



UNITED NATIONS  
HUMAN RIGHTS  
OFFICE OF THE HIGH COMMISSIONER

# Policy Guidance on inclusive employment: Sustainable Development Goal 8 – 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 is something 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 contest!**
- **Stereotypes**

**Meal time: 00:00**

- **Video viewing**
- **Employment barriers**
- **Let's go on a work journey!**
- **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



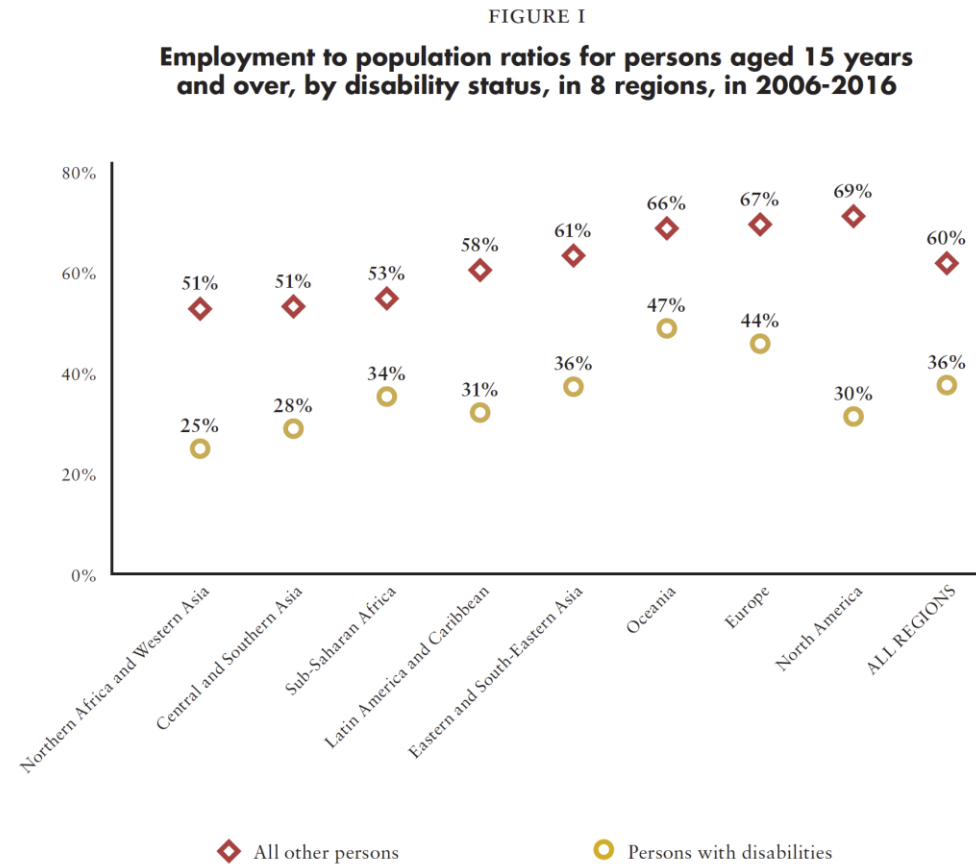
# **WELCOME TO THE DATA CONTEST!**

**The team with most points will win a prize!**

**Question 1 - What is the average employment rate for persons with disabilities across 8 regions? (5 points)**

- A. 15 per cent**
- B. 36 per cent**
- C. 67 per cent**

## Question 1 - What is the average employment rate for persons with disabilities across 8 regions? (5 points)



Source: ESCAP, ESCWA, Eurostat, ILO, UNDESA (on the basis of data from IPUMS and SINTEF), as cited in UNDESA, [Disability and Development Report](#), 2019, p. 153.

**Question 2: true or false - In many countries, restrictions to legal capacity prevent some persons with disabilities from opening bank accounts. (5 points)**

**Question 2: true or false - In many countries, restrictions to legal capacity prevent some persons with disabilities from opening bank accounts. (5 points)**

**Correct answer: True**

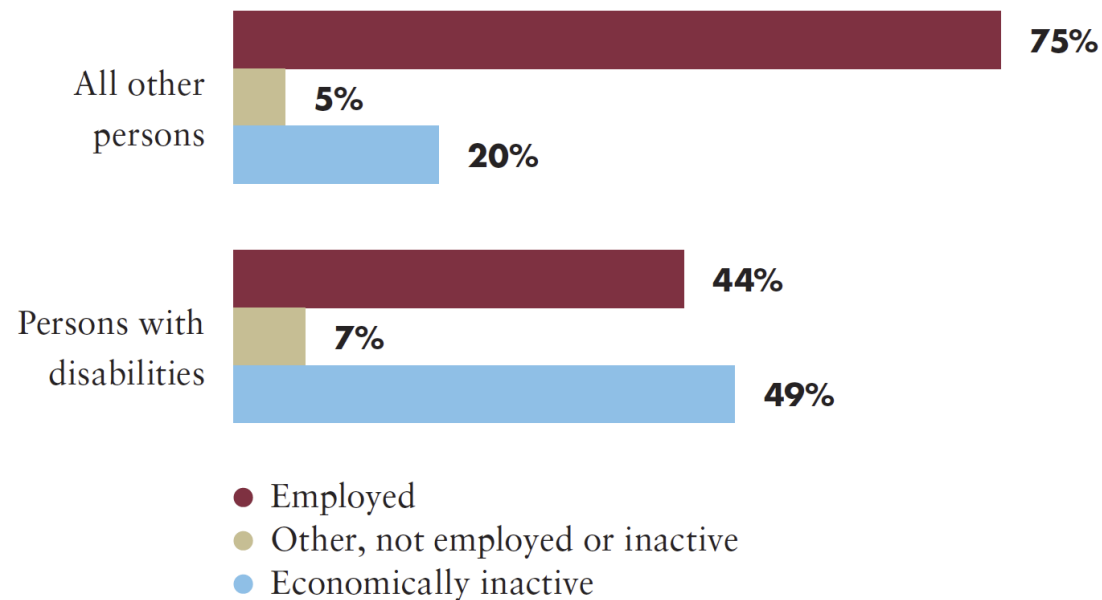
**Expanded answer: persons with intellectual disabilities may be requested to have a guardian appointed to authorize transactions. Women with intellectual disabilities may face additional barriers which restrict their legal capacity, either in law or in practice. Substitute decision-making regimes may prevent signing an employment contract, and result in employers' unwillingness to hire anyone under guardianship, to avoid legal hurdles.**

**Question 3 - What is the proportion of persons with disabilities who are economically inactive in comparison to persons without disabilities?  
(5 points)**

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FIGURE II

Percentage of economically inactive persons with disabilities vs other persons in the OECD (the late 2000s)



Source: OECD, [\*Sickness, Disability and Work: Breaking the Barriers: A Synthesis of Findings across OECD Countries, 2010.\*](#)

**Question 4 - What is the wage gap range for persons with disabilities? (7 points)**



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FIGURE III

### Wage Gap for Persons with Disabilities Compared to Others (3 countries)



**Source: National Statistical Institute of Spain, Erickson et al (2014) and Ministry of Social Development of Chile, as cited in UNDESA, [Disability and Development Report](#), 2019, p. 159.**

## **Question 5: Challenge! (10 points)**

**Two members of your team have to share policies or practices in their countries that are aimed at guaranteeing sustained, inclusive and sustainable economic growth, full and productive employment and decent work for persons with disabilities.**

**In pairs, discuss:**

**Something you learned or that surprised you in this activity.**

**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.**

## **Debates: One group argues in favor and another against the following statements**

**G1 (in favor), G2 (against):**

***“Occupational health assessments are a necessary tool to determine whether a person is capable of working.”***

**G3 (in favor), G4 (against):**

***“Hiring people with disabilities is good for business”***

**G5 (in favor), G6 (against):**

***“Because of their impairment, people with disabilities can only do certain kinds of jobs.”***

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# **Debates: One group argues in favor and another against the following statements**

**G5 (in favor), G6 (against):**

***“Because of their impairment, people with disabilities can only do certain kinds of jobs.”***

# Short Video

**As you watch and listen, pay attention to the different situations 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.**

**Lunch Break! Come back at :00**

# **Team work: Employment Barriers**

- 1. Clara**
- 2. Raj**
- 3. Noah**
- 4. Ana**

**Visit each station, read through the character card and write down specific barriers they and the actors in charge of making decisions might face.**

# Employment Barriers - Stations

## Barriers faced by character

- 
- 
- 

## Barriers faced by actors

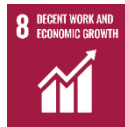
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# **Maximize Employment**

**What helps to have a good working experience?**

# Maximize Employment

## Full and productive employment of persons with disabilities



8.5 By 2030, achieve full and productive employment and decent work for all women and men, including for young people and persons with disabilities, and equal pay for work of equal value

Include the rights of persons with disabilities in labour law, including the prohibition of discrimination, the provision of reasonable accommodation and the right to return to work

Adopt an action plan/strategy for the promotion of employment of persons with disabilities in both the private and public sector

Carry out awareness-raising campaigns on the labour rights of persons with disabilities

Measure and reduce the disability pay gap

- Related CRPD indicators: 5.7, 5.11, 5.12, 13.14, 27.1, 27.4, 27.13, 27.16, 27.25



# Maximize Employment

## Self-employment of persons with disabilities



8.3 Promote development-oriented policies that support productive activities, decent job creation, entrepreneurship, creativity and innovation, and encourage the formalization and growth of micro-, small- and medium-sized enterprises, including through access to financial services

8.10 Strengthen the capacity of domestic financial institutions to encourage and expand access to banking, insurance and financial services for all

Ensure that mainstream vocational and entrepreneurship training are inclusive of persons with disabilities and that supportive targeted training is available to them

Adopt legal and regulatory measures to ensure the equal participation of persons with disabilities in business organizations and equal access to financial services, including micro-finance and credit schemes

Make business development services available for persons with disabilities

- Related CRPD indicators: 9.3, 9.4, 12.1, 12.2, 12.15, 19.12, 19.13, 19.26, 24.5, 24.20, 24.27, 27.1, 27.4, 27.12, 27.15, 27.19, 28.3, 28.4, 28.5, 28.14

# Maximize Employment

## Protection of labour rights of persons with disabilities



8.8 Protect labour rights and promote safe and secure working environments for all workers, including migrant workers, in particular women migrants, and those in precarious employment

8.7 Take immediate and effective measures to eradicate forced labour, end modern slavery and human trafficking and secure the prohibition and elimination of the worst forms of child labour, including recruitment and use of child soldiers, and by 2025 end child labour in all its forms

Ensure freedom of association to persons with disabilities to create and participate in trade unions

Ensure that occupational health assessments do not prevent access to employment, based on impairments

Incorporate accessibility in all its dimensions as a key element of occupational health and safety

Adopt disability inclusive strategies against forced labour, including measures to end forced begging and other forms of exploitation

- Related CRPD indicators: 16.1, 16.3, 16.13, 27.1, 27.2, 27.5, 27.7, 29.9, 29.11, 29.23

# Let's Go On A Work Journey

- **What policies or practices should be in place to ensure that this character has a good working experience, and that the character's job is accessible?**
- **What policies or practices should be in place to prevent this situation from happening again?**
- **Who, in your country, would have the power to put these in place?**
- **What would be needed - to ensure consultation with people with disabilities - to have these policies in place?**

**Break! Come back at :00**

# **Gallery round in pairs**

**Find one other person from a different team, go around the room and review the flipcharts.**

**Share: What new thing did you learn? What's one thing that grabbed your attention? What feels doable in your country? What might be most difficult to accomplish?**

# Wrap up and next steps

# Closing circle

**One thing I commit to do in the next three months to advance inclusive employment in my context.**

**Thank you!**

**For further information,  
please contact:**