



Report on the CDPF On-line Disability Equality Training Course Delivered Between February & June 2021

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1. The Commonwealth Disabled People's Forum (CDPF) was reconstituted at a General Assembly on 13th June 2019 in New York. This was attended by representatives from DPOs in 27 Commonwealth countries (a further 4 could not come due to visa restrictions). Today we have continued to grow. We now have member organisations in 47 Commonwealth countries, comprising 45 Full DPO umbrella organisations and 42 Associate DPO organisations and are now accredited by the Commonwealth. The Assembly adopted a revised constitution, elected a new Executive Committee and adopted a plan of work.

2. Origin On-line Course One of the key aims was capacity building to implement the United Nations Conventions on the Rights of Persons with Disabilities (UNCRPD) and the Sustainable Development Goals (SDGs). We had planned to hold a face-to-face training in Kigali, Rwanda in the week before Commonwealth Heads of Government Meeting (CHOGM). This meeting was postponed due to Covid-19 pandemic restrictions. Some of the grant we had secured with our fiscal partner Action on Disability and Development from the Disability Rights Fund was changed in use to support CDPF on-line meetings on Covid, developing and promulgating policies and information. These were successful with live captioning and international sign language. When it became clear that CHOGM might again be postponed in 2021, the Executive Committee decided on 19th December 2020, that CDPF should develop an on-line disability equality course.

3. Development of the Course A curriculum was developed and a Training Sub-Committee of the Executive determined that we should produce a Course Book on each module with follow up activities that could be assessed. The Course Book was to go up on-line 1 week before the Interactive Seminar on each module. The issue of time zones across the Commonwealth presented a significant problem. We produced 14 filmed presentations including a PowerPoint supported lecture, interspersed with film clips, including interviews recorded especially for the Course from across the Commonwealth and the wider world. Access to this and other resources was key and the films were captioned, signed and put up on-line at least 5 days before the interactive seminar on each topic. The PowerPoints were audio described and this transcription and the transcript of the presentation went up on-line. This meant course participants could read the Course Book and access the presentation prior to the interactive seminars. It was determined that to cover the Commonwealth with an interactive seminar that all could access, we would need to run it twice, 28 in all. These took place from 8am to 9.30 am (A) and 4pm to 5.30 pm (B) UK time. (See Appendix 1).

4. Funding Once the shape of the course was determined it had to be funded. We were able to get agreed a change of use from our grant from the Disability Rights Fund and then were successful in getting a grant from the Commonwealth Secretariat to make up the short fall. The total cost was £90,220. This was made up mainly of 179 days for course development, presentation, assessment and administration. Video production 42 days. Sign Interpreting (£31,900). Captioning training films and seminars (£9,400) and access broadband and software grants (£4,000). This was split between funders, with £55,220 from Disability Rights Fund and £35,000 from Com Sec.

5. Content of the Training Richard Rieser, the General Secretary, took on the main task of writing Course Books and developing presentations. The Training Sub-Committee :-Sarah Kamau (Kenya), Sruti Mohapatra (India), Thandiwe Mfulu (South Africa), Emile Gouws (South Africa) Michael Njenga (Kenya), Prasanna Kuruppu (Sri Lanka), Abia Akram (Pakistan), Nathalie Murphy (Dominica) June Reimer (Australia), Gaudence Mushimiyimana (Rwanda) all contributed to oversight and providing presentations. CCYDN provided and presented Module 8 on Children and an Executive Women's Caucus developed and presented Module 10 on Women. In addition, Steve Estey (Canada) and Muhammad Atif (Pakistan) made contributions.

6. Recruitment We aimed to get 150 participants and thought about half or less would complete the course. We sent out information publicising the Course to all our member organisations to circulate and also Com. Sec. publicised the Course. We had much greater interest than we anticipated, and we accepted all the disabled applicants, a few of the non-disabled applicants where their country had low representation and rejected people from beyond the Commonwealth. 428 participants registered and were given details of the password protected part of the www.Commonwealthdpf.org/training website where resources for the Course were posted. In addition, participants were allocated to Seminar Group A or B and were given log-in details. Gemma White, our administrator, did a marvellous job on this and throughout the Course, communicating with participants, supported by Martha Aldridge. Thomas Bush, our web site consultant, made sure all resources went up on- line in a speedy and timely fashion. Many thanks to captioners: Julia Jacobie, Norma Mac Haye from GRT Captioning and signers: Adam McCormick and Susan Emerson via Ramon Woolfe at Drip Media for all being so flexible and working to tight deadlines to ensure all presentations and zoom meetings were captioned and signed.

7. Make up of Course participants The 428 from 41 Commonwealth countries:- Nigeria 74, India 66, South Africa 43, Kenya 36, Bangladesh 32, Rwanda 30, Uganda 25, Zambia 19, Ghana 10, Sri Lanka 9, UK 9, Malaysia 8, Mauritius 7, Canada 6, Dominica 6, Tanzania 6, Belize 4, Namibia 4, Barbados 3, Eswatini 3, Gambia 3, Malawi 3, New Zealand 3, St Lucia 3, Trinidad 3, Fiji 3, Guyana 2, Jamaica 2, Lesotho 2, Mozambique 2, Nauru 2, Pakistan 2, Tuvalu 2, Antigua Barbuda 2, Botswana 1, Maldives 1, Solomon Islands 1, St Kitts 1, Tonga 1, Vanuatu 1, St Vincent 2 . Age breakdown 59 % aged 35 years or under. Gender breakdown 54% identifying as female.

8. Evaluation by participants We sent out 2 evaluations, one after the first 7 modules (126 respondents) and one at the end of the 14 modules (45 respondents) . See Table below for results. These show a consistently high average scoring out of 10 . Course Book, Presentation and Seminars rating was very similar between the first and second part of the course, ranging from 8.4 and 8.7. The Accessibility and Administration on both the first and second part of the course was 8.8 and 8.9. These are average scores and there was considerable individual variation on the scores. (See Figures 1-5 below). The Modules are again remarkably similar in score and all range between 8.4 and 9.00 out of 10. The lowest scoring Module was 11 Anti Racism and a number of participants did not see the relevance to them living in Black majority countries. However, we thought in the light of Black Lives Matter it was important and we took a historic roots of Empire approach. The next two lowest scoring were Module 1 Models and Assistive Devices (M4) both with 8.5. In the middle of the score range with 8.6 come Respect for Law (M7), Children (M8) and with 8.7 Environment (M6) and Influencing Government (M14). The most highly rated 7 Modules were Data (M12), Building DPOs (M13) with 8.8, Health (M3), Employment/Trade (M5) and Inclusive Education (M9) with 8.9, UNCRPD/SDG (M2) and Women and Girls (M10) with average score of 9 out 10.

Questions	Modules 1-7 Evaluation 126 respondents	Module 8-14 46 respondents
1.Please rate your experience of the Coursebooks overall, with 1 being Very Unsatisfied and 10 being Extremely Satisfied	8.6	8.7
2.Please rate your experience of the Presentations overall	8.4	8.6



3. Please rate your experience of the Seminars overall	8.4	8.4
4. Please rate your experience of the Accessibility overall	8.8	8.8
5. Please rate your experience of the Administration overall	8.9	8.9
Please rate your experience of Module with 1 being Very Unsatisfied and 10 being Extremely Satisfied	Module 1 Models and Thinking about Disability and Implications for Action Av 8.5	Module 8 -CCYDN Children and Young people Av 8.6
	Module 2 UNCRPD, the SDGs and their Impact on Disabled People's Human Rights Av 9	Module 9 Inclusive Education Av 8.9
	Module 3 Health - focusing on Mental Health and Covid-19 Av 8.9	Module 10 Disabled Women and Girls Av 9.0
	Module 4 Innovation - focusing on Improving Access and Assistive Devices Av 8.5	Module 11 Anti-Racism Av 8.4
	Module 5 Trade - focusing on Improving Livelihoods and Employment Av 8.9	Module 12 Data and Disability Av 8.8
	Module 6 Environment - focusing on the Impact of Humanitarian Situations Av 8.7	Module 13 Building DPOs and Campaigning Av 8.8
	Module 7 Respect for Law- focusing on Eliminating Stigma and Discrimination Av 8.6	Module 14 Influencing Government Av 8.7

25%

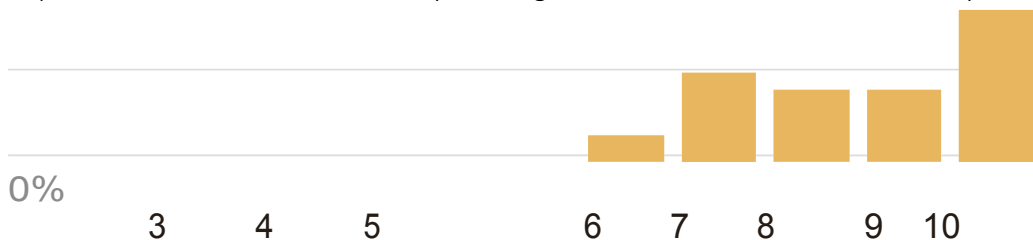


Figure 1. Coursebooks for Module 8-14 rated 1 -10

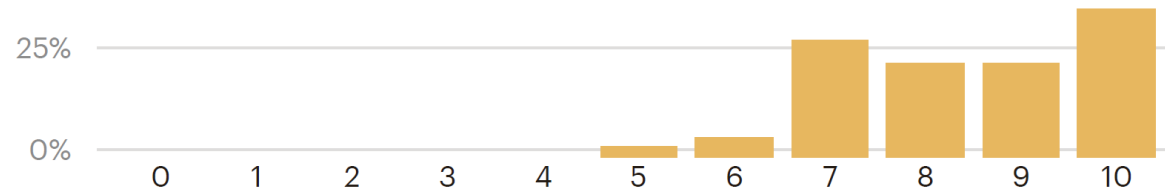


Figure 2. Presentations Module 8 to 14

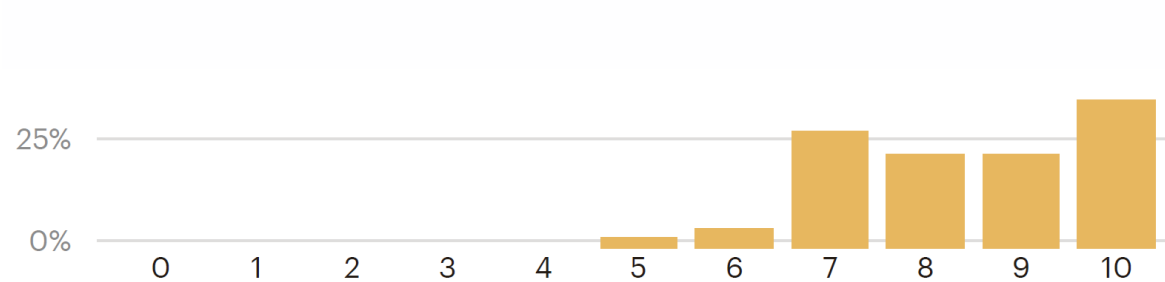


Figure 3. Experiences of Seminars Modules 8-14

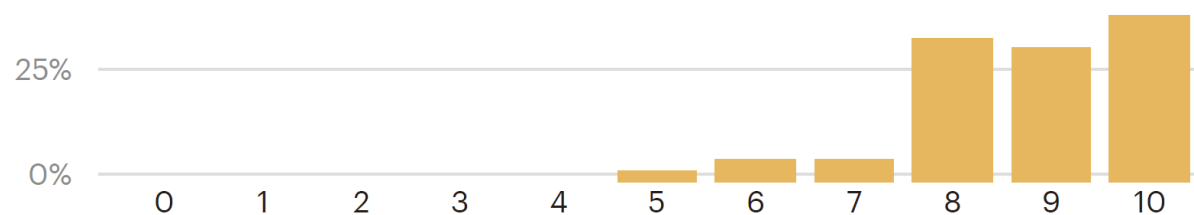


Figure 4. Experience of Accessibility Modules 8-14

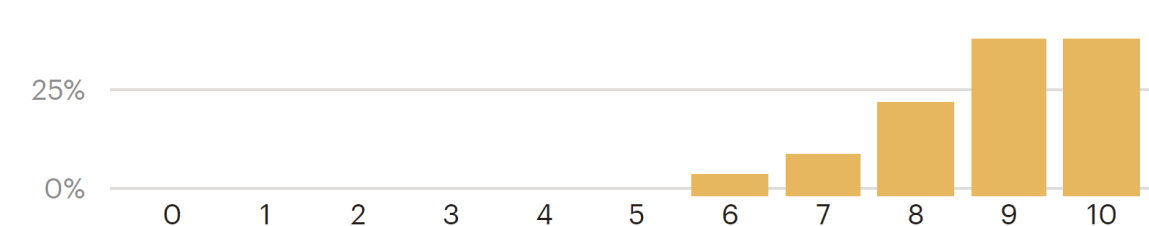


Figure 5. Experience of Administration of Course Modules 8-14

9. Individual Comments When we asked participants how they were going to use what they had learned we got a great range of comments. Here are a selection:

- a. 'I will definitely apply the learning in my advocacy'.
- b. 'This will help me to make an inclusive society'.
- c. 'I will use the information I got and learn from the course to advocate to the general public, government and private agencies about the issues surrounding people with disabilities and the need for change and Inclusive society'.



d. 'I'm going to consider the UNCRPD more holistically/ intersectionally, especially the issues of racism, women and children within the disability movement. (Though here NZ women are very active, there are not movements for children and young people)...'

e. 'I will use the information to lobby our government on different aspects of disabilities in my country or what they need to understand Disabled persons also talked about the issues in my organization'.

f. 'To canvas support, how to put an end or reduce any form of violence, discrimination, to make life meaningful for Women and Girls living with Disabilities.'

h. 'I will follow up what I have learnt with advocacy and sensitization to the Government and duty bearers and other stake-holders'.

g. 'I will step down the training to my staff who are not able to participate in this training as well as other PWDs'.

i. 'I will use each Module to develop strategic work plan for 5 years, 2022 to 2027'.

j. 'To promote equal opportunities for people living with disability'.

k. 'Train more girls and women, involve the media, ODP and government in the advocacy'.

l. 'Throughout the progression of the course, I gradually came to discover and realise the overall barrier is resources. However, I am also convinced and strengthened by having been part of this project'.

m. 'I can now involve myself and my DPO more effectively'.

n. 'I am a senior resident and have to teach new students who have come to become doctors and nurses so I will impart this knowledge to them so that they can better treat the patients with disabilities...'

o. 'The main lesson for me is the social model of disability which has adjusted how I view disability. As a mother of a child with cerebral palsy this has been a revelation and helped me with the acceptance of my son has disability'.

p. 'I want to say a big thank you to all the team for a job well done, we will keep pushing the disabled people's message till the desired changes are visible.'

10. Levels of Involvement Overall 341 participated in 1 or more online seminar. 184 in 6 or less and 157 in 7 or more. 11 participated in all 14 seminars. All who attended 1 or more seminars will get a certificate. This will specify if they attended at Basic (6 or less sessions), Intermediate (7-9 Sessions), Good (10-12 Sessions), Excellent (13-14 Sessions) Level. We were able to identify 277 participants who attended. 154 Women (55.6%) and 123 Male (44.4%). 59.3% (162) were aged 35 or under and 40.7% (111) aged 36 or over. The break-down of attendance out of a maximum of 14 on-line seminars was as follows:-

Seminars	Total	Female	Male	35 yrs. & under	Aged 36+
14	12	8	4	4	8
13	18	11	7	8	10
12	23	12	11	10	13
11	23	11	12	14	9
10	16	9	7	12	4
9	26	15	11	20	6



8	22	10	12	14	8
7	10	8	2	6	2
6	18	13	5	10	8
5	17	9	8	11	6
4	21	12	9	13	8
3	23	17	6	16	7
2	17	6	11	6	11
1	31	13	18	18	11
Totals	277	154 (55.6%)	123 (44.4%)	162 (59.3%)	111(40.7%)

Given we had an open enrolment policy for disabled people, there was considerable fall off near the beginning of the course. This was to do with technical problems of getting on-line, utilising the on-line resources and password. Many of these problems were sorted out by the Administrator. Others were less tractable - lack of IT equipment, level of connectivity to the internet, level of comprehension of English, the depth and level of the course more than some participants wanted, timing and speed of the course spread over 15 weeks. We did communicate weekly with all participants and made adjustments as a reasonable accommodation as the course progressed e.g. slimming content in seminars, seeking ways to engage more participants by them submitting short videos and changing the closing date for submission of course work twice to allow participants to submit up to a cut off of 17th September.

However, if we had stuck to our original number of 150 participants it is unlikely that 87 would have submitted course work. It is also true that over 300 did regularly attend the interactive seminars and around 150-160 right up until Module 14. From the comments we received in the two evaluations it is clear that the impact personally was great on participants and that the knowledge and understanding they acquired will be like a pebble in a pool with the ripples spreading out, impacting on many more disabled people, their organisations and on Governments.

11. Accreditation 87 submitted Course for accreditation. These were graded and assessed as follows Basic (1 module) **8- (9.1%)**, Basic + (2-7 Modules, 2 pieces) **27-(31%)**, Intermediate (8-9 modules, 2 pieces) **10- (11.5%)**, Advanced (10 modules 3 pieces) **16- (18%)**, Excellent (12 Modules 4-7 pieces work) **23- (26%)** or Outstanding (Consistently gone beyond above criteria) **3 – (3.5%)** Level. Overall 60 women (70.5%) and 25 men (29.5%) submitted work for accreditation. From the original follow up activities in Appendix 1 we developed more specific follow up activities that related specifically to the taught Course content and applying it to participants situation. This can be seen in Appendix 2. Criteria were established for each activity to be graded as **Inadequate, Acceptable, Good, Excellent**. These were entered into a grid and summated against the accreditation criteria to give each of the 87 candidates who submitted Course Work a Grade. We adjusted the number of pieces of work required for how many modules when we saw the bulk of work received, to give a fair accreditation. The Geographic Spread of those participants submitting work for accreditation was as follows:-

Nigeria 13 South Africa 9 India 8 Kenya 6 Uganda 6 Bangladesh 5 United Kingdom 5	Malaysia 4 Dominica 3 Mauritius 3 Rwanda 3 Trinidad 3 Belize 2 Canada 2 Namibia 2	New Zealand 2 Tanzania 2 Zambia 2 Lesotho 1 Mozambique 1 Sri Lanka 1 St Kitts 1
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12. Improvements The course was developed over a short period at rapid speed. This was because its finish date was tied into the holding of the CHOGM meeting in Rwanda in fourth week of June 2021. This was not finally postponed until April 2021. The idea for the Course came from a



Seminar we organised with the Commonwealth Secretariat on the disability issue that should be raised with countries and their High Commissioners in the run up to CHOGM. This was held on-line on 2nd December 2020. The Com Sec intimated they would have a grant if we could develop a course and put it on in the months prior to CHOGM. The CDPF Executive agreed the proposal on 15th December and the curriculum and shape of the course was worked out by the General Secretary and the Training Sub-Committee (met on-line 19th January) by the end of January. The

whole project was under both time and financial limits. Nevertheless, publicity and the shape and requirements of the Course were sent out widely at the end of January / first week February.

So if we were to develop an on-line Course Mark 2 we would double the time to fortnightly. The amount of content and the level of comprehension of the Course book would be improved. The Length of Seminars would be increased to allow more interactions. A WhatsApp Group of participants overall and for each country/region would be developed for participants to learn from each other and communicate outside the seminars. It would also be useful for participants to develop a more over-arching project, using what they have learned and applying it in their local context. The content of Module was too much and it should be split into two. One Module on UNCRPD and one on the SDGs. This could also be submitted for accreditation. If we had more time to plan it would be useful to get an external body to externally accredit. However, most universities would not be the right place as this is practical based. Tutorials for smaller groups of students on-line might also be useful and would now be possible as we have developed a network of 117 CDPF Human Rights Advocates from Alumni of the Course who wish to continue to link with the CDPF. This network has great potential, and we are currently developing a communication strategy to link with them.

13. Next Moves Given the time scale we were under, financial constraints and level of involvement, CDPF Executive consider this Course was well worth running and had multiple benefits for the CDPF and for disabled people across the Commonwealth. We have the resource on-line and we need to disseminate widely connection to it around the Global Disability Movement, but more particularly to DPOs across the Commonwealth. So we propose the following moves and are seeking funding to support these.

A) Publicise the on-line resource widely;

B) Copy the resource, with a users' guide onto multiple USB sticks and distribute in bulk to our DPO member organisations to distribute to the local level DPOs in their countries;

C) Translate the resources into multiple key languages in different parts of Commonwealth e.g. Portuguese, French, Hindi, Urdu, Swahili and other widely used languages;

D) Develop a properly funded on-line training wing of our organisation, capable of providing on-line Disability Equality Training, consultancy and advice jointly with representatives from DPOs in the country to their Governments on Implementing the UNCRPD and SDGs for Disabled Peoples Rights.

E) Develop in each country a cadre of Disability Equality Trainers to spread the knowledge and understanding to disabled people in their country.

14. Access to on-line modules is now open and are available on the www.commonwealthdpf.org/training website :

Modules

1. [Models and Thinking About Disability – Implications for Action.](#)
2. [The UN Convention on the Rights of People with Disabilities, the Sustainable Development Goals and their Impact on Disabled People's Human Rights.](#)
3. [Health – focusing on Mental Health and Covid-19.](#)
4. [Innovation – focusing on Improving Access and Assistive Devices.](#)
5. [Trade – focusing on Improving Livelihoods and Employment.](#)
6. [Environment – focusing on the Impact of Humanitarian Situations.](#)

7. [Respect for Law – focusing on Eliminating Stigma and Discrimination.](#)
8. [Youth and Disability Rights in collaboration with Commonwealth Children and Youth Disability Network.](#)
9. [Inclusive Education.](#)
10. [Women and Girls.](#)
11. [Anti-Racism, Equality and Respect for Indigenous Peoples and Ethnic Minorities.](#)
12. [Data of Disability.](#)
13. [Building DPOs – Campaigning and Increasing OUR voice.](#)
14. [Influencing Government.](#)

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11th October 2021.

Appendix 1 CDPF Online Training- Time Scale, Aims of Each Module

Disabled activists, their organisations and leaders need to have a good understanding of the oppression we face as disabled people, regardless of our impairment. We need to understand what has to change. Thinking of us as a problem to be fixed, an object and as people without rights. We need to understand such old-fashioned thinking must change to a social model/human rights approach, in line with the UNCRPD and SDGs, where disabled people are in control of what happens to us as powerful subjects in civil society. We are capable of bringing about real social and economic change for the 450 million disabled people of the Commonwealth.

The Course consists of 14 modules. Each module has an introductory filmed presentation of about 1 hour, a printed course book (25-30 pages) with follow up activities to reinforce learning and an interactive 90 minute seminar. The film and seminar are captioned and signed in international sign language. The PowerPoints have an audio version and description. See the comments by [course participants](#) and the side meeting on the course at the [UN Conference of State Parties 14 on 16th June.](#)

Original Dates of Modules

1. Thinking and Models of Disability and Implications for Action. Module 1 on-line 12th February, On-line Seminar Friday 19th February (x 2)

2. The UN Convention on the Rights of People with Disabilities, the Sustainable Development Goals and their Impact on Disabled People's Human Rights. Module 2 on- line 19th February. On-line Seminar Friday 26th February (x2)

3. Health - focusing on Mental Health and Covid-19 Module 3 on-line Friday 26th February. On-line Seminar Friday 5th March (x 2)



4. Innovation - focusing on Improving Access and Assistive Devices. Module 4 on-line Friday 5th March. On-line Seminar Friday 12th March (x 2)

5. Trade- focusing on Improving Livelihoods and Employment Module 5 on-line Friday 12th March. On-line Seminar, Friday 19th March(x2)

6. Environment - focusing on the Impact of Humanitarian Situations. Module 6 on-line Friday 19th March. On-line Seminar Friday 26th March (x 2)

7. Respect for Law-focusing on Eliminating Stigma and Discrimination. Module 7 on-line 26th March. On-line Seminar Thursday 1st April Seminar (x2)

I week off for Easter

8. Youth and Disability Rights in collaboration with CCYDN. Module 8 on-line Friday 9th April. On-line Seminar Friday 16th April (x2)

9. Inclusive Education. Module 9 on-line Friday 16th April. On-line Seminar Friday 23rd April (x 2)

10. Women and Girls. Module 10 on-line Friday 23rd April. On-line Seminar Friday 30th April (x 2)

11. Anti-Racism, Equality and Respect for Ethnic Minorities. Module 11 on-line Friday 30th April. On-line Seminar Friday 7th May (x 2)

12. Data of Disability. Module 12 on-line Friday 7th May. On-line Seminar Friday 14th May (x2)

13. Building DPOs, Campaigning and Increasing OUR voice. Module 13 on-line Friday 14th May. On-line Seminar Friday 21st May (x2)

14. Influencing Government. Module 14 on-line Friday 21st May. On-line Seminar Friday 28th May (x2).

CDPF On-Line Disability Equality Capacity Building Course-Aims for Each Module

The content of the course will be focused towards the Commonwealth Heads of Government Meeting (CHOGM), Sustainable Development Goals (SDGs) and United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) implementation and is aimed at activists in Disabled People's Organisations (DPOs) throughout the Commonwealth. Each module will be viewed with the Covid/Post Covid -19 Build Back Better Perspective.

For Each session/module Key Learning Points of the Course

Module 1 Thinking and Models of Disability and Implications for Action Key Learning Points

- i) Traditional ideas about disability and disabled people based on myth, superstition, culture and religion
- ii) Disabled people as objects of charity, medical/deficit thinking
- iii) The Paradigm shift from Impairment to disablement- identifying barriers
- iv) Social Model approaches to disability- not discounting health/rehabilitation.
- v) The impact on the language we use
- vi) Human Rights Approach
- vii) Developing DPO based on Social and Human Rights thinking
- viii) Definitions of Disability that respect rights.



Module 2 The UN Convention on the Rights of People with Disabilities and the Sustainable Development Goals and their Impact on Disabled People's Human Rights Key Learning Points

- i) What are Human Rights?-Universal, interrelated, indivisible.
- ii) The Human Rights Framework UDHR, ICCPR, ICESCR, CERD, CEDAW, AAT, CRC, ICPRAMW, UNCRPD, ICAED
- iii) History of how UNCRPD came about
- iv) UN Convention on Rights of Persons with Disabilities including film
- v) Reporting and compliance, UNCRPD Committee, OHCHR Universal periodic HR review

- vi) Synergy Sustainable Development Goals and UNCRPD
- vii) Campaigning for Human Rights in your country.

Module 3 Health-Mental Health and Covid-19 Key Learning Points

- i) Article 11 UNCRPD Situations of Risk such as pandemics State Parties are required to take all appropriate additional measures to secure safety of persons with disabilities. How has this worked out during Covid-19?
- ii) Article 25 Right to Equal Access to same standards of Health Care and Services as others and must take all appropriate measures. The Global Monitoring Report and CDPF surveys shown not the case.
- iii) Article 25 combined general duties and Article 12 equal recognition before the law are not being applied to people who are Mental Health system users and survivors in the main. Appreciate synergy SDG 3: Good Health and Well-being. How can this be improved?
- iv) What legislative principles will ensure rights for people with Mental Health Issues?
- v) What are the ways that access to Health Care can be improved for disabled people and their families?
- vi) Examine inequalities in Health Care for particular impairment groups such as learning disabled people, people with diabetes, neuro-diverse people, deaf people and those with mental health issues. Know practical solutions that can increase health equality.
- vii) What are the particular issues that have arisen for the above groups during the Covid -19 Pandemic?

Module 4 Innovation - focusing on improving Access and Assistive Devices Key Learning Points

- i) Access is a human rights principle and key-Article 9. Linked to Article 26-Rehabilitation, Article 20-Personal Mobility and Article 21-Freedom of Expression and Access to Information
- ii. Appreciate that Access to independent living is a vital right as outlined in Article 19
- iii) Know the various reasonable accommodations to maximise access to environment, information and transport in Low and Middle Income situations.
- iv) Understand the principle of Universal Design and examples of how it has been applied in urban design, transport, goods, service and information technology systems.
- v) Understand the particular accommodations needed by various impairment groups and know examples of how these have been achieved.

vi) Examples of how innovators, DPOs and universities, businesses and governments can link up for a win-win access situation and the economic benefits.

vii) Access to medical treatment, food, shelter in Covid-19 Pandemic and Post Pandemic

Module 5 Trade- focusing on Improving Livelihoods and Employment Key Learning Points

i) Understand the link between SDG 1 Elimination of Poverty, SDG 2 Elimination of Hunger and UNCRPD Article 27 Employment and Article 28 Adequate Standard of Living and Social Protection within a framework of a sustainable environmental policy.

ii) Understand the downward spiral of poverty and disabled people and different ways of breaking the cycle. Know the positive impact on the economy of disabled people staying in education and working.

iii) Learn how trade unions and collective action by employees can end exploitation and create more equal employment.

iv) Examine the different forms that livelihoods and economic organisation can take and ways these can help disabled people improve their standard of living.

v) The types of reasonable accommodation that can support the employment of disabled people.

vi) Why sheltered workshops should be replaced by open and assisted employment supported by anti-discrimination legislation.

vii) How sustainable cities, environments and greater social equality will reduce poverty, dependency and hunger for disabled people? What is the synergy with SDG 8: Decent Work and Economic Growth and SDG 9 Industry, Innovation and Infrastructure?

viii) Strategies for creating employment for disabled people Post Covid.

Module 6 Environment - focusing on the impact of Humanitarian Situations Key Learning Points

i) Understand impact of Global Warming, loss of bio-diversity on our environment and the importance of SDGs and in particular SDG 6 Clean Water and Sanitation, SDG 7 Affordable and Clean Energy, SDG 11 Sustainable Cities and Communities, SDG 12 Responsible Consumption and Production, SDG 13 Climate Action, SDG 14 Life Below Water, SDG 15 Life on Land on developing sustainable and inclusive human life on the planet.

ii) Raise awareness of the importance of Peace (SDG 16) to minimise the disproportionate impact on disabled people and their families and that war creates additional and unnecessary impairment.

iii) Raise awareness that the frequency of extreme weather events such as typhoons, hurricanes, floods, wildfires are increasing linked to the ecological crisis and that together with earthquakes, tsunamis, volcanic events threaten human life and habitation.

iv) Understand that while the events in iii) cannot, in the short term be prevented, they can be predicted, the priority of developing better early warning and evacuation system that must be set up for disabled people and others in line with Article 11 of UNCRPD.

v) The importance of DPOs locally and nationally in joining climate justice and environmental movements to achieve a more equitable and sustainable world and to inform the wider climate justice movement of the need for inclusive campaigning and disability equality in Post-Covid world.

vi) Raise awareness of the disproportionate impact of global warming and exhaustion of fish stocks on island countries and on the disabled residents of these countries.



Module 7 Respect for Law-focusing on Eliminating Stigma and Discrimination

Key Learning Points

- i) Know what national legislation there is in your country for the elimination of disability discrimination and implementing the UNCRPD.
- ii) Know how to identify the degree of compliance of current disability legislation with the UNCRPD.
- iii) Understand the monitoring and compliance cycle of National reporting on the UNCRPD and ways to intervene in this through lobbying, publicity and shadow reporting. [Ensure Legal Capacity in Article 12 is fully covered in legislation].
- iv) Understand the main media stereotypes of disabled people and ways to challenge these and understand the importance of guidance for non-stereotyped portrayal.
- v) Understand the effect of Article 12 Awareness Raising and government's role in this.
- vi) Learn how to monitor positive and negative portrayal of disability in Literature, TV, Press and Internet.
- vii) Understand the main ways to lobby and influence Government to enhance the Disability Legislation in your country.

Module 8 Disabled Children and Young People's (Youth) Rights and Participation

Youth in Collaboration with Commonwealth Child and Youth Disability Network CCYDN

Key Learning Points

- 1: Human Rights Framework supporting and protecting the human rights of disabled children and young people
- 2: The impact of stigma, taboos and discrimination on disabled children and young people's rights and interventions
- 3: The Global Disability Children and Young People's Charter
- 4: The Sustainable Development Goals 2030 Agenda and Disabled Children and Young People
- 5: COVID-19 disabled children and young people advocate for the protection of their rights
- 6: The role of disabled children and young people in the Human Rights and Disability Movements

Module 9 Inclusive Education Key Learning Points

- i) Know and understand the rights and aims contained in Article 24, SDG 4 Education and the right to inclusive quality education for all primary and early secondary age children.
- ii) Understand and know how to apply the key components of implementing Inclusive Education across the Education System, as contained in UNCRPD General Comment No 4 and the 2020 UNESCO Education Global Monitoring Report.
- iii) Understand that exclusion, segregation and integration are based on outdated ideas from the medical model, deficit thinking of special education and that inclusive education requires the restructuring of the education system at every level.



- iv) Identify the main barriers in a school to inclusive education for students with a range of common impairments. Remember that parents can be the greatest champions for their child's inclusion and know ways of organising them as allies in the struggle for Inclusion and our Human Rights.
- v) Apply the ideas of barrier free and universal design to a school or college.
- vi) Understand the importance of the curriculum, challenging disabilism and how to involve disabled and non-disabled peers in empowerment and collaboration.
- vii) Identify the main barriers for teachers to become good inclusive practitioners.
- viii) What are the main initiatives to Build Back Better in education in the Post Covid situation?

Module 10 Disabled Women and Girls Key Learning Points

- i) Appreciate the consequence of multiple oppression and that some disabled women and girls are pushed to the extreme margins and experience profound discriminations and systemic barriers. Be able to quote examples and strategies to challenge this sexism.
- ii) Appreciate disabled women and girls who experience intersecting forms of discrimination also experience higher rates of unemployment and encounter precarious livelihoods, unequal access to and control over assets and resources, child-care responsibilities and a lack of access to maternity protection and how to challenge this discrimination.
- iii) Know about the international rights disabled women have, including the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), the Convention on the Rights of Persons with Disabilities and its Optional Protocol (CRPD) and general Comment 3 , the Convention on the Rights of the Child (CRC), the Beijing Declaration and Platform for Action and the 2030 Agenda for Sustainable Development. Appreciate International and national laws and policies on the rights of Persons with Disabilities have historically neglected aspects related to gender equality.
- iv) Know that systemic barriers coupled with the failure to prioritize the collection of data on the situation of disabled women and girls, to disaggregate and report it accordingly continues to perpetuate their invisibility and marginalization. What can be done to rectify this situation?
- v) Know disabled women are at greater risk because they are marginalized and face greater societal and institutional barriers to claim their rights. They are 'particularly vulnerable to discrimination, exploitation and violence, including gender-based violence (GBV)' and be aware of strategies to counter GBV.
- vi) Appreciate disabled women and girls account for almost one-fifth of the world's population of women. They are just as likely to be sexually active as their non-disabled peers, despite inaccurate stereotypical views to the contrary. Accordingly, they have the same sexual and reproductive health (SRH) and face complex and interacting barriers that prevent their access.

Module 11. Disability, Anti-Racism, Equality and Respect for Ethnic Minorities Key Learning Points

- i. Recognise the impact on disabled people of the history of racism in the Commonwealth and the need to challenge the impact of empire, colonisation, dispossession, current and historical colonial acts of oppression, and continuing injustice and inequality especially to indigenous peoples.

ii) Know levels of impairment amongst indigenous people such as Canadian Inuit, First Nations, Aborigines in Australia and Māori in New Zealand is much higher than amongst the majority settler population and analyse the reasons which include racism leading to poverty, poor health and high unemployment.

iii) Know that the levels of impairment and poverty are much higher in South Africa amongst majority Black Africans than minority white people and that the roots of inequality arise from the Apartheid society.

iv) Understand that the roots of racism are deep and the need for DPOs across the Commonwealth and leaders of the Commonwealth to address racism consistently by:

a) Declaring their support for 'Black Lives Matter' and promoting racial and ethnic harmony
b) Working with community organisations and educators to decolonise school and college curricula

c) Ensuring that galleries, museums and public statues recount the real history of colonialism, slavery and empire

d) Promoting a spirit of peace, environmental sustainability, reconciliation and collaboration

e) Ensuring reparations are made to indigenous and minority ethnic peoples wronged by colonialism

f) Ensuring laws are in place and prosecutions carried out to those who peddle race hatred

g) Pushing Governments to challenge institutional racism in the police and other state agencies

i) Ensuring ongoing equality training is established for all Parliamentarians, civil servants, professionals, business managers and DPO members

vi) Recognise that 40 years of free market economics, globalisation and (more recently) COVID-19 have acted to increase racism and further marginalise many social groups, especially disabled people. Recognise that false science and outdated racist tropes and stereotypes are again

circulating in the media, magnified by the new, largely uncontrolled, social media and know the most effective ways of challenging these developments.

Module 12 Data on Disability Key Learning Points

i) Know that to achieve the SDGs and implement UNCRPD, governments and decision-makers must be able to understand, track, and monitor progress of implementation. However, data and evidence about people with disabilities remains insufficient and scattered. Disaggregation by disability is still a notable gap in both national and global development efforts. Know that Article 31 UNCRPD requires signatory countries to gather disability related data to implement the Convention.

ii) Know that the causes of disability data gap are complex and multifaceted. Focus on :-

a) Often data on disability is not collected.

b) When disability data is collected, it is sometimes of poor quality.

c) When disability data is collected, it usually only identifies disabled people and does not address barriers in the environment that may limit or preclude participation in the economic and social life of their communities.

d) When inclusive policies and programmes are enacted, it is most often the case that evaluative frameworks are not built into the process.

e) There are huge variations in the questions asked and methods used to gather disability data, so it is often not comparable across countries.

f) Such surveys usually massively under-represented the numbers of disabled people (2-3% was common).



iii) Know about the Washington Group questions, which are based on the impact of impairment and are coming up with more consistent figures for disability (12-15%).
<https://www.washingtongroup-disability.com/>

- iv) Know the advantage of DPOs and other grassroots organisations being involved to design research and data collection processes will ensure the right questions get asked based on *their* priorities and needs. This results in stronger data being collected through a deeper rapport these organisations have with their communities, and ultimately better insights will be generated.
- v) Know that partnerships between DPOs and authorities, such as the National Census Bureau, can help to ensure disability data is desegregated, analysed and counted in the census and will inform policies that support disabled people.
- vi) Have an overview of the stark inequalities that are now emerging in recent data gathering about disability across Commonwealth countries.
- vii) Know of examples about the positive impact of disaggregated disability data collection on improving service delivery for disabled people.

Module 13 Building DPOs, Campaigning and Increasing OUR Voice Key Learning Points

- i) Knowing the importance of forming a collective organisation of disabled people, united by our experience of a common oppression but understanding our impairment related needs, access requirements and accommodations.
- ii) Recognising that what unites us is challenging injustice and our lack of human rights, equality, developing our solidarity, empathy and wellbeing, through championing the paradigm shift from 'objects' to 'active subjects' at the heart of the UNCRPD.
- iii) The primacy of our disabled peoples' voice in promoting 'Nothing About Us Without Us', while building and seeking support for our cause from allies; most importantly non-disabled parents/family of disabled people, medical, social work, design, media educational professionals, politicians, administrators, supportive employers, trade unions and informed citizens.
- iv) The importance of informed, democratic accountable decision making in developing our policies and campaigns and in the Governance and financial accountability of our organisations.
- v) Knowing how to get our message across in the full range of media and social media and in unplanned opportunities to intervene effectively.
- vi) Understanding the vital importance of Disability Equality Training and Education in empowering disabled people and changing the wider society towards a Disability Rights Respecting Democracy.
- vii) The importance of collaborating, based on the above agreed objectives, with other local, regional, national and international DPOs and non-disabled allies, to bring about full implementation of the UNCRPD and SDGs.

Module 14 Influencing Government Key Learning Points

- i) Know the importance of DPOs scrutinising and monitoring their country government's policies and legislation against the requirements of the UNCRPD and SDGs.
- ii) Ensure you know how support and funding is made available to and engagement with the organisations that represent disabled people/people with disabilities (DPOs) (Article 4.3 and 33.3).
- iii) How do DPOs, disability activists and researchers enquire into and publicise breaches of disabled people's human rights and develop demands of government to rectify and compensate.
- iv) Know how DPOs should work locally and nationally with elected politicians to inform, educate and develop policy campaigns and get them to use their powers of scrutiny to hold government to account.



v) Know that levels of taxation and government budget allocations are crucial and need to be sufficient to meet agreed policy developments and properly scrutinised, in addition to any Global Public Investment in the country via unilateral or multi-lateral aid.

vi) Know DPOs need to work with local, national and international NGOs with Government, but the voice and thinking of the DPOs should have primacy in how policies are to develop.

vii) Know effective use of the media is an essential part of keeping Governments accountable in 'the court of public opinion'.

Appendix 2

Follow up Activities CDPF On-Line Disability Equality Training Course Feb-May 2021 on which the grading was based.

Module 1: Models and Thinking About Disability: Implications for Action.

1.1 Follow Up Activity 1

1.1 a) List the main traditional ideas, explanations and cultural values placed on disabled people in your country or culture.

1.1 b) Group by myth and superstition, cultural/folklore, religion, with some explanation. 1.1 c) Then pick 3 and describe what you would say to people who hold these views and beliefs to change their thinking.

1.2 Follow Up Activity 2

1.2 Put forward to your Government, in the form of a letter, reasons why they need to act on discrimination to people with Albinism. Suggest 3 measures they could take and why you think they will work.

1.3 Follow Up Activity 3

1.3 Write a short leaflet or make a poster challenging the thinking of a charity for disabled people to make them more respecting of the rights and participation of disabled people. (You can send us a photo of your poster)

1.4 Follow Up Activity 4: List the difference between impairments and disability in the Social Model.

1.5 Follow Up Activity 5

	Barrier 1	Barrier 2	Solutions
A. Barriers of Environment			
B. Barriers of Attitude			
C. Barriers of Culture			



D. Barriers in Organisation			
E. Barriers of Legislation			
F. Other barriers			

1.5 Analysing Barriers and putting forward solutions is one of the most powerful tools we have in the Disability Movement to bring about both local and structural change.

For your country/local area fill in barrier bricks e.g. attitudes, environments and organisation that prevent the following impairment groups from being included in society. Use 1 grid for each of these 7 impairment groups. Pick 2 from a) to g)

- a) Ambulant impaired, stick, crutch or wheelchair user
- b) Neuro-diverse-Autistic Continuum
- c) Learning Disabled/Learning Difficulty
- d) Mental Health System User/Survivor
- e) Sensory Impaired-Blind People/ DeafBlind People
- f) Deaf People/ Hard of Hearing People
- g) Long term sick/metabolic condition/cancer survivor

For each of the 2 grids identify 2 to barriers on different bricks in the wall for A Environment B Attitude C Culture D Organisation E Legislation F Other.

Come up with barriers from beyond the person's impairment which are preventing them being fully included. (Make 2 copies and complete for 2 impairment groups you know)

1.6 Follow Up Activity 6

1.6 Once completed examine the barriers and understand how much of an overlap there is. Pick 6 or more different barriers you have identified on your 2 sheets and explain how these barriers could be solved, be minimised or got rid of in your society?

1.7 Follow up Activity 7

1.7 Assess what will need to change to make this (removal of barriers) possible where you live.

1.8 Follow up Activity 8

1.8 List 10 words you find offensive used to describe disabled people. For each word explain in writing its origin and why it is offensive to disabled people.

1.9 Follow Up Activity 9

1.9 Make a table with two columns entitled Social Model and Human Rights Model and list the main advantages of each approach to bringing about real change in the lives of disabled people.

Module 2: The UN Convention on the Rights of Persons with Disabilities, the Sustainable Development Goals, and their Impact on Disabled People's Human Rights.

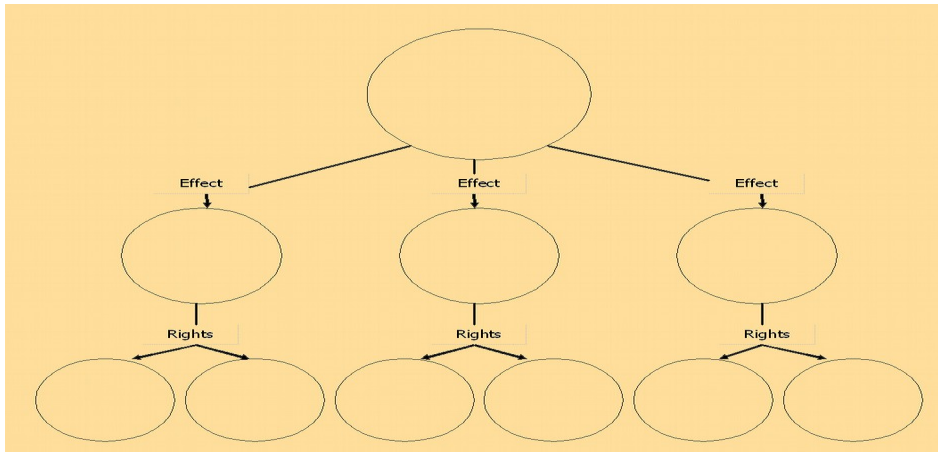
2.1 Follow Up Activity 1

Complete activity on Interdependence of Human Rights. Illustrates how rights are indivisible, interdependent, and interrelated and the far-reaching effects when just one right is denied. There is a diagram for use, which is described in the questions, but you can explain without if necessary.

2.1 a. Write a human right from the UDHR in the centre of the big circle at the top of the cascade (e.g. right to education).

2.1 b. Ask: "If this right is denied, what are three possible effects?" Write any three effects mentioned in circles that extend with arrows from the central circle.

2.1 c. Take each of the three mentioned effects (e.g., inability to get a good job) and ask: "What human rights would be denied by this effect?" (e.g., right to an adequate standard of living). Write each right in a circle that extends with arrows from the effect.



2.1 d. Write a short description of the results.

2.1 di. Are you surprised by some of the effects when 1 right is denied?

2.1 dii. What happens when more than 1 right is denied?

2.1 diii. What results are most negative for disabled people?

2.1 e. What does this activity suggest to you about the interdependence of rights (e.g., the importance of enjoying all human rights)?

2.2 Follow Up Activity 2

2.2 a) Why do you think the Human Rights Framework is important to disabled people?

2.2 b) Having also read Section iii) answer How has the UNCRPD improved the human rights position for disabled people?

2.3 Follow Up Activity 3

2.3 Write a letter in your own words to a local administrator explaining why the principles of the Convention on the Rights of Persons are essential and why they must strive to implement them in their work.

2.4 Follow Up Activity 4

2.4 Governments have a legal obligation to Respect, Protect and Fulfil Human Rights. Examine Article 2 Definition Disability, Article 3 General Principle, Article 4 General Obligations and Article 5 Equality and Non-Discrimination of UNCRPD. List the ways your country is and is not carrying out its legal obligations to Persons with Disabilities under these articles of UNCRPD.

2.5 Follow Up Activity 5

Watch these films on the UNCRPD. Either watch films (a-e) and list what key points they make. Which one do you recommend and why?



Or Watch (f) which is longer and more detailed and list the key points made.

- a) What is UNCRPD Inclusion Europe 1 min.45 sec
https://youtu.be/sZCa2_sMKW4
- b) UNCRPD - Know Your Rights Equality and Human Rights Commission Scotland
<https://youtu.be/UYsplGqnRTU> 2. 06
- c) UNCRPD People First New Zealand 2015 <https://youtu.be/xyOio3kG33E> 2.09
- d) European Disability Forum Active citizenship for persons with disabilities, UN CRPD, and DISCIT project (Multiple captions) https://youtu.be/sBoo5_os6yU 4.50 Good on Barriers
- e) Convention on the Rights of Persons with Disabilities - Human Rights Forum California
<https://youtu.be/vBgCtpnQOvA> 10.20 Explains basic concepts well
- f) The making of the Convention on the Rights of Persons with Disabilities: Prof. Michael Stein, Executive Director, Harvard Law, Project on Disability, Harvard University, USA
https://youtu.be/GWlf_NzpvYo 33 mins.

2.6 Follow Up Activity 6

Pick one area of failure of implementation by your government and design a campaign to enforce this element of the UNCRPD. Utilise the template in the course book.

Work out how you would build a Human Rights Campaign to end the situation outlined and introduce the relevant part of the UN Convention on the Rights of Persons with Disabilities.

Think about key elements

What you want to change?

What will you do?

Who you will recruit to the campaign?

How will you research and publicise your campaign?

How will you know you have succeeded?

Which parts of UNCRPD would you use?

Which other UN Conventions could you use?

Make a copy of the Diagram on the next page and fill in your thinking from the above questions.

Presentation: Building a Campaign -The Key Ingredients of Change

Who would you recruit to the campaign?	How will you research and publicise your campaign?
---	---

What do you want to change?



How will you know you have succeeded?

What will you do?

2.7 Follow Up Activity 7

SDGs and the UNCRPD

- a) *For any of the SDGs 1, 4, 8, 11 or 17, explain the links between the SDGs and which UNCRPD Articles in the UNCRPD?*
- b) *How would you lobby your government and what arguments would you use to convince them i) to volunteer for National Reporting and ii) to involve DPOs?*
- c) *If you had 90 seconds to appear on local television to explain why DPOs and disabled people should be involved in developing the country, what would be your 5 key points?*

Module 3: Health: Mental Health and Covid-19

3.1 Follow Up Activities 1

1) Investigate sources on-line for information and write a profile of how disabled people were treated under the COVID 19 pandemic in your country?

3.2 Follow Up Activities 2

2) From this work, formulate a list of demands on your Government to prevent a recurrence in a similar health emergency.

3.3, Follow Up Activities 3,

3 Look up the legislation on Mental Health and Human Rights in your country and identify the main changes so that it can comply with the UNCRPD.

3.4 Follow Up Activities 4

4 Find an example of a progressive approach to the health care of disabled people in your country and write it up briefly.

3.5 Follow Up Activities 5

5 If you cannot find an example for (v) take a real health inequality situation for disabled people in your country and write the changes that need to take place and how they might come about.

3.6 Follow Up Activity 6

6 i) Explain the main arguments why mental health service users should have Universal Legal Capacity

6 ii) Describe three ways that Psychiatrists who argue they should have charge of the best interests of disabled people in the Mental Health System are wrong.

6 iii) Explain 3 good ways the best interpretation of the individual's will and preference of the disabled person can be ascertained.

Follow Up Activity 3.7 Building Back Better



3.7 Take 3 of the above demands that relate to each other and work out and then write up how you would

i) Research the situation in your local area.

ii) How would you plan a campaign to achieve your identified objectives?

iii) Who would you mobilise to support your campaign and how you would use the media and social media?

Module 4: Innovation - focusing on improving Access and Assistive Devices

4.1 Follow Up Activities 1

4.1 Analyse Article 9,19,20,21,26 to make a charter of the main Human Rights for disabled people for Access.

4.2 Follow Up Activity 2

4.2 Make a diagram or map of your local area. Identify with key symbols for the different access barriers for a range of people with different impairments.

4.3 Follow Up Activity 3

4.3 Now add in the solutions to various access barriers such as dropped kerbs, ramps, lifts, acoustic signals, flashing signals, information and cash points, braille signs, video sign language signals.

4.4 Follow Up Activity 4

What barriers need to be removed from housing so the full range of disabled people can live independently?

4.5 Follow Up Activities 5,

4.5) Re draw your local area from the principle of Universal Design and write a commentary on changes from 4.1, 4.2, 4.3.

4.6 Follow Up Activity 6

4.6) How would you organise a campaign to achieve the access designs above? Who would you involve, what arguments would you make and what activities would you organise to make the campaign happen?

4.7 Follow Up Activity 7

4.7 List the Communication and information technology system you use. Find out how these could be made more accessible for Blind People, Deaf People, someone who cannot use their hands and someone who is neuro diverse or has a significant learning difficulty.

4.8 Follow Up Activity 8

4.8 Write a letter to your Government summarising the current access situation and why and how it has to change to bring in disability equality for all disabled people.

Module 5: Trade- Improving Livelihoods and Employment

Follow Up Activity 5.1,5.2,5.3

5.1 Write a letter to your member of Parliament giving the main arguments why disabled people and their families should be entitled to social protection measures and benefits whether they have worked or not.

5.2 What is the vicious cycle of poverty for disabled people and their families in Low and Middle Income countries?

5.3 In what ways could the cycle be broken both by Government measures and measures from DPOs and Civil Society?

Follow Up activities 5.4,5.5.5.6 & 5.7

5.4) There are many arguments from your local municipal officials about why they cannot give work to disabled people when there are so many family 'breadwinners' out of work. Develop 10 good arguments why they should create work and training opportunities for disabled people.

5.5) A local charity runs a sheltered workshop where the disabled employees are paid a very low rate of pay and have poor productivity. Develop a plan to change the sheltered workshop into a money-making co-operative. Give the arguments you will use to convince a) the charity, b) existing workers c) local development bank of the viability of your plan.

5.6) Make a table of the costs and benefits to a regional government in your country of having a policy of doubling the number of disabled people in work in the next 5 years.

5.7) You have been given a brief by your country Government to develop a training policy and programme which is inclusive so at least 40 % of trainees are disabled people. What barriers do you identify currently and what solutions will you advance?

Follow Up Activities 5.8

Look in appendix at some examples of what is happening in terms of disability equality in the workplace in some Commonwealth countries then answer.

5.8 Find out what organisations of employers support greater disability equality in the work place in your country. Develop a plan for how to involve employers in your country in campaigning for greater disability equality in the workplace. Identify the different elements and how these should be implemented.

Module 6 Environment - focusing on the Impact of Humanitarian Situations

Follow Up Activities 6.1

6.1 List the main issues that comprise the environmental crisis. As far as possible, categorise those issues according to (a) spatial scale; (b) time scale; and (c) the prospects for finding effective technological or policy solutions.

Follow Up Activity 6.2

6.2 Take one of the SDGs above and tell us 3 ways they will negatively impact on the lives of disabled people if they are not achieved and three ways they will positively impact on disabled people's lives if they are achieved.

Follow Up Activity 6.3

Armed conflict and war can create impairment and trauma in service people and civilians. It also creates refugees and forces disabled people to leave their homes and communities. Either make a poster or write a poem of one word per line starting with the first letters- No More Fighting (14 lines) focusing on the impact of war on disability.

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Follow Up Activities 6.4, 6.5 & 6.6

6.4 Identify the barriers to saving and rescuing disabled people in various emergency situations. [To cover information, physical rescue and maintaining essential medication, treatment and shelter, nutrition, education and livelihood].

6.5 In 3 examples, based on real life situations, identify the measures that would have prevented loss of life, injury, trauma and excessive disruption to disabled people and their lives.

6.6 Utilising the barriers and solutions in 6.4 & 6.5 above, develop guidelines to fully include disabled people, with the full range of impairments, in humanitarian prevention and rescue plans.

Follow up activity 6.7

6.7a Design a disability equality training session on emergency situations for municipality staff, army, police, fire and rescue services in your locality. What would be the key points you want to get across and why?

6.7b Write a leaflet to convince one of the following :- a) Disabled people why they need to be more involved in the environmental and climate justice movement; b) Climate activists why they need to make greater effort to involve disabled people in their campaigns and how to do this c) Local and National Government on why they need to have in place prevention and rescue plans that are fully inclusive of disabled people in any humanitarian situation.

Module 7 Respect for Law-focusing on Eliminating Stigma and Discrimination

Follow Up Activity 7.1

7.1) Outline the main elements of a campaign to challenge disability stigma in your country.

Follow up Activities 7.2, 7.3, 7.4, 7.5

7.2) Find out what legislation has been passed in your country that is compliant with the Disability Rights contained in the UNCRPD.

7.3) When was it passed? How much is implemented? Where are the gaps?

7.4) What are the legal routes for redress and Justice? How easy are these to use and what do they cost? Make suggestions for improvements.

7.5) Who would you recruit for a campaign to improve disability legislation? How would you build the campaign? Draft a leaflet and petition addressing the legislative issue you wish to address.

Follow Up Activities 7.6 & 7.7

7.6) Monitor your mainstream media for mentions of disability and disabled people for 1 week. Tabulate positive and negative outcomes.

7.7) Write a letter arguing to improve disability portrayal to a) a national broadcaster b) a journalists' or film makers' trade union c) a private TV production company.

Module 8 Disabled Children and Young People's (Youth) Rights and Participation.



ACTIVITY A: UNCRC and (UNCRPD) upholding the human rights of disabled children and young people (youth)

A1. Complete the Human Rights table for disabled children and young people. List the relevant articles and references under CRC and CRPD which support each of the Rights listed. (see table on page 9 and continued on page 10)

A2. List the laws in your country that are protecting the rights of disabled children and young people's rights and which of the CRC and CRPD articles they each support in the table below.

Activity A2:

Laws in your country protecting the rights of Disabled children and young people	List the CRC and CRPD articles each of the law(s) you have listed is supporting to implement

Activity A1:

Convention on the Rights of the Child	Convention on the Rights of Persons with Disabilities
Non – Discrimination	
Best Interests	
Evolving capacities	
Right to life survival and development	
Right to identify, name and nationality	
Keeping families together - non separation from parents	
Right to express views	
Freedom of expression and opinion and access to information	
Right to privacy	
Families responsibilities and support	
Protection from all forms of violence, abuse and exploitation	
Children with disabilities	
Health	
Review of treatment of care	
Access to Education	
Adequate standard of living and social protection	
Respect for language, culture and religion	
Play, leisure, culture and sport	



Freedom from torture and cruel inhuman and degrading treatment	
Situations of risk, conflict and humanitarian emergencies	
Recovery and re-integration	
Access to justice	

ACTIVITY B: The impact of stigma, taboos and discrimination on disabled children and young people's rights and safety

B1a: What are 5 common negative misconceptions and attitudes in your country about disabled children and young people?

B1b: What are 5 common positive misconceptions and attitudes in your country about disabled children and young people?

B2: List how do positive and negative perceptions and portrayals impact on disabled children and young peoples life chances, survival, development and opportunities

B3a: How are human rights violations against disabled children and young people that are rooted in stigma and taboos currently documented and reported in your country? and

B3b: What do you think can be done to improve documenting and reporting on these violations against disabled children and young people?

B4: During COVID-19 how has Disability Stigma and Taboos further impacted on the discrimination and negative experiences of disabled children and young people?

ACTIVITY C: Global Disability Children and Young People's Charter and their inclusion in SDG's implementation

C1: Share which of the 12 commitments of the Global Disability Children and Young People's Charter your organisation is supporting or/and delivering on. Provide details for each commitment you have shared you are working on.

C2: Share any campaigns disabled children and young people are involved in regarding their rights in your country or region.

C3: Sign up to Global Disability Children and Young People's Charter share with your Networks and gather support and action on commitments for disabled children and young people in your country.

C4: What actions are being taken in your country to deliver the SDG's for disabled children and young people?

ACTIVITY D: COVID-19 Impact and Advocacy on disabled children and young people's rights

D1: Read the COVID-19 Children and Young People's Global Statement and Recommendations

D2: Join the campaign and share with your networks

D3: Chose three of the 12 recommendations and share the experiences barriers and challenges that children and young people with disabilities are experiencing within your country since the COVID-19 pandemic.

D4: Provide details or find out how children and young with disabilities have or have not been listened to regarding their concerns and views during the COVID-19 pandemic.

ACTIVITY E: The Role of Disabled Children and Young People in the Human Rights and Disability Movements

E1: In your country how are disabled children and young people being included? Give examples of their participation, representation, their voices being listened to and heard on the things that matter to them?

E2a: In your country how are disabled youth involved in advocacy and in the Disability Rights Movement.



E3: In your group/organisation how are you supporting disabled young people to have seats at the table, be involved as change agents, key actors in spaces of influence, for the progression of disability rights, equity and inclusion

Module 9 Inclusive Education

9.1 Follow Up activity 9.1

a) Find out what legislation and initiatives to develop inclusive education have been undertaken in your country?

b) List the main barriers you think have prevented the implementation of Inclusive Education.

9.2 Follow Up Activity 2

a) Explain in your own words and with an example the following forms of education and their impact on disabled students:-i) Exclusion, ii) Segregation, iii) Integration and iv) Inclusion.

b) Explain how the change in thinking from disabled people as objects to subjects with rights has impacted on the way we think disabled children should be educated.

Follow up Activities 9.3 & 9.4

9.3 Reproduce the diagram below and in the boxes surrounding the diagram of a school with the main barriers and underneath complete a solution/s from the above section.

No ramp, hand rail or accessible toilets.

Solution

Classroom layout all same desks facing front.

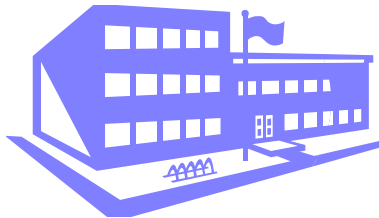
Solution

No Braille or Sign Language.

Solution

Children not want to work together.

Solution



Curriculum does not fit all learners.

Solution

Teachers do not know how to teach inclusively.

Solution

Disabled children name called and bullied.

Solution

Parents don't think it worth disabled child come to school/stay in school.

Solution

9.4 Write a letter to a local headteacher explaining the difference between integration and inclusion.

Follow Up Activity 9.5

9.5 *What do you think are the main barriers preventing the development of inclusive education in your country? [You may wish to read relevant country examples in Appendix A].*

9.6 *Having viewed the filmed/written examples of inclusion working across different Commonwealth countries suggest 5 practical solutions with at least one at a national, regional and school level and say why you think these are effective ways of developing inclusive education for disabled students.*

Module 10 Disabled Women and Girls

Follow up Activity 10. 1 and 10.2

10.1. *Identify the barriers that disabled women and girls experience in addition to disabled men in your country.*

10.2. *Suggest solutions to the barriers in (i) and describe how they could be brought about.*

Follow Up Activity 10.3

10.3. *Identify the amount for gender-based violence in general and for disabled women in your country or district. Explain the measures that should be implemented to reduce gender-based violence for all women and for disabled women.*

Follow Up Activity 10.4

10.4. *Identify 5 barriers to disabled women in your country having access to Sexual and Reproductive Health. Design service proposals that would minimise these barriers and identify the key arguments for a campaign to achieve this level of SRH services for disabled women and girls.*

Follow Up Activity 10.5

10.5. *Examine the differential data between disabled women and men in the Course Book and write a letter to a newspaper or an internet post putting forward the data and making arguments as to why this inequality should be challenged.*

Follow Up Activity 10.6 .

10.6. *Having read through the examples of disabled girls and women mobilization to campaign around issues that particularly impact upon them, make a list of what you consider the key elements of organising such a campaign.*

Module 11 Racism and Disability: Developing Anti-Racism Perspectives for Disabled People

Follow Up Activity 11.1

11.1 a) *Describe what you think racism is and how it may impact on people it is directed at?*

11.1 b) *Why is there no such thing as biologically distinct races of humanity?*

11.1 c) *How are the oppressions of disabilism and racism similar and different?*

Follow Up Activities 11.2

11.2 a) *How did slavery in the Caribbean come to be established?*

11.2 b) *How did slavery and its after-effects lead to high levels of impairment?*



11.2 c) How was British colonisation of India the same and different to that in the Caribbean?

11.1 d) Write a letter to be published in a local paper or sent to a local politician arguing why reparations should be campaigned for, from ex-colonial powers for your country and why the money should be used to benefit disabled people.

Follow Up Activities 11.3

11.3 a) Why do you think indigenous people have been treated so badly in Canada, Australia or other ex-colonies?

11.3 b) Explain why indigenous people have a higher rate of disability than the general population in their country.

11.3 c) Explain the reasons why DPOs need to show solidarity with indigenous disabled people's organisations.

Follow Up Activity 11.4

Racism is on the rise around the world but so is opposition to it.

11.4 a) Explain how you would organise a local campaign to unite disabled people and those subject to racism together?

11.4 b) Write a letter to the editor of a British Newspaper -Guardian or Times explaining why UK people should be angry about cuts in aid to your country, using some arguments you have developed in earlier activities linking disability prejudice and race prejudice.

Module 12 Data on Disability

Follow Up Activities 12.1

12.1) Examine the components of the Washington Group Short Questions in the Course Book and

12.1 a) Identify why these questions are more effective than many previous surveys and censuses

12.1 b) What important information about disabled people is not covered by these questions?

12.1 c) What are some of the ways that the missing data could be gathered?

Follow Up Activity 12.2

12.2 i) Explain the different information available from a census, a household survey and administrative data.

12.2 ii) Use the example how Fiji Education Management Information Systems data can be used to improve inclusive education.

Follow Up Activity 12.3

12.3 Read the case studies in the above on how data gathering can be integrated into disability equality policy delivery. Make some written suggestions of how such methods could be utilised in your own country, to enhance an implementation of the UNCRPD.

Follow Up Activity 12.4

12.4 i) Using data base sources in the Course Book draw up a statistic profile on the position of disabled men, women and children in your country compared to non-disabled people on a range of social indicators (5-8).

12.4 ii) If you cannot find statistics for your country, choose a country in your region that does have the data and then follow (i).

12.4 iii) For either (i) or (ii) analyse the differences shown in your statistical profile and identify the main inequalities demonstrated for disabled people.



Module 13 - Building DPOs, Campaigning and Increasing OUR Voice

Follow Up Activity 13.1

13.1i) *Find out the history of your DPO or one you know in your country and complete a time line using-What led the DPO to form, Beginnings, Consolidation, Growth, Difficulties, Solutions, Achievements.. (You can anonymise the DPO you choose if you wish)*

13.1 ii) *For the DPO in (i) a) Identify its main aims b) Criteria for membership c) How do members get a say in policy development and Governance.*

13.1 iii) *For the DPO in (i & ii) Identify 5 ways that accountability and influence for members could be improved.*

Follow Up Activities 13.2

13.2i) *Identify where there are disabled people in your country who are not members of a DPO. Write and design a leaflet to convince them to join a DPO.*

13.2ii) *Identify activities/areas that the DPO in (13.1i-iii) does not seem to carry out and then list 5 areas where they could improve and how you think these could be brought about.*

Follow Up Activity 13.3

13.3i) *Disabled people are often encouraged to personally overcome the disadvantage arising from the social reaction to their impairments and access needs. Design a poster, an info graphic or letter giving the main reasons why such a disabled person should join a DPO and get involved in its activities.*

Follow Up Activity 13.4.

13.4.i *Find an area in your country where disabled people's rights as outlined in the UNCRPD are not being delivered effectively. Develop a campaign action plan to engage disabled people and their DPOs in the campaign.*

13.4 ii *List the main points you need to consider and why in carrying out the above activity?*

Module 14: Influencing Government

Follow Up Activity 14.1

14.1 i *Briefly describe the way a successful campaign you were involved in or you know about changed the circumstances of disabled people.*

14.1 ii *Briefly try and analyze how the change was brought about.*

14.2 i *Suggest the main ways you would go about setting up a group to write a shadow report in your country.*

14.2ii *List the main things you would need to consider to ensure the group you would be part of developing the shadow report need to consider to make sure you are successful.*

Follow up activity 14.3 & 14.4

14.3i *Describe how you might organise to ensure disability issues are raised at a national consultation on the SDGs, (Remember disability has 11 specific references and the equality clause mean disability issues apply throughout).*

14.4



14.4i What are the ways you would go about getting a national political party raising disability policy issues in their election Manifesto?

14.4ii Check out what the current policy commitments are towards disabled people, specifically in your country. Develop some criteria to judge whether these commitments are being implemented.

14.4iii Government policy initiatives need funding to be implemented. Find out the share of the national Government budget allocated to disability issues in one or more policy area. When you have the result, write a letter to the Prime Minister arguing why the amount needs to be increased and properly tracked.
