

7 Session Plan: Disability and gender

	<i>National / Regional / District</i>	
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Learning objectives

By the end of the session, participants shall be able to:

- Explain issues of gender and disability
- Suggest strategies for gender inclusivity

Time allocated

- 50 minutes.

Resources needed

- PPT presentation
- Participant Manual
- Whiteboard or flipchart
- Flipchart paper and markers

Preparation

Familiarise with:

- Relevant content of the Participant Manual
- PPT slides

Plan:

- The space where you will carry out the 'game of life' activity.

Print:

- The four group heading cards: Non-disabled women / Women with disabilities / Non-disabled men / Men with disabilities for the Game of life activity.

7.1 Introduction (10 minutes)

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Disability and gender

Learning objectives
By the end of the session participants shall be able to:

- Explain issues of disability and gender
- Suggest strategies for gender inclusivity

Understanding disability: 2

Introduce the learning objectives of the session.

Ask: Why do we look at gender in relation to disability? Why is the situation sometimes different for women and men, boys and girls?

Acknowledge responses.

Disability and gender

- Estimated 19.2% of women globally have a disability (World Report 2011).
- Women with disabilities twice as likely to be affected by violence than their peers.
- Girls with disabilities four times as likely to be affected by violence than their peers.

Understanding disability: 3

Show the slide and **explain**:

- An estimated 19.2% of the global population of women are estimated to have a disability according to the World Report on Disability of 2011.
- Women with disabilities are twice as likely, and girls with disabilities are up to four times more likely, to be affected by violence than their peers without disabilities.

7.2 Game of life (40 minutes)

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Explain:

- We are going to play a short game to consider some of the gender issues.
- This game was developed by Disabled Women in Africa (DIWA) and has been adapted for the CBID training.
- We are going to ask for four volunteers to represent four groups: non-disabled women; women with disabilities; non-disabled men; and men with disabilities. The idea of the game is to consider their likely lived experiences of being a member of that category of people. So we are going to look at different things that might happen in their lives, and consider if it would be a different experience if they have a disability, or don't have a disability, and if they are male or female.

Place the four category name cards along the line where the four volunteers will start. This should be in the centre of a large space, where they have lots of room to move forwards or backwards.

Explain:

- To represent the kind of experience we think that each of the events would be for the different categories, we are going to use a line. Our volunteers will stand on a starting line and then for each experience they will either take steps back if it's a negative experience, or steps forward if it is a positive experience.
- Our four volunteers can be helped by you as to how they should move. You can discuss what moves you feel they should make each time.

Read out the details on the slide.

Activity: Game of Life

- 2 steps forward - Very positive or successful experience
- 1 step forward - Positive or successful experience
- 1 step back - Not so positive experience
- 2 steps back – Very negative experience

Understanding disability: 4

Activity: DIWA game of life	
Groups	<p>Divide the participants into four groups – you can group them where they are sitting in the four quarters of the room.</p> <p>Ask for a volunteer from each group to come forward.</p> <p>Ask the four volunteers to stand in a line next to each other in a clear area of the centre of the room or space outside where there is plenty of room for them to step either backwards or forwards.</p> <p>Put the four cards on the floor – one in front of each volunteer, and explain that each volunteer will represent one of these four groups:</p> <ul style="list-style-type: none"> • Non-disabled men • Non-disabled women • Men with disabilities • Women with disabilities
Instructions	<p>Explain how you will be telling a life story, taking the characters on a journey from birth to old age. Ask the participants to listen to the stages of this life story and then decide how the group they are representing might be treated in each situation. Emphasize at the start and repeat during the activity that they are not deciding based on one specific disability or their own experience if relevant, but the group they are representing in general, and how that group is currently treated in their local community. So, consider all disabilities including people with intellectual disabilities, albinism, and others. Based on each decision, the four volunteers must either take steps forward or backward as described on the board. Their team members can help them to decide.</p>
	<p><i>Story:</i></p> <ol style="list-style-type: none"> 1. <i>One fine day, after a long wait for nine months, your character is born. How does your family feel when they see who you are? Make your moves.</i> 2. <i>Now you are about six years old, and it's time to start thinking about school. How likely is it that you will be able to attend school? Make your moves.</i> 3. <i>Most of your age mates are now looking for employment, and you decide to also get a job. How easy will it be for you to find one? Make your moves.</i> 4. <i>A few years go by. Everyone in your age group is forming relationships and thinking of getting married. How much do you think this will be possible for you? Make your moves.</i> 5. <i>Now you're in your 40s. You want to help your community by becoming involved in local politics. How likely are you to achieve this goal? Make your moves.</i> 6. <i>An opportunity arises for only one person to go and represent your community at a development conference in Malaysia. How likely are you going to be chosen by your community to go and attend this conference? Make your moves.</i>

Monitor	Check participants understand the rules and are taking steps in line with their discussions. Remind them they are representing people in general in the group they are taking the steps on behalf of – not any one particular person. It is likely that the gap will continue to increase. Use all the space available so that the gaps are clear.
Time	Allow a few minutes discussion after each ‘life story stage’ before moving onto the next. Total time: 30 minutes.
Feedback	Ask for comments and observations from participants based on the final position of the four people. Highlight that both men and women with disabilities tend to be marginalized in all communities and ‘left behind’, but women are frequently the most marginalized group and are the furthest ‘left behind’.

Disability and gender

- Doubly marginalized as women and persons with disabilities
- More vulnerable to poverty and exclusion.
- Limited opportunities in social, political and economic areas.
- Limited access to basic services.
- Limited mainstreaming in women’s empowerment and gender-based violence programming.

Understanding disability: 5

Explain:

- Women with disabilities are frequently marginalized in society both as women and as persons with disabilities.
- Girls with disabilities are even more marginalized than women.
- Women are more vulnerable to poverty and exclusion, and often lack access to basic services.
- Many women’s initiatives exist to tackle women’s marginalization, but there is often little understanding of the specific needs of women with disabilities within those forums.

Ask: What are strategies we can use to develop gender inclusive policies?

Acknowledge responses.

Strategies

Some strategies to develop gender inclusive policies and programmes are:

- undertake gender and disability audits.
- develop disability and gender inclusive action plans and strategies.
- develop M&E frameworks with specific indicators.

Understanding disability: 6

Explain: There are strategies we can use to develop gender inclusive policies and programmes such as:

- undertake gender and disability audits
- develop disability and gender inclusive action plans and strategies
- develop monitoring and evaluation frameworks with specific indicators and targets on sex and disability, age and other factors.

Summarise:

- The marginalization of women and girls also continues, particularly women and girls with disabilities.
- Every day through our work we can challenge outdated attitudes and models and promote a society in which **no one is left behind.**

Ask if anyone can give an example of something they will do differently after this session.

Close the session.

Non-disabled women

Women with disabilities

Non-disabled men

Men with disabilities

