy implementation that leads to multi-stakeholder partnerships should follow a human rights-based approach, setting objectives that are aligned with the CRPD and progressively departing from practices and business models that prevent the enjoyment of rights and of the benefits of development. Public procurement and sector-specific regulations can support relation-building processes with the private sector that create better practices.

**Finance & Budget**

Having the strongest and most inclusive policies will have no impact unless resources are allocated to put commitments into practice. The paradigm shift adopted by the CRPD requires innovative approaches, as well as budgeting and financial management, that deliver for its objectives. Disability-extra costs must be factored in when developing disability reflective budgets.

Inclusive education, health, employment, social protection and an adequate standard of living, among other social and economic rights, will not be achieved overnight. However, according to international human rights standards, governments must adopt steps as soon as possible (e.g. plan for health policy inclusive of persons with disabilities) and devote the maximum of its available resources to meet the minimum core obligations to satisfy the rights of all persons.

Budgeting in times of financial crises can be difficult. Governments should ensure that cuts that may force restrictions in service delivery do not negatively and disproportionately impact persons with disabilities when compared to others. Governments should refrain from adopting measures that limit or reduce the exercise of existing rights; and should plan for alternatives.

To budget for inclusion, governments should:

* **Do no harm:** stop investing in harmful practices that are discriminatory against persons with disabilities
* **Use progressive/non-retrogressive budgeting:** ensure that rights-based policies in place are not disrupted by the creation of new policies or by austerity measures
* **Plan ahead:** evaluate the actual demand (not only the general statistical base) when planning for services and plan incremental investment to follow increases in demand
* **Enhance monitoring:** establish markers that allow tracking of investment in disability-specific and disability-inclusive policies
* **Use rights-based budgeting:** focus investment in policies that advance the implementation of the rights of persons with disabilities, following the CRPD
* **Plan for reallocation:** reallocate funds from policies that do not meet CRPD standards to disability-inclusive policies
* **Consider proportionality of budget vs population and requirement:** when evaluating the budget, ensure that persons with disabilities are properly represented as a significant population group and, if cuts or austerity measures are implemented, ensure that their negative effects do not impact this population disproportionally.

**Disability markers**

Disability markers are a key budgetary tool to track and monitor public expenditure on persons with disabilities. They should be designed to cover inclusive mainstream policies and disability-specific policies. International cooperation agencies have started to promote and make use of them (see the Organisation for Economic Co-operation and Development - Development Assistance Committee (OECD DAC)’s disability policy marker good practice example, presented below).

Throughout the accompanying CRPD indicators, many call for the development of markers allowing for the tracking of expenditure on persons with disabilities under different areas of policy - e.g. CRPD indicator: “19.5 Legal requirement to establish a marker on all spending related to the exercise by persons with disabilities of the right to choose their living arrangements and access support services for living independently”.

**Public Procurement**

Public procurement regulations and practices are key in the improvement of accessibility of facilities, products and services, in terms of the physical environment, information, communication, systems and procedures. Public authorities should include accessibility and universal design within appropriate technical specifications in bid solicitation and procurement plans.

Among other things, accessibility and universal design requirements would ensure that:

* Products and services purchased by public authorities are usable by, and accessible to, persons with disabilities
* Any construction/renovation of public facilities enhances accessibility (through construction codes)
* Private companies that apply for licenses with regulatory authorities ensure accessibility in their bid and service provision

In addition, public procurement of products that contribute to facilitating accessibility for persons with disabilities can have a positive impact on the specific market, lowering prices and thus enhancing their affordability. It also can contribute to promoting the employment of persons with disabilities, when procurement policies include an eligibility criterion that benefits companies that hire persons with disabilities.

Public procurement is also key to prevent multi-stakeholder partnerships, including public-private partnerships, from engaging in practices that support discrimination against persons with disabilities. Sector-specific regulations and public bids should include rights-based standards to counter CRPD violations.

**Data Collection**

Information on persons with disabilities and their situations is critical for the development of effective policies. Internationally, persons with disabilities are estimated to represent 15 per cent of the global population. Countries present variations in the prevalence of disability mainly due to the methodology they use to assess it.

The method used to identify persons with disabilities will vary depending on the intended purpose of the data. To identify persons with disabilities who qualify for a restricted disability allowance, a different threshold of what constitutes disability would be recommended, when compared to the data generated to estimate how many persons with disabilities there are in a country, their health, education, and other outcomes. This latter set of data is preferable for policy and budget planning purposes.

The accompanying CRPD indicators approach the issue of data collection from multiple perspectives. The CRPD is the only human rights treaty with a dedicated article that mandates governments to collect data and ensure disaggregation by disability. Consequently, the CRPD indicators on article 31 of the CRPD supports the realization of this obligation. These indicators are closely linked to the data revolution proposed by the 2030 Agenda and reflects the commitments adopted under SDG 17. In addition, all CRPD indicators identify key areas where data should be collected to measure the advancement of human rights. When general surveys are the main data source, disaggregation by disability is included in them. Finally, SDG indicators are incorporated into the CRPD indicators and disaggregation by disability is included in them.

**Recommendations:**

In accordance with article 31 of the CRPD (on statistics and data collection), governments should:

* Collect disability data within censuses and other large surveys, such as demographic health surveys, labour force surveys and household income and expenditure surveys; disaggregate data by disability status and type of functional difficulty (when technically feasible) by employing tools such as the Washington Group Short, Extended, and Short Set Enhanced set of questions.
* Collect and systematize disaggregated data by disability status, type of impairment (when technically feasible) and age; analyse and use available data to produce insights to guide policy and budgeting decisions.
* Statistical offices should engage and collaborate with the national human rights institutions, whose monitoring role contributes to data collection regarding a diversity of relevant topics for persons with disabilities.

# Foundations Training Module - Structural Requirements Part 2- Infocards

(extracted from the Foundations Guideline, sections 4-8)

1. **Participation**

Did you know that 161 countries out of 176 include restrictions in accessing public office, based on impairment?

Persons with disabilities are extremely underrepresented in public institutions, including in parliament, public sector, judiciary and at all levels of government. This is due to legal and accessibility barriers, among others. Exclusion from public and political life is often compounded for women and young persons with disabilities.

To enhance the inclusion of persons with disabilities in national institutions, governments should:

* Promote reform of legislation and repeal regulatory provisions which prevent persons with disabilities from being part of national or local parliaments, the judiciary or serving as public servants.
* Adopt specific measures to increase the number of persons with disabilities in positions in parliament, ensuring the provision of support or reasonable accommodation.
* Adopt specific measures to increase the number of persons with disabilities in positions within the public sector Related CRPD.
* Ensure the provision of reasonable accommodation in public examinations for judges; the provision of requested support for the exercise of duties as judges or judiciary employees; procedural accommodations for participants in judicial proceedings (e.g. witnesses, jurors)

Many electoral systems continue to exclude persons with disabilities; electoral legislation typically includes provisions that restrict the right to vote, be elected and hold office of persons deprived of their legal capacity. This contradicts article 12 of the CRPD and especially impacts persons with intellectual disabilities and persons with psychosocial disabilities.

During the electoral process, lack of accessibility of voting procedures, voting environment, facilities or information materials can prevent persons with disabilities from voting.

Governments and electoral management bodies should:

* Repeal legal provisions that restrict, on the basis of disability, the right to vote, be elected and hold office Related.
* Adopt measures to ensure accessibility of voting procedures; pre-election campaigns; voting environment, information, materials and facilities - including developing voting protocols to address barriers faced by persons with disabilities when voting.
* Ensure that, where assistance is required by a person with disability, this is provided by a person of their choice, to ensure autonomy and the secrecy of the ballot.
* Ensure that persons with disabilities can access complaints and monitoring mechanisms related to electoral processes.
* Monitor the implementation of these actions - concrete measures should contribute to a higher voter turnout of persons with disabilities in electoral processes.

1. **Legislation and policy for equality and non-discrimination of persons with disabilities**

Persons with disabilities are often subject to inequality and discrimination. Inequality is often present between persons with disabilities and the broader population, concerning education, employment, income, access to goods and services and other key aspects of life.

Given the pervasive nature of disability-based discrimination (that has often been embedded into laws, policies and practices), persons with disabilities experience systemic inequality. To overcome this structural discrimination, it is necessary to adopt specific measures, including affirmative actions to counter systemic discrimination. Individual accommodations and adjustments are a good tool to prevent discrimination and contribute to more inclusive environments.

An infographic showing 4 overlapping circles. At the center of the circle it says "Inclusive equality under the CRPD" - Circle 1: Address socioeconomic disadvantages of 
persons with disabilities, Circle 2: Combat stigma, stereotyping, prejuidice and discrimination against persons with disabilities, Circle 3: Recognize, value and accommodate difference as a matter of human dignity, Circle 4: Ensure participation of persons with disabilities for their inclusion in society.

Broad anti-discrimination recommendations:

* Propose the enactment or modification of relevant legislation to prohibit discrimination based on disability, including denial of reasonable accommodation, across sectors.
* Repeal legal and regulatory provisions, across sectors, that enable discrimination based on disability.
* Develop and adopt policies to address and eradicate discriminatory practices, including awareness-raising campaigns and activities.
* Implement awareness-raising programmes to improve perceptions on persons with disabilities, change attitudes and inform about rights.
* Policymakers should consider religious, ethnic and indigenous backgrounds, gender identity, sexual orientation, sex and age of persons with disabilities in policymaking, and seek diverse participation.

**Reasonable accommodation**

The denial of reasonable accommodations constitutes discrimination under the CRPD. Policymakers can promote its respect and uptake by taking the following actions:

* Adopt clear regulations and develop guidance materials and training to enable public and private actors to provide reasonable accommodation to persons with disabilities.
* Create a centralized reasonable accommodation fund that is flexible and of easy access by different parts of the administration, to react to reasonable accommodation requests.
* Adopt clear and restrictive guidelines on disproportionate burden applications, including placing the burden of proof onto the provider of reasonable accommodation.

**Intersectional discrimination**

Policymakers should take into consideration multiple and intersecting identities when developing policy, as persons may face both specific and intersectional discrimination processes. Policymakers are required to consider gender identity, sex and age of persons with disabilities to better address their specific requirements to ensure the enjoyment of their rights.

To protect against multiple and intersectional discrimination, governments should:

* Recognise multiple and intersectional discrimination within legal frameworks on equality and non-discrimination.
* Ensure that complaints mechanisms permit invoking discrimination on multiple and intersecting grounds and that remedies for violations of multiple or intersectional discrimination cases are commensurate.
* Ensure that data collection and disaggregation systematically disaggregate by disability, and by other characteristics relevant to the national or local context, to enhance detection of situations of systemic discrimination.

**Specific measures**

Specific measures are often required to “close the gap” between persons with disabilities and the rest of the population, in a pursuit to “leave no one behind”. These measures are also commonly referred to as special measures, temporary measures, positive action, positive discrimination, affirmative action, among others. They aim to address historical or structural inequality of a group, to accelerate progress towards de facto equality.

Specific measures can consist of:

* Targeted programmes or benefits directed to persons with disabilities, e.g. tax exemption on importation of assistive devices
* Measures establishing a preference for persons with disabilities over others, e.g. employment quota for persons with disabilities in the public sector

Adopting specific measures does not exempt policymakers from ensuring mainstream services and schemes are accessible and inclusive. Specific measures alone are not enough to achieve equality.

To enhance equality of opportunities and outcomes, governments should:

* Adopt specific measures targeting persons with disabilities, including underrepresented groups of persons with disabilities – e.g., women and girls, youth, indigenous persons or persons with higher support needs.
* Design specific measures with the active involvement of persons with disabilities, to ensure they are neither based on, nor result in, reinforcing negative stereotyping and prejudice about persons with disabilities.

**Legal capacity**

Many countries still restrict the legal capacity of persons with disability to make decisions about their own lives and are often appointed a guardian or third party to make decisions on their behalf. This is called substitute decision-making, which goes against the CRPD and should be changed into a supported decision-making system.

**9 actions to uphold the legal capacity of persons with disabilities**

**Actions in law**

1. Reform legislation, particularly civil law, to ensure it aligns with the CRPD and:

* Explicitly recognises the legal capacity of persons with disabilities
* Eliminates plenary or partial guardianship, curatorship, or other substituted decision-making provisions
* Eliminates provisions which deny or restrict the exercise of other rights on the basis of legal capacity, including the right to vote, marry, access justice, manage property and make decisions about finances, health and family.

1. Establish supported decision-making provisions in legislation. Consider how to incorporate other forms of support such as support networks, peer support, crisis support and advanced planning.

**Actions in policy and practice**

1. Eliminate guardianship or other substituted decision-making provisions as a requirement to access to disability-related benefits, pensions, gratuity, tax exemptions, health benefits, social protection, social care, housing, support and other disability-related entitlements and benefits.
2. Establish supported decision-making systems and services across the country, including in urban, rural and remote areas:

* Promote the establishment and operation of community-based supported decision-making services. Allocate resources to ensure the continuity of these services
* Implement or promote pilot projects and demonstration experiences
* Undertake and promote research on supported decision-making

1. Implement safeguards to monitor the support provided to persons with disabilities, to ensure that their will and preferences are respected and that abuse is prevented.
2. Encourage persons, through awareness-raising programmes, to express their will and preferences in the event of acquiring an impairment or experiencing a situation affecting their mental capacity, through advanced decision-making such as power-of-attorney.
3. Ensure access to justice for persons with disabilities and the availability of legal aid services to challenge plenary or partial guardianship, curatorship, or any other form of substituted decision-making.
4. Promote and provide training on the right to legal capacity of persons with disabilities for State authorities, judges, notaries, service providers, financial services, persons with disabilities and their families and other relevant actors.
5. Meaningfully involve persons with disabilities and their representative organizations in the development and implementation of supported decision-making systems. While all persons with disabilities may commonly be excluded from decision-making processes, this is more frequent for those whose legal capacity is challenged. Persons with psychosocial disabilities, persons with intellectual disabilities, persons with developmental disabilities, persons with autism, persons with Down syndrome, among others, are typically disregarded and their voices are consistently ignored or challenged.

**III. Accountability & Monitoring**

Accountability and monitoring are important aspects of the rights-based approach to disability. It refers to:

**Access to information**

Public access to information is key for the transparency of government action and to enable monitoring, by both civil society and the general public. Governments should proactively publish and disseminate public information, as well as provide it on demand.

A lack of dissemination of public information in accessible formats (e.g. Braille), accessible digital formats, Easy Read, sign language and others, restricts persons with disabilities’ access to public information, assessment of public action and exercise of their own rights. Information intended for the general public must be made available in accessible formats and technologies.

Governments should:

* Adopt or modify freedom of information laws and regulations, so that accessibility of information for persons with disabilities is ensured in official publications and events.
* Ensure accessibility of government websites and reports intended for the general public.
* Ensure that any requests of public information by persons with disabilities are granted in the accessible format they require, including national sign languages, without additional cost.

**Accountability and Complaint Mechanisms**

Accountability and complaints mechanisms provide policymakers with valuable information that helps assess public policies and identify gaps (e.g. absence of a policy to prevent violence against persons with disabilities). In particular, monitoring the number of complaints made by right holders can help to identify trends in the exercise of rights. Policymakers should consider these as a valuable information source to reflect upon, as they consider further actions, e.g. legal or budgetary reform.

Recommendations for improving accountability at the national level:

* Make complaints mechanisms in administrative, civil and criminal processes accessible for persons with disabilities and provide for procedural accommodation when needed.
* Remove barriers to the participation of persons with disabilities in proceedings, including repealing provisions which restrict legal standing and recognition of legal capacity.
* Ensure that information needed to defend rights is accessible, and that free and affordable legal aid is provided to persons with disabilities in all areas of law.
* Ensure that the staff involved in the administration of justice are trained on the rights of persons with disabilities, including the barriers they face in accessing justice, the provision of procedural accommodations and overcoming gender- and disability-based stereotypes;
* Establish reliable administrative mechanisms to avoid having civil and criminal courts as the only accountability mechanisms.
* Ensure due diligence to investigate, prosecute and punish perpetrators and/or provide remedies to human rights violations against persons with disabilities. Reparation should be provided taking into consideration the specific circumstances of the person with disability, including the exposure of truth as a component of satisfaction and providing guidance for legal and policy reform and capacity-building, as guarantees of non-repetition.

National human rights institutions (NHRIs) have a broad mandate and functions, covering human rights protection and the promotion of all rights. This includes investigation, monitoring, legislative and policy advice, human rights education and training, and reporting on the human rights situation to national, regional and international levels. Some NHRIs may also handle complaints. Either at the request of public authorities or out of its own initiative, NHRIs may elaborate reports on human rights matters and/or provide advice from a human rights perspective on existing or draft legislation, regulations and policies.

Monitoring mechanisms, comprising one or more independent mechanisms, are an integral part of good governance structures. Their independence is crucial to the success of their mandate and for them to play a pivotal role between government and civil society. In many cases, NHRIs have been formally appointed as the independent monitoring mechanism for the CRPD.

In connection to national human rights institutions, governments should:

* Ensure adequate provisions in the national budget to the national human rights institution, including for capacity building purposes in the area of the rights of persons with disabilities.
* Systematically involve the national human rights institution in legislative and policy development, as well as in reporting on the progress made in the implementation of the CRPD and other relevant obligations, to ensure a human rights-based approach and the alignment with international human rights obligations and standards.
* Consider the appointment of the NHRI as part of the independent monitoring framework required by article 33(2) of the CRPD.
* Provide for NHRI’s independence and other criteria ensuring compliance with the Paris Principles, relating to the status of national institutions, e.g. by proposing required legislative reforms.

**Access to justice**

Access to justice is a core element of the rule of law, a fundamental right in itself and a prerequisite for the protection and promotion of all other human rights. The justice system is the key accountability and complaint mechanism that can enforce rights, by mandating public authorities or private actors to cease conduct or to undertake specific concrete actions. Trained staff and judges on the rights of persons with disabilities are fundamental to ensure compliance with international human rights obligations under the CRPD and to provide for effective remedies to persons with disabilities.

Persons with disabilities are among the most excluded in accessing justice. General gaps in the administration of justice are more prominent when it comes to persons with disabilities. Limitations in the administration of justice prevent persons with disabilities from seeking justice and obtaining redress. Common gaps include:

* the absence of legal aid that is free or affordable
* lack of independence of mechanisms
* lack of appropriate sanctions to rights violations
* lack of accessibility of facilities, information and processes
* lack of procedural accommodation (adjustment of procedures to allow a person with disability to participate on an equal basis with others)
* higher rates of poverty
* lack of qualified agents of justice, including lawyers and judges

To ensure access to justice for persons with disabilities in line with Article 13 of the CRPD, governments (e.g. ministry of justice), in coordination with the administration of the judiciary, should:

* Develop and implement a plan to facilitate access of persons with disabilities to the justice system, including the development of free or affordable legal aid services.
* Promote reform of laws and regulations to eliminate provisions which impede the access to justice of persons with disabilities - to participate in proceedings as a party, witness or juror -, including those based on restriction or denial of legal capacity and those which restrict or deny admission to the legal and judicial profession on the basis of disability.
* Promote legal and administrative reforms, including training for judicial actors, to ensure the provision of procedural accommodation in judicial procedures.
* Promote legal reform to ensure effective remedies and mechanisms to enforce judicial decisions (particularly for compliance by public bodies).

**IV. Capacity Building**

The innovative perspectives brought by the CRPD require training and capacity building that should be tailored to the audience and context. Policymakers benefit from engaging in “mind-shifting” capacity building that supports them in understanding the paradigm shift on disability and its implications for practice. Capacity building is critical for changing attitudes towards persons with disabilities. It should not only aim to build technical capacity but also to increase the understanding of persons with disabilities as rights holders and as part of human diversity. One common and specific type of capacity building is training.

A graphic showing three circles connected by arrows. The first circle says "Be accessible", the second circle says "involve persons with disabilities", the third circle says "be tailored and context-specific"

**V. International Cooperation**

International cooperation is an important source of financial and technical support for the implementation of the SDGs. In this regard, cooperation agencies and international organizations play an important role to foster CRPD implementation.

National policymakers across different sectors have the opportunity of exploring international cooperation opportunities, together with the department and/or ministry in charge of international cooperation agreements. These can be for funding; to develop or enhance national programmes or projects; to develop capacity-building activities; and/or to seek for technical or economic assistance in a particular area, e.g. training of teachers in inclusive education pedagogy. All initiatives, investments and efforts should be carried out with the participation of organizations of persons with disabilities – both those located in beneficiary countries and those located in donor countries.

Public programmes financed by international cooperation raise the concern of financial sustainability. As many policy initiatives on the rights of persons with disabilities (especially those which are innovative and in line with the CRPD) may initially rely on international cooperation funding, governments may have to foresee, well in advance, regular funding from the national budget, as well as the related source, to ensure the continuation of policies considered positive for the implementation of the SDGs for persons with disabilities.

# Handout: Extended Character Stories for Structural Requirements Part 2

**Foundations - Training Module**

**Handout: Expanded Stories for Structural Elements Part 2 activity**

**Legislation - Amara**

Amara is 23 years old and has an intellectual disability. She has two siblings and her mother, Avelina, is a single mother who works as a janitor at a cell phone company. Amara never went to a regular school but to a special school, run by a private organization. In the organization, before Amara turned 18, they advised Avelina to apply for guardianship for Amara and told her that it would be best for her and that it would protect her. Avelina did and a judge designated her as her guardian. In the organization, they also told Avelina that since Amara is now 23 and has a boyfriend also with an intellectual disability, if she gets pregnant it would be Avelina having to raise another child. The organization tells Avelina that since she’s the guardian, the law allows her to request that Amara is sterilized and she doesn’t even need to know as this is for her protection.

*What kind of legislation would create an enabling environment for Amara?*

**Participation - Raj**

Raj 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 and 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 Raj permission to lie down because “he doesn’t have any favourites”. The Ministry of Labour is currently launching a national campaign to stop discrimination and harassment in the workplace.

*How would effective participation support Raj and persons with disabilities in similar situations?*

**Accountability & Monitoring - Nadia**

Nadia was born in a very strict household and since she was little her father physically abused her and humiliated her because of the way she behaved. She was very quiet and did not like to be around people. She used to speak to herself and be in her own world and didn’t have friends in school. When she was 16 and after a particularly violent beating from her father, she started crying and screaming that she did not want to live. Since she wasn’t stopping, her parents took her to a psychiatric hospital and she was placed there for four months. She was given psychiatric medications and was not told what kind. She tried to refuse but they locked her in her room. These drugs made her really groggy, sleepy and she had a really hard time concentrating. One time, after being given these drugs, a male nurse came into her room, climbed on top of her and raped her. Because she was under the effect of the drugs she could not remember much, even though she was sure of what had happened to her. She couldn’t remember his face or the time of day. She told her parents and the psychiatrist but they told her that she probably was having hallucinations because everyone who worked at the hospital had been working there for several years and they had never received any complaints. That everyone was professional and trustworthy. She was told that she would have to give specific details to the police to file a complaint, so she chose not to. After she was sent home, she became unable to sleep by herself and has a lot of nightmares, so her parents continue to give her psychiatric medications.

*What accountability mechanisms would support justice for Nadia?*

**Capacity-Building - Aydin**

Aydin is 13 years-old and is interested in writing, science and sports. Aydin lives in a small town with their mom and grandma and loves to come up with stories, which they write in a device, that then plays to their mom, who enjoys her child’s vivid imagination. Aydin uses non-verbal communication through a device and enjoys researching about the planets and space. Aydin is about to begin middle school and when their mom submits an application, the school requires Aydin to take an IQ test. After a lot of arguing, Aydin’s mother agreed to the IQ test and the school assigned Aydin to a class. At school they require that students take exams using pen and paper and not using a device. In the afternoons Aydin feels very tired because there are lots of noises and the teachers don’t allow them to wear noise cancelling headphones.

*What capacity-building should be ensured to change Aydin’s situation?*

**International Cooperation - Eva**

Eva is 19 years old, was born blind and she has limited mobility so she uses a crutch to walk. She receives a disability pension but if she works she would lose it. She only was able to attend school up to the 9th grade. Receiving the pension also makes her ineligible for poverty-reduction cash benefits. Eva’s mother, Sol has never been able to work full time because she’s Eva’s main support. Eva’s little sister, Barbara goes to school. Eva works part time at a factory and in addition she works as a tailor so she can make a little extra income. Eva has always wanted to have a guide dog but they can’t afford it. Foreign aid agencies in the country have a broad programme for poverty reduction but it is unclear that it will impact Eva and other persons with disabilities in a similar situation.

*How could international cooperation support stronger policies that improve Eva’s situation?*