BRIDGE CRPD - SDGs MIDDLE EAST AND NORTH AFRICA

NARRATIVE REPORT – MODULE 1

13 - 19 December 2018

WITH FINANCIAL SUPPORT FROM:

And the IDA-CBM-HI Project on the Inclusive Humanitarian Action for Persons with Disabilities
Executive Summary

From 13 to 19 December 2018, the first Module of the Bridge CRPD-SDGs training initiative Middle East and North Africa (Bridge MENA) was held in Cairo, Egypt. This was organised by the Arab Organisation of Persons with Disabilities (AOPD) and the International Disability Alliance (IDA), with the involvement of IDA members, in particular, Inclusion International, the World Federation of the Deaf, the International Federation for Spina Bifida and Hydrocephalus (IFSBH) and Down Syndrome International; and the support of the International Disability and Development Consortium (IDDC) and their members, in particular CBM and ADD International.

The Module 1 of Bridge MENA was financed by the UK Department for International Development (DFID), the Ministry for Foreign Affairs of Finland (MOFA), CBM UK, and the IDA-CBM-HI Project on the Inclusive Humanitarian Action for Persons with Disabilities.

This report details the training process of the Bridge MENA Module 1, which aimed to develop the knowledge and skills of participants with disabilities from the MENA region to better understand the CRPD and strengthen analysis on development (including the SDGs) from a CRPD perspective, with emphasis on inclusion and intersectionality. The report presents some evaluation tools, including the self-ranking assessment, the daily "moodmometer" and some testimonies.

The comprehensive evaluation of the Module will be published altogether with the report of the upcoming Module 2.

Article 11 Focus

During the Bridge CRPD – SDGs training, situations of risks and humanitarian emergencies was one of the main topics discussed. Indeed, in the majority of the exercises, facilitators brought related case-studies and participants shared their lived experiences, including in conflict situations, situations of drought, flood, violence around elections, among many others.

The session ‘game of life’ and two other main sessions were dedicated to Article 11. The ‘game of life’ is a session whose objective is to showcase how discrimination affects persons with disabilities, and how it impacts on their opportunity to participate or not in the lives of their community. The other two moments dedicated to Article 11 included during the presentations of different CRPD Articles where different questions were raised and discussed. Also, during an evening session, which was organised to respond to the great interest by participants on the Article 11.
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Background

In 2015, the International Disability Alliance (IDA) and the International Disability and Development Consortium (IDDC), developed the Bridge CRPD-SDGs Training Initiative, which is a quite unique inclusive capacity development initiative, aimed to respond to the growing demand to equip organisations of persons with disabilities (DPOs) to make the most of the 2030 Agenda and its SDGs.

The Bridge CRPD-SDGs training initiative has been piloted over the past four years in English, Spanish and French, and in Asia, Latin America and Africa, involving over 560 people, of which 310 were women, 270 participants, 52 ToT trainers, 62 co-facilitators and observers, and over 170 people to support meaningful participation and inclusion of participants with disabilities, from 84 countries, from all different constituencies, including persons with intellectual disabilities, indigenous persons with disabilities, persons with deafblindness, persons with psychosocial disabilities, persons with albinism and people affected by leprosy. The initiative has benefitted from the growing interest from disability and development stakeholders and also with the commitment of an increased number of IDDC members, the Disability Right Advocacy Fund (DRAF), and, in 2017, the Ford Foundation.

In 2016, the Arab Organisation of Persons with Disabilities (AOPD) requested to IDA to implement a Bridge cycle in its region. The cycle was approved by the Bridge Steering Committee and foreseen to be implemented between 2018 and 2019.

In March 2018, a technical workshop that included representatives from IDA, IDA and IDDC members and DRAF was organised in Beirut, Lebanon. The aim of the workshop was to discuss the complexities and details of an eventual Bridge MENA. From this workshop, the Bridge MENA Task Team was established, in addition to identifying priority countries. Arabic was defined as the language of the training, as well as the number of participants, timeframe, place for both modules and fundraising strategies. The Bridge MENA Concept Note provides further details.
Bridge CRPD-SDGs MENA Module 1

Selection process

On 8 October 2018, an open call for application was launched and 162 candidatures were received, from 9 countries, of which 146 applications were complete and considered. After the review of all applicant documents, a total of 31 participants were selected by the Bridge Task Team. During the preparatory meeting of the Bridge MENA Module 1, in Cairo, it was identified that one of the participants had knowingly misled the Task Team by indicating to be a person with disabilities from an underrepresented group, which was discovered to be false. The person was therefore requested to leave considering that in Bridge nobody is allowed to speak on behalf of a group of persons with disabilities, not belonging to the same group.

Therefore, the Bridge MENA Module 1 had a total of 30 participants - 12 women and 16 men, 52% of those being from underrepresented groups, including people with intellectual disabilities, deafblindness, people with albinism and from ethnical groups. Participants were from Algeria, Egypt, Iraq, Jordan, Lebanon, Mauritania, Palestine, Sudan and Tunisia.

The Module 1 of the Bridge MENA was dedicated to a detailed analysis and examination of key concepts of the CRPD and an introduction to the SDGs. The training programme also focused on human rights and development issues that resonate strongly with the challenges faced by persons with disabilities in the region. Following a request from the Task Team, it is noteworthy that this Bridge CRPD-SDGs MENA made a special focus on the Article 11 of the CRPD on Situation of Risk and Humanitarian Emergencies. Additionally, it also examined the UN ESCWA Report: Disability in the Arab Region 2018 which presented and analysed statistics relating to the demographic characteristics and socio-economic situation of persons with disabilities in the Arab region.

Preparation

In preparation of the Module 1, the IDA logistics team, in collaboration with AOPD team - contacted each participant and facilitator to make sure any eventual requirement or reasonable accommodation would be indicated and then arranged. A pre-training package was shared with all participants for their preparation, which included General Comments of the CRPD Committee and reports of the Special Rapporteur on the Rights of Persons with disabilities and the Word Bank, which is a tool where different concepts and terminologies used during the training are explained in an easy to understand format.
Preparatory meetings

Facilitation team preparatory meeting

The facilitation team comprised Jahda Abou Khalil (AOPD), Imededdine Ouertani (Bridge Consultant), Alradi Abdalla (ADD International), Hend Al-Showeir (WFD), Manel Mhiri (II) and Tchaurea Fleury (Bridge CRPD-SDGs Coordinator), with the participation of Dr Nawaf Kabbara (AOPD) as resource person.

On the 11 December, the facilitation team held a preparatory meeting to review the program, consolidate the sharing of sessions and close any final details, including ensuring any eventual accommodation also to the facilitators.

Underrepresented groups preparatory meeting

On the 12 December, a preparatory meeting with the representatives of underrepresented groups (including people with intellectual disabilities, deafblind people, deaf people, among others) was held to ensure a smooth kick-off of the training using different inclusive facilitation techniques and tools. The underrepresented groups were divided by constituencies and supported by respective facilitators who shared about the Bridge CRPD-SDGs methodology, principles and materials, including the Word Back, in order to smoothly prepare the development of the first Module. In addition, support personnel, such as Sign language and guide interpreters also benefited from a briefing on how to be more inclusive and prepared to the Bridge methodology.
Tools for inclusion and feedback

@Tchaurea Fleury
<table>
<thead>
<tr>
<th>Traffic cards</th>
<th>are meta-cards that have different colours that are used by participants during sessions to ensure that participants do not miss out aspects of the training delivered by the facilitator.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The daily Moodometer</td>
<td>is a poster by the exit door that everyone is requested to write or draw on to share their feelings at the end of each day, allowing the facilitation team to know individual reflections and feedback to adjust if necessary.</td>
</tr>
<tr>
<td>Daily review teams:</td>
<td>Each participant volunteers to join one of the daily review teams. This is the chance for each participant to be an active observer of the way the training is organised and delivered.</td>
</tr>
<tr>
<td>Reflection wall/Parking lot:</td>
<td>If participants would like to share anything from their individual journal or thoughts, there is space allocated on a sticky wall that is available to share at any time.</td>
</tr>
<tr>
<td>Sensory breaks:</td>
<td>These are three-minute breaks between sessions which allow participants a few minutes to reflect on the discussions or to even relax.</td>
</tr>
<tr>
<td>Daily time keepers:</td>
<td>Participants identify themselves as daily time keepers to ensure that time is managed well.</td>
</tr>
<tr>
<td>Rest space:</td>
<td>A quiet place at the back of the training room where participants can take a break during ongoing discussions. The idea is that the participant rests, but does not miss out on discussions.</td>
</tr>
</tbody>
</table>

The week's agenda was sent beforehand to participants in an accessible format. Additionally, it had been creatively drawn in coloured papers and in Braille, pasted on the sticky wall at the training venue to support participants and facilitators as well as a reminder of upcoming sessions. The agenda was also available in a second sticky wall in English and was also distributed in hard copies in Arabic, French and English.
Workshop Summary

Day 1 - 13 December 2018

The first day was opened with an inspiring message from Dr Nawaf Kabbara on behalf of AOPD, recalling the importance of having a Bridge CRPD-SDGs Training Initiative in the MENA region. He highlighted that several countries from the region have ratified the CRPD but are still behind on its implementation. Dr Nawaf reminded participants that situations of risk and humanitarian emergencies are very present in the region, hence the importance to have some focus on this precise article of the CRPD. He concluded his remarks by recognising the importance of the region being represented in the IDA membership and called all participants to be inclusive during the intensive training and to remember that all human rights are for all persons with disabilities.

Then, Ms Jahda Abou Khalil from AOPD welcomed the participants highlighting the long efforts to bring the Bridge Initiative to the region and commending the representatives to take the best advantage of the training with authentic engagement. Ms Khalil was followed by Ms Tchaurea Fleury, IDA - IDDC Bridge CRPD-SDGs Coordinator, who provided an outline of the Bridge training programme and its objectives to create a critical mass of trained advocates with disabilities from the Global South, including the MENA region.

During the welcoming session, Ms Nahed Khairy, a Sudan Parliamentary representative with disabilities, was also invited to welcome participants. Ms Khairy stressed the importance of partnerships to strengthen the technical capacity of DPO representatives and urged the participants to actively engage in Bridge considering the importance of the training for them, their countries and the region.

After the opening remarks, participants gathered next to the agenda and, together with facilitators, went through it. The importance of active and equal participation was stressed. By consensus, participants decided on the rules to make the training meaningful and inclusive for everyone. Participants, then, made a ‘speed dating’ to know each other, sharing about their countries, movement, constituencies and national advocacy.
After the general introduction, Dr Nawaf led the participants in a discussion on the basic tenets of the CRPD, particularly on non-discrimination and respect for difference and diversity. The sessions brought a rich exchange among participants and facilitators.

In the afternoon session, the participants worked on the principles of respect for difference and diversity and full and effective participation, and also on the different accommodations that each of the participants would require to have the most fruitful learning experience. Later, the participants broke into smaller groups for a role-playing exercise - the game of life - to understand how different barriers pose challenges towards the empowerment of persons with disabilities. The imperative to create awareness and break stereotypes and assumptions on the rights of persons with disabilities to opportunities for empowerment and an enabling environment was also highlighted during the session.

During the “Game of Life” session, participants discussed the Art 11 of the CRPD with the case of a character – a man belonging to an ethnic minority living in an area of armed conflict and deprived of all public services, who was injured by a mine explosion, and taken to a refugee camp – and explored the implications of the situations of conflict to the life and rights of the person. During this session, participants also debated discrimination against women with disabilities and against underrepresented groups as well as on the impact of segregation and poverty to the enjoyment of human rights and fundamental freedoms of persons with disabilities.

The day concluded with a small group of participants evaluating the day (the daily evaluation), which was very positive. Within the “moodometer” participants shared that the day was very long, but very inspiring and positive.
Day 2 - 14 December 2018

The day started with a recap of the proceedings of the previous day, and with the feedback of the small group of participants that evaluated the day before, which highlighted positive aspects of the first day, with suggestions for improvement, in line with the tenet of inclusion - intrinsic to the Bridge programme.

The first substantive session of the day was the exercise ‘2 minutes 1 article’, where participants have 2 minutes to present the key messages of an article of the CRPD. Articles presented were Articles 30 (Participation in cultural life, recreation, leisure and sport), Article 5 (Equality and non-discrimination), and Article 14 (Liberty and security of person). Participants also touched upon the interconnectedness of each of these articles and their impact on the lives of persons with disabilities, with a brief discussion following each presentation.

The second substantive session ‘From needs to Rights’, focused on the Human Rights Based approach to Disability and its impacts on development. In this session, participants discussed how needs are translated into human rights, with the importance for the allocation of relevant resources in order to promote the empowerment of persons with disabilities and the accountability of duty bears. The importance of leadership based on ‘nothing about us, without us’ and evidence-based advocacy such as through budget analysis were brought to the fore.

The afternoon session started with another round of ‘2 minutes 1 article’ where participants presented on Article 11 (Situations of risk and humanitarian emergencies), Article 8 (Awareness raising) and Article 23 (Respect for home and the family). Participants presenting the Article 11 highlighted key elements of the article bringing concrete examples of humanitarian situations of refugees from Libya and Syria and Tunisia, as well as examples on climate change in the North Africa. The presentation was followed by a brief exchange with
participants from Iraq, Palestine, Egypt and Sudan on their national issues regarding this article. As the time for discussions was not enough, participants requested to have an evening session dedicated on the Article 11 of the CRPD.

The following substantive session was on ‘Equality between men and women’ where the participants were asked to think about issues that they feel impact the other gender. The main issues that emerged out of this session included the right to family, right to independent living and accessibility, among others. The group followed this discussion with a group activity where they looked at certain nuanced issues vis-à-vis stereotypes that women face in society.

The day concluded with a session on accessibility. The participants were tasked with conducting an accessibility assessment of the hotel. They were divided into groups comprising people representing different constituencies. These teams reported back the next day.

Once again, the day concluded with a ‘daily evaluation session’, with participants giving a positive feedback on the day, despite the long day and complex issues covered. Participants from the underrepresented groups expressed that the day was too long and needed more energisers. The “moodometer” also reflected this evaluation with an overall positive feedback and some comments on the length of the day.
Day 3 - 15 December 2018

The day was opened by the feedback of the evaluation team of the day before, always in a constructive way. Following the feedback session, participants were invited to participate to an energizer exercise animated by one of the participants. This exercise was appreciated by the participants and the facilitators and allowed to put in place a more trustful atmosphere.

The second substantive session focused on equality and non-discrimination. During the session, different concepts such as de facto discrimination, direct and indirect discrimination, discrimination by association were explained and participants had the opportunity to have an interactive dialogue about this subject. As a fundamental principle of the CRPD, equality and non-discrimination aspects were deeply discussed, with concrete examples, including gender issues.

In the afternoon, the session focused on the concepts of access, accessibility and reasonable accommodation. The session was divided in three main parts. First of all, an interactive power point presentation was conducted by the facilitators. During the presentation, participants were invited to share their views and questions. The second part focused on the differentiation between accessibility and reasonable accommodation. This was conducted through the discussion of different examples of cases. The third part was the feedback of the groups on the accessibility audit of the hotel.

The day ended with the feedback session with a small group of participants. Overall, participants considered the day as positive, however, they requested more explanation on the different concepts on equality and non-discrimination.
Day 4 - 16 December 2018

The day started with the relevant remarks shared by the group of participants that made the daily review the day before. It was followed by the session of 2 min 1 article concerning Articles 12 on Equal Recognition Before the Law, 32 on International Cooperation, 13 on Access to Justice, 6 on women with disabilities, 15 on Freedom from torture or cruel, inhuman or degrading treatment or punishment and 26 on Habilitation and Rehabilitation.

The substantive session of the morning was dedicated to the exercise of drawing the “world we want to have”. The exercise consists on drawing a world where all the principles of the CRPD are implemented and respected. The exercise has been appreciated and issued some relevant perception of the principles. All principles were presented in plenary by each group.

The afternoon was free so that participants could rest and also digest and reflect on all the information shared during the four first days. This day did not have the daily review in small groups, but the “moodometer” was very positive. The facilitation team reviewed and evaluated the week and made needed adjustments to prepare for the second part of the week.
Day 5 - 17 December 2018

The day started with a recap of the concepts of equality and non-discrimination to respond to the request expressed by the participants in the previous daily evaluation. The recap was conducted with an interactive discussion. This was followed by the feedback session, and after, by the session on ‘2 minutes 1 article’, with the articles 24 on Education, 7 on Children with disabilities and 22 on Respect for privacy.

Participants were then introduced to the session on States’ obligations. The session was conducted in form of an interactive presentation of a Power point. During the presentation participants shared their national experiences in advocacy in relation to specific subjects.

Afterwards, participants engaged in a presentation on the Sustainable Development Goals. Facilitators explained the history of the SDGs and its impacts. Facilitators also highlighted the differences between the MDGs and the SDGs. Also, there was a discussion about specific elements of the SDGs - as a global commitment - and the CRPD - as a binding document.

Participants enjoyed an interactive activity in which they all received three articles of the CRPD and, on the sticky wall, they were each to stick in the SDGs that they understood had a stronger link with. This exercise allowed participants to discover the 17 goals and get familiar with.
The next session focused on an exercise of advocacy that would allow participants to use their knowledge and the information acquired during the previous days in a role-play for DPOs to advocate before Government representatives. The participants were divided into groups that represented either a DPO or a government representative. Both groups received a specific situation and had to build arguments of civil society advocacy to implement a policy, or arguments from government to not to implement a policy.

The day concluded with a session of self-advocates – participants with intellectual disabilities – explaining to the Bridge MENA participants on what it means to be a person with intellectual disabilities, being a self-advocate and having the right to live independently and be included in the community.
The day ended with the daily review by a small group of participants, who found the day particularly productive and interactive, with different inclusive tools and methodology. The feedback in the ‘moodometer’ was also particularly positive.

Ms Salma AHMED OMAR AHMED ELTABBAKH, Inclusion International (II)

“I am Salma from Alexandria and I am here to attend the Bridge CRPD-SDGs programme. I am very happy to be here and I am learning a lot about the CRPD and rights. I am looking forward to sharing this with others in my country.”

Ms Wissal QURAZ, person with deafblindness

My name is Wissal and I am from Gaza city, Palestine. I work at Atafaluna Society for Deaf Children where I teach art and origami. I am very happy to be here at Bridge Training Programme to understand more about disability and support people with disabilities in Gaza.
Day 6 - 18 December 2018

The day started by the feedback session of the previous’ day evaluation, followed by the session on ‘2 minutes 1 article’ on the Articles 27 on Work and Employment, 19 on Independent living and being included in the community, 21 on the Freedom of expression and opinion, and access to information, 9 on Accessibility and 29 on Participation in political and public life. The participant presenting on the Article 19 shared a video of his daily life going to work, having fun with friends, in a way that any other person enjoys living independently and being included in the community, including for people with intellectual disabilities.

The rest of the day was dedicated to a group exercise on the SDGs and the importance to be implemented in line with the CRPD. Participants were divided into groups and prepared to present one of the articles of the CRPD through an inclusive methodology.

During the exercise participants were invited to share their knowledge and to answer questions from other participants. The exercise was also an opportunity to recap on some of the important notions of the CRPD.

The day concluded with the daily review by participants who praised the day, despite it being very long. Participants were particularly impressed by the accessible tools and inclusive facilitation methodology and by the links made between the SDGs and the CRPD. The ‘moodometer’ was also positive with few participants indicating being tired due to the long day.
Additional session on Art 11

As requested by the participants, co-facilitators presented a dedicated non-compulsory session on the Article 11 of the CRPD on Situations of risk and humanitarian emergencies. The brief one-hour session gathered 25 of the 30 participants, and was relevant to the sharing of basic understanding of the Sendai Framework, the HRC Resolution, and the Humanitarian Charter, and how these instruments were influenced by CRPD and how they depend upon, complement and reinforce each other.

The facilitator presented the main elements the CRPD brought on situations of risk and humanitarian emergencies, with clear obligations to States and non-state actors on these matters. An overview of the Sendai Framework followed, highlighting the key principles of the Framework and how the CRPD influenced its ‘people-centred approach’, the universal design, Build Back Better and inclusion of accessibility.

Then, the explanation underlined that the Human Rights Council Resolution of March 2016 was the first UN resolution which recognised that human rights and humanitarian laws mutually reinforce each other. The explanation was concluded with an overview about the Humanitarian Charter, its voluntary commitments, and its principles.

The session concluded with an exchange with participants who shared practical examples from their own countries.
Day 7 - 19 December 2018

After the traditional session of daily feedback, participants presented the remaining articles under the session ‘2 minutes 1 article’, focused on Articles 33 on Monitoring and implementation, 16 on Freedom from exploitation, violence and abuse, 10 on the Right to life, 17 on Protecting the integrity of the person, 25 on Health, 20 on Personal mobility, 4 on General Obligations, 28 on the Adequate standard of living and social protection, 1 on Purpose and 31 on Statistics and data collection.

UN ESCWA Report: DISABILITY IN THE ARAB REGION 2018

The session was followed by a practical exercise where participants worked in country groups on the UN ESCWA Report: DISABILITY IN THE ARAB REGION 2018. The facilitator started explaining the process of the SDGs reporting process and explained the importance of this kind of reports to make accurate information on persons with disabilities available for the design and implementation of public policies impacting their lives. Participants were requested to provide general comments on a specific chapter of the Report, which tackled a specific SDG. After a time for the groups to read and work on the report, each group presented its general comments following the task to comment on a number of pre-given questions.

All relevant received comments were discussed and agreed by the entire group and reflect the unified voice of all participants of the Bridge CRPD-SDGs MENA Module 1.

Overview

General overview from participants is that they appreciated the Report and efforts to gather information on persons with disabilities in the MENA region, in particular sharing good experiences, such as in Iraq.

Particularly, Bridge MENA participants recommended:

1. The report should bring more detailed and accurate information, with a need to increase on the diversity of the sources of the information as well as to disaggregate it by groups of persons with disabilities, with a particular focus on women and girls with disabilities and on persons with disabilities from rural and remote areas,

2. Persons with disabilities and their representative organisations should be closely consulted and actively involved in the preparation of the report, including people from underrepresented groups, such as people with deafblindness, people with intellectual disabilities, people with psychosocial disabilities, people with albinism, among others and
representing their own constituencies, in order to reflect the diversity of the disability movement,

3. The translation into Arabic of the English version has to be more accurate as the expression in Arabic to ‘economic inactivity’ does not reflect the real meaning of the English version misleading terminology that links more persons with disabilities to the concept of ‘laziness’, in particular linked to women with disabilities.

Specific comments and recommendations

I. **Goal 2 - End hunger, achieve food security and improved nutrition and promote sustainable agriculture**

It would be important to have more accurate information on children with disabilities, in particular girls with disabilities, also, disaggregated by constituencies. The information on Yemen, for instance, does not present measures to address the critical situation of malnutrition found directly impacting children with disabilities. Also, there is no information on the percentage of children with disabilities under five years old, with the exception of Yemen.

Furthermore, there is no information on where the services are provided and, where they exist, also there is not information about affordability. Additionally, the source of the information and diversity in the information provided were missing.

An additional comment is that it was not clear from the report the role of States to collect accurate and disaggregated data, including disaggregated by gender, age, groups of persons with disabilities and people from rural and remote areas.

As a key recommendation, persons with disabilities and their representative organisations should be involved in efforts to monitor and follow up public policies and programmes regarding this goal.

II. **Goal 3 - Ensure healthy lives and promote well-being for all at all ages**

The overall chapter would need more details, with disaggregated information, including on different groups of persons with disabilities as well as people with disabilities from rural and remote areas. Also, the report lacks a holistic approach of the health coverage, including primary health care and universal healthcare coverage.

Participants also understand that the Report should recommend:

a) More quality services provided to persons with disabilities in order to foster their empowerment,

b) Schools closer to homes,
c) Opportunities for employment of persons with disabilities and their family members, in order to alleviate the economic impact of exclusion, segregation and inaccessibility,
d) Make sure children with disabilities and their families are not homeless,
e) Encompass disaggregated information and closely consult persons with disabilities and their representative organisations.

III. Goal 4 - Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

Participants identified that the report is mainly focused on literacy data and information, with few information on the inclusion of children with disabilities in the regular educational systems, including in the rural area. Overall, several aspects of the Goal 4 are missing in the report. Also, experiences of persons with disabilities were not captured; with participants expressing this was the first time they were hearing about this report; not being consulted or involved. Furthermore, the only positive example – Mauritania – is based on religious aid, not in the regular State educational system.

Again, questions regarding the source of this information were raised among participants. More important, discussions were raised around the concept of ‘inclusion’ adopted in the report, which should be ‘quality inclusion’.

Participants identified that information on Algeria was completely missing as well as information on refugees with disabilities in Syria, Iraq, Palestine and Libya, as well as internally displaced people.

IV. Goal 6 - Ensure availability and sustainable management of water and sanitation for all; and Goal 7 - Ensure access to affordable, reliable, sustainable and modern energy for all

Participants identified that much more information would be needed. It was regrettable that only information on Yemen was available in the report, when this is a common issue also in Egypt, Jordan and Iraq. It would also be essential to include information on access to water, sanitation and energy for persons with disabilities in rural and remote areas as well as to refugees and internally displaced people.

It would also be important to emphasize that, in several places, sanitation does not work due to the lack of electricity, so, a holistic approach of both Goals together would be relevant.

Again, persons with disabilities stated they not being involved or consulted in the design, elaboration or review of the UN ESCWA Report.
As key recommendations, Bridge MENA participants highlighted the importance of:

a) Support to persons with disabilities and their families to access financial support schemes to access renewed energy sources,

b) Consult and involve persons with disabilities and their representative organisations in the elaboration of this report,

c) Encourage States to make disaggregated collection of data on the implementation of Goals 6 & 7 by age, sex, groups of persons with disabilities, location (capital/metropoles versus rural/remote areas).

V. **Goal 8 - Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all**

Participants were particularly desiring to know the source of information provided in the report and how the data was collected, considering that their organisations or friend organisations were not consulted or involved in the elaboration of the report. Participants commend the information facilitated by sex and age, however, the report lacks to disclose information by groups of persons with disabilities (specific constituencies), as it would be extremely important to understand whether and how underrepresented groups are eventually included.

It this section, the term ‘economic inactivity’ was mistranslated and does not reflect in the Arabic version the accurate meaning of the English version, portraying persons with disabilities to the concept of ‘laziness’, in particular linked to women with disabilities.

The report also does not mention public policies or programmes that are compliant with the CRPD and it also lacks to refer to the role of governments in the MENA region on the implementation of Goal 8, and the mechanisms of implementation and monitoring of those efforts, both nationally and regionally.

VI. **Conclusion**

The overall feeling and feedback from the Bridge MENA participants was that efforts to implement the rights and development of persons with disabilities are very small and take time and, in case they are taken, reported, monitored or evaluated, they have not properly embraced and involved persons with disabilities themselves, applying the general displeasing practice of **“Everything about us without us”** in clear contradiction to the people-centred principle of the Agenda 2030 and the obligations under the CRPD Convention, undermining the real spirit of **“Nothing about us without us”**.
**Building the disability movement**

The second substantive session of the day was about “Building the disability movement”. The exercise consisted on building a tower using straws and a stick-roll. The facilitators used the symbol of the tower to discuss with participants what it looks like to build an inclusive disability movement.

The last session was dedicated to the next steps of the Bridge training cycle. Hence, Jahda Khalil explained the assignments requirement (the country assignment and the individual assignment) and highlighted the need for AOPD to gather information from different countries.

The final evaluation was made with the broad group and was extremely positive, which was reflected in the daily ‘moodometer’.
Self-assessment ranking

Participants self-evaluated their level of confidence regarding the CRPD, SDGs, Art 11, inclusive facilitation and work with different constituencies, at the first and last day of the training. The comparison is as following:

The first day of the training:

<table>
<thead>
<tr>
<th>Category</th>
<th>Very confident</th>
<th>Confident</th>
<th>With some confidence</th>
<th>Not confident at all</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRPD</td>
<td>17</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SDGs</td>
<td>3</td>
<td>9</td>
<td>7</td>
<td>2</td>
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<tr>
<td>Art 11</td>
<td>12</td>
<td>6</td>
<td>7</td>
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<tr>
<td>Inclusive facilitation</td>
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<td>8</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>Work with different groups</td>
<td>12</td>
<td>10</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

Final ranking charter:

<table>
<thead>
<tr>
<th>Category</th>
<th>Very confident</th>
<th>Confident</th>
<th>With some confidence</th>
<th>Not confident at all</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRPD</td>
<td>21</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SDGs</td>
<td>16</td>
<td>9</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Art 11</td>
<td>11</td>
<td>14</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Inclusive facilitation</td>
<td>17</td>
<td>8</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Work with different groups</td>
<td>20</td>
<td>5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Analysis of self-ranking
This is an overall interpretation on the responses to the self-ranking, participants indicated a clear increase in their level of confidence regarding the **SDGs, Art 11, Inclusive facilitation**, and the **work with different groups of persons with disabilities**. We cannot, although, register a real change in their level of confidence on the **CRPD**. It may be explained by the level of selected participants who are in their majority already leaders working with the CRPD at country and regional levels.

**SDGs**
The confidence level of participants being *very confident* on the **SDGs** increased from 15% to 59% over the week.

**Art 11**
Regarding the **Art 11**, participants demonstrated increased levels of *very confident* and *confident* from 66% in the first day, to 93% in the last day. As majority of participants had some kind of previous experience on situations of risk and humanitarian emergencies, the main impact of the Bridge Module 1 was not really on their confidence, but participants reported having a better understanding on the international frameworks related to the Art 11 of the CRPD, such as the Sendai Framework and the Humanitarian Charter, as well as to realise on possible links they can make between these instruments, the CRPD and the SDGs.

**Inclusive facilitation**
Participants appreciated the different inclusive tools used to ensure their inclusion during the week and reported being *very confident* from 37% to 61% till the last day of the Module 1.

**Work with different constituencies**
80% of self-assessed participants indicated at the end the week *very confident* on the work with other groups of persons with disabilities, in comparison to 50% in the first day.

One of the participants indicated:

"I learned thanks to a colleague with intellectual disabilities the notion that, despite we are all different, we are equal, and that the intellectual disabilities do not limit the participation."
Challenges

The main challenges faced in the preparation and delivery of this Bridge Module were:

a) The facilitation team in Arabic was limited in numbers as only two of the co-facilitators passed thought the Bridge Training of Trainers process. For that reason, the Bridge Coordinator had to reinforce the team. This did not impact the delivery of a high-quality Module, but it put more pressure and stress on the two ToT co-facilitators;

b) It was not possible to find providers of captioning and illustrators, despite all efforts made by the facilitation and logistics teams. Both services would have improved the inclusion of all participants. Organisers will try and make sure the services can be provided in the Module 2;

c) One of the participants is not fluent in Arabic and it brought a great challenge for the participant to follow the sessions, interactions and activities as well as to other participants who were frustrated not being able to directly share with the participant.

Ms Rihab Mustafa, Sudan

“I am from Sudan and I have a visual impairment. Bridge training supported me a lot to develop my knowledge. It also helped me to know what I would like to say in the future and what I would like to do in the future concerning people with disabilities or about others. It’s a great opportunity for me to participate in this kind of training because I did not have such an opportunity in the past”.
Lessons learned

a) It was extremely important to have full involvement, participation and support from AOPD Director and representatives in the design, preparation and implementation of the Module,

b) The consultative process with IDA and IDDC members was very important to the call for applications, as it brought a diverse group of candidates, in particular, representatives of underrepresented groups,

c) The use of other Bridge cycles was critical to reinforce the capacity of facilitators to deliver a Bridge cycle with less support needed,

d) It is critical to have a diverse group of facilitators, which different background, languages, origin and experiences. It was very positive having some facilitators very experienced in the region, and others bringing a more global perspective, with some more versed on the CRPD while others on the SDGs and development. It was also important having facilitators from outside the region and with experience in other regions for crossing views.