**Week 1 Aspirations, Impacts and Why This Matters (Video 4)**

**Atif:** [00:00:09] Hello. So it's me again, this video, which will be a reflective one is about aspirations, aspirations, and the impacts of the work that you're taking on and why this matters. There'll be plenty of time over the duration of the weeks to think about that through, to reflect on your work as a practitioner.

Um, what I want this video to do is kind of, sort of set in your mind some of the kind of thinking that says what great responsibility you have as a practitioner in making a needs assessment and the kind of responsibility you have in ensuring that this training is meaningful. The aspirations, as I said, in the introduction of the, of the first video was to say that we would like the practitioners to be learning about how to make a meaningful needs assessment

and of course, feeling that they are supported in doing that and looking at what technologies are making such a change. But with that comes a great responsibility be that, that you were working here on this course as an NGO worker or a disability practitioner or a teacher or a university practitioner.

It's understanding that to make those, to make the recommendations well is very, very important to understand that you're not just dealing with a disability in a room, but a person and that person has aspirations. They have needs and wants perhaps even traumas. So it's ethically, it's asking how does the person's aspirations and what they want from the needs assessment matter to you?

How does it create a space that says this is not just about the disability, but the individual in the room and what emotionally feels disabling to them? Rather than just thinking they're deaf or they're in a wheelchair or they have cerebral palsy, but rather thinking, what does that mean to them? What are the impacts that they're facing?

How will you measure a change where you measure it because people are able to use the equipment. That's great as a positive way of doing it, where you measure it well, because you feel that they've got a long way with you and your training. Well, that's a good way of measuring it. But it's also trying to work out is how are you going to measure the confidence change and the self-esteem changes that allows that person to participate and engage and inform you as a practitioner?

How will you measure whether or not that person is able to teach you what it is to be them and to know that the work that you're doing now has such meaning, and that is allowing them to make better choices. It's allowing them to use technology that can harness these choices and lead to perhaps better university courses for them to participate in perhaps better education, rights and roles and employment to participate in and above all or including all is the kind of building playing a role in shaping the future of the environment and the country and the nation

that they're all working together in that you working in the importance of that cannot be underestimated and getting that right is very, very important. There's a section on this, which is about unconditional positive regard. And it's also about reflective practice. Are you thinking throughout this? What is, how are your power dynamics playing a role?

Are they positive? Are they negative? Are you giving space for your learner to engage with. And how does that own life give your work such meaning. Safeguarding this is essential because we are playing not with an experiment, but rather the aspirations and the needs for human beings and we building on an awful lot of trust when they're able to tell us what it is to be them and why technology.

They may never have had access to can change so much of that. So with this, I wish you good luck. And we will provide sections and reading material on reflective practice and aspiration setting. And we've also provided a log of how we measure it here, uh, in, in the consequences of what we do in the UK.

I've very much be interested in knowing how we improve that and what your own take on that will be good luck would have it and take care.

Okay. So we are now getting onto that next section of the work, which is really about the legalities of support. Um, the social conventions and the convention, the legal conventions have been signed by the government and the governing global united nations accords that protect disabled people or are designed to do so.

And we can really use this process to ask us our questions of whether or not these legal laws are being implemented, whether they're being supported well and indeed what this work that we're doing together as practitioners can do to help improve those laws and strenghten them. So in this period, I'm just going to break these videos up.

Um, they will be supported with a PowerPoint presentation that will be given to you, which we'll talk about the legal needs that are designed to protect the disabled people. But they're also going to be talking about the social model of disability and what D&A means by the social model, the way we use the social model to talk about it against

the more familiar medical model. We're going to use this space to talk about the difference between the two and we're also going to talk about the United nations SDG goals, the UN sustainable development goals, which are very important to look about, look at and to see whether the notion of equality and supporting disabled people plays a role.

And then sometimes we also can tell by the language we use as well, but to start with, I'm just going to keep this part of the video of this section the first one to know that you're going to be supported in this process with this presentation and the research around the laws are already provided for you.

And it's really a space for you to familiarise yourself with them. What I will do as well for the next two minutes. So just hopefully present a chat about what we mean by disablement. And I think that's a really important conversation culturally. It can mean lots of things in different places, but for, for, for my team here, and for us as an organisation, we talk about what is the situation that a person is under rather than we have the whole person is carrying the disability.

So, what we're really saying is easy, a person with a disability, or is a person that's been disabled, a disabled person. These are big conversations. Sometimes it sounds like semantics around English language, but really it's an attitudinal discussion about what social barriers are there and wherever those barriers are the problem, how do we remove those problems rather than the person.

Being the problem or the person politely being made to feel like they are the problem. And we just need to make that person better. When in fact people, we come in many shapes and forms and we will have different needs and wherever we are protected equally by addressing those needs is the question at hand.

So a social model is really looking at what are the social barriers that are preventing a person to be able to reach and meet equality needs. Rather than a medicalised model that says the person needs X, Y, Z support, and that person then can contribute to society. It's very important to get this balance, right

and when we will really look forward to speaking to you, you in live session about this as well, because that could well be the space where we get to ask more, explore those questions more. But as I said, Is approached in the presentation that we've provided as well. Okay. So, I mean, this is really it's first part of the video.

The next part of the video is to talk about the UNCRPD Accords.

So this video is about the United nations conventions on the rights of persons with disabilities commonly often called the UN U N C R P D. Uh, as I said, there's a presentation on this, on, uh, attached to this Moodle. I read out to it, read out to you cause it's quite relevant disability results from the interaction between persons with impairments and attitude and or environmental barriers that hinder their full and effective participation in society on an equal basis of others.

Now you see, from my last video, it's very much about the social model there. The idea that there's full and effective participation in society on an equal basis with others, um, What are disabilities. These are really big questions. Really. There can be more familiar as I'm sure some of you, wherever someone is deaf, wherever they are blind, wherever they are in a wheelchair, but most disabilities, we think about what they are, are hidden.

They could be about chronic pain. They could be about mental health. It could be about sensory impairments. It could be physical differences. They could be neurodivergent ones like dyslexia and autism and ADHD and they could be longterm health issues. Uh, and those long-term health issues would also be hidden.

So it's, it's really a question of whether or not people feel safe and, and challenged by these barriers and wherever they're able to experience them and talk about them. When a lot of people outside of them simply can't see them. So it may not be obvious when a person is facing these challenges. So our job is to assume and anticipate

that people may be facing them and use a social model that says, what are the barriers that we should assume people will be up against? And how do we strengthen that? Big subject. But this is the work that's at hand. Um, I'm going to talk a little bit about the UN SDG goals as, as we do this later on, but this particular piece is about article 24

of the education CRPD Accords, there are 93 signatures to this accord. Um, and what I'll read it out to you, but it says the state parties recognized the rights of persons with disabilities to education. We have a view to realizing this right, without discrimination and on the basis of equal opportunity.

Ensure an inclusive education system at all levels of lifelong learning, enabling persons with disabilities to participate effectively in a free society. So this is article 24 of education of the United nations conventions on the rights of persons with disabilities. As I said, there are 93 signatories to this.

The challenge and the discussion time now is to think what are the disability models that are adopted commonly ? Are there any clauses in the UN CRPD Accords with disabilities that stand out as being really achieved, or are they being unfulfilled?

Are there any parts of it that have been ratified ? Or are there reservations put in to protect from not being sued by disabled people?

This may be some research and some homework that you want to do from yourselves. But the important thing is to think that there is a global lead on this and the global understanding that disabled people have rights and that 93 different countries have signed up to say, yes, we believe in those rights.

Your job now is to find out a little bit, a bit about whether that those rights have been fulfilled at a global level and how.

In this video, I just wanted to give an illustration and an example of a way that I sometimes like teaching the social model to people.

I want to use the example of something as simple as glasses.

Now often when we see people with glasses, we don't necessarily think that they are disabled because we're so used to seeing people with glasses. And that's a good thing. That's actually a good example of success where someone's difference is so normalized that we no longer have to think about it. But if someone took away my glasses or perhaps some of you watching this are wearing glasses, and if someone took away your glasses and asked you to drive their car, would you be able to do.

Would you feel safe? Would you feel like they've actually prevented you from doing something that you can do normally very easily? And if that's the case then yeah. In that situation, they have disabled you, you had a perfectly good system, something so good that no one even noticed it. Um, it's just someone we saw every day, but if we go back into a time machine, for example, and think about 300 years ago, somebody was short-sighted.

Could they work in a job if they can't access classes, could they be being part of a charity or an NGO? Could they even work in a university where readings needed, perhaps not. And if they did have access to glasses 300 years ago, you could only assume one thing. Yes, they're shortsighted, but secondly, they're very rich.

Otherwise, why else would they have glasses? Now things have moved on so well, they've moved on. So well, as I said that we no longer have to think about it. So something as normal as glasses no longer looks, it gets looked at as a disability at all. And that's really the end goal here. And all of the things that we're taking on that we build a future that uses a social model that says let's make these things accessible, make them so accessible to people that we no longer really think about

wherever they're disabled or not, but whether it's easy for them to access the tools they need to do what they wish to do. A social model is really looking at the social barriers that are there rather than wherever the person is the problem and wherever there's medical treatment that needs to be made available so that that person can no longer be a problem.

It sounds a bit harsh, but yeah, conventionally have all grown up looking at a medicalized model of disability. And that medicalized model has helped to a certain extent, but it's also put a lot of emphasis on the person needing to fit in better or to do better and not everyone can and certainly when we're looking at poverty, not everyone can afford to.

It's why we're going to look at social model a bit more and why this process is designed to think about this work in the conventions of the social model. And we ask not what is someone's disability, but rather what is disabling and what is the situation the person's under and how do we prevent that situation from being harmful?

And if there are barriers, what are the barriers that we need to remove rather than asking them to remove it? It's very powerful thought processes and I'm sure a lot of you are doing already, but some of you may be. It may seem impossible, but this is a journey that we're all on. And wherever that journey starts today, wherever that journey never gets to end or wherever that journey is measured well in 2030 with the UN SDG goals, we'll all get to see.

But as I said, my ambition for all of us is to play a seed, plant the seed in this work. So this is some thoughts on social model and the next one is really going to be about the UN Accords.

So this video is, um, really going to be, we've done some thinking about the ethics of the work that we do. We've done some thinking around the social model and you'll see from the videos in this, that we've got some support around the global acknowledgement of the United Nations sustainable development goals.

What we was going to do is, and I said earlier in one of the videos was that we act locally, but we think globally. And what we mean by that is the things that we do locally in our local consequences. Be it, our towns, uh, communities, they have a global role. But also some of you may be lawmakers or future lawmakers.

So looking at the SDG goals is important, but also looking at the United nations, CRPD goals are important, but what itself as a nation done? What laws has it created itself to protect people with disabilities? Um, all those laws being met and if so, how could they be strengthened? And if so, anymore, Are disabled people, themselves looking at these laws and feeling deeply unrepresented by them.

These are questions that I'm going to leave you to think about for this short moment.

So this video, um, which will be a short one, but we'll be animated and you'll see from the animation, uh, there'll be a handout of the 17 United nations SDG goals. Now with me, you'll be able to notice those goals and what they mean globally for the world, wherever there's aspirations of are going to be met and how I think has a fair chance above many other countries to have a good chance of meeting a lot of them.

I think I'll leave that for you to decide whether I'm right or wrong on that. And I hope as global ambassadors you will all be able to play a big role in that. There are 17 goals. There are in particular five goals I'd like you to look at and also probably ask yourself a question after I named those goals.

So goal four, which is very relevant to all of our work you will notice is on quality education and the right to a quality education goal eight is decent work and economic growth goal 10 is to reduce inequalities.

Goal 11 is sustainable cities and communities. And goal 17 is the participation for the goals. Now you're probably wondering after 17 goals. Why isn't there a goal on disabilities when truth is because it's infused thinking about the previous video on the social model. It's infused all the way through every 17 goals, you cannot have support around quality education

if you're not including disabled people, you cannot have decent work and meet goal, number eight on economic growth and decent work if disabled people aren't accessing that work, you cannot have sustainable communities and cities if disabled people, aren't part of those communities and cities and nor can you have partnership for any of these goals

if people's own lives, aren't playing a role in that partnership. If it isn't developing and informing good practice. So the 2030 agenda for UN SDG goals, which is commonly called the SDG goals, there's a handout that will be accompanying this given to all of you showing what those goals. The United nations department of economics and social affair, U N D S EA launched the UN flagship report on disabilities and development on the realization that the SDG goals themselves are to be met by all people with, or without disabilities, that they are the responsibilities of all people.

So I would hope that you think on that as well and I hope that compliments the previous video on the social barriers and the idea that it's collectively everyone's responsibilities, future, and otherwise to play a role in equality and inequality rather than disabled only movements caring about disabled people.

So that's the short video on the SDG goals and a printout will be given on them. Part of your task at the end will be to be thinking about you as future leaders, when you do running NGOs. And what does the year, 20, 30, 10 years from now look like? What role did you play as global ambassadors and helping build those goals?

Perhaps you're leading organizations, yourselves perhaps , you're heading up schools, yourselves, or SEN Schools. It will be interesting to look back on and go in a time machine to say, this is what we achieved, and this is how we did it. There will be an assignment around that, which I look forward to reading your report from.

Okay. But that's a section on the SDG goals for me for the moment.

So this is just a short video just to support the assignment. The first assignment that we've given you. Which is just to imagine that you are a disabled person with a real wish to access higher education, or perhaps you've been able to, and you've got a degree, but you've not been able to access employment.

Or you're somebody who is working, but you really wish to go to university and it's not been easy for you. So with your lived experience of a disability, we want you to think in that mind and think what could be done better to have made your life easier if you have an opportunity, and this is your opportunity to write to the minister of education or the minster or, and the minister of employment and say, look.

This is what can change here , or this is what we've already got legislated . So why aren't we doing this? And what could we do that will make it easier to make your life easier? And how can that minister do a better job supporting people with experiences like you who need a better opportunities and better support, or you could think about it in terms of congratulating, the minister of education

or the minister of employment, because they've done such a great job and here's why they're doing such a good job. Um, so either approach is fine, but do you think about a letter, one letter, no more than sort of 500 words, perhaps a bit somewhere between 250 words or 500 words about what you think they could do well, what you think they already do?

Well. Alright, good luck with that. And really look forward to reading all of those as they come through.