Training module on SDG 8:

Decent Work and Economic Growth (in-person training)

*Advance version*

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

Handout: [Extended Character Stories](#_Extended_Character_Stories)

Handout: [Policy Guideline Excerpts](#_Policy_Guideline_Excerpts)

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# Facilitator’s Outline

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| **Module Title**  **Training Module on SDG 8 - Decent Work and Economic Growth (in-person training)** | |
| **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 composed of the following components:   * **Policy Guidelines**, are detailed documents aimed 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 include: a comprehensive first component - Foundations for Inclusive Sustainable Development Goals - which reviews key concepts, including the human rights based approach to disability, 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); guidelines covering SDG 1 (No Poverty), SDG 3 (Good Health and Well-Being), SDG 4 (Quality Education), SDG 5 (Gender Equality), SDG 8 (Decent Work and Economic Growth), and SDG 11 (Sustainable Cities and Communities); thematic briefs related to 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 Power-Point® slides, to support in-person and online trainings on the different components of the Policy Guidelines, as well as a general module dedicated to the SDG-CRPD resource package itself. * **Videos**, which give a brief overview of the topics covered in the Policy Guidelines, as well as one video that introduces the SDG-CRPD resource package itself and its components.   This training module focuses on SDG 8 - Decent work and economic growth, inclusive of persons with disabilities. |
| **Length** | 8 hours including breaks. Schedule one hour for set-up. |
| **Date & Time** | [write here date and time of the training] |
| **Facilitator(s)** | [Write the name of facilitators here]  ***\*\*Note to Facilitators: Everything in italics (below) is the script of what you should 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 participate as experts or share their experiences, to illustrate contexts, barriers, and/or actions recommended.  In preparation for facilitating this module it is important that you familiarize yourself with the Foundations for Inclusive Sustainable Development Goals and Policy Guideline on SDG 8 available from the [SDG-CRPD resource package](https://www.ohchr.org/EN/Issues/Disability/Pages/sdg-crpd-resource.aspx)  In addition, you should assess the needs of participants and identify how familiar they are with the content. To do so, you should review Part 2 of the [Evaluation Handbook](https://www.ohchr.org/Documents/Publications/EvaluationHandbookPT18.pdf).  This training will be more effective if participants are able to make connections between the theoretical and technical content of the module, and their own particular contexts. That is why most activities include a debrief with open questions to support learning. Therefore, it is important that you are prepared to link participants’ responses and offerings to the content of the module and specific concepts, to build on their comments when explaining content. |
| **Objectives** | By the end of the module, participants will be able to:   * Identify and use the various components of the United Nations Human Rights Office’s SDG-CRPD resource package. * Better understand the current situation in terms of access to decent work for people with disabilities. * Identify concrete steps that policymakers can take to guarantee decent work, within the process of implementing SDG 8 through a disability-rights lens. * Learn how to obtain additional information to support the implementation of decent work for persons with disabilities, in their context. |
| **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, particularly as they relate to decent work. * Facilitators should have the following considerations when preparing for this training:   + Among participants, there are differences of experience in working on policy implementation related to the right to decent work of persons with disabilities.   + Among participants, there are different levels of knowledge about the Convention on the Rights of Persons with Disabilities, the Sustainable Development Goals and/or the 2030 Agenda.   + Whether participants have disabilities, and what specific accommodations may be needed for them to participate fully.   + English may not be the participants first language.   + Participants may not be attending the training by choice. |
| **Materials** | * [Foundations for Inclusive Sustainable Development Goals: key concepts and structural requirements](https://www.ohchr.org/EN/Issues/Disability/Pages/sdg-crpd-resource.aspx) * [Policy Guideline on SDG 8](https://www.ohchr.org/EN/Issues/Disability/Pages/sdg-crpd-resource.aspx) * [Powerpoint Presentation on SDG 8](https://www.ohchr.org/EN/Issues/Disability/Pages/sdg-crpd-resource.aspx) * [Video on SDG 8](https://www.ohchr.org/EN/Issues/Disability/Pages/sdg-crpd-resource.aspx) * Flipcharts (4 total): * Flipcharts   + Two blank flipcharts: One flipchart with the heading “Parking Lot” for people to write any questions that arise throughout the training that may not be directly related to the topic; one flipchart with the heading “Resources” for participants to share any resources they may have.   + One flipchart to leave up throughout the training with the title: “Core pillars for all policies” and a list with the following items:     - Non-discrimination on the basis of disability (addressing intersectionality and-diversity of persons with disabilities)     - Participation     - Accessibility     - Support for persons with disabilities - Assistive technology and support services     - Awareness raising   + One flipchart to leave up throughout the training with the title: “Structural requirements for creating an enabling environment” and a list with the following items:     - Governance     - Participation     - Non-discrimination legislation & policy     - Accountability     - Capacity building     - International Cooperation * ACTIVITY SPECIFIC   + Data Contest: Prize for winner team (it can be symbolic, or a publication, or a snack, you can be creative!)   + Employment Barriers: [Extended Character Stories](#_Extended_Character_Stories)   + Maximize Employment: [Policy Guideline Excerpts- recommendations by targets](#_Policy_Guideline_Excerpts)   + Debate: [Do’s & Don’ts Table](#_Do’s_and_Don’ts)   + Let’s Go On A Work Journey: [Info Cards with Key Actions](#_Info_Cards_with) * Markers and other writing implements * Masking tape * Blank writing paper |
| **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](https://www.ohchr.org/EN/Issues/Disability/Pages/TrainingmaterialCRPDConvention_OptionalProtocol.aspx) * [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 facilitators and participants (this may include physical accessibility, availability of Sign Language interpreters, audio description, etc.) |

| **Section** | **Agenda & Activities** | **SLIDE** |
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| **Welcome and Introductions**  (35 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 and give the facilitator a first “read” of the group.   * Set the seats in a U shape with the facilitator in front of the room. * “*I’d like to welcome everyone to the space. I would also like to get to know more about you, and for you to learn more about who else is in this training. For that, I would like to ask each of you to introduce yourself for exactly one minute (I will be keeping time). Share a little bit about who you are, and answer the question: “****What is something you’re good at?”*** *We won’t follow any particular order; whomever feels moved to do so, come to the front of the room and introduce yourself. I will tell you when your time is up.”* * Move your seat to leave the front of the room open for each participant to step up. Be rigorous with calling time for each participant; this will bring humor to the task and will also make sure that everybody begins on equal ground. Facilitators go last. * After everybody (including facilitators) have gone, ask: *“What did you notice about the group? What caught your attention about what others shared? Also, think of a person that you would like to connect more with based on what they said and use the breaks to do so.”* | Slide 2: Welcome |
| **Overview, Objectives and Agenda Review**  (10-15 min)  Start time: 00:35  *Facilitator* | PURPOSE: Engage and prepare participants by helping them understand the context and purpose of the session and by providing some information on what’s coming to reduce anxiety.   * *Today we are all here for the purpose of learning how to build sustainable and inclusive economic growth, including full and productive employment and decent work for all. 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:*    + *Become familiar with the resource package and its components.*   + *Gain a better understanding of the situation of persons with disabilities with regards to employment.*   + *Identify concrete actions that policymakers can take to implement SDG 8 in their own contexts.*   + *Learn how to obtain additional information for supporting the process of implementation of SDG8.*   *The* [SDG-CRPD resource package](https://www.ohchr.org/EN/Issues/Disability/Pages/sdg-crpd-resource.aspx) *is composed 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 (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 PowerPoint® slides to conduct both in-person and online trainings on different guidelines 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 video which introduces the SDG-CRPD resource package itself and its components* * *While all the Policy Guidelines support each other, today’s session will be focused on Inclusive Employment.*   Agenda Review:   * *To start we’ll review and explore the data that informs the guidelines; then, we will unpack stereotypes and barriers faced by persons with disabilities; finally, we’ll go on a work-journey together, to identify the specific elements that are needed for policymakers and other actors to ensure inclusive employment practices.* * *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, and 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 you might have with other participants. We invite your wisdom into this room!* * *“Any questions before we move on?”*   Make sure to answer questions from participants and clarify any of the information needed | Slide 3: Objectives for the session  Slide 4: What's in the SDG-CRPD resource package?  Slide 5: Agenda |
| **Understanding Disability & Ableism**  **(Optional)**  (30-45 min)  Start time: 00:50  *Facilitator* | PURPOSE: To provide a conceptual framework about disability and ableism from which the analysis in the rest of the session follows.  **NOTE:** If you are facilitating this training as a stand-alone training, make sure to include this activity. If you’re doing a series of trainings with other modules, you only need to do this activity once, at the beginning of the series.  Form trios of people, randomly, and ask them to face each other.   * *“I would like to ask you to get comfortable. Close your eyes if you feel like it, or just lower your gaze, and think back to your youth 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 with a disability… 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”.*   Gather the list from each group in a flipchart paper. Invite honesty. Things that will be listed will include fear, illness, pity, sadness, etc.  Read the list aloud and ask people what they notice. Connect what’s in the list to how disability has been understood, and how that translates into exclusion or inclusion in employment. For example:   * *We live in societies that value productivity and, as a result, some people are seen as productive and others as a burden. The way we have understood disability throughout history deeply influences laws and policies about employment.* * *People with disabilities have been seen as a burden to society, and having a disability seen as a curse. With this view, people with disabilities are reduced to “objects of charity”, therefore not worthy of being considered as valuable to society or contributing to its development.* * *If people with disabilities are not seen as valuable contributors, they are seen as “recipients of aid” and people that need “fixing”. This, in turn, results in charity-oriented policies that create financial-aid for early retirement - through what is sometimes called an “invalidity pension” - and measure people based on their capacity to work.* * *Under the CRPD, disability is a manifestation of human diversity and every person with a disability should be considered valuable to society, and an agent of development - meaning that they have many things to offer to make society better. People should be provided with the accommodations and supports they need to participate on an equal basis with others, have a sense of self-worth, and hold jobs that allow them to gain economic independence and strengthen their autonomy.* * “*Despite the significant advances in the recognition of the rights of persons with disabilities at international and national levels, the deeply rooted negative perceptions about the value of their lives continue to be a prevalent obstacle in all societies. Those perceptions are engrained in what is known as* ***ableism*** *- a value system that considers certain typical characteristics of body and mind as essential for living a life of value. Based on strict standards of appearance, functioning and behaviour, ableist ways of thinking consider the disability experience as a misfortune that leads to suffering and disadvantage, and invariably devalues human life. As a result, it is generally assumed that the quality of life of persons with disabilities is very low, that they have no future to look forward to, and that they will never live happy and fulfilling lives. Ableism leads to social prejudice, discrimination against, and oppression of, persons with disabilities, as it informs legislation, policies and practices. Ableist assumptions lie at the root of discriminatory practices.*” (Cite to report of the UN Special Rapporteur on the rights of persons with disabilities on the impact of ableism in medical and scientific practice, [A/HRC/43/41](https://undocs.org/en/A/HRC/43/41); OHCHR report on awareness-raising, [A/HRC/43/27](https://undocs.org/en/A/HRC/43/27)) * *Now, after learning all this information, think for a moment: What would society look like if we had effective practices for inclusion in employment? Turn to your group and share.* | Slide 6: Disability Ableism  Slide 6: In Trios  Slide 8: Ableism |
| **Data Contest**  (30-45 min)  Start time:  01:35  *Facilitator* | PURPOSE: To offer a factual context about the situation of persons with disabilities. To invite participants to begin making connections to their own contexts.  Create teams of four people and prepare a prize for the winner (it can be symbolic or a UN publication or a snack, you can be creative!) - Ask each team to pick a team name and explain that you’re having a contest. The team with most points takes the prize.   * After each question is answered, show the slide with the correct answer and give substantive information about the topic. You can review the policy guideline for more details. There are questions has bonus points that involve contextualizing the situation to the participants’ own country/region. * Be sure to maintain high energy for this activity. Determine how you will know which group gets the first answer. Options can include, ringing a bell, saying a specific word, clapping, yelling their team name, etc. In a flipchart, keep points for each team after each answer.   ***Question 1 -*** *What is the average employment rate for persons with disabilities across eight regions of the world? (5 points)*   * + *A. 15%*   + ***B. 36% (correct)***   + *C. 67%*   **Expanded answer:** *Data across 8 regions indicates that the average employment rate of persons with disabilities is 36%, while it is higher in others, as much as 60%. Deprivation of legal capacity prevents some persons with disabilities from signing and engaging in employment contracts. As a result, persons with disabilities have half the access to employment than others.*  ***Bonus point:*** *Share some challenges your government faces in your country about collecting data about people with disabilities and employment rates.*   * ***Question 2: TRUE OR FALSE -*** *In many countries, restrictions to legal capacity prevent some persons with disabilities from opening bank accounts (5 points)*   ***Correct answer:*** *True.*    **Expanded answer:** *For example: persons with intellectual disabilities may be requested to have a guardian appointed to authorize transactions. Women with intellectual disabilities may face additional barriers which restrict their legal capacity, either in law or in practice. Substitute decision-making regimes may prevent signing an employment contract, and result in employers’ unwillingness to hire anyone under guardianship, to avoid legal hurdles.*  ***Bonus point:*** *Your team gets an extra point if two members share what is the legal framework of their country about the legal capacity of persons with disabilities.*   * ***Question 3 -*** *What is the proportion of persons with disabilities who are economically inactive in comparison to persons without disabilities? (5 points)*   + *A. 44% compared to 75%*   + *B. 7% compared to 5%*   + ***C. 49% compared to 20%******(correct)***   + *D. None of the above*   ***Expanded answer:*** *Persons with disabilities face numerous and varied barriers to participate in economic life. In particular, exclusion from education and low educational attainments, and attitudinal barriers prevent them from having equal economic opportunities and outcomes. In addition, deprivation of legal capacity prevents some persons with disabilities from signing contracts and engaging in employment. As a result, persons with disabilities have half the access to employment than others. Data from OECD show a higher rate of inactivity of persons with disabilities - 49% - compared to others - 20%. Women with disabilities experience higher levels of exclusion compared to their males with disabilities and females without disabilities.*  ***Bonus point:*** *If one member of your team knows how to find this information about their country/region.*   * ***Question 4 -*** *How does labour exclusion impact persons with intellectual disabilities?*   + *A. They face a higher wage gap;*   + *B. In many places they can only find employment in segregated settings;*   + *C. Many times they receive payment below the minimum wage;*   + ***D. All of the above (Correct).***     **Expanded answer:** *Disaggregated data is scarce, but data from three countries show wage gaps from 12% to 16%. In two of these cases, persons with intellectual disabilities have wage gaps of 29% and 49%. In many countries, segregated employment settings - such as sheltered workshops - are still promoted. In these settings, labour protections are not provided, and salaries are below minimum wage, non-existent or, in some cases, replaced by stipends. Data from Eurostat shows that countries invest thousands of millions of euros to promote and maintain these discriminatory structures, in one case reaching up to 1,840 million euros.*  ***3 Bonus points:*** *To anyone who shares what are common job training programs for persons with disabilities in their country or region.*   * ***Question 5 - Challenge (10 points):*** *Two members of your team have to share policies or practices in their countries/regions that promote inclusive employment.*   ***Additional Info:*** *Persons with disabilities who are out of work are forced to rely on social protection schemes or depend entirely on their relatives to provide for basic needs. As none of those options might suffice for a minimum standard of living (see PG on SDG 1), persons with disabilities may end up in situations of forced labour including begging, or find themselves in other situations of exploitation, such as modern slavery and human trafficking. There continues to be absence of data on how these practices affect persons with disabilities.*  Announce the winner team in a celebratory way and give them the prize. You can tell them that they are now officially “champions of decent work inclusive of persons with disabilities” in their country.   * *“Now I would like to invite you to find someone from a different team and share with them, for a few minutes, something you learned, or that surprised you, in this activity.”* | Slide 9: Welcome to the data contest!  Slide 11: Question 1  Slide 13: Question 2  Slide 15: Question 3 with chart  Slide 17: Question 4  Slide 18: Question 5- challenge  Slide 19: In Pairs |
| **BREAK**  (20 min)  Start time: 02:20  *Facilitator* | PURPOSE: For participants and facilitators to take a moment away and come back together.   * TAKE A BREAK! * Be back in 20 minutes | Slide 20: Break! |
| **Stereotypes about people with disabilities in employment**  (10 min)  Start time:  02:40  *Facilitator* | **Materials:**   * [Dos and Don’ts list printed/pre-written](#_Facilitator’s_Outline) * Main flipchart for facilitator   **Instructions:**  Form trios (if possible, form groups with people from different countries, regions or organizations/institutions). Encourage honesty and openness from the group.   * *Now, let’s talk about stereotypes. In your small groups take 5 minutes to share, discuss, and list* th*e stereotypes you know about, have heard, or have believed in, about persons with disabilities and employment.*   After five minutes, invite the participants back to the large group. Gather some of their responses and create a list in a flipchart.   * *These stereotypes inform employment policies and practices that are in place today in many parts of the world.* * *Often, when trying to implement systemic changes, we face push-back and challenges. For many of us it can be difficult to know how to respond to those challenges. With this in mind, we want to practice ways to respond to some of the positions you might come up against, when trying to advance inclusive employment.* | Slide 21: Stereotypes |
| **Do’s and Don’ts**  **Debate**  (60 min)  Start time:  02:50 | **Instructions:**  Divide the group in six small groups and distribute the [Do's and Don’ts Table](#_Do’s_and_Don’ts) to each group. Tell them they can use it as a reference to prepare.   * *Each group will work together to argue for - or against- inclusive employment. You can use/reference the Do’s and Don’ts list in the Policy Guideline.* * *I will give you a statement, and two groups will debate - in plenary – one arguing in favor and one arguing against.* * *Group 1 will argue against group 2, group 3 will argue against group 4, and group 5 will argue against group 6.* * *Each group has 10 minutes to prepare, and 5 minutes to present their position. Any questions? We will start with Groups 1 & 2.* * *Groups 1 & 2 - You will have a position for and against the following statement: “‘Hiring people with disabilities poses an excessive burden on employers.’ You now have 10 minutes to prepare.”* * *Groups 3 & 4 - You will have a position for and against the following statement: “Hiring people with disabilities is good for business. You will have 10 minutes to prepare.”* * *Groups 5 & 6 - You will have a position for and against the following statement: “Because of their impairment, people with disabilities can only do certain kinds of jobs.”*   Give each group sufficient time to create a good argument but be strict with time.  **Presentation**  *Groups 1 & 2: You were asked to debate the following statement: “Hiring people with disabilities poses an excessive burden on employers.” Please present your positions; you will have 5 minutes.*  After the presentation, wrap-up with the following:  *When seeking decent employment or already within employment, occupational health assessments may be required to assess whether the applicant or employee can comply with the essential functions of the job, if any accommodations are required, and to determine how to provide healthy work environments. However, occupational health assessments also entail a risk. Employers commonly rely on a broad medical assessment that categorize persons with disabilities as “incapable of working” on the basis of an impairment, instead of assessing the individual capabilities to perform the core functions of the job. To avoid this, clear regulations should be developed. Considering people with disabilities as “incapable of working” based on an impairment is a form of discrimination. Ensuring accessibility of the workplace, including information and communication, is key for the inclusion and participation of persons with disabilities in decent employment on an equal basis with others. When a person with a disability finds a job, the employer should ensure that any reasonable accommodations required for the person to participate on an equal basis with their peers, are adopted.*(PG. Section 3)  **Presentation and mini-lecture**  *Groups 3 & 4: You were asked to debate the following statement: “Hiring people with disabilities is good for business.” Please present your positions; you will have 5 minutes.*  After the presentation, wrap-up with the following:  *Changing organizational culture is not easy. It requires a sound accountability framework that motivates the organization to move in an inclusive direction, and a monitoring system that rewards improvement. Not everything can be solved by changing attitudinal barriers, if structural logic remains the same. Making the business-case for the inclusion of persons with disabilities, means highlighting the opportunities that companies have to bring in persons with disabilities, as customers and clients, and as employees and managers. By including persons with disabilities, companies, individuals and society at large will win. The benefits of inclusive workplaces are: Access to talent, increased innovation, increased engagement and retention, better reputation, benefits for everyone. (Show ILO info-story:* [*The win-win of disability inclusion*](https://ilo.org/infostories/en-GB/Stories/Employment/The-win-win-of-disability-inclusion#the-benefits-of-inclusive-workplaces)*)*  **Presentation and mini-lecture**  *Groups 5 & 6: You were asked to debate the following statement: “Because of their impairment, people with disabilities can only do certain kinds of jobs.” Please present your positions; you will have 5 minutes.*  After the presentation, wrap-up with the following:  *People with disabilities are commonly perceived as low-quality and/or low-skilled employees. Often, specific vocations are linked with specific groups of persons with disabilities (e.g. massage therapists licenses provided to persons who are blind). These reflect low expectations of persons with disabilities and perpetuate stereotypes and prejudice against them, limiting their career choices and development. Governments should prevent this practice.*  *Establishing employment quotas of persons with disabilities is a form of affirmative action aimed at combating structural discrimination in employment and remedying historical exclusion.*  *Because of their exclusion from employment, self-employment remains an important way for persons with disabilities to earn an income. Data from 19 countries included in the UN Disability and Development Report indicates that persons with disabilities are, on average, 9% more represented among the self-employed, with higher rates in a number of low-income countries. Access to financial services (e.g. bank accounts and credits) are essential for developing a business. However, many barriers prevent access by persons with disabilities. UN data from 5 low- and middle- income countries indicate that between 8% and 64% persons with disabilities consider banks inaccessible. Additionally, data from mostly high-income countries in 2017, indicate that 28% of banks and 12% of ATMs were not accessible.*  *In many countries,- and as discussed - lack of legal capacity prevents some persons with disabilities from opening bank accounts (e.g. blind people may be rejected or have to comply with additional requirements such as having a witness; persons with intellectual disabilities may be requested to have a guardian appointed to authorize transactions). Women with disabilities may face difficulties accessing financial services due to additional barriers that restrict their legal capacity, either in law or in practice.*   * **Large Group Debrief:**    + *Let’s close up this activity in large group by reflecting on how was it to prepare and then debate; Was there anything that surprised you about what any group said?*   + *What is something you want to remember about the information shared about disability and work?* | Slide 22: Debates  Slide 23: Debates (G1 and G2)  Slide 24: Debates (G3 and G4)  Slide 25: Debates (G5 and G6) |
| **Video Showing**  (5 min)  Start time:  03:50 *Facilitator* | * **Play the** [**SDG 8 - 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 and listen, pay attention to the different people highlighted and the issues shared and proposed.* | Slide 26: Short Video |
| **Map the Actors**  (5 min)  Start time:  03:55  Facilitator | Distribute blank pages and pens to each person.   * *“Now I would like to invite you to draft a map of actors in the employment system for your country. Keep it with you. This map generally includes the Ministry of Labor, trade unions, businesses, oversight authorities. Be as specific as possible.”* | Slide 27: Map the actors in your country |
| **LUNCH BREAK**  (60min)  Start time:  04:00  *Facilitator* | 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. | Slide 28: Lunch Break |
| **Employment Barriers**  (45min)  Start time:  05:00  *Facilitator* | **Materials:**   * [Extended Character Stories](#_Extended_Character_Stories) * Pre-written Flipcharts for each character   **Instructions:**  In this activity each small group with determine barriers faced by each character and the barriers faced by the employer or bank for self-employment:   * Eight small groups * Eight Stations - two for each character: Clara, Raj, Noah, Ana * 10 min per station * Refer to the map of actors * *Welcome back from lunch! We are going to begin with small groups. Please divide into eight small groups.*   After the participants have divided into small groups say,   * *We’ve discussed some of the stereotypes persons with disabilities may face, and that many people believe. Now let’s explore the barriers that exist as a result of these stereotypes. Around the room we have stations with flipcharts for each character.* * *In your groups, go to each station and list the barriers specific to each character from the video. Consider their stories, consider how you might feel, and consider the positions of others in implementing these changes.* * *Then, place yourself in the position of the different actors in your map. What barriers might they face to ensure inclusive employment for each of the characters? You will have 10 minutes at each station and I will let you know when to switch. Any questions?* | Slide 29: Team Work: Employment Barriers  Slide 30: Employment Barriers - stations |
| **Maximize Employment**  (20 min)  Start time:  05:45  *Facilitator* | **Materials:**   * Flipcharts for facilitator * [Excerpts of Policy Guideline- recommendations by targets, handout pre-printed](#_Policy_Guideline_Excerpts)   **Instructions:**   * *Now, I would like to ask you to think back on your own work journey and take a few moments to think of the question,* ***What helps to have a good working experience?***   As the group begins offering words or stories write the list on a flipchart paper. Be sure to encourage the group to share about **good** experiences. When you’ve gotten a decent and full list ask the group   * *“is there anything else anyone would like to add?”* * *Now, let’s think specifically about persons with disabilities- what would you add to this list when it comes to persons with disabilities? What would make employment a good experience for persons with disabilities?*   When the group reaches a slowing point invite them to look at the policy guideline.   * *In your groups, go into the policy guideline and look at section 4. Review the tables - after reviewing them, what else would you add to the list?*   Discuss how the actions highlighted in the table combat stereotypes about persons with disabilities and specifically advance inclusive employment and a dignified working experience. | Slide 31: Maximize Employment  Slide 32: Maximize Employment tableSlide 33: Maximize Employment tableSlide 35: Maximize Employment table |
| **Work Journey**  (1hour 30 min)  Start time: 06:05  *Facilitator*  **NOTE:  Give a 15-minute break halfway through the activity** | **Materials:**   * [Infocards with Key Actions](#_Info_Cards_with) * [Extended Character Stories](#_Extended_Character_Stories) * Prepared flipchart stations * Stations: Pre-Hire (Clara), Hire (Rajid), Retirement (Ana), Self-Employment (Noah)   **Instructions:**  Depending on the number of participants, create four (or eight) groups of 5 people per group (max). Create one (or two) flipcharts per station depending on whether there are 4 or 8 groups. Distribute the info-cards to each group.   * *Based on our previous discussions and the materials we’ve distributed, discuss in your groups, for each station:*    + *What policies or practices should be in place to ensure that this character has a good working experience, and that the character’s job is accessible?*   + *What policies or practices should be in place to prevent this situation from happening again?*   + *Who, in your country, would have the power to put these in place?*   + *What would be needed - to ensure consultation with people with disabilities - to have these policies in place?*   Each group spends 20 minutes at each station. Give a break after all groups have gone through two stations. | Slide 35: Let's go on a work journey |
| **Gallery Round**  (15 min)  Start time: 07:35  *Facilitator* | * *In pairs or trios formed with participants from different teams, go around the room reading through other teams’ answers to each station. Share: What new thing did you learn? What’s one thing that grabbed your attention? What feels doable in your country? What might be most difficult to accomplish?*   Once everyone has had a chance to look at the work Brief large group debrief. | Slide 37: Gallery round in pairs |
| **Wrap-up & Next Steps**  (5 min)  Start time: 07:50  *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 38: Wrap up and next steps |
| **Closing**  (10 min)  Start time: 07:55  *Facilitator* | **Instructions:**  Have people stand in a circle  *What is one thing I commit to do in the next three months to advance inclusive employment in my context?”* | Slide 39: 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 | Slide 40: Thank you! |

# Extended Character Stories

**CLARA**

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

**Extended Character Stories**

**RAJID**

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

**Extended Character Stories**

**ANA**

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

**Extended Character Stories**

**NOAH**

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

# Policy Guideline Excerpts - recommendations by targets

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| **Full and productive employment of persons with disabilities** | | | |
| SDG goal 8 icon - Decent work and economic growth8.5 By 2030, achieve full and productive employment and decent work for all women and men, including for young people and persons with disabilities, and equal pay for work of equal value | | | |
| Include the rights of persons with disabilities in labour law, including the prohibition of discrimination, the provision of reasonable accommodation and the right to return to work | Adopt an action plan/ strategy for the promotion of employment of persons with disabilities in both the private and public sector | Carry out awareness- raising campaigns on the labour rights of persons with disabilities | Measure and reduce the disability pay gap |
| * Related CRPD indicators: 5.7, 5.11, 5.12, 13.14, 27.1, 27.4, 27.13, 27.16, 27.25 | | | |

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| **Self-employment of persons with disabilities** | | |
| SDG goal 8 icon - Decent work and economic growth8.3 Promote development-oriented policies that support productive activities, decent job creation, entrepreneurship, creativity and innovation, and encourage the formalization and growth of micro-, small- and medium-sized enterprises, including through access to financial services  8.10 Strengthen the capacity of domestic financial institutions to encourage and expand access to banking, insurance and financial services for all | | |
| Ensure that mainstream vocational and entrepreneurship training are inclusive of persons with disabilities and that supportive targeted training is available to them | Adopt legal and regulatory measures to ensure the equal participation of persons with disabilities in business organizations and equal access to financial services, including micro-finance and credit schemes | Make business development services available for persons with disabilities |
| * Related CRPD indicators: 9.3, 9.4, 12.1, 12.2, 12.15, 19.12, 19.13, 19.26, 24.5, 24.20, 24.27, 27.1, 27.4, 27.12, 27.15, 27.19, 28.3, 28.4, 28.5, 28.14 | | |

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| **Protection of labour rights of persons with disabilities** | | | |
| SDG goal 8 icon - Decent work and economic growth8.8 Protect labour rights and promote safe and secure working environments for all workers, including migrant workers, in particular women migrants, and those in precarious employment  8.7 Take immediate and effective measures to eradicate forced labour, end modern slavery and human trafficking and secure the prohibition and elimination of the worst forms of child labour, including recruitment and use of child soldiers, and by 2025 end child labour in all its forms | | | |
| Ensure freedom of association to persons with disabilities to create and participate in trade unions | Ensure that occupational health assessments do not prevent access to employment based on impairments | Incorporate accessibility in all its dimensions as a key element of occupational health and safety | Adopt disability inclusive strategies against forced labour, including measures to end forced begging and other forms of exploitation |
| * Related CRPD indicators:16.1, 16.3, 16.13, 27.1, 27.2, 27.5, 27.7, 29.9, 29.11, 29.23 | | | |

# Do’s and Don’ts

| **DO** | **DON’T** |
| --- | --- |
| **Law, policy & programmes** | |
| Include the rights of persons with disabilities in mainstream labour legislation, such as labour codes | Limit the provisions on disability rights to a disability-specific law. This would undermine the visibility of persons with disabilities across sector-specific legislation, including employment law |
| Develop and share guidance and good practice on reasonable accommodation among employers, trade unions and persons with disabilities | Refer to reasonable accommodation only in general clauses in legislation. Instead, explain it further in detailed regulations and guidance |
| Ensure that employment laws and policies guarantee the right of workers to remain in their post after acquiring an impairment. This should include provisions for reasonable accommodation if needed, relocation to another post or adjustment of work responsibilities, to remain in employment. Access to professional and technical re-adaptation programmes should be ensured to support this | Promote early retirement or pension based on acquiring an impairment, unless all measures for retaining the person in the workforce are exhausted |
| Adopt specific measures to promote the employment of persons with disabilities in the private and public sectors. This could include employment targets, quotas, fiscal, financial and public procurement incentives, among others | Establish reserved employment that:  - prevents career advancement  - restricts the number of hours that a person with disability can work  - mandates absolute protection against the dismissal of persons with disabilities  These measures make persons with disabilities less likely to seek employment and employers less likely to hire persons with disabilities |
| Design protocols, under national legislation, that ensure that recruitment processes consider whether candidates are suitable for the core functions of the job if provided with reasonable accommodation when required | Establish recruitment requirements that go beyond the core functions of the job, nor processes that disregard the provision of reasonable accommodation |
| Adopt measures to prevent discrimination against persons with disabilities accessing affordable, low-rate credit and micro-credit to start their own businesses. Measures should also ensure recognition of the legal capacity of persons with disabilities and include awareness-raising to combat negative stereotypes about persons with disabilities being incapable, unproductive, unable to succeed in economic activities or pay back credits | Limit the access of persons with disabilities to general credit lines, based on stereotypes or legal capacity status |
| Adopt measures to ensure and monitor that persons with disabilities access equal pay for equal work, in line with legal regulations and market standards applicable to all other workers in the same category | Allow salaries for persons with disabilities to be below minimum wage or market standards, nor allow that persons with disabilities do not receive any salary or remuneration for their work |
| Ensure a social protection system that enables persons with disabilities to access supports and cover their disability-related costs | Create social protection systems that prevent persons with disabilities from working as many hours as they are capable, for fear of losing their benefits |
| **Practice and implementation** | |
| Ensure that information about candidates and employees, that is collected and held to ensure support and reasonable accommodation, is managed confidentially and not used for other purposes | Disclose disability-related information beyond what might be required for the provision of support and reasonable accommodation |
| Promote employment for all persons with disabilities in the open labour market | Create segregated employment settings for persons with disabilities, regardless of their impairment (e.g. sheltered employment/workshop, protected employment) |
| Promote in-job training inclusive of, and accessible to, persons with disabilities | Create capacity-building schemes for persons with disabilities that are disconnected from economic reality and from accessing employment positions |
| **Participation** | |
| Include persons with all types of disabilities in your development plan, as agents of change. They are active members of the workforce and contribute to increasing productivity and economic growth | Assume that persons with disabilities cannot contribute to development and are only passive recipients of social aid |
| **Research, data collection and disaggregation** | |
| Integrate the “Functional Difficulties and [Barriers](#_heading=h.qsh70q) to Employment” module from the International Labour Organization into labour force surveys, to disaggregate data by disability and further data collection on inclusion in the labour force. This ideally includes the Washington Group Short Set, together with optional questions that include psychosocial disabilities and some questions on barriers, accommodations and attitudes | Overlook the importance of collecting data on the employment and economic activities of persons with disabilities through labour force surveys and other instruments, nor limit data collection to disability-specific surveys |
| **Accountability** | |
| Monitor the implementation of disability-inclusive labour policies through complaint mechanisms, including those under the Ministry of Labour and the National Human Rights Institution | Limit the possibility of bringing complaints about non-inclusive labour policies and practices to the judiciary, including on disability-based discrimination |

# Info Cards with Key Actions

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| 8.5: By 2030, achieve full and productive employment and decent work for all women and men, including for young persons and persons with disabilities, and equal pay for work of equal value |

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

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

Ministries of Labour should aim to:

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

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

Ministries of Labour should:

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

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

Ministries of Labour should:

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

### 5.1.4 Measure and reduce the disability pay gap

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

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

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

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| 8.3: Promote development-oriented policies that support productive activities, decent job creation, entrepreneurship, creativity and innovation, and encourage the formalization and growth of micro-, small- and medium-sized enterprises, including through access to financial services  8.10: Strengthen the capacity of domestic financial institutions to encourage and expand access to banking, insurance and financial services for all |

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

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

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

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

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

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

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

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

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

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

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

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

Ministries of Labour should:

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

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

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

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

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

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

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

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

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

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