



International
Disability
Alliance



CRPD & Agenda 2030

INCLUSION OF ALL PERSONS WITH DISABILITIES

Bridge CRPD-SDGs Training of Trainers Module A Report Geneva 2018



Summary

From 11 to 16 February 2018, the International Disability Alliance (IDA), in partnership with the International Disability and Development Consortium (IDDC), TCI Asia, DRAF and the Art 11 Project - Inclusive Humanitarian Action for Persons with Disabilities (IDA, CBM and HI), held the Training of Trainers (ToT) Module A in the framework of the Bridge CRPD-SDGs Training Initiative. The training was funded by the Ford Foundation and the IDA Catalyst Project funded by the UK Department for International Development (DFID).

This ToT Module A embodied an increased inclusion of underrepresented groups, with first-time trainees with autism and albinism, and from indigenous groups, with a great presence of women with disabilities. Original in its focus, this Module A placed a particular emphasis on the Article 11 of the Convention on the Rights of Persons with Disabilities (CRPD) on Situations of Risk and Humanitarian Emergencies. During the week, trainees had the opportunity to meet representatives of Humanitarian and Human Rights organisations working on the CRPD Art 11, including OHCHR, IFRC, UNHCR, OCHA, IOM, and ICVA.¹ This module was instrumental in the interaction of participants with fellows from other constituencies. Practical exercises stimulated preparation on inclusive facilitation for diverse audiences of persons with disabilities.

Overall, the training served to prepare future trainees to upcoming Bridge CRPD-SDGs cycles, for instance, Uganda & Tanzania, South Asia and Portuguese speaking countries as well as the upcoming Bridge with focus on Art 11 on situations of risk and humanitarian emergencies, therefore, reinforcing the critical mass of disability activists equipped to facilitate Bridge training in different regions.

The week covered topics such as CRPD compliance, equality and non-discrimination, equal recognition before the law and inclusive facilitation, among others. During the week, BRIDGE trainees also followed an official session of the CRPD Committee.

¹ Office of the High Commissioner for Human Rights (OHCHR), International Federation of Red Cross and Red Crescent Societies (IFRC), UN High Commissioner for Refugees (UNHCR), UN Office for the Coordination of Humanitarian Affairs (OCHA), International Organization for Migration (IOM) and International Council of Voluntary Agencies (ICVA).

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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. Such an initiative is critical to ensure that persons with disabilities engage adequately with governments and development actors to frame both policies and program in line with the CRPD, as well as to build stronger ties with other social movements to tackle macro issues, such as public resource allocation.

The *Bridge CRPD-SDGs Initiative* is developed as an integrated, continuous and coordinated approach, which aims to:

- Advocate for ‘all human rights for all persons with disabilities’ with emphasis on gender equality, intersectionality and most marginalized groups. As reported by IDDC members, *“there is no other training like the BRIDGE CRPD-SDG initiative that has purposely placed equality and inclusion for all groups of persons with disabilities as a central aim”*,
- Build a critical mass of skilled activists with disabilities from diverse constituencies, and regions, which were often left out of the system and denied access to education, and as such, may lack relevant skills to engage in actions to challenge large-scale systemic discrimination,
- Strengthen national and regional DPO coalitions in their advocacy to make governments, bilateral and donor agencies accountable to respect and promote rights of persons with disabilities and make development policies inclusive in line with CRPD

The Training of Trainers

Overall, while very successful and responsive to DPO activists needs, the program appeared to be more challenging for trainers and facilitators, requiring a higher level of expertise and complementarity among them. A significant effort is currently being put on the ‘training the trainers’ process to ensure that there are in each region a critical number of disability activists skilled to lead and co-facilitate the Bridge CRPD-SDGs cycle.

This global and regional Training of Trainers (ToT) process also directly contributes to increasing the capacity of DPOs in low and middle-income countries to better tackle national and regional advocacy issues while growing cohesion and coordination within the movement.

Furthermore, trainees become vital actors to support advocacy in their countries and region, and would be able to:

- Engage with other civil society actors to ensure mainstreaming of rights of persons with disabilities,
- Engage in further capacity development of DPOs, using an inclusive methodology for cross-disability movement building and joining advocacy,
- Support DPOs to influence public policies inclusive of persons with disabilities, including in direct engagement with high-level public officers and development actors,
- Use the UN accountability mechanisms on human rights and sustainable development.

Overview of the content, training approach and methodology

Bridge CRPD-SDGs and its ToT are intensive training programme that aims to support DPO and disability rights advocates to develop an inclusive (all persons with disabilities) and comprehensive (all human rights) CRPD perspective on development, including the post-2015 agenda and Sustainable Development Goals (SDGs), to reinforce their advocacy for inclusion and realisation of rights of persons with disabilities.

This Module A Training of Trainers was organized in 3 different parts:

1. Reinforce the knowledge of participants on CRPD and SDGs (4 days)
2. Exchanges with humanitarian stakeholders (1 day)
3. Participate in the CRPD Committee review (1 day)

To accommodate some participants with physical impairment, the training started at 10 am, instead of the planned 9 am. This adaptation impacted the streamline of some sessions and a significant need for flexibility and adaptation, which affected the groups work on inclusive facilitation. Therefore, the inclusive facilitation perspective crossed over the entire week and in practical exercises, not in specific sessions. In any case, this overall adaptation was appreciated by participants considering that all sessions presented discussions, methods or tips on inclusive facilitation.

The tentative and the delivered agenda are Annex 1 and 2, respectively.

Focus on Art 11

The perspectives on the Art 11 of the CRPD were also incorporated into the methodology across the week, through exercises and discussions as well as in the feedback from the expert team on Art 11 that followed the week.

Trainees, trainers, resource people and experts

The workshop counted with 10 trainees, being 2 from Africa (Ghana and Kenya), 6 from Asia (Indonesia, Philippines, Mongolia, Nepal and Pakistan), 1 from Latin America (Brazil) and 1 from Europe (United Kingdom), two co-facilitators (being the Bridge Coordinator and a Bridge Alumni expert on Art 11), and an expert team on the Art 11 of the CRPD, including external partners, 4 sign language interpreters, and 3 logistics and communication officers, in a total of 35 people involved in that Module.

Trainees were seven (07) women and three (03) men, from diverse constituencies, including persons with albinism, psychosocial disabilities, autism, deaf people, and physical disabilities; with one of the participants representing indigenous groups and two from the youth movement. The trainees are part of the Bridge Alumni trajectory, being former Bridge participants or recommended by IDA/IDDC members to become facilitators to Bridge that are in a particular language without certified Bridge trainers.

Challenges

- Adaptation on the agenda

Adjustment on the schedule with reduction of one hour per day compromised the order of the sessions and program covered. Encourage to next time start at 9 am and finish at 6 pm, leaving 1H30 for lunch.

- Visa to participants

It was quite challenging to secure the visa to participants from Ghana and Pakistan, which was only possible thanks to the diligence of the Swiss Permanent Mission in Geneva that intervened before the Swiss Migration Officers in both countries.

- Diverse round of introductions during the week

Several observers attended the training, including with exchanges on the team of experts on the art 11 and it provoked several breakings in training to make sure all people were introduced and adequately included into the group. It is advised for the next time that we leave the introductions to the end of the day, or before a break, not at the beginning.

Detailed Agenda

Preparation

As preparatory work and communication, trainees were informed about the topics that would be covered in this module, the practical sessions during the training, including the informal exchange with relevant humanitarian actors and the review of Haiti by the CRPD Cttee. Trainees were also requested to read essential documents, such as reports from the Special Rapporteur on the Rights of Persons with Disabilities and CRPD General Comments; and were requested inform any additional accommodation required, as well as to fill out a self-assessment form and send back to the lead trainer, at the latest, a day before the start of the ToT.

During the preparatory period, participants were requested to send information regarding the accommodation requirements and were registered to the official session of the CRPD Cttee. In parallel, relevant human rights and humanitarian stakeholders were contacted to participate in the informal exchange session with the group.

DAY 1 – 11 February

Introductory session

The Training of Trainers was opened with a welcoming message from the trainers, followed by a roundtable presentation, an activity on group agreement and personal requirements for inclusion.

Main agreement was:

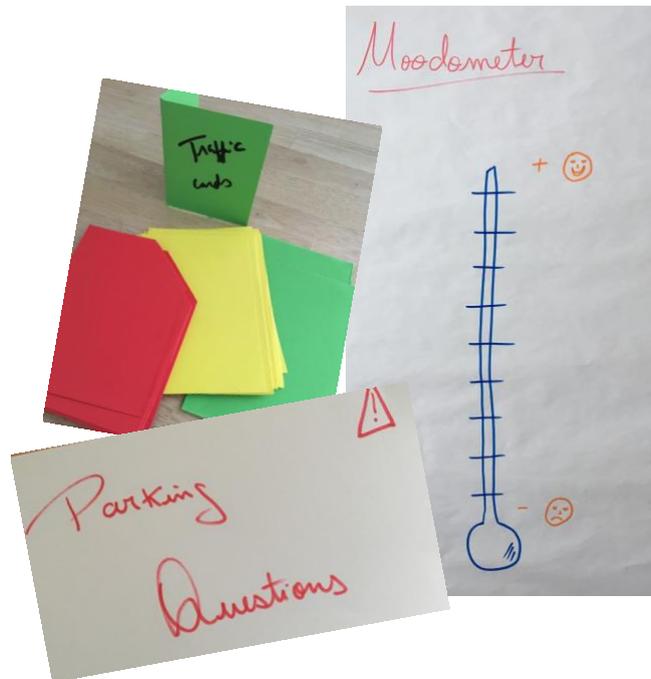
- Respect for each other’s opinion
- Name tags
- Accountable for time
- Breaks from time to time
- Use ‘red’ cards to stop presentation/discussions
- Active participation
- Indicate if not clear (shared responsibility)
- Time to digest concepts
- Clean room
- Mobile, computer, emails, web, facebook, etc - only pedagogical purpose
- Time to navigate from hotel to conference building (time)
- Only one person speaks at a time
- Any needed accommodation, say immediately, do not wait until the end of the training
- Observers and assistants = observe! Only interfere when invited or strictly relevant.

Then, a short explanation on the accessibility of the training and the tools for feedback were shared, such as the set-up of the room, traffic cards (red and yellow cards), stick wall, parking questions, daily review team, ranking chart and restful space:

	Sunday 11/02	Monday 12/02	Tuesday 13/02	Wednesday 14/02
Daily Evaluation - Issues				

Ranking	CRPD	SDGs	Inclusive Facilitation	Humanitarian Action	Inclusion of different groups
Fully compliant ++					
Compliant +					
Some compliance +-					
Not compliant -					
Not compliant at all --					

Images: Daily feedback group and the ranking chart



Images: Parking questions, traffic cards and moodometer

After a round of questions and answers, the agenda of the week was reviewed in plenary, and the “2 minutes 1 article” exercise was explained and trainees picked up their correspondent articles. During the break, trainees volunteered to provide feedback to the presenters of each article, considering that all trainees have to present and feedback once, as follow:

2 minutes 1 article exercise					
Monday 12/02		Wednesday 14/02		Friday 16/02	
Presenter	Feed baker	Presenter	Feed baker	Presenter	Feed baker
Duya – Art 29	Liz	Nathan – Art 4	Duya	Fernanda - Art 8	Abdul
Liz – Art 12	Yeni	Carol – Art 27	Nathan	Pratima - Art 23	Carol
		Dwi – Art 28	Pratima	Waqar - Art 19	Dwi
		Abdul – Art 16	Waqar	Yeni – Art 24	Fernanda

Subsequently, facilitators explained the Bridge CRPD-SDGs Training Initiative, with some details about IDA, IDDC and DRAF, the Bridge and ToT structure, key elements, and the criteria to become lead trainer, co-trainer and facilitator as well as the assignment and certification process.

Group work 1: What matters in a CRPD training?

Trainees worked on peers to discuss what is key to be explained in a CRPD training and the most challenging subjects to be presented (or issues that impact the delivery of a training). The main messages were written down in coloured papers and presented in plenary. Inclusive facilitation was also part of the discussions and insights were shared with the trainees in the feedback part of the exercise. The key concluding message was that trainers and the team of facilitators have a key role in any training and, thus, the importance to be complementary and well prepared with a strong basis on the CRPD Cttee jurisprudence. Main identified points by the trainees were:

Content

Article 12 on equal recognition before the law
 Article 6 on women with disabilities
 Reasonable accommodation
 Diversity, culture and gender
 Economic, social and cultural rights connected with the CRPD
 CRPD General Principles

Challenges

Language / communication barriers
Inclusion of people with different levels of understanding or experience
Assumptions about legal capacity
Linking CRPD to people lived experience
Right to life and issues around pro-life
Legal / formal language
Ensure representatives from marginalised groups
Ensure group diversity
Inclusive facilitation
Dedicated sign language interpreters
Explaining and communicating with other constituencies
Deal with prejudices and social stigma
Someone hijacking the session
Ensure that personal assistance does not interfere
Lack of knowledge/awareness among other stakeholders
Connecting the CRPD with public policies, laws and other frameworks
Understanding on multiple / intersectional discrimination
CRPD General Principles
Understanding the CRPD for all persons with disabilities

Group work 2: What means CRPD compliance and links with Art 11

The session started with a short discussion on what means to be “CRPD compliant” and a provocative reflection whether assistive devices would be free of charge for persons with disabilities.

Subsequently, trainees were divided into groups (with people from different constituencies, as much as possible) and received situations to identify if compliant or not with the CRPD. Time was allocated to the group discussions. The cases also included situations of risk and humanitarian emergencies, as following:

1. Free public transportation for persons with disabilities
2. Water, Sanitation and Hygiene (WaSH) cluster strongly recommends all actors to ensure information disseminated to affected population is fully accessible and invites national Federation of DPOs to participate in all levels of production/dissemination of information materials
3. A systematic orientation of children with IQ lower than 85 to special schools
4. Food distribution from a mainstream agency aims to include everybody. It does this by having an indicator that states '15% of recipients are persons with disabilities'
5. Right to benefit from residential social care in residential institutions
6. National Federation of DPOs are invited to send a full list of recommendations to shelter cluster to ensure inclusion in shelter projects
7. The authorisation for the family to request involuntary treatment and hospitalisation of their family member due to mental health issues
8. At the main registration point of an Internally Displaced People (IDP) camp, persons with disabilities are temporarily separated from their families to ensure speedy identification of their needs

The groups prepared their responses to be presented in the subsequent day.

Interactive session: Pakistan: Legal harmonisation - Call with Special Talent Exchange Program (STEP)

One of the participants facilitated the contact with his organisation that was precisely working to influence the Federal Disability Bill in Pakistan. We set up a Skype call with their President Mr Muhammad Atif Sheikh and Ms Abbia Akkram, Coordinator and Founding member. Both presented the process of the Bill in Pakistan and shared the strategy taken by STEP to influence it. The group asked questions and an informal interaction has taken place.

As a follow-up, the trainees received the draft Bill, would analyse its compliance. A compilation of all received analyses would be shared with Step by July 2018.

Evaluation

Evaluation 1 - Daily feedback group

As the practice in Bridge, each evening a small group of participants evaluate the day. Trainees are requested to be constructive in their feedback, which would be focused on both the methodology and the inclusiveness of the day; as well as to not repeat comments already made by others.

In the first day, feedback was provided by Carolyn, Nathan, Liz and Waqar. Overall the comments were:

- The quality of the training, presentations and explanations were praised;
- The exercise on the CRPD compliance and the interactive session with STEP from Pakistan were particularly mentioned as relevant;
- The participatory methodology, 'safe environment' and feeling of 'becoming confident' were applauded;
- It was noted that the 'safe space' was already built on the first day;
- The time management has to be improved;
- Important to share the power points with interpreters before the sessions;
- The diversity in trainees' styles to communicate requested some time for adaptation, but at the end of the day it was easier to understand participants' interventions;
- The food has to be improved;

Evaluation 2 - Feedback from the facilitation team

After an exchange with trainees, the facilitation team met experts from Art 11 that joint the feedback from participants, in particular regarding the quick achievement of the 'safe space'. As a matter for improvement, it was suggested that:

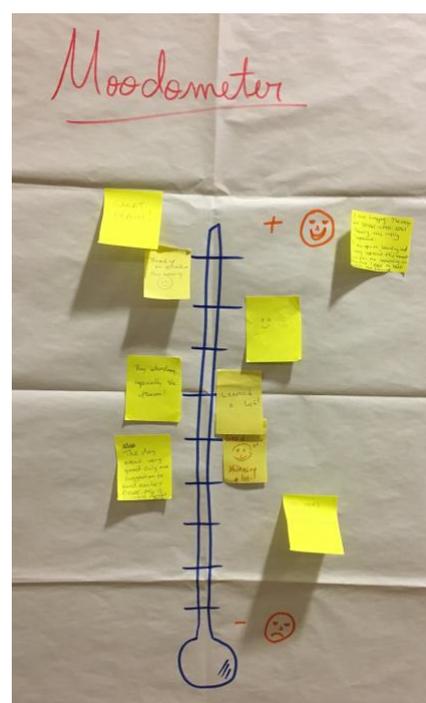
- Articles should be named when referring to its numbers
- Sensory breaks should be respected
- Better balance trainees' participation.

Particularly on that point, the lead trainer explained that in the first day we try to leave participants more comfortable to express or not themselves, to not put pressure on those that prefer to observe and to ensure opportunities for those that need to express themselves due to stress or fatigue. This was addressed from the second day.

Evaluation 3 - Moodometer

The daily 'moodometer' evaluation was quite positive. From top to bottom we have:

- Great team
- I am happy. The recap to Bridge CRPD-SDGs training was really important. I am open to learning and I really appreciate this moment and I really appreciate this moment and even the opportunity to know that I need to keep adding more knowledge
- Thumb up on information this morning
- Smile face
- Very interesting, especially the afternoon!
- Learned a lot!
- Good. (Smile face) Thinking a lot
- The day went very good. Only one suggestion to end earlier please, only if possible, start a bit earlier
- We need coffee after lunch



DAY 2 – 12 February

Recap session 1

A trainee volunteered to recall the main elements discussed the day before. Emphasis was made on the feedback tools, Bridge structure, main elements of the CRPD, how to analyse its compliance and the complex process of legal harmonisation. A short round of questions and answers was facilitated in order to strengthen concepts.



Image: Trainee presenting the recap session

2 minutes 1 article

Art 29 of the CRPD on Participation in Political and Public Life

Duya opened the exercise explaining Art 29 in two minutes. The presentation was followed by a short round of comments, which raised its links with the Art 12. Differentiation regarding accessibility and important to effective participation was made. Also, a brief discussion on government practices on the challenges to choose its own support person, when often imposed by public officers. The right to take part in decision-making processes was also debated. Liz sums up recalling that this article is closely linked to the CRPD General Principles and the importance of accessing to information ensuring that meaningful participation and informed decisions are made.



Image: Participants feed backing the 2m 1 art presentation

Art 12 of the CRPD on Equal Recognition Before the Law

Liz presented the main elements of the article with links to other key articles of the Convention and its principles. She also raised the importance of support to decision making, of the instrument of advance directive, and the principles of non-discrimination and preferences and will of the person. Yeni brought some practical cases to the discussions.

Group work 2 (continuation): What means CRPD compliance and links with Art 11

In the plenary discussions, trainees shared their understanding of each situation and its compliance with the CRPD, providing examples. Discussions were passionate and productive. For the Training of Trainers, it was key to consider the CRPD General Comments and that strong analysis is needed before stating CRPD compliance.

The Art 11 expert team also intervened in clarifying particular issues related to humanitarian situations.

Also, several links were made with states obligations, progressive realisation and with the SDGs.

Summary of the exercise:

CRPD compliance should be based on four (04) elements when analysing a bill, law or framework:

1. Paradigm shift the process - Does the proposal/overall idea really aims at changing (advancing) a situation in the sense of inclusion?
2. Objective - Does the proposal really wants to promote and fulfil rights or, it will promote segregation and/or discrimination?
3. Process - It is critical to observe the process. Is that done in an inclusive, accessible and meaningful way, respecting the general principles of the CRPD?
4. Outcomes - What is expected is really achieving the shift that was promised? When referring to access, what exactly that means? Access to what, benefiting whom?

Group work 3: Linking Art 11 to the SDGs

The group was divided into 4 groups. Each group received a number of Goals and respective targets as well as the text of the Art 11 of the CRPD. Trainees should read the Goals and targets and identify which ones are related to art 11 and to explain in the plenary their rationale.

- Group 1** – Goals 1, 2, 9 & 15 identified targets: 1.3, 1.4, 1.5; 2.1, 2.3, 2.4; 9.1, 9.4, 9.c; 15.2, 15.3, 15.a, 15.b;
- Group 2** – Goals 3, 5, 10 & 14 identified all targets of Goal 3, 5.1, 5.2, 5.3, 5.5, 5.6, 5.c; 10.3, 10.4, 10.6, 10.7, and 14.7 and 14.c;
- Group 3** – Goals 4, 6, 11, 12 & 16 identified 4.7, 4.a, all targets under Goals 6, 11 and 12, and 16.1, 16.2 and 16.9;
- Group 4** – Goals 7, 8, 13 & 17 identified targets 7.1, 7.2, 7.b; 8.3, 8.4, 8.5, 8.7, 8.8, 8.9, 8.10, 8.b; 13.1, 13.2, 13.b; 17.2, 17.3, 17.4, 17.5, 17.6, 17.8, 17.9, 17.13, 17.14, 17.15, 17.16, 17.17, 17.18, 17.19.

Considering the time dedicated to discussions, the feedback session was streamlined. The main outcome of the discussions was:

- Persons with disabilities should be included in all development efforts on an equal basis with others,
- Not everything is a priority! Advocates should be equipped to prioritise issues. Relevant is different of priority,

Relevant ≠ Priority

- The CRPD applies in all situations, including during situations regarding Art 11 (before, during and after situations of risk and humanitarian emergencies). It is key that Art 11 is fully connected to the entire CRPD and Agenda 2030.

Preparatory session - Interaction with human rights and humanitarian stakeholders

Gordon facilitated a brief preparatory session on the interaction that would occur on the third day with human rights and humanitarian actors. To better focus the interaction, an overview of the meeting was reviewed, as well as its objective and the profile of all confirmed actors and their organisations. Also, it was recalled that this is not a session on advocacy or fundraising, but to share knowledge, experiences and to show DPOs relevance to contribute in humanitarian situations.

Thus, a short discussion reflected on the meaning of 'equal actors' to humanitarian stakeholders; and a review of main humanitarian terminology was made, including DRR, BBB, preparedness, cluster.

The Art 11 expert team also provided inputs and trainees shared questions and reflections.

Evaluation

Evaluation 1 - Daily feedback group

In the second day, feedback was provided by Duya and Pratima. Overall the comments were very positive, despite the very charged day. There was an improvement in the food and efforts regarding the sensory breaks.

Evaluation 2 - Feedback from the facilitation team

The feedback of the facilitation group and the Art 11 team was also quite positive, with interesting suggestions on how to include more focus on the Art 11 for future Bridge modules and ToTs.

Evaluation 3 - Moodometer

The daily 'moodometer' evaluation scored a positive, but quite intense day, which demanded enormous attention and energy from participants, in particular, because the majority started feeling the jetlag effect. From top to bottom we have:

- I survived. Yay! (at the very top)
- Very productive (and a thumb up signal)
- Great challenge on SDGs (smile face) Best activity!
- Thank so much for efforts in making the difference on accessibility/access, participation and reasonable accommodation
- Very very constructive and learning day. Need more and more preparation on my side
- (A blank paper on the mid-top of the moodometer assessing a good feedback)
- (At the very bottom an emoji/ face expressing be overwhelmed)



Image: Moodometer with post-its

DAY 3 - 13 February

Interaction with human rights and humanitarian stakeholders

A full day was organised at the International Federation of the Red Cross and Red Crescent (IFRC) with the objective to foster dialogue and exchanges between human rights & humanitarian stakeholders and ToT trainees. Representatives of the IFRC, International Organization for Migration (IOM), International Council of Voluntary Agencies (ICVA), Office of the High Commissioner for Human Rights (OHCHR) and the UN High Commissioner for Refugees (UNHCR) attended the exchange session.

Opening

Gordon welcomed all participants and invited Mr Amjad Saleem, Team Leader for the Protection, Inclusion and Engagement unit at IFRC, and Elizabeth Ombati, representing the ToT Trainees, to open the work.

Mr Saleem welcomed all attendees to the IFRC made a brief introduction about his organisation and work. He recalled the motto “no one left behind” and illustrated how the IFRC is working to make sure it is for real.

He recommended to the group of trainees to link with National Societies in their countries and highlighted they need the support and expertise from DPOs to make sure they are being inclusive of all. He concluded reinforcing that ‘the last mile is the first mile’ and welcomed all trainees and their representative organisations to work together with the IFRC.

Ms Ombati presented IDA and Bridge CRPD-SDGs and explained their work during the week. She explained that they are part of IDA’s efforts to shift the paradigm around disability inclusion. Ms Ombati recalled that they were there this day to learn and to share; to present their experiences as persons with disabilities also related but not only to humanitarian situations, and to hear from the humanitarian actors on their experiences to explore possible synergies to work together.

Group discussions



Image: Group discussion with humanitarian actors

The opening was followed by a group activity. The group was divided into three (03) mixed groups, with people from the humanitarian and human rights field with trainees to discuss the inclusion of persons with disabilities in humanitarian action and collaboration with DPOs around the main topic per group:

- Group 1** – Preparedness and risk reduction
- Group 2** – Response
- Group 3** – Policy/strategy



Image: Group discussions with human rights and humanitarian actors

Speed dating

After the exchange, participants were invited to choose a person that was not in its group to share the main discussions the group had. Each participant met three (03) other peoples.



Image: Speed dating

Plenary and conclusions

Following the ‘speed dating’ participants feedback in plenary. From the discussions, it was clear that the trainees had little knowledge of the humanitarian machinery. On the other hand, it was an “open eyes” moment to humanitarian actors on the work with persons with disabilities; therefore, both group of actors benefited from the exchange. Primary outcomes of the session can be compiled as it follows:

1. Responses further include persons with physical impairments. It is crucial to also include persons with other impairments such as persons with intellectual, deafblindness and psychosocial disabilities,
2. Recovery is an opportune moment to build back better and address institutionalisation of persons with disabilities investing in community-based inclusive approach,
3. It is still challenging to focus on preparedness inclusive of persons with disabilities, but this is the perfect time to invest in the inclusion of persons with disabilities, including through capacity building,
4. Opportunities were observed regarding production or adaptation of Vulnerability and Capacity Analysis (VCA) tools and contingency plan, and of having a mapping exercise,
5. Importance of having community sensitisation, training for volunteers and humanitarian staff together with persons with disabilities and their representative organisations as crucial actors,
6. Importance of liaising DPOs and humanitarian actors at country and local levels,

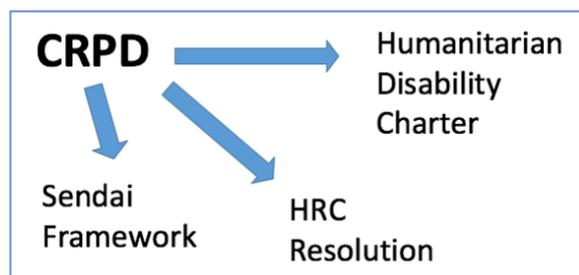


Image: Feedback of group discussions in plenary

Session: Art 11 – Linkages with the Sendai Framework, HRC Resolution, Humanitarian Charter

During this session, Gordon presented the linkages between the Art 11 of the CRPD with the Sendai Framework, the HRC Resolution and the Humanitarian Charter on Persons with Disabilities.

He presented individualised overviews of each instrument, stressing on their negotiation process and States obligations and other stakeholders' commitments.



Trainees had an overview on how these instruments are built upon the CRPD to support its implementation. In particular, it was shared with participants, how these different instruments cover the following main areas:

- Participation
- Women and girls with disabilities
- Inclusive policy
- Inclusive response and services
- Cooperation and coordination
- Disaggregation of data
- Build Back Better (BBB)
- Awareness raising and training

The session was concluded by a short round of questions and answers, and trainees received the hard copy and soft version of the document on linkages between these frameworks prepared by the Bridge Coordinator.

Group work: What to consider in a CRPD Art 11 training?

Consultants of the Art 11 Project facilitated a group discussion on main issues to consider in a CRPD training on the Art 11.

The group was divided in small groups that feedback in plenary. Main points to be considered according to the group are:

1. Cycles/stages of the humanitarian action
2. CRPD compliance
3. Inclusive of all (cross-constituencies)
4. Linkages of these three frameworks and their links with the CRPD
5. Background information on Art 11
6. National laws
7. Humanitarian staff as resource people
8. Exchange session with government bodies (cross-ministry)
9. Understand how the humanitarian system functions and the role of different stakeholders

Evaluation

Evaluation 1 - Daily feedback group

In the third day, feedback was provided by Dwi and Jenny. Overall the comments were very positive, with a great emphasis on the discussions with the humanitarian actors and the 'speed dating'. The session on interlinks between the Art 11 of the CRPD and the other three frameworks should be more dynamic with group work or cards. Sensory breaks were welcome, but need to be intensified. One of the international sign language interpreters was quite rude to a participant. The group evaluated that very negatively.

Evaluation 2 - Feedback from the facilitation team

The feedback of the facilitation group and the Art 11 team was also quite positive, with a clear proposal on how to redesign the session on interlinks between different instruments (Sendai, Resolution and Charter) to make it more interactive and practical; which was included in the material of the ToT for future reference and use.

Evaluation 3 - Moodometer

The daily ‘moodometer’ evaluation scored a very positive and dynamic day. From top to bottom we have:

- Having the coffee break in the same room made possible to continue the discussion (a thumb up signal and a smiley face)
- I appreciate much all the efforts to build my capacity
- It was the best day as we got the chance to get good understanding on art 11 by doing the exchange. This whole process gave understanding of CRPD compliance
- Really interesting plus thought-provoking exchange! I learnt a lot plus have loads to take back to my organization
- Interesting contact with IFRC
- Today’s session was very practical and interactive, but absence of breaks caused some inconvenience
- Yesterday the session was very well organized, interactive and I well understood all discussions
- I like the methodology
- Focused to article 11. Good
- (a flower at the middle of the moodometer assessing good)
- Need more visual tools _ presentation on the afternoon
- Linkages’ presentation need to be more visual and colorful



Image: Moodometer with post-its

Thank you Note:

A warm thank to Mina Mojtahedi, Disability Inclusion Adviser of the International Red Cross Red Crescent Movement, that made this exchange day possible!



Image: Trainees with Mina Mojtahedi, ICRC

DAY 4 - 14 February

2 minutes 1 article

Art 4 of the CRPD on General Obligations

Nathan very well structured the explanation of Art 4 of the CRPD, which was fed back by Duya, after a round of comments from trainees. The group referred to the complexity of this article and highlighted the important role of persons with disabilities and their representative organisations to participate in decision-making processes. Non-discriminatory laws and the role of non-static actors were also underpinned. Discussions around progressive realisation and the role of international cooperation were also brought into the discussions.

Art 27 of the CRPD on Work and Employment

Carolyn explained the article in two minutes, even after requesting an accommodation of 30 seconds for interpretation. Her presentation covered a number of key points of the article, which were completed by the short round of comments by other trainees, facilitated by Nathan. The importance of training and professional development, as well as of reasonable accommodation were stressed by the group. It was also highlighted the importance not only to access a work but to put measures in place to keep it, including by ensuring decent working conditions. Participants also stressed the role of trade unions and importance of persons with disabilities to participate in them. As concluding remarks, facilitators recalled the importance of clear job description with objective qualification requirements and the importance of the article 13 on Access to Justice as remedies in case of violations.

Group work: Looking at the white paper from South African

Trainees were divided into 4 different groups and received 2 principles of the CRPD following the key explanations from South Africa, from 2015. The exercise was to observe the key explanations and comment on if compliant with the CRPD, and if eventual key elements were missing.



Image: A group working together

Feedback session -

Overall, the key principle explanation from South Africa was praised by the group. Main identified points for improvement were:

I. Respect for inherent human dignity and individual autonomy

- Private life should not be subject to interference. Here, State leaves some space for discretionary interference,
- The respect for the will and preferences of the person is missing.

II. Non-discrimination

- We need more information to understand what it is meant by future discrimination
- Respect, protect and fulfil rights and anti-discriminatory laws and acts were missing
- It would be essential to add denial of reasonable accommodation as discrimination.

III. Full and effective participation and inclusion in society

- Instead of mentioning “activities”, it should have referred to participation in all levels, measures, processes, programs, area, etc, that affect the life of persons with disabilities
- Ensuring supported decision-making processes has to respect preferences and will of the person and not be imposed
- Support with capacity-building was missing
- Prejudice was missing as a barrier
- Importance to reinforce the idea of enabling environment
- Links with the principles of equality between women and men would be welcome.

IV. Respect for difference and acceptance of persons with disabilities as part of human diversity and humanity

- Persons with disabilities are not homogenous movement/group. The diversity of the group itself should be captured. The idea of multi-identities was also missing,
- While the idea tends to be positive, the wording reinforces negative stigmas and prejudice. Use of appropriate wording is preferable instead of ‘pitying them or seeing them as a problem’.

V. Equality of opportunities

- Provision of reasonable accommodation and affirmative measures were missing
- Importance to reinforce that efforts have to be made immediately and are not non-discrimination is not subject of progressive realisation.

VI. Accessibility

- Preferable to say ‘all persons with disabilities’ instead of ‘persons with different types of disabilities’
- The dismantling of barriers seems too general. Some wording on making all programs and development efforts accessible would also be welcome
- Involvement of DPO in accessibility efforts would also be appreciated, including to the earliest identification and removal of barriers
- Importance to add universal design and to explain it.



Image: Feedback in plenary

VII. Equality between men and women

- The dimension of women with disabilities was lacking
- Links with inherent dignity could be made
- Mention to ‘have the opportunity’ is not strong enough. Having ‘equal’ opportunities would be more appropriate
- Sexual and reproductive rights could be added, as well as the recognition that women is subject of further prejudices in almost all societies in the world, and mention of specific measures was also missing
- Intersectionality was not captured

VIII. Respect for the evolving capacities of children with disabilities and respect for their right to preserve their identities

- The disability dimension was not captured when referring to the evolving capacities of children
- Missing enjoyment of all human rights on an equal basis with other children
- Gender aspect was not captured

2 minutes 1 article

Art 28 on Adequate Standard of Living and Social Protection

Dwi presented a quite comprehensive explanation that was fed back by Pratima, with examples from the Asian region; which counted on a dynamic discussion from participants on access to food and adequate housing.

Art 16 of the CRPD on Freedom from exploitation, violence and abuse

Abdul opened the exercise explaining art 16 in two minutes. The presentation was followed by a short round of comments facilitated by Waqar, which raised its links with the Arts 12 and 17 of the Convention and its principles. Experts of Art 11 brought some links that can be used during Bridge Art 11, including regarding shelter clusters.

Session: Equality and Non-discrimination

This session built on previous sessions on key concepts of the CRPD. A discussion was facilitated about an image. Trainees debated different CRPD principles and used practical examples. Thus, facilitator built on key concepts on equality. Discussions also brought the differences among immediate obligations and progressive realisation as well as on different concepts of equality, with practical examples.

The presentation and discussions were followed by a detailed round of questions and answers, with the active participation of all trainees. The session was concluded with discussions on elements of discrimination and a detailed exemplification of different forms of discrimination, followed by an interactive exchange.

Inclusive facilitation tools and methods were shared during the presentation.



Image: Overview of the room with all participants during presentation on Equality and non-discrimination

Evaluation

Evaluation 1 - Daily feedback group

In the fourth day, feedback was provided by Fernanda and Abdul. Overall, the day was assessed as quite positive, particularly the diverse methodology used, which combined presentation with discussions and group work. The session on the White Paper and equality and non-discrimination were praised.

Evaluation 2 - Feedback from the facilitation team

The feedback of the facilitation group and the Art 11 team was also very positive. The Art 11 consultant envisages opportunities to liaise the work on principles of the CRPD with humanitarian principles.

Evaluation 3 - Moodometer

The daily 'moodometer' evaluation scored all on the top assessing a very positive evaluation. From top to bottom we have:

- I think it was helpful to go over the principles in detail – good!
- More discussion required in principles
- Constructive day. IDA team, you rock. Learning more and more. (though) its hard for me (smiley face)
- (a smiley face on the very top)
- Exciting discussions (smiley face)
- The sessions were very well organized and interactive
- I like session on equality and review the white paper this deepen our knowledge on principle
- Thanks for the session. Sometimes there is that feeling of not knowing in all – but it's the journey to growth. To be curious to know (smiley face)
- Happy Valentine's Day

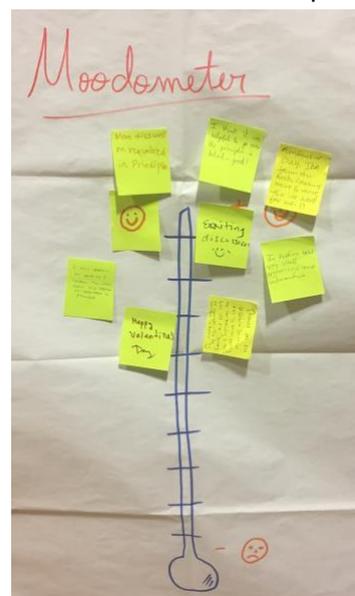


Image: Moodometer with post-its

DAY 5 - 15 February

Recap session

During the entire day, the group moved to the UN Building (Palais des Nations) to follow the CRPD Cttee session. As the first session of the Cttee was private, the group made a recap session and a session on inclusive facilitation. In the recap session, trainees recalled the main concepts reviewed during the previous days.

Session: How to make CRPD training inclusive? Learning styles

In this session, facilitator recalled the importance for a trainer to know its audience and to be aware that each person has different learning styles. A brief discussion was made on the experience of trainees when doing their training, and on different learning styles, they are used to work with, including considering the different cultural background.

Thus, participants were requested to think about their learning styles and to feedback in plenary.



Image: Feedback from participants on their learning styles

The listing of learning styles of trainees is identified below, but not their identities to preserve privacy:

- Safe space: Facilitator understands participants' anxieties and recognises that 'fear' can impact negatively,
- Accommodation is important to ensure meaningful learning,
- Recap messages to remind key concepts,
- Sharing is important: getting and giving,
- Beforehand readings,
- Group works and stay in contact to share what was learnt,
- Assignments are important to further research and expand knowledge.

- Appreciate analyse critically and understand well what is presented,
- Difficult to concentrate on noise and other barriers coming to the learning process,
- Group work, exercise and practices are encouraged,
- Beforehand readings,
- Visual materials are ok, but Powerpoints are often dull,
- The material should always be in soft copies,
- Appreciate 'silence time' to examine materials and 'digest' concepts.

Read & write:

Importance of reading material or write essential concepts to consolidate them



Auditory:

By listening, participating in group work and discussions



Visual:

Learning through graphics, diagram, observing.



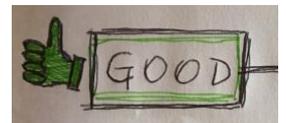
- Visual tools,
- Content related to field work,
- Use of visual power points, with some pictures, together with examples, fact, experience (not much statement),
- Sharing of experiences with reality,
- Video with a caption, handout, beforehand material and notes (after the training),
- Easy to read material,
- Games & ice breaks,
- Sensory breaks,
- Safe environment and not fear of making mistakes.

- Talk and discuss a concept,
- Discuss and work with colleagues in a case, topic, idea or material,
- Learn faster and understand 'hidden concepts' when voicing, vocalising the written material,
- I am a verbal person! Writing triggers anxiety.

- Assignment – encourages to do research and pay attention to the training,
- Role plays – Creative way of learning and to be focused,
- Easy to read material – English as the second language, it takes time to understand the meaning,
- Group work – Helps to get things quickly and to ask for peer support.

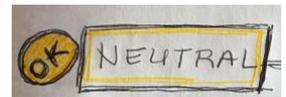
Good:

- Video and cartoons,
- Diagrams, pictures,
- Small group activities,
- Fun activities



Neutral:

- Long reading materials,
- Big group activities



Bad:

- Powerpoint presentations with long texts in it
- Expositive long sessions (single talking)



CRPD Committee session



Image: Formal session of the CRPD Committee

1. Informal briefing of DPOs from Haiti

Trainees observed the informal discussion between members of the CRPD Cttee and DPO representatives from Haiti. They also benefited from the break moments to exchange with Haitian DPOs on their reporting work.

2. CRPD Review on Haiti

In the afternoon, trainees observed the review of the State of Haiti by the CRPD Cttee, getting exposure on how the Committee' members ask questions to government representatives and what are the most pressing issues to the Cttee. Trainees also observed how the Cttee monitor the implementation of the Art 11 of the Convention and how to capitalise this information for their reporting processes.



Image: Trainees observing the Review of Haiti

DAY 6 - 16 February

2 minutes 1 article

The entire morning was dedicated to the presentations and discussions on articles worked under the '2 minutes 1 article' activity.

Art 8 on Awareness Raising

Fernanda presented her article using 'easy to understand' methods, using pictograms that she prepared beforehand using the training material that was available to all trainees.



Image: Presentation of Art 8 by Fernanda

The different method of presentation promoted a very productive exchange session with sharing of examples country-based, which was facilitated by Abdul. Dwi shared her experience of using the Media to gather social support to her case before the justice against a flight company that denied her travel to Geneva to participate in the same ToT A in 2016. She won the case and the support from media and society were critical.

Art 23 on the Respect for Home and the Family

Pratima presented the main elements of the article with links to cultural identities, including from her indigenous group. Carolyn facilitated a passionate exchange, with experiences from different countries and regions; and brought examples of intersectional discrimination.

Art 19 on Living Independently and Being Included in the Community

The article was very well covered by Waqar, which also brought interpretation from the CRPD Cttee. Dwi facilitated the feedback session and a round of comments.



Image: Presentation of Art 23 by Pratima

Art 24 on Education

To conclude the week of the exercise '2 min 1 art', Yeni presented the Art 24, that was feedback and commented by Fernanda, with an active round of experiences from different countries.

Practical Session: Implications of Articles 12 and 14 for persons with psychosocial disabilities

Colleagues with psychosocial disabilities presented the main implications in their countries and regions of articles 12 and 14 for their constituencies, including on advances, remaining challenges and opportunities. Trainees from other disability groups asked questions and promoted an in-depth discussion and exchanged on the impact for their groups. This was a privileged moment both to exercise the inclusive facilitation methodology, as well as to consolidate concepts discussed during the week and to promote cross-disability reality exchange.

Session: Access, non-discrimination & accessibility

This session would be earlier in the week, but adaptations of the time and the meeting with humanitarian actors requested adaptations from facilitators and trainees.

Facilitator started the session with a brief recap of equality and non-discrimination, followed by a short discussion on the meaning of ensuring access to services. The group discussed the criteria to measure how much people enjoy their rights to access basic services, and a detailed discussion on reasonable accommodation was promoted. The presentation was closed with a recap of immediate obligation and progressive realisation and on how access, accessibility and reasonable accommodation communicated with each other.

The session was concluded by a round of questions and answers from and with trainees on the different CRPD principles and with further examples of practical cases. It was also recalled to the group that the CRPD Cttee would be publishing its new General Comment on the Art 5, precisely on Equality and Non-Discrimination.

Debrief Haiti review: Reflection on the CRPD Cttee session

“Theory to reality!”

Yeni

Trainees strongly appreciated the exposure to the CRPD Cttee work. The general feeling was very positive, despite the short experience. As an overview, comments were as follows:

- Very structured review,
- “Eye-opening” opportunity. Wonderful experience to see how the Cttee did not give space to the government to deny implementation of the Convention,
- All of us need to be involved in official delegations from civil society, and more women are needed in the Cttee,
- Importance of simulations during Bridge,
- The confidence level was very high following the Cttee. It was indeed an open eye opportunity.



Image: The round of trainees providing feedback of the CRPD session

Overall evaluation

Trainees and facilitators, as well as observers, evaluated the entire workshop, organisation, facilitators' team, process and outcomes very positively.

In particular, trainees evaluate the week as follow:

1. The teams of participants and facilitators were brilliant,
2. Very confident to be in a small group of trainees as in-depth discussions were possible,
3. It is very intense and exhausting, but quite a learning experience,
4. The methodology was applauded, in particular, the way it was built, following a constructive pedagogical logic, as well as the inclusive and participatory process,
5. The "2 minutes 1 article" was also praised,
6. Trainees appreciated having to be inclusive of colleagues from different constituencies,
7. The training was a "learning curve".

Suggestions for improvement:

1. More time is needed,
2. Present '2 minutes 1 article' by groups, as we do in Bridge with "5 min 1 art",
3. Have the session on learning styles at the beginning of the week.

Final ranking charter

The trainees self-evaluated their level of confidence regarding the CRPD, SDGs, inclusive facilitation, humanitarian action and inclusion of different constituencies, at the first and last day of the training. The comparison is as following:

The first day of the training:

CRPD – 2 very confident, 4 confident, 4 with some confidence

SDGs – 4 confident, 5 with some confidence, 1 not confident

Inclusive facilitation – 1 very confident, 6 confident, 1 with some confidence, 2 not confident

Humanitarian action – 4 with some confidence, 3 not confident, 3 not confident at all

Inclusive of different constituencies – 1 very confident, 3 confident, 1 with some confidence, 4 not confident, 1 not confident at all

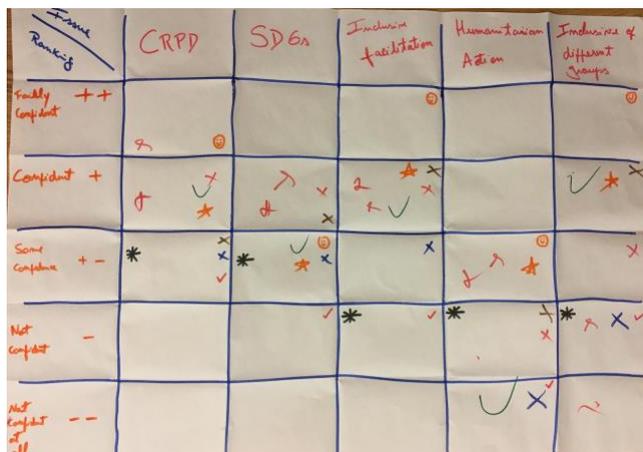


Image: First ranking charter with self-evaluation from trainees

Last day of the training:

CRPD – 6 very confident, 3 confident, 1 with some confidence

SDGs – 5 confident, 5 with some confidence

Inclusive facilitation – 6 very confident, 4 confident

Humanitarian action – 1 very confident, 3 confident, 6 with some confidence

Inclusive of different constituencies – 7 very confident, 3 confident



Image: Final ranking charter with self-evaluation from trainees

Testimonies

(By alphabetical order)

Adam Abdul Wahab, Ghana Association of Persons with Albinism, proposed by the African Disability Forum, Ghana

"The main focus of my organisation is to get persons with albinism participating meaningfully in society at all levels. The ToT this week has been very beneficial to increase my understanding of the CRPD and how to use the Convention to advocate the rights of my group. However, I have also learned a lesson: I was able to interact with persons with other disabilities. Initially, it was quite difficult for me to approach, communicate or relate to other persons with disabilities. With the BRIDGE CRPD-SDG initiative, I had realised that persons with disabilities are either a big family or big community - we are all one. Trainers from this ToT supported me, and now I have no difficulties to approach or communicate with other people with disabilities different from mine.



Also, as a participant of the BRIDGE CRPD-SDG East West Africa, I can compare and say that the ToT this week:

- (1) provides in-depth connections between the various CRPD and the SDGs,
- (2) prepares us to be able to work with limited amount of time,
- (3) makes us understand the CRPD and how the other laws and frameworks related to that, and
- (4) it also calls on our attention to the quality of a presenter, the importance for a trainer to be inclusive of other groups of persons with disabilities, and to prepare advocates to be able to engage with different stakeholders.

During the week, I particularly appreciated the '*2 minutes 1 article*' exercise. It exposes us to the very concepts of different CRPD articles. In addition, I enjoyed various methodologies, inclusive facilitation tools. I was able to follow the process, discussions, to experience the organisation, all things going on at the same time. I really like the way it went. I believe I will be able to practice as I have learnt. In particular, I was impressed by facilitators that were able to know if everybody was participating and bringing all participants into the discussions. I was observing their training skills, and I will be able to use that as well."

Carolyn Dagani, National Federation of the Deaf, Philippines

"The ToT had great impact. I had learned a lot with this training. I can explain using strong language from CRPD each time I meet government officials from different sectors. This ToT has shown us that all CRPD articles are so crucial to all of us. TOT is really worthy training and it had the best preparation to have activities for interacting to all participants with different disabilities. Thumbs up!!!



I had increased my knowledge. I had gained confidence. And I had realized that it is worth having the training to all persons with disabilities together. If I had not have been trained by ToT, I would not know how I can be an empowered leader to discuss with other GOs, NGOs, CSOs, etc. plus at the international level.

I still have some difficulties to understand technical terms. More visual tools are needed. It was also important having the "2 minutes 1 article" activity to explain the CRPD. I believe it is a must for facing high positioned government officials or partnership networking. The last, but not the least, is the session when we follow a State review by the CRPD Cttee. It is really critical even for those like me that had already reported to the Committee!"

Dwi Ariyani, Disability Rights Advocacy Fund, Indonesia

“In May I conducted a training with other Bridge Alumni in Indonesia on the CRPD and CEDAW for women with disabilities and women activist. Later April, again with a Bridge colleague, we shared what we learnt from Bridge ToT Module B on human rights indicators to organisations of persons with disabilities in Indonesia, during a workshop on understanding human rights mechanisms. Bridge helped me a lot in provide support to DPOs/DRF grantee in Indonesia.”



Fernanda de Almeida Santana, Latin American Network of Non-Governmental Organizations of Persons with Disabilities and their Families (RIADIS), Brazil

“I’m so excited to be part of the Bridge ToT process, which is showing me the methodology behind training persons with all types of disabilities. Being in such a diverse group gives me exposure on how to work together and collaboratively with different disability consistencies and from all over the world!

I am the President of an association called Abraça, which is the Brazilian Association for Action on the rights of Autistic People. At Abraça, we deliver training to smaller local associations, and also deliver awareness campaigns and campaigns specifically on the CRPD. We also look at the national legislation to ensure that the laws are respecting the CRPD. The Bridge CRPD-SDGs training is intense and I’ve already learnt some tips that I will use in delivering training to autistic people in my country.”



Jigjid Dulamsuren, World Federation of the Deaf, Mongolia

“This training of trainers was very insightful and made absolute sense in terms of the UN CRPD principles and SDGs, and their application regarding the human rights of persons with disabilities. I would say that this was an excellent training with practical exercises and worthwhile information that I can use in both my professional and personal life. It was very interesting to learn some new and different facilitation techniques that will help with human rights training.



I feel genuinely enthused and motivated by the histories of our trainer's real examples of how to develop the UN CRPD and other human rights documents and how to achieve the main goals in global levels. I will share these precious histories with my fellows. During the training, I was able to share deaf cultures with other trainees and to share our capabilities. I wish more deaf leaders could have Bridge CRPD-SDG ToT training. The world is becoming increasingly diverse and includes people from different religions, languages, disabilities, and other cultural groups. Thus, it is very important to include language from minorities in human rights-related education and training.

I have never had interested and learned about the Sendai Framework and Disaster Risk Reduction (DRR) before the ToT. After this ToT, I did read about Sendai framework and DRR in Mongolia. I've found that Mongolia already translated the Sendai framework. Therefore, I registered to the Asian Ministerial Conference on Disaster Risk Reduction last March to learn more about this framework. I started an interest in DRR inseparably linked to the ToT program. Since I heard about how persons with disabilities were working hard for including own issues in the Sendai framework, I got interested in how these policies can be implemented in the reality of the life. I hope other DPOs from Mongolia will start actions in the DRR issues and give their contribution to the government implementation process after attending the Asian Ministerial Conference on Disaster Risk Reduction.”

Waqar Shahid Puri, STEP Pakistan, proposed by the TCI Asia (Transforming Communities for Inclusion of Persons with Psychosocial Disabilities)

“Persons with psychosocial disabilities in Pakistan are not recognised as rights-holders, which are very often left in social care institutions for medications and deadly electric shocks. The ToT Module A of Bridge CRPD-SDGs in February was an eye-opening experience! During the training, trainees were thought to link CRPD & SDGs, and further train and build the capacity of our organisations (DPOs), self-advocates and other civil society organizations nationally, regionally and internationally. The training also gave me a better understanding of how the UN CRPD Committee reviews States parties and their national reports.



After taking this training, I feel more confident on the CRPD and inclusive facilitation to work with and for persons with psychosocial disabilities in Pakistan; supporting them to strengthen their identity and rights, in order for them to enjoy their legal capacity and live their lives as other people do with equal choices.

I particularly appreciated the content and activities delivered, which were designed in a very good manner for easy understanding. Each part of the training was linked with each other, through an interesting building. I believe my organisation and myself will be able to take advantage of this training to build or strengthen capacities of our members and partners.

To conclude, I would like to say that Bridge CRPD-SDGs is truly a quite unique inclusive capacity development initiative. Through this initiative, big change can come in the disability movement of countries.”

Additional info

A news webpage was produced and circulated at IDA and IDDC networks (www.internationaldisabilityalliance.org/bridge-tot-2018), and Facebook information was posted. For more details on the training, contact Tchaurea Fleury at tfleury@ida-secretariat.org.

Annexes

Delivered agenda



Agenda Training of Trainers Module A - BRIDGE CRPD-SDG - As delivered
 Geneva, 11 to 16 February 2018

	11 th – Sunday (Maison des Associations)	12 th – Monday (Maison des Associations)	13 th – Tuesday (IFRC meeting room 1)	14 th – Wednesday (Maison des Associations)	15 th – Thursday (UN building, room 17)	16 th – Friday (Maison des Associations)
10.00-11.30 (except Tuesday, at 9.00)	INTRODUCTION (Round table presentation, rules, remarks on accessibility, presentation of the agenda)	Practice 1 - 2 mn 1 article Group work 2: Cont. Feedback from participants on What means CRPD compliance (links w Art 11)	9:00 – 12:30 Informal meeting: Art 11 & SDGs, its implementation and monitoring - Interaction with human rights and humanitarian stakeholders	Practice 2 - 2 mn 1 article Group work 4: CRPD Principles – Analyses of white paper South Africa	How to make CRPD training inclusive? Learning styles	Practice 3 - 2 mn 1 article
Break						
11.30-12.30	Introduction of BRIDGE CRPD-SDG Training Initiative, review of the ToI process & 2 min 1 art)	Group work 2: Cont. Feedback from participants	Cont. Informal meeting (with speed dating)	Cont. Group work on Principles	CRPD Committee – DPOs Haiti (Informal briefing)	Practice 4 - Art 12 Practice 5 - Art 14 and persons with psycho-social disabilities
Lunch						
14.00-15.30	Group work 1: What matters in a CRPD training? (What issues we have in explaining CRPD?)	Group work 3: Links Art 11 and SDGs	CRPD, Sendai Framework, HRC Res & Humanitarian Charter – Linkages and mutual reinforcement	Equality and non-discrimination (Progressive realisation)	CRPD Cttee – Review Haiti	Access, non-discrimination & accessibility (immediate obligation and progressive realisation)
Break						
16.00-18.00	Group work 2: What means CRPD compliance (links w Art 11) Call skype with STEP Pakistan: Legal harmonisation	Cont. Group work on Links Art 11 and SDGs Preparation interaction with stakeholders & Cttee review	Group discussion: Insight on linkages, challenges, opportunities? What to consider in a CRPD Art 11 training?	Cont. Equality and non-discrimination	Cont. CRPD Cttee – Review Haiti	Cont. Access, non-discrimination & accessibility Debrief Haiti review: Reflection on CRPD Cttee questions
18.00 - 18.30	Evaluation team	Evaluation team	Evaluation team	Evaluation team		Conclusions & evaluation

TRAINING OF TRAINERS – MODULE A 2018

List of participants

11 to 16 February 2018
Geneva, Switzerland

Africa

1. Mr Adam Abdul Wahab, African Disability Forum, Ghana
2. Ms Elizabeth Ombati, African Disability Forum, Kenya

Asia and the Pacific

3. Ms Dwi Ariyani, Disability Rights Advocacy Fund, Indonesia
4. Ms Carolyn Dagani, National Federation of the Deaf, Philippines
5. Ms Jenny Damayanti, TCI Asia, Indonesia
6. Ms Jigjid Dulamsuren, World Federation of the Deaf, Mongolia
7. Ms Pratima Gurung, Indigenous Persons with Disabilities Global Network, Nepal
8. Mr Waqar Shahid, TCI Asia, Pakistan

Latin America

9. Ms Fernanda de Almeida Santana, RIADIS, Brazil

Global

10. Mr Nathan Rowe, Down Syndrome International, UK

Facilitation team

11. Mr Gordon Rattray, CBM, UK
12. Mr Tchaurea Fleury, BRIDGE CRPD-SDG Coordinator

Invited experts and partners (Following some sessions)

13. Mr Amjad Saleem - International Federation of Red Cross and Red Crescent Societies (IFRC)
14. Ms Charlotte Axelsson, Art 11 Project, Consultant
15. Ms Corinne Treherne, IFRC
16. Ms Emma Pettey, CBM
17. Mr Erhan Vural, International Organization for Migration (IOM)
18. Ms Georgia Dominick, International Disability Alliance (IDA)
19. Ms Sophie Helle, International Council of Voluntary Agencies (ICVA)
20. Ms Marjorie Sotofranco, IFRC
21. Ms Mina Mojtahedi, International Red Cross Red Crescent Movement
22. Mr Patrick Rooney, OHCHR
23. Ms Rachel Criswell, UN High Commissioner for Refugees (UNHCR)
24. Mr Ruben Romero, IFRC
25. Ms Valerie Scherrer, Art 11 Project, Consultant
26. Mr Vladimir Cuk, IDA Executive Director
27. Mr William Carter, IFRC

Support persons and interpreters

28. Ms Brigitte François
29. Ms Catherine Joy Villareal
30. Mr John Xandre Baliza
31. Ms Liz Scott Gibson
32. PA Vladimir Cuk

Logistics and communication

33. Ms Mariana Sanchez, IDA
34. Ms Mireille Velazquez, IDA
35. Ms Talin Avades, IDA