**Policy Guidance for Inclusive Sustainable Development Goals**

**Training materials**

**Handouts and materials**

**for face-to-face training**

**Module 5**

**Gender equality**

**Module 5**

**Gender equality**

**Handouts and materials**

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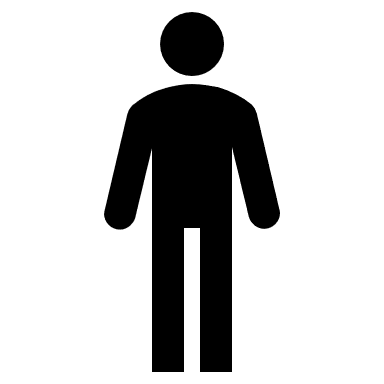
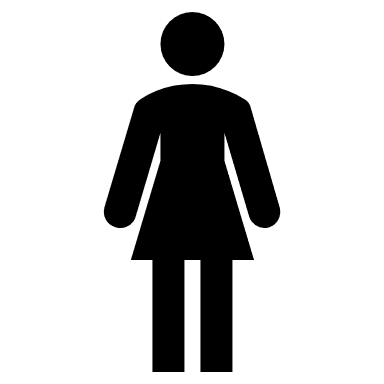
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Activity 5.1.1. Materials: Silhouettes (model)

Module 5 Session 1 Activity 5.1.1. Welcome and introductions



Activity 5.1.1. Handout: Five core pillars of inclusive policies

Module 5 Session 1 Activity 5.1.3. Key concepts – Foundations (optional)

Source: (extracted from the Foundations Guidance, sections 2)

The Policy Guidance for Inclusive Sustainable Development Goals – Foundations, outline five core pillars that are necessary to construct an inclusive policy framework. These should also be considered in the design and implementation of any public policy or programme.

**Non-discrimination**

A non-discrimination framework that prohibits discrimination across all areas of life and ensures that reasonable accommodation is available to persons with disabilities is essential.

**Accessibility**

Involves addressing and preventing barriers which restrict the participation of persons with disabilities.

**Assistive technology and support services**

Assistive technology and support services allow persons with disabilities to benefit from policies and programmes alongside their peers and partially remedies limitations in accessibility.

**Participation**

Participation ensures that the valuable expertise and experiences of persons with disabilities shape policy and programmes, to ensure the most effective solutions.

**Awareness-raising**

Awareness raising for and about persons with disabilities contributes to combating negative stereotypes and promotes knowledge about, and respect for, their rights and dignity.

Activity 5.2.2. Materials: Flipcharts for character stories

Module 5 Session 1 Activity 5.2.2. Parts A and B Stories of women and girls with disabilities

Nadia’s story

**Part A**

Complete the first column of the chart, by listing the different barriers Nadia is facing, that you noted in the video.

**Part B**

Your group will use this same flipchart for Part B when you will complete the other two columns.

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| --- | --- | --- |
| **Barriers - Part A**  (presented in the video) | **Action - Part B**  See [PG-SDG 5 section 5.2: Eliminate violence and harmful practices](#eliminateallformsofviolence) | **Government entities responsible - Part B**  (for the action in your context) |
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**Materials: Flipcharts for character stories**

Module 5 Session 1 Activity 5.2.2. Parts A and B Stories of women and girls with disabilities

Achen’s story

**Part A**

Complete the first column of the chart, by listing the different barriers Achen is facing, that you noted in the video.

**Part B**

Your group will use this same flipchart for Part B when you will complete the other two columns.

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| --- | --- | --- |
| **Barriers - Part A**  (presented in the video) | **Actions - Part B**  See [PG-SDG 5 section 5.3: Economic empowerment](#economicempowerment) | **Government entities responsible - Part B**  (for the action in your context) |
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**Materials: Flipcharts for character stories**

Module 5 Session 1 Activity 5.2.2. Parts A and B Stories of women and girls with disabilities

Makeba’s story

**Part A**

Complete the first column of the chart, by listing the different barriers Makeba is facing, that you noted in the video.

**Part B**

Your group will use this same flipchart for Part B when you will complete the other two columns.

|  |  |  |
| --- | --- | --- |
| **Barriers - Part A**  (presented in the video) | **Actions - Part B**  See [PG-SDG 5 section 5.4: Political participation](#equalparticipation) | **Government entities responsible - Part B**  (for the action in your context) |
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**Materials: Flipcharts for character stories**

Module 5 Session 1 Activity 5.2.2. Parts A and B Stories of women and girls with disabilities

Kanda’s story

**Part A**

Complete the first column of the chart, by listing the different barriers Kanda is facing, that you noted in the video.

**Part B**

Your group will use this same flipchart for Part B when you will complete the other two columns.

|  |  |  |
| --- | --- | --- |
| **Barriers - Part A**  (presented in the video) | **Actions - Part B**  See [PG-SDG 5 5.5: Sexual and reproductive health and rights](#SRHR) | **Government entities responsible - Part B**  (for the action in your context) |
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Activity 5.2.2. Handout: Extended character stories

Module 5 Session 2 Activity 5.2.2. Part B Stories of women and girls with disabilities

Nadia’s story

Policy Guidance on SDG 5 gender quality section 5.2: Eliminate violence and harmful practices

Nadia was born in a very strict household and, since she was little, her father physically abused her and humiliated her because of the way she behaved. She was very quiet and did not like to be around people. She used to speak to herself and be in her own world and didn’t have friends in school. When she was 16 - after a particularly violent beating from her father - she started crying and screaming, saying she did not want to live anymore. Because she wasn’t stopping, her parents took her to a psychiatric hospital, and she was placed there for four months. She was given psychiatric medications and was not told what kind. She tried to refuse them, but they locked her in her room. The drugs made her really groggy, sleepy and she had a really hard time concentrating. One time, after being given these drugs, a male nurse came into her room, climbed on top of her and raped her. Because she was under the effect of the drugs she could not remember much, even though she was sure of what had happened to her. She couldn’t remember his face, or the time of day. She told her parents, and the psychiatrist, but they told her that she probably was having hallucinations, because everyone who worked at the hospital had been working there for several years and they had never received any complaints. Everyone was professional and trustworthy. She was told that she would have to give specific details to the police to file a complaint, so she chose not to do that. After she was sent home, she became unable to sleep by herself and has a lot of nightmares, so her parents continue to give her psychiatric medications.

**Task**

Together with the members of your group you will determine the kinds of actions required to address the situation of the character assigned to your group. You will record your responses in the same flipchart you used to list the barriers faced by the character.

1. Read Nadia’s story.
2. Determine five concrete actions to address the Nadia’s situation using [**section 5.2: Eliminate violence and harmful practices**](#eliminateallformsofviolence)of the Policy Guidance.
3. Write your actions on your group’s flipchart beside the relevant barriers.
4. Then, identify who would be responsible for implementing each action, in your context. List these in the third column of the chart.

To help you with the task reflect on the following questions.

* How can Nadia escape the violence she is facing?
* What resources should be available to Nadia to leave the violent situation?
* Who would need to be involved to deliver these resources?

**Handout: Extended character stories**

Activity 5.2.2. Part B Stories of women and girls with disabilities

Achen’s story

Policy Guidance on SDG 5 gender quality section 5.3 – Economic empowerment

Achen lives in a rural area and has an intellectual disability. Her parents and relatives have always treated her like a servant, and she is responsible for doing all the house chores. She is also expected to care for her aging parents. She was not allowed to go to school like her siblings, because they always said that she couldn’t learn and that, even if she went to school, no one would want to marry her. Recently, she heard her father telling a friend that he was Achen’s guardian, and that he could make all decisions for her. He told his friend that a lawyer had told him that the way to protect her was to place her under guardianship. Achen wants to be a nurse but she’s unsure about how to do it. She also wants to have a bank account so she can save her own money.

**Task**

Together with the members of your group; you will determine the kinds of actions required to address the situation of the character assigned to your group. You will record your responses in the same flipchart you used to list the barriers faced by the character.

1. Read Achen’s story.
2. Determine five concrete actions to address Achen’s situation using [**section 5.3: Economic empowerment**](#economicempowerment)of the Policy Guidance.
3. Write your actions on your group’s flipchart beside the relevant barriers.
4. Then, identify who would be responsible for implementing each action, in your context. List these in the third column of the chart.

To help you with the task reflect on the following questions.

* How can Achen seek to restore her legal capacity and gain independence?
* What resources or supports should be available to Achen to make decisions about her life?
* Who would need to be involved to deliver these resources/supports?

**Handout: Extended character stories**

Activity 5.2.2. Part B Stories of women and girls with disabilities

Makeba’s story

Policy Guidance on SDG 5 gender quality section 5.4: Political participation

Makeba is a natural leader in her community. When she was young she had an accident, and now uses a wheelchair. Over the past 15 years she has worked tirelessly to make her community more accessible and has fought for the rights of women and girls with disabilities to attend regular school, to ensure that they lead lives free of violence, and that they have access to services. For several years there has been advocacy to improve the legal framework on gender-based violence and create more effective responses. Makeba is part of the committee that’s leading the advocacy efforts. Unfortunately, the meetings with decision-makers and Congress staff have been scheduled in inaccessible places, making it impossible for Makeba to attend. She has denounced the situation, to no avail.

**Task**

Together with the members of your group you will determine the kinds of actions required to address the situation of the character assigned to your group. You will record your responses in the same flipchart you used to list the barriers faced by the character.

1. Read Makeba’s story.
2. Determine five concrete actions to address Makeba’s situation using [**section 5.4: Political participation**](#equalparticipation) of the Policy Guidance.
3. Write your actions on your group’s flipchart beside the relevant barriers.
4. Then, identify who would be responsible for implementing each action, in your context. List these in the third column of the chart.

To help you with the task reflect on the following questions.

* How can Makeba’s demands be effectively implemented?
* What resources or supports should be available to Makeba and others to participate in decision-making on an equal basis with others?
* Who would need to be involved to deliver these resources/supports?

**Handout: Extended character stories**

Activity 5.2.2. Part B Stories of women and girls with disabilities

Kanda’s story

Policy Guidance on SDG 5 gender quality **section 5.5: Sexual and reproductive health and rights**

Kanda is 35 and blind. She works as a social worker and lives on her own. She has decided to become a mother and form a family. The law in her country says that to become an adoptive parent, a person has to be physically and mentally fit. She went to an adoption agency and they told her that because of her impairment she would be found “unfit” to adopt. She feels very frustrated, as she knows she would be a great mother, and has the support of friends and family. She made an appointment with a clinic to request the provision of assistive reproductive technologies so she can get pregnant. However, all the forms and materials she had to read before the appointment were inaccessible, and the clinic itself was inaccessible to her. The staff kept telling her that she could not bring her guide dog inside. The doctor advised her against having children, and told her that “she’s crazy if she thinks that she can raise a child on her own” and warned her that no clinic will agree to do in-vitro fertilization for her.

**Task**

Together with the members of your group you will determine the kinds of actions required to address the situation of the character assigned to your group. You will record your responses in the same flipchart you used to list the barriers faced by the character.

1. Read Kanda’s story.
2. Determine five concrete actions to address Kanda’s situation using [**section 5.5: Sexual and reproductive health and rights**](#SRHR)of the Policy Guidance.
3. Write your actions on your group’s flipchart beside the relevant barriers.
4. Then, identify who would be responsible for implementing each action, in your context. List these in the third column of the chart.

To help you with the task reflect on the following questions.

* What steps need to be taken to ensure that Kanda can exercise her right to family and reproductive autonomy on an equal basis with others?
* What resources or supports should be available to Kanda to found a family- both through adoption or through access to assistive reproductive technologies?
* Who would need to be involved to deliver these resources/supports?

Activity 5.2.2. Handout: SDG 5 - Gender equality Policy Guidance excerpts

Module 5 Session 2 Activity 5.2.2. Part B Stories of women and girls with disabilities

Policy Guidance excerpts for Nadia’s story

**5.2 Eliminate all forms of violence and harmful practices against women and girls with disabilities – Targets 5.2 and 5.3**

* 1. Eliminate all forms of violence against all women and girls in the public and private spheres, including trafficking and sexual and other types of exploitation
  2. Eliminate all harmful practices, such as child, early and forced marriage and female genital mutilation

**Promote legislation and adopt policies to prevent violence that are inclusive of women and girls with disabilities**

* What needs to be done to ensure that laws, policies and action plans relating to violence are inclusive of women and girls with disabilities?
* How can services and support for survivors of violence, such as housing, health, social or rehabilitation services be inclusive of women and girls with disabilities?
* What needs to be done to ensure systematic participation of, and active consultation with, women and girls with disabilities and their representative organizations in decisions related to this area?

**Raise awareness and empower women and girls with disabilities to prevent violence and harmful practices against them**

* What information and messages need to be developed through awareness-raising campaigns to prevent violence against women and girls with disabilities?
  + What messages should target women and girls with disabilities?
  + What messages should target the wider public?
* What kind of training and education should be provided to women and girls with disabilities to protect themselves against violence, exploitation and abuse?

**Ensure that health, protection and rehabilitation services are accessible and available for women and girls with disabilities**

* What steps need to be taken to build the capacity of relevant service providers, professionals and others to better support women and girls with disabilities experiencing violence?
* What steps need to be taken to ensure that services, supports and mechanisms are adapted and/or developed to be accessible to, and inclusive of, all women and girls with disabilities seeking assistance to escape violence?
  + Are hotlines, shelters, reporting mechanisms accessible to women and girls with disabilities?
  + Are there community-based services such as psychosocial support including peer support groups; social integration services; assistance toward economic independence?

**Ensure that police and justice services are accessible to, and inclusive of, women and girls with disabilities**

* What measures need to be taken to facilitate seeking justice by women and girls with disabilities who are survivors of violence? Which justice actors should be targeted?
* During proceedings, what supports and accommodations should be made available to women and girls with disabilities to ensure their participation on an equal basis with others?
* How can women and girls with disabilities be ensured access to effective remedies in cases of violence?

Policy Guidance excerpts for Achen’s story

**5.3 Economic empowerment of women with disabilities –**

**Targets 5.4, 5.a and 5.b**

**5.4** Recognize and value unpaid care and domestic work through the provision of public services, infrastructure and social protection policies and the promotion of shared responsibility within the household and the family as nationally appropriate

* 1. Undertake reforms to give women [with disabilities] equal rights to economic resources, as well as access to ownership and control over land and other forms of property, financial services, inheritance and natural resources, in accordance with national laws
  2. Enhance the use of enabling technology, in particular information and communications technology, to promote the empowerment of women

**Prevent and mitigate the impact of structural inequalities that push women with disabilities to be economically inactive**

* What kind of policies should be developed to strengthen support services and social protection schemes inclusive of women and girls with disabilities?
* What measures should be taken to promote the employment and self-employment of women with disabilities?

**Ensure the right of women with disabilities to legal capacity and to engage in financial and legal affairs**

* What steps need to be taken through the legal framework to ensure that women with disabilities exercise their legal capacity on an equal basis with others, including to own and inherit land and properties, to sign contracts, to have access to bank accounts and financial instruments?

**Develop programmes to facilitate access to information and communication technologies inclusive of women with disabilities**

* What steps need to be taken to promote access by women and girls with disabilities to ICTs and related goods and services?
* How can legal frameworks secure the role of public procurement to promote accessibility standards and requirements for goods and services (computers, phones, software, applications, etc.)?

Policy Guidance excerpts for Makeba’s story

**5.4 Equal participation in political, economic and public life – Target 5.5**

**5.5.** Ensure women’s full and effective participation and equal opportunities for leadership at all levels of decision-making in political, economic and public life

**Ensure the inclusion of women with disabilities in measures to increase the political participation of either women or persons with disabilities**

* What steps need to be taken in law and regulations to ensure the right to vote and stand for election of persons with disabilities, and particularly women with disabilities, on an equal basis with others?

**Promote the empowerment of women and girls with disabilities to know and claim their rights**

* What kind of activities can be carried out to target women and girls with disabilities to support their knowledge and the exercise of their rights?

**Adopt specific measures to promote the participation of women with disabilities in public life, including support to organizations of women with disabilities**

* What measures can be taken to promote women with disabilities in leadership positions in the government and within civil society?
* How can support be provided for the establishment and development of organizations of women and girls with disabilities?

Policy Guidance excerpts for Kanda’s story

* 1. **Sexual and reproductive health and rights – Target 5.6**

**5.6** Ensure universal access to sexual and reproductive health and reproductive rights as agreed in accordance with the Programme of Action of the International Conference on Population and Development and the Beijing Platform for Action and the outcome documents of their review conferences

**Ensure access to sexual and reproductive health information and services by women and girls with disabilities**

* What steps need to be taken to ensure access by women and girls with disabilities to reproductive health services on an equal basis with other women and girls through:
  + Laws and policies?
  + Education?
  + Awareness-raising?

**Respect the right of women and girls with disabilities to free and informed consent**

* What steps need to be taken to prohibit non-consensual and harmful practices such as forced sterilization, forced abortion or forced contraception, regardless of the age and legal capacity status of the individual concerned in law and in practice?

Activity 5.2.3. Handout: Main areas of intervention to realize SDG 5

Module 5 Session 2 Activity 5.2.3. Laws and policies inclusive of women and girls with disabilities

* + Impact-Assessment
  + Twin-Track Approach
  + Coordination
  + Access to Justice
  + Active Consultation
  + Awareness Raising
  + Budget
  + Data
  + International Cooperation

**Impact Assessment**

Impact assessments are critical to gauge the intended and unintended impacts of actions and to better design and plan them. For example, gender impact assessments are centred on detecting whether a law, policy or programme reduces, maintains or increases the inequalities between women and men. To address the situation of women and girls with disabilities, it is imperative that impact assessments consider both gender and disability, throughout different action stages.

**Twin-Track Approach**

National legislation and policies often overlook women and girls with disabilities and leave them unprotected from the inequalities and rights violations they experience, on the basis of both gender and disability. Applying a twin-track approach to legislation and policymaking can provide fuller protections to women and girls with disabilities by ensuring their inclusion in both legislation relating to women, and legislation relating to persons with disabilities.

**Coordination**

While an increasing number of countries are establishing gender focal points and ministries responsible for gender equality and women, on the most part, policies on gender continue to be distributed among multiple ministries and departments. Coordination among public agencies is key to ensure the inclusion of gender and disability perspectives across policies emerging across different ministries. Similarly, vertical coordination from central government policymakers at the national level down to local government implementers is key for successful delivery on results.

**Access to Justice**

Women with disabilities face significant barriers in accessing justice and participating in legal proceedings, due to both gender and disability discrimination. Reporting, investigations and complaint mechanisms must be accessible, gender-responsive and disability-inclusive, and supports and accommodations should be made available to women and girls with disabilities to ensure their access to justice and participation in proceedings on an equal basis with others.

**Active Consultation**

Women and girls with disabilities continue to have limited participation or voice within both organizations of persons with disabilities and women’s rights organizations, and are thus excluded from consultation and participatory processes. Support should be provided to develop and strengthen organizations of women and girls with disabilities through targeted capacity-building to women and girls with disabilities, and to systematize consultation processes with them.

**Awareness Raising**

Women and girls with disabilities experience unique attitudinal barriers, stereotypes, prejudices and stigma based on both gender and disability. Awareness-raising plays a key role in educating and informing both government and society at large about the rights of women and girls with disabilities, preventing violence against them and promoting their empowerment.

**Budget**

The success of policies and programmes is highly dependent on both the resources allocated to implement them and actual expenditure. Budgets must be designed and spent to ensure targeted investment and impact on women and girls with disabilities, and to narrow the gap between them and both the wider groups of women and persons with disabilities.

**Data**

Data collection and disaggregation by gender and disability allows for the identification and tackling of the barriers and causes of structural discrimination against women and girls with disabilities.

**International Cooperation**

For many countries, international cooperation policies provide an opportunity to implement SDG targets for women and girls with disabilities in line with the CRPD, both as donors or recipient countries.

Activity 5.2.3. Handout: Equality for women and girls with disabilities - actions applicable across all Goal 5 targets

Module 5 Session 2 Activity 5.2.3. Laws and policies inclusive of women and girls with disabilities, Source: PG SDG 5, p.10.

**Equality for women and girls with disabilities: actions applicable across all Goal 5 targets**

 Achieve gender equality and empower all women and girls

Impact assessment: Design and carry out gender and disability impact assessments to evaluate laws, policies, programmes, budget allocation, investments and other government actions, to prevent undermining the equality and inclusion of women and girls with disabilities.

Twin-track approach: Apply a twin-track approach to ensure that women and girls with disabilities are referred to, and reflected in, legislation and policy-making specific to women and gender equality, as well as those targeting persons with disabilities.

Coordination: Ensure coordination across ministries and from national to sub-national levels, to strengthen policy coherence and implementation for women and girls with disabilities, in consultation with them and their representative organizations.

Access to justice: Ensure that complaint mechanisms and investigations are accessible, gender- responsive and disability-inclusive and enable the possibility to file complaints on the basis of multiple and intersecting forms of discrimination.

Active Consultation: Promote the development and strengthening of organizations of women and girls with disabilities.

Awareness-raising: Carry out awareness-raising campaigns to inform, educate and train about the rights of women and girls with disabilities, promoting their empowerment and combating stigma and stereotypes against them.

Budget: Ensure an adequate budget for disability inclusion and gender equality and allocate and monitor budgets directed to women and girls with disabilities, through the adoption of gender and disability markers.

Data: Collect disaggregated data to monitor and enhance the inclusion of women and girls with disabilities across all sectors.

International cooperation: Develop international cooperation strategies, policies and agreements to promote the rights of women and girls with disabilities, by applying a twin-track approach, engaging in gender and disability impact assessments and tracking investment and expenditure on the basis of gender and disability.