



UNITED NATIONS
HUMAN RIGHTS
OFFICE OF THE HIGH COMMISSIONER

Policy Guidance on Gender Equality: Sustainable Development Goal 5 – Promoting the Rights of Persons with Disabilities through the Sustainable Development Goals

A Resource Package

In-Person Training Module
Presenter's name

Event or meeting title
Location, (Date)

© United Nations, 2022 – These presentation slides form part of the OHCHR *Promoting the Rights of Persons with Disabilities through the Sustainable Development Goals: A Resource Package.*

Welcome!

- You each have one minute to come to the front of the room, introduce yourself and share:**

What motivates you to do the work you do?

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 women and girls with disabilities.**
- **Identify concrete actions that policymakers can take to implement Sustainable Development Goal 5 in their own contexts.**
- **Learn how to obtain additional information for supporting the process of implementation of Sustainable Development Goal 5.**

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 contest!**
- **Laws and policies**

Meal time: 00:00

- **Video viewing**
- **Implementation challenge**
- **Next steps**

Closing time: 00:00

Disability and Ableism

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

In trios:

- **Share what you remember**
- **What do you notice in common between the stories?**
- **Come up with a list of words that you associated with disability during that time of your life.**

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

WELCOME TO THE DATA CONTEST!

The team with most points will win a prize!

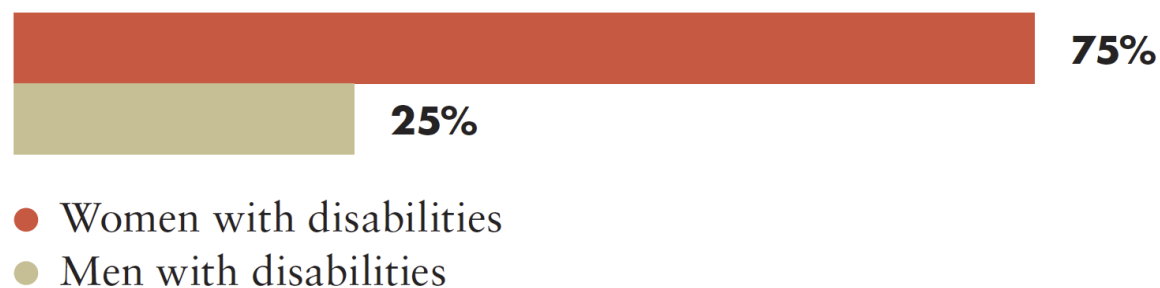
Question 1 - In developing countries, what percentage of persons with disabilities are women? (5 points)

- A. 12 per cent**
- B. 75 per cent**
- C. 19 per cent**

Question 1 - In developing countries, what percentage of persons with disabilities are women? (5 points)

FIGURE II

3 out of 4 persons with disabilities are women, in developing countries



Source: Plan International (2011) as cited in UN Women, [Issue brief: Making the SDGs count for women and girls with disabilities](#), 2017.

Question 2: True or False - Women and girls with intellectual and/or psychosocial disabilities are more likely to be denied their right to legal capacity. (5 points)

Question 3 - Based on data from 28 European countries, what percentage of women with disabilities have experienced physical or sexual violence by an intimate partner in comparison to other women? (5 points)

- A. 34 per cent compared to 19 per cent**
- B. 7 per cent compared to 5 per cent**
- C. 49 per cent compared to 20 per cent**
- D. None of the above**

Question 3 - Based on data from 28 European countries, what percentage of women with disabilities have experienced physical or sexual violence by an intimate partner in comparison to other women? (5 points)

FIGURE V

Gender-based violence in 28 European countries



Source: European Union Agency for Fundamental Rights, [Violence against women: an EU-wide survey: Main results](#), 2015. p. 187, table A3.2.

Question 4 - True/False - Lack of access to sexual education of persons with disabilities expose them to higher risk of sexually transmitted infections. (7 points)

Question 5: Challenge! (10 points)

Two members of your team have to share policies or practices in their countries that promote gender equality for women with disabilities.

BREAK! Come back at :00

Journal

Write out a list of laws or policies that relate to gender or women in your country.

In groups

Discuss how these laws or policies do or do not include women with disabilities.

Lunch Break! Come back at :00

Short Video

As you watch and listen, pay attention to your character and the barriers highlighted.

In groups

- **Create a list with barriers your character faces.**
- **Come up with five actions to address your character's situation and write them in a flipchart.**
- **Identify who would be responsible in your context for implementing these actions.**

Break! Come back at :00

Implementation Challenge: Application

Choose two actions that are possible to do in your country/region.

Pick one action that would be difficult to implement and discuss why.

Please share one thing you will commit to do to advance gender equality for women with disabilities in your context.

Resources

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

Thank you!

(Add dates of next trainings here)

(Contact information for questions)