



UNITED NATIONS
HUMAN RIGHTS
OFFICE OF THE HIGH COMMISSIONER

Policy Guidance on Decent Work and Economic Growth – Sustainable Development Goal 8: Promoting the Rights of Persons with Disabilities through the Sustainable Development Goals

A Resource Package

Online Training Module – Session 1
Presenter's name

*Event or meeting title
Platform, (Date)*

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Teams tech help slides

(Templates by Training for Change)

Set-up

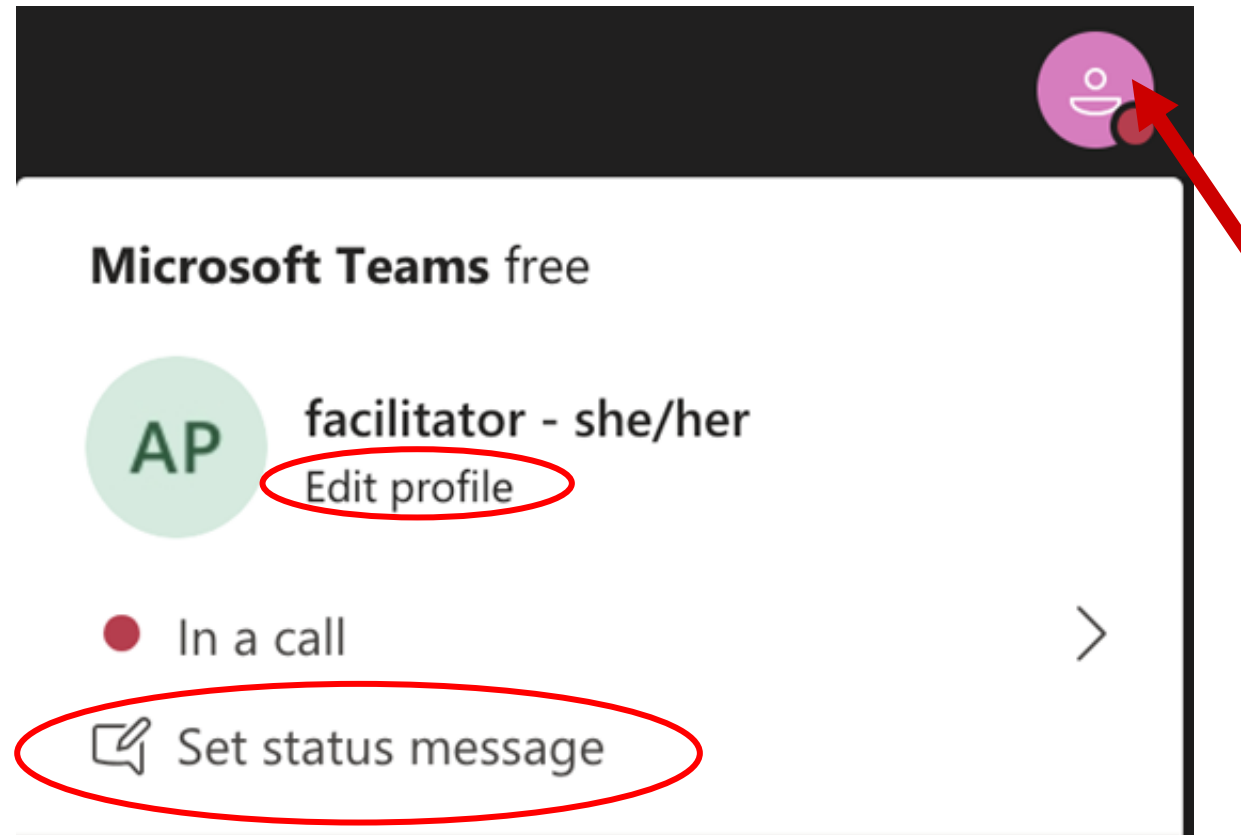
**Click Unmute and
Start Video to say
hello**

**Raise your
hand**

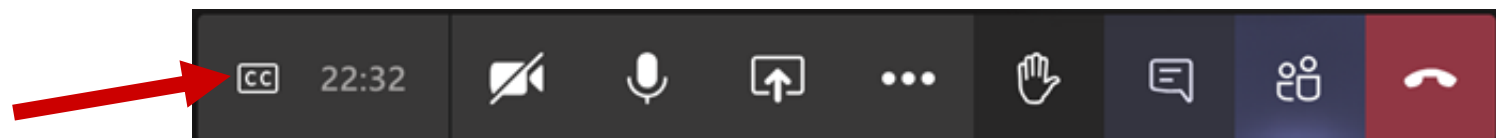
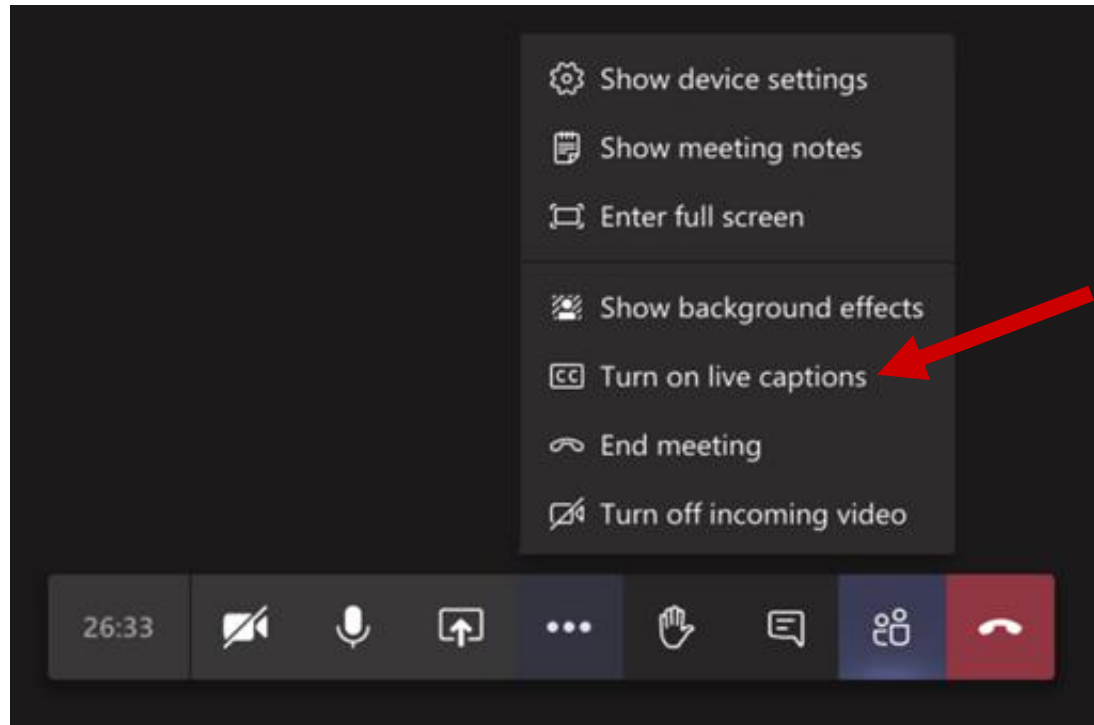


**Click Participants
and Chat**

Rename yourself: Click the icon on the top right corner, click “Edit profile” to change your name and add your pronouns. Click “Set status message” to write your organization and location.



Closed Captions

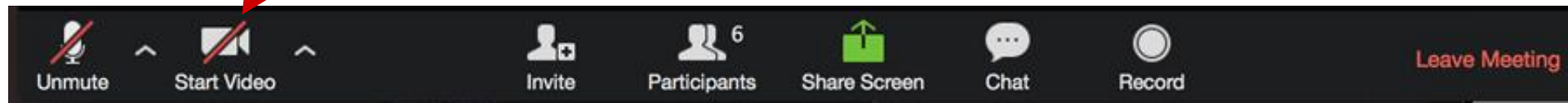


Zoom tech help slides

(Templates by Training for Change)

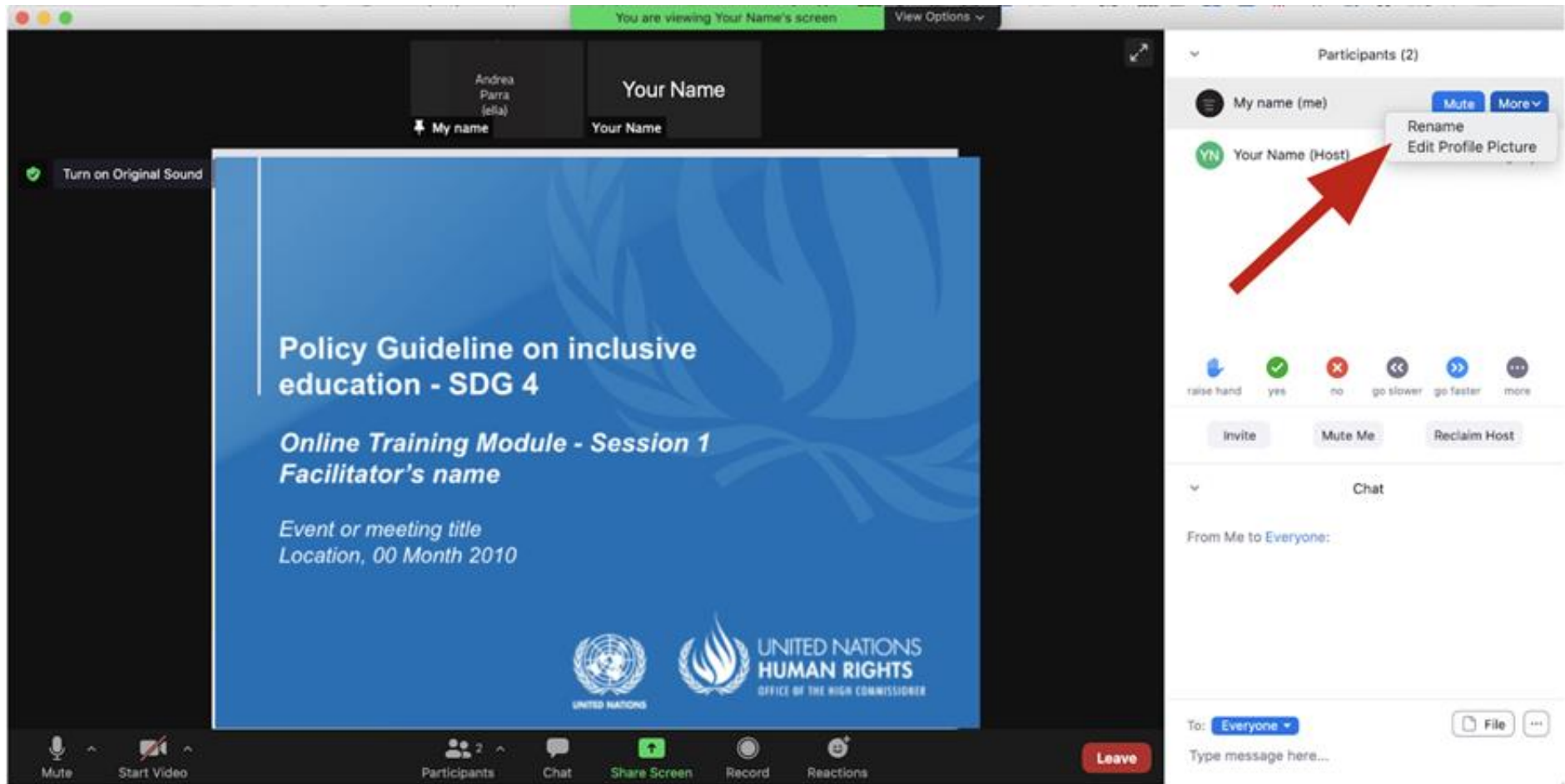
Set-up

**Click Unmute and
Start Video to say
hello**



**Click Participants
and Chat**

Rename yourself: Find your name at the top of the Participants list, click “More” then “Rename”. Add your pronouns & location.



The screenshot displays a Zoom meeting interface. At the top, a green bar indicates "You are viewing Your Name's screen" with a "View Options" dropdown. The main content area shows a presentation slide with the following text: "Policy Guideline on inclusive education - SDG 4", "Online Training Module - Session 1", "Facilitator's name", "Event or meeting title", and "Location, 00 Month 2010". The slide also features the United Nations and United Nations Human Rights Office of the High Commissioner logos. The bottom of the slide has the text "UNITED NATIONS HUMAN RIGHTS OFFICE OF THE HIGH COMMISSIONER".

On the right side, the "Participants (2)" list is visible. It shows two participants: "My name (me)" and "Your Name (Host)". A red arrow points to the "More" button next to "Your Name (Host)", which has opened a dropdown menu with options "Rename" and "Edit Profile Picture". Below the participants list are controls for "raise hand", "yes", "no", "go slower", "go faster", and "more". At the bottom of the participants list are buttons for "Invite", "Mute Me", and "Reclaim Host".

The bottom of the screen shows the Zoom control bar with icons for "Mute", "Start Video", "Participants", "Chat", "Share Screen", "Record", "Reactions", and a red "Leave" button.

Raise your hand

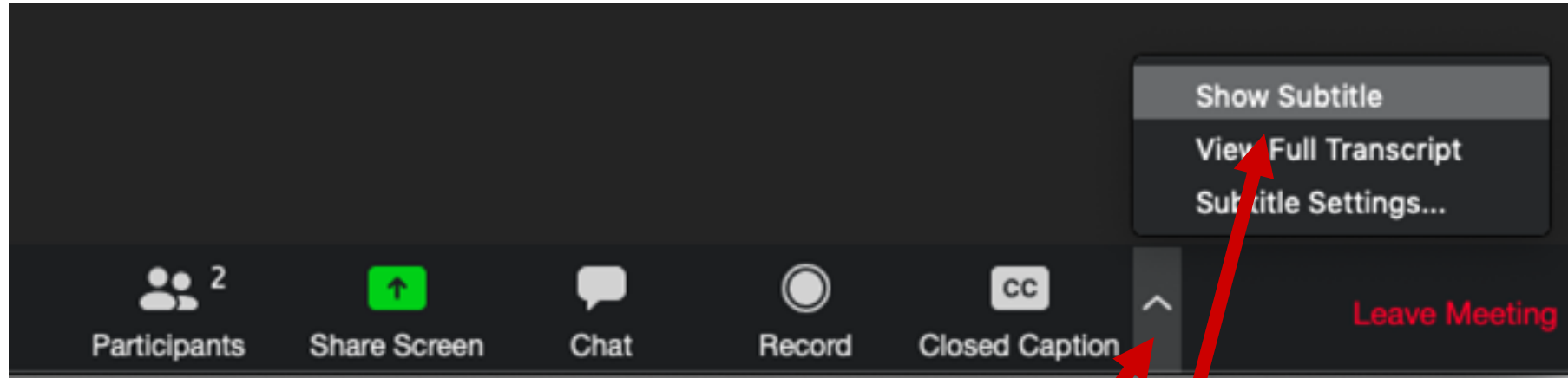
- **Use the participants menu tool**

--or--

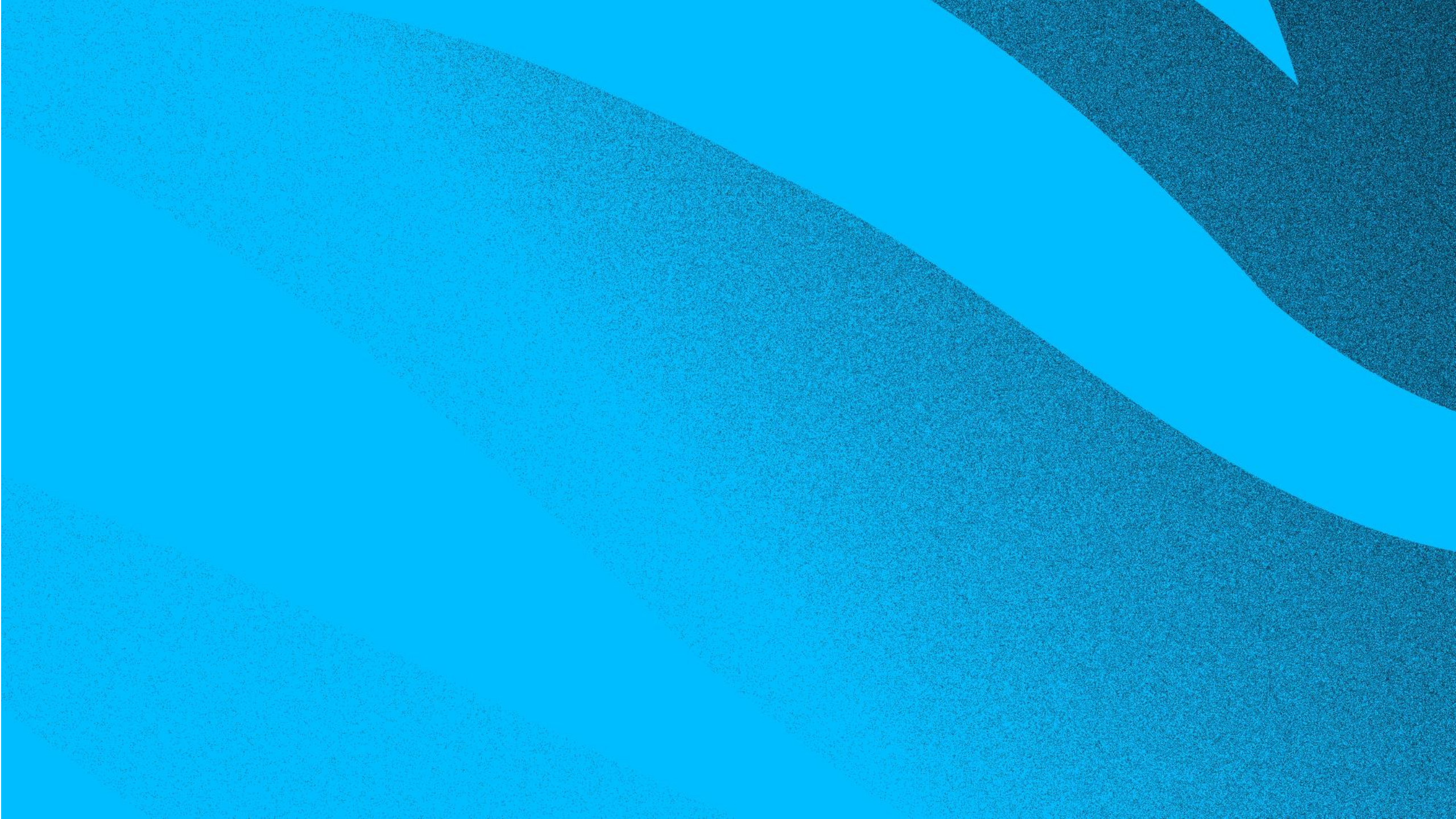
- **Type * in chat**
- ***9 on phone**
- **Alt+Y on keyboard**



Closed Captioning



Click arrow next to “Closed Caption” and click “Show Subtitle”



Be present



- **Remove distractions**



- **Get a beverage**



- **Get note-taking materials**



- **Center yourself**

Welcome!

**Please raise your hand and say your name,
affiliation and one thing you are good at.**

Objectives of the module

- **Become familiar with the various components of the Office of the United Nations High Commissioner for Human Rights' Resource Package on Promoting the Rights of Persons with Disabilities through the Sustainable Development Goals.**
- **Gain a better understanding of the situation of persons with disabilities with regards to employment.**
- **Identify concrete actions that policymakers can take to implement Sustainable Development Goal 8 in their own contexts.**
- **Learn how to obtain additional information for supporting the process of implementation of Sustainable Development Goal 8.**

What's in the Resource Package?

- **Policy Guidance**
- **Human Rights Indicators for the Convention on the Rights of Persons with Disabilities**
- **Data Sources Guidance**
- **Training Materials**
- **Videos**

Agenda

Start time: 00:00

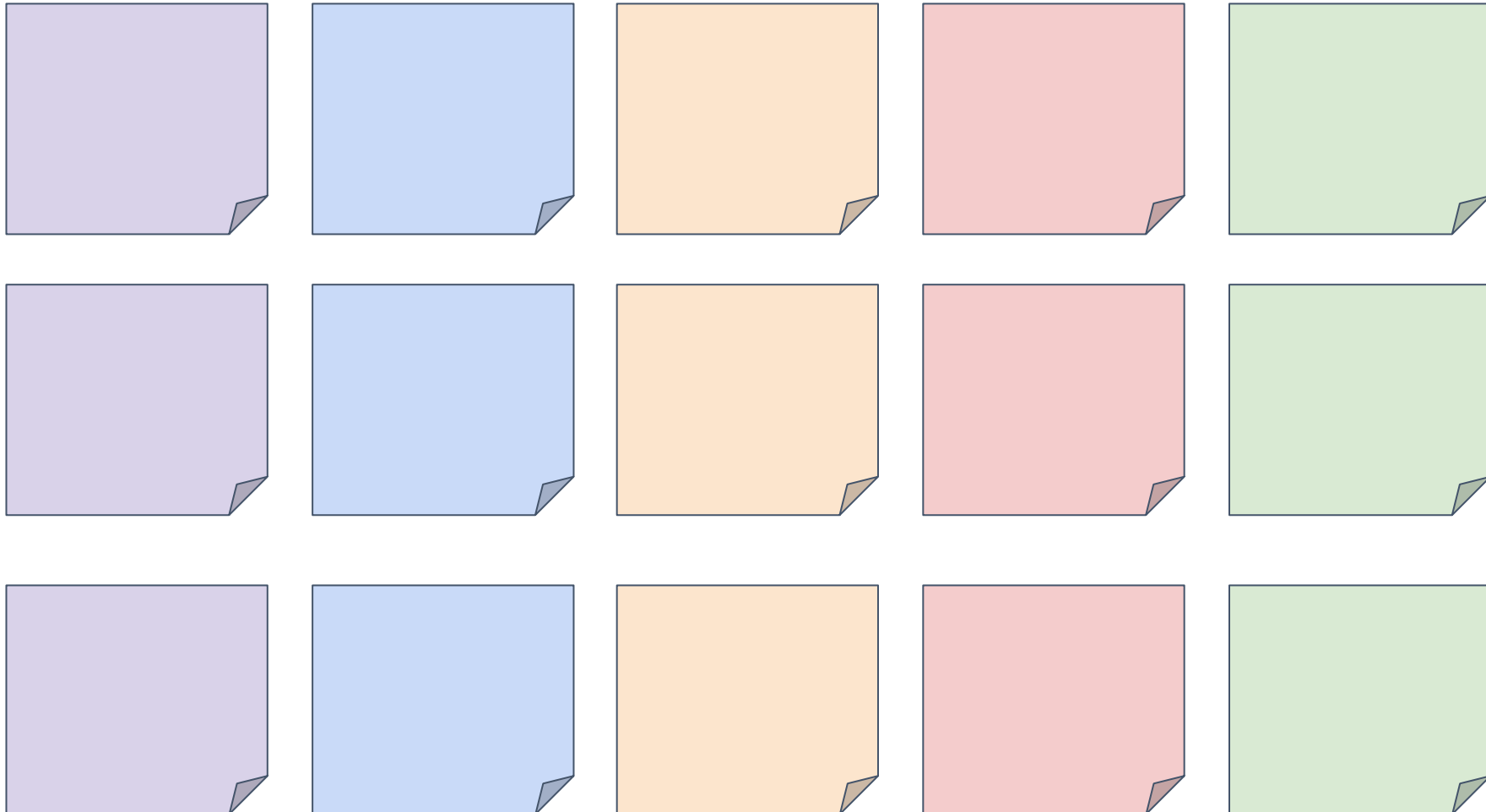
- **Disability & Ableism (if applicable)**
- **Data Discovery Challenge**
- **Stereotypes**
- **Video Showing**

Closing time:

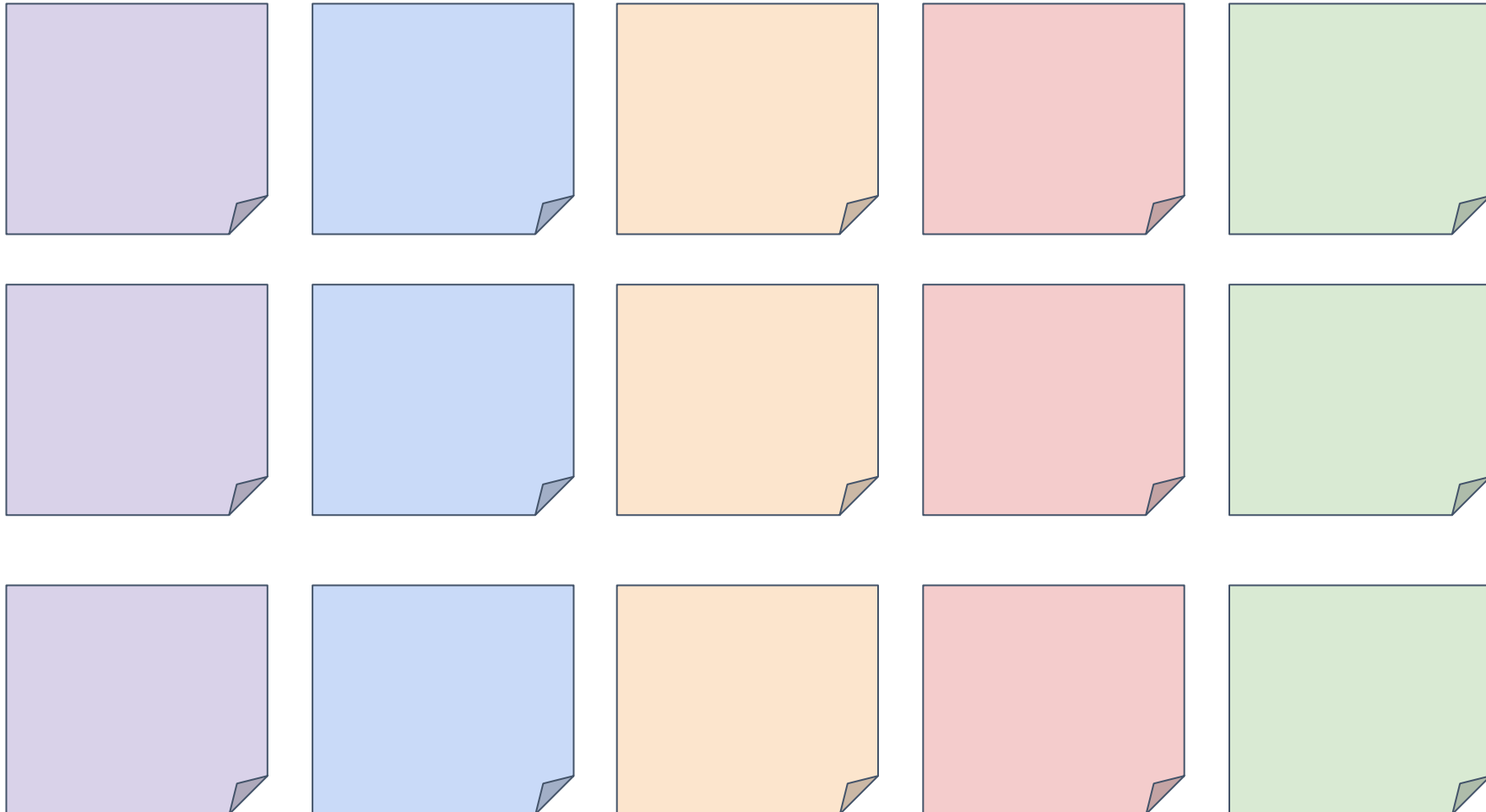
Disability and Ableism:

**What did you think about disability
when you were 8-12 years old?**

Understanding Ableism and Disability



Understanding Ableism and Disability



Models of disability

Charity Model of Disability

- **People with impairments perceived as objects of benevolence who cannot take care of themselves.**
- **Conditions participation to receiving “help” or charity.**
- **Having impairments is seen as a curse or punishment.**

Medical Model of Disability

- **People with impairments seen throughout history as persons who are sick or subjects of rehabilitation.**
- **Reduces persons to their impairment and conditions participation to being rehabilitated or “fixed” to meet societal norms and to fit back into society.**

Ableism

“[A] value system that considers certain typical characteristics of body and mind as essential for living a life of value. Based on strict standards of appearance, functioning and behaviour, ableist ways of thinking consider the disability experience as a misfortune that leads to suffering and disadvantage and invariably devalues human life”.

**Special Rapporteur on the rights of persons with disabilities,
Report on the impact of ableism in medical and scientific
practice, A/HRC/43/41, 2019**

DATA DISCOVERY CHALLENGE RESULTS

In trios, discuss:

How was it to answer the survey for you, what did you learn and share something about your own context.

Break! Come back at :00

Stereotypes – In trios

List the stereotypes you know, have heard, or believe about persons with disabilities and employment.

When thinking about these stereotypes also consider the type of employment or if someone is self-employed.

Stereotypes – Do nots – Mini Lecture

Decent work:

- **Limit the provisions on disability rights to a disability-specific law. This would undermine the visibility of persons with disabilities across sector-specific legislation, including employment law**
- **Refer to reasonable accommodation only in general clauses in legislation. Instead, explain it further in detailed regulations and guidance**
- **Promote early retirement or pension based on acquiring an impairment, unless all measures for retaining the person in the workforce are exhausted**

Stereotypes – Do nots – Mini Lecture

Decent work, continued:

- **Establish reserved employment that:**
 - **prevents career advancement,**
 - **restricts the number of hours that a person with disability can work, or**
 - **mandates absolute protection against the dismissal of persons with disabilities, as they operate as disincentives for persons with disabilities to seek employment or for employers to hire persons with disabilities.**
- **Establish requirements that go beyond the core functions of the job and/or processes that disregard the provision reasonable accommodation disqualifying persons with disabilities who would require it.**

Stereotypes – Do nots – Mini Lecture

Decent work, continued:

- **Disclose disability-related information beyond what might be required for the provision of support and reasonable accommodation.**
- **Create segregated employment settings for persons with disabilities, regardless of their impairment (for example, sheltered employment/workshops, protected employment)**
- **Allow salaries for persons with disabilities to be below minimum wage or market standards, nor allow that persons with disabilities do not receive any salary or remuneration for their work.**
- **Create capacity-building schemes for persons with disabilities that are disconnected from economic reality and from accessing employment positions**

Stereotypes – Do nots – Mini Lecture

Self Employment:

- **Limit the access of persons with disabilities to general credit lines, based on stereotypes or legal capacity status.**

Data Collection and Accountability:

- **Overlook the importance of collecting data on the employment and economic activities of persons with disabilities through labor force surveys and other instruments, nor limit data collection to disability-specific surveys**
- **Limit the possibility of bringing complaints about non-inclusive labor policies and practices to the judiciary, including on disability-based discrimination**

Short Video

As you watch and listen, pay attention to the different people highlighted and the issues shared and proposed.

Map the actors in your country:

Individually: draft a map of actors in the employment system for your country. Keep it with you.

Closing

**Name one question you
have after today's
session.**

Name

Name

Name

Name

Name

Name

Name

Name

Name

Name

Name

Resources

- **Resource package link**
 - **Policy Guidance**
 - **Human Rights Indicators**
 - **Data Sources Guidance**
 - **Training Materials**
 - **Videos**
- **(Add other relevant resources)**

Thank you!

**For further information,
please contact:**