

TOOL 2: GENDER, DISABILITY & INEQUALITY TRAINING

Purpose of activity: To encourage GBV Frontline Workers to reflect on how persons with disabilities, particularly women and girls with disabilities, within their community may experience inequality based on both their gender and disability.

Key learning points for trainers to consider while facilitating this activity:

Persons with disabilities are exposed to social norms and stereotypes relating to both gender and disability, which results in inequality and power imbalances in their relationships with spouses, family and wider community members.

In some settings, community members perceive that persons with disabilities are unable to, or should not, undertake some tasks expected of other men and women. They may be denied the right to marry, to have children or to earn income because of these perceptions, or face stigma and discrimination when engaging in these roles. This affects their status in the community and power in relationships.

Community members may believe that persons with disabilities, particularly those with intellectual disabilities, should not have sexual relationships. They may be excluded from sexual and reproductive health education that would strengthen protection from GBV and support them to have safe and healthy sexual relationships.

Household roles may change when someone has disability. Men with disabilities may have less opportunity to work, and women in the household may have to source income, services and assistance, adding to her workload and risk of violence. Women with disabilities may find it hard to continue the many performing duties expected of her and by her family, spouse and society. She may subsequently be alienated from her family, abused by her husband and stigmatized by the community.

Some persons with disabilities are dependent on others for daily care and activities, and to access services and assistance. This may be used by others as a way of exercising power over the individual. It also hinders their ability to socialize, access services or move about freely in the community.

Activity Description

Timing: 30 minutes

Training Tool: Card set on Disability and Gender Roles (inserted below)

Place cards depicting persons with disabilities undertaking different tasks and roles in the community on the wall. In a large group discussion, ask the following question:

- Is it expected that women and men with disabilities will undertake these tasks in this community? Why / why not?
- What might happen to women with disabilities if they do not or cannot do the tasks expected of them?
- What might happen to men with disabilities if they do not or cannot do the tasks expected of them?
- How is it different for those with intellectual and / or psychosocial disabilities?
- What tasks might a care-giver need to adapt or start doing if someone in their household has/or acquires a disability?
- How do partners, spouses, family or community members treat the care-givers of children and / or adults with disabilities?
- How might this affect their power in relationships or status in the community?

Image 1:

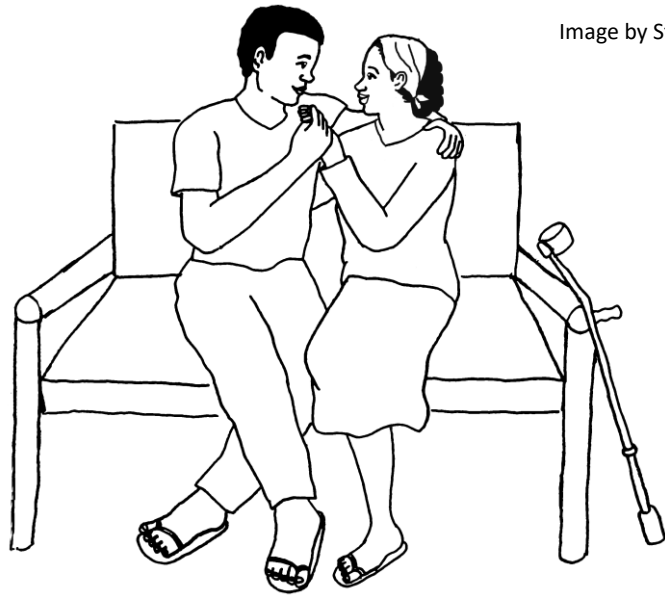


Image by Stacy Patino

Image 2:



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Image 3:



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Image 4:



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Image 5:

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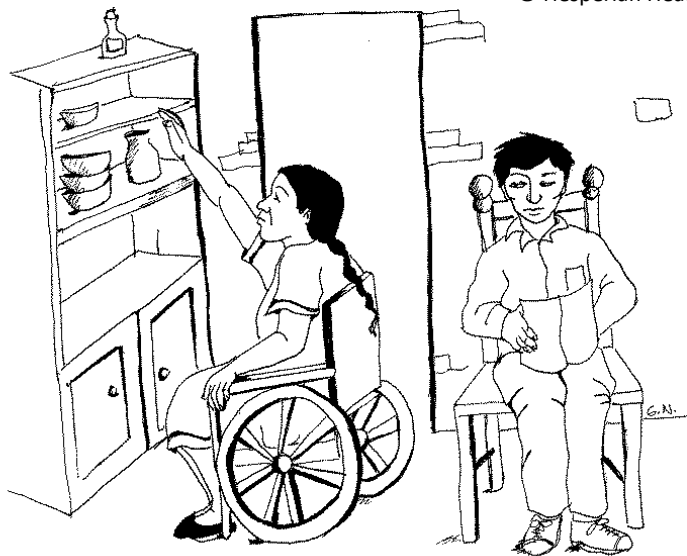


Image 6:

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Image 7:

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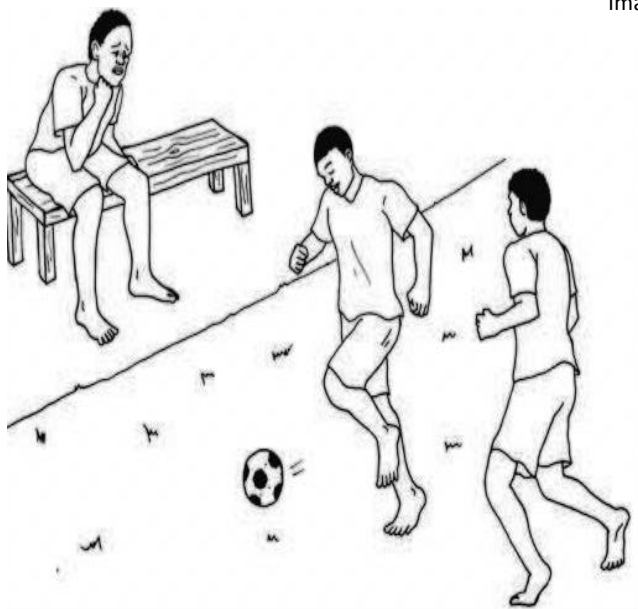


Image 8:

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