



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

Online Training Module – Session 2
Presenter's name

Event or meeting title
Platform, (Date)

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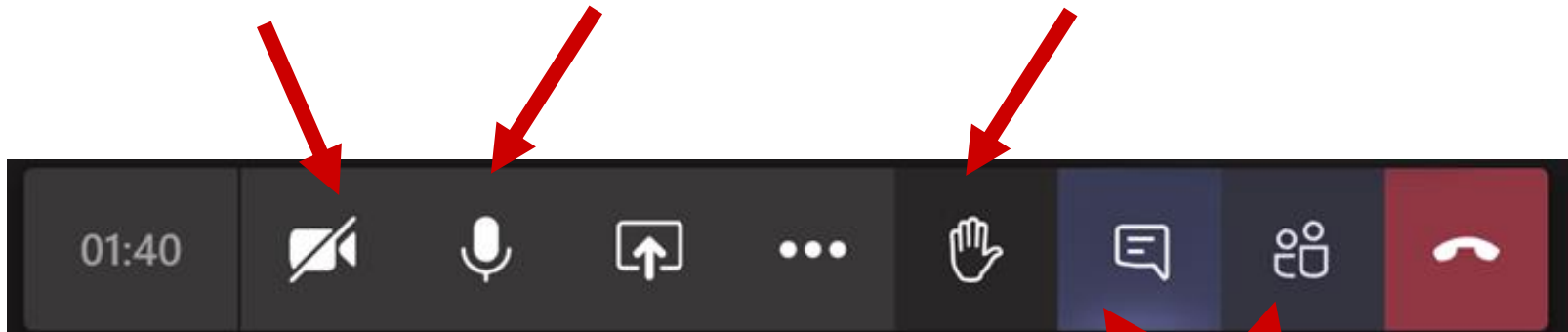
Teams tech help slides

(Templates by Training for Change)

Set-up

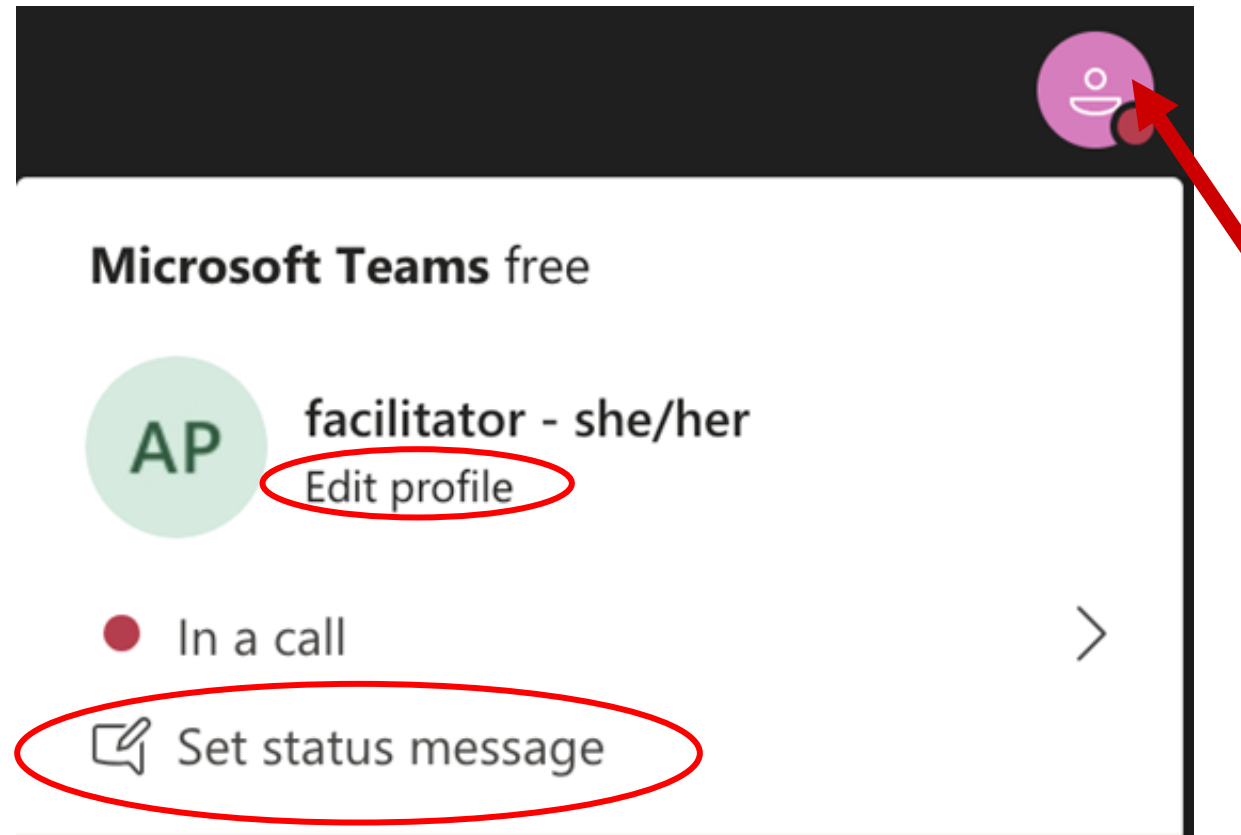
**Click Unmute and
Start Video to say
hello**

**Raise your
hand**

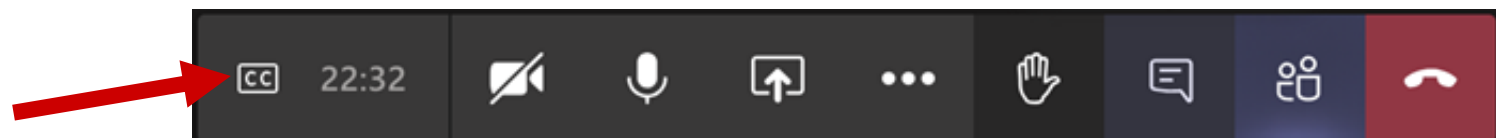
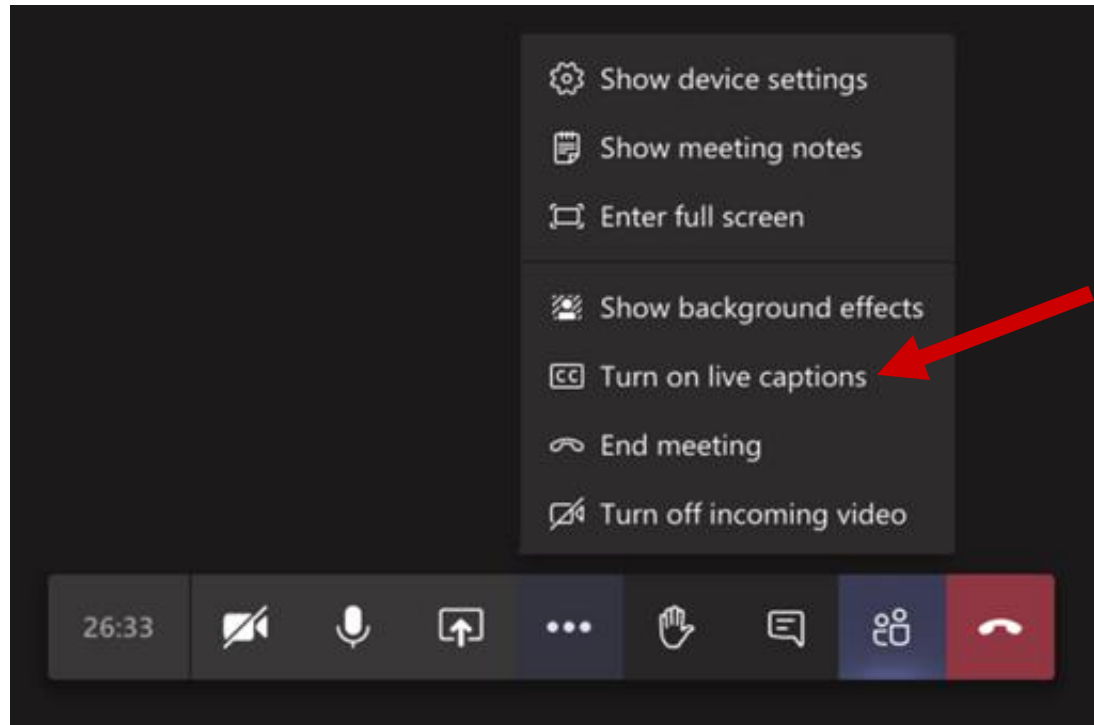


**Click Participants
and Chat**

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)

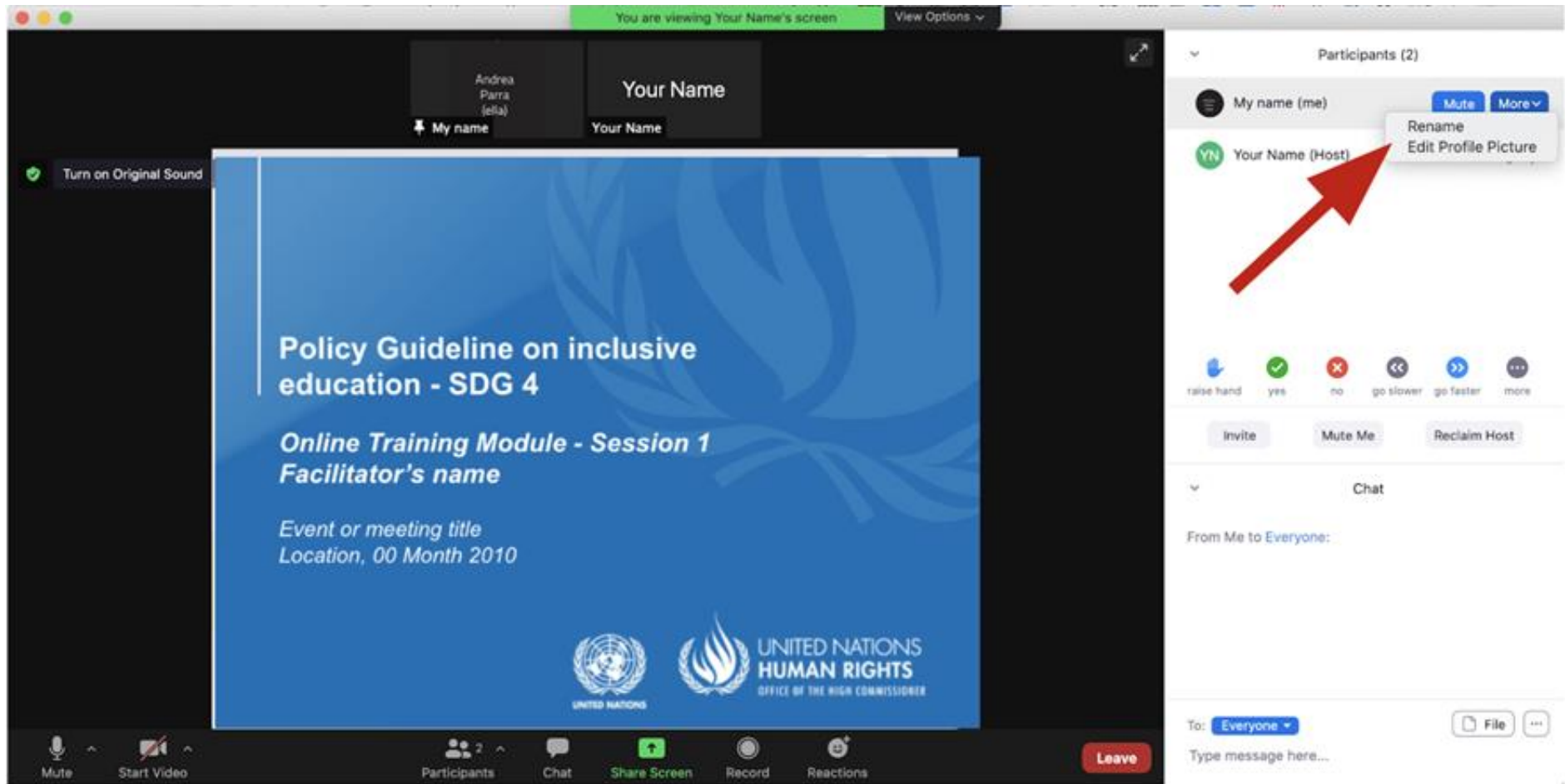
Set-up

**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

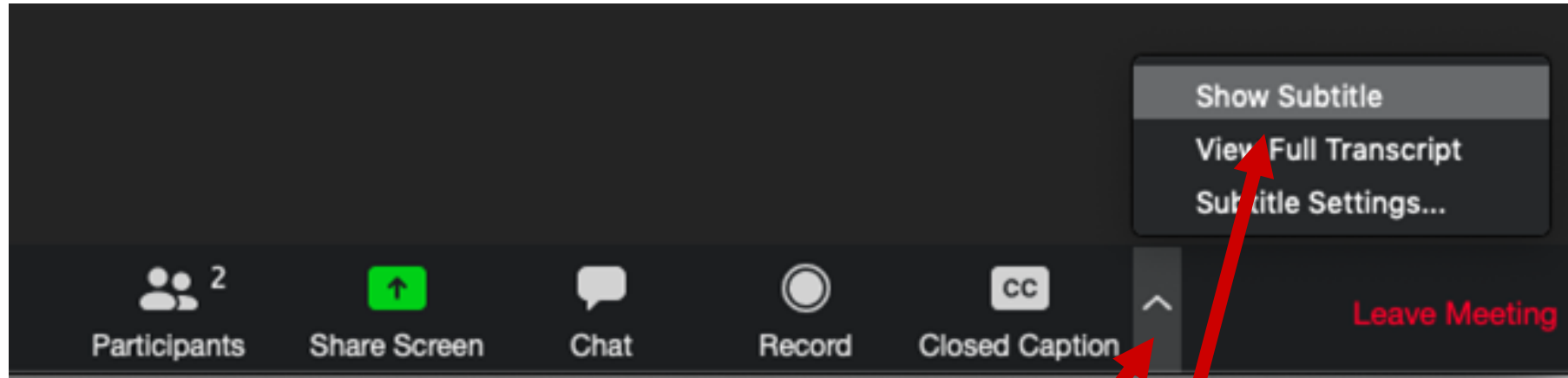
- **Use the participants menu tool**

--or--

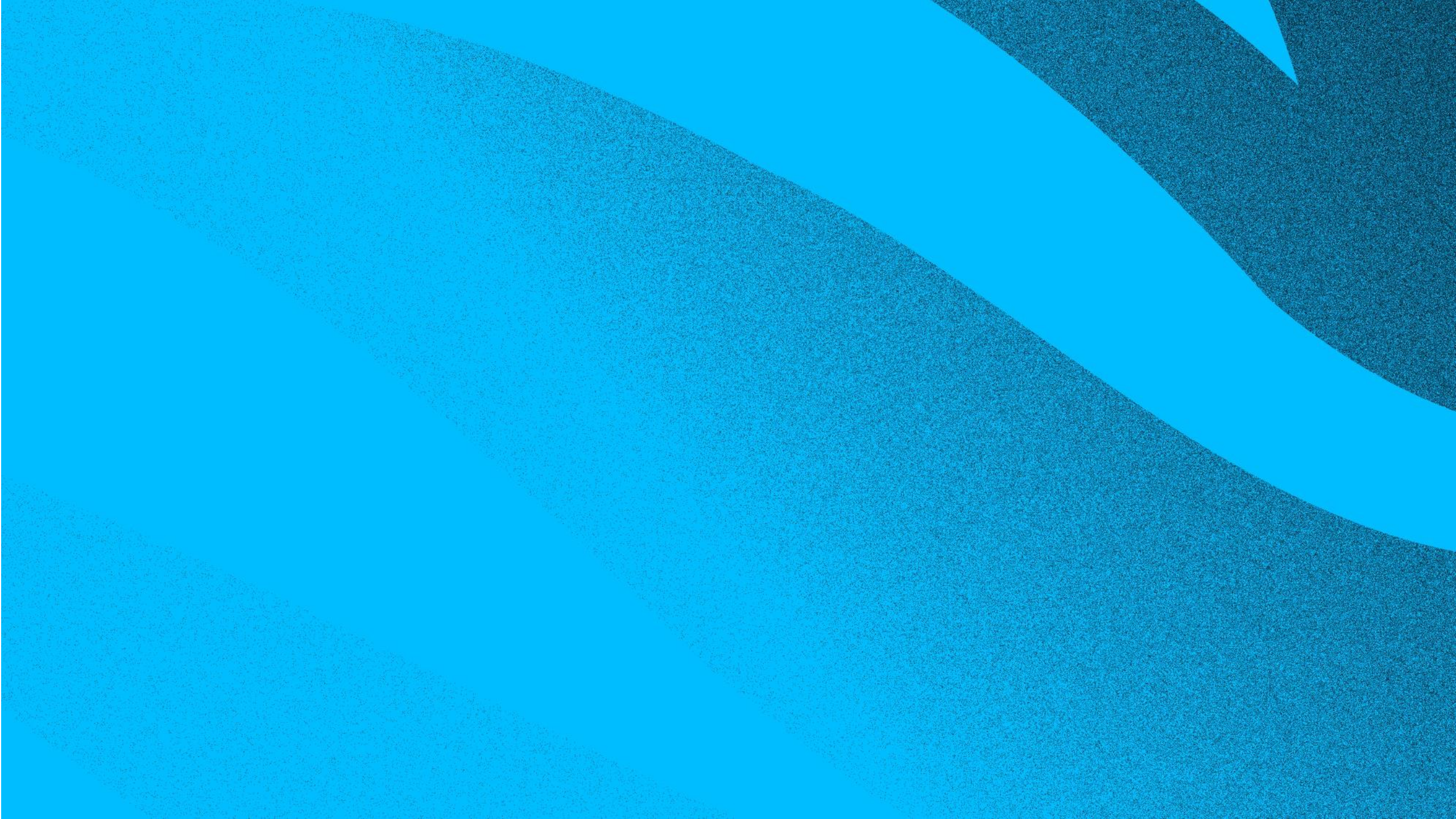
- **Type * in chat**
- ***9 on phone**
- **Alt+Y on keyboard**



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 share in chat one thing that stuck with you from last session.

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 on gender equality in their own contexts.**
- **Learn how to obtain additional information for supporting the process of implementation of Sustainable Development Goal 5.**

Short Video

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

Breakout groups

Write in your slide what barriers does this character face?

Group 1 – What Barriers does Achen face?

-
-
-

-
-
-

Group 2 – What Barriers does Nadia face?

-
-
-

-
-
-

Group 3 – What Barriers does Makeba face?

-
-
-

-
-
-

Group 4 – What Barriers does Kanda face?

-
-
-

-
-
-

Welcome back!

Please share some of the barriers you identified.

Breakout Groups – Actions to take

- In the same groups review the corresponding section of the Policy Guidance Excerpt.**
- Come up with three actions to address your character's situation under the corresponding section of the excerpt.**
- Discuss who would be responsible in your own contexts for implementing those actions.**

Group 1 – Achen (economic empowerment) – section 5.4 *Write three actions you could take to address her situation and discuss who would be in charge of implementing them in your own contexts.*

Actions

-
-

Who would be in charge?

-
-
-

Group 2 – Nadia (violence and harmful practices) – section 5.3 *Write three actions you could take to address her situation and discuss who would be in charge of implementing them in your own contexts.*

Actions

-
-

Who would be in charge?

-
-
-

Group 3 – Makeba (political participation) – section 5.5 *Write three actions you could take to address her situation and discuss who would be in charge of implementing them in your own contexts.*

Actions

-
-

Who would be in charge?

-
-
-

Group 1 – Kanda (sexual and reproductive health and rights) – section 5.6 *Write three actions you could take to address her situation and discuss who would be in charge of implementing them in your own contexts.*

Actions

-
-

Who would be in charge?

-
-
-

Break! Come back at :00

Welcome back! Gallery Round

- **Individually, browse through the slides groups wrote in the previous activity.**
- **If you have suggestions, write them in the corresponding slide.**

Debrief

Please share in chat or out loud some of the highlights of your group discussion:

- ***How did you use the excerpt?***
- ***What connections do you see with actions written by other groups?***
- ***Other things you noticed?***

Breakout groups by country/region

- **Pick two actions that you think are possible to implement in your context and discuss what you would need to bring them to reality.**
- **Pick one action that would be difficult to implement in your context and discuss why.**

Wrap-up and Next Steps

(Add dates of next trainings and any follow-up information here)

(Contact information for questions)

Closing

Name one thing you will share with your colleagues about what needs to be done to advance gender equality for women with disabilities in your context.

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:**