CDPF

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GEMMA: We can see that but we'll need to copy that again once everyone comes in, if you see what I mean because only we can see that. So I'll copy that captions link back in later and if you put that in as well as soon as I let everyone in, does that make sense?

RICHARD: Yes.

>>: It does.

GEMMA: Okay my lovely. So I'll mute and record. And let everyone in. Thank you, everybody.

GEMMA: Sarah?

SARAH: I can start now?

RICHARD: Yes, read out the welcome.

SARAH: All right. Hello, everyone. Good morning, good evening, good afternoon, from whenever point you are at this time. I want to welcome you to this module today, women and girls with disabilities. I'll start by introducing the presenters who will be with you during this seminar. Starting with myself, Sarah Kamau, the acting chair, CDPF and also a member of the united disabled persons of Kenya. We will not have Sruti Mohapatra but she has made a lot of contribution to the module. We will have the Abia Akram from Pakistan and another presenter, Gaudence, she is the African representative from Rwanda organisation of women with disability as then we have Thandiwe, a vice chair, CDPF, and she is from South Africa. And as usual, Richard Rieser, the general secretary will be part of this and, welcome, to the call.

RICHARD: This is Gaudence.

SARAH: Gaudence, you can take over.

GAUDENCE: If Gemma can increase the text.

GEMMA: Richard is sharing. The slide is as big as it goes, I am afraid.

RICHARD: I did send it to you last night and this morning. So you should have a text of it on your laptop. Patriarchy and sexism, it is, if not, you can just talk about it. How about getting Sarah to read it out and then you talk about what the issues are that are raised, shall we do that?

GAUDENCE: Okay.

SARAH: Okay, the explaining with what patriarchy and sexism is and it is the vast majority of cultures are patriarchies where men are more likely than women to hold positions of social, economic and political power. But it was not always so genetic information from hunter gathers suggests women working collaboratively had more social, economic power pre-12,000 years ago when agriculture started. Biological determinists often argue that women are inherently inferior to men intellectually, physically and spiritually. This conclusion originate from an economic system that is dependent on the imposed inferiority the groups of people for the dominant group remain powering. Examples of the determinist imperative are plenty full in the sexist belief as practices of world religions. Technology, human rights and the women's movement challenge these views. Gaudence maybe you can say something about that?

GEMMA: Just give a few seconds, she is having to reconnect I think. Gaudence can you hear us yet?

SARAH: Maybe if I can say something. Patriarchal societies are very rampant, especially in the African set-ups. And this denies women and girls opportunities and voices to be heard because they are left behind there. The ones who are told, they are the ones who don't hold positions and don't make decisions. The decisions are made and they are passed over to them to implement. So I think generally most societies have had these patriarchal tendencies and this is what we're saying must change because women are equal if not more than equal to men. Which is person that women are given positions of decision making and of leadership in whatever situations they are in. And men should be able to facilitate that now in this generation.

RICHARD: Okay, move onto the next one Thandiwe, are you there Thandiwe?

THANDIWE: Yes I'm here, good afternoon everybody, I'm Thandiwe from South Africa. We talk about women in the workplace. Where we are saying women work longer hours than men, when unpaid work is unaccounted for. So what we really mean here, when you look at the picture here you'll find out that women, they work more and they get paid less. It even becomes more when it comes to women with disabilities. So you can see that some of the work like you go to work, if you are working, when you come back you still to work in the house and do house chores but you don't get paid for it. So you'll see that there's a difference in the developing regions and developed regions, it's one and the same. Men are more paid, especially in the labour force, than women. So whether you are developing in a regions or a country or you have developed as a country, the treatment is the same.

Shall we go to the next slide?

RICHARD: The next slide, yes.

GAUDENCE: We will check about the average employment robbery for persons aged 15 years and over. Including disability status and sex in six regions from 2006 up to 2016. This is the research that was done. So ten years. Now, you'll find that in this, you'll see that men are 56% in the Sub Saharan Africa disabled women is 20%. So it means women with disability really are not being valued or they're not being seen as contributing into the economy, especially when it comes to employment. Because most of the time they do their work and they do it, there's no payment or there's no remuneration for that. If you go to these regions you'll see the Oceania is 67%, women 54% and disabled men is 51%. North Africa and western Asia where it's even you'll look at disabled, it's 14%. And look at disabled men, it's 32%. So irrespective of whether you are a man or a woman, disabled men get better. Now the so-called normal disabled men, they are better. Disabled women, so-called, they are also better than disabled women. So if we look at these things, you'll see that there's nothing that covers women with disability, it's like someone is doing you a favour.

RICHARD: Thank you.

SARAH: Maybe I can just add slightly. When it comes to employment of women with disabilities, the challenge why the percentages are low is because also they are selective again when it comes to considering them for education which most times is what leads to employment. So they are less educated than men with disabilities in their communities. Thank you.

GAUDENCE: Yes, you are correct. Even if you are qualified as a woman with disability. They will use the disability not to get employed. So it's a very tricky situation where qualified and qualified but most of the time, also, that women with disability are not given a chance to go to school or given a chance to be educated so those are also some of the things that are, where family stays, why get educated, you do not believe all those cultural things all those things are adding up, thank you so much.

RICHARD: In fact the next slide is for people who have been to school so for people aged 15 to 29, amount of years they attended school and, actually, the male/female gap is not that high. Obviously it's lower for disabled people but as you can see the gap isn't as big as for employment and, therefore, what the difference is, is about prejudice, isn't it. Because you've got disabled women educated to quite a high level in many countries. But they are not getting the jobs.

GAUDENCE: Yes.

RICHARD: Do you want to say any more about education?

GAUDENCE: Yes. On this one, the population between 15 to 29 years, in this 49 countries with low, middle and high income. You'll see that in the blue it's both sexes. And, then, in orange it's male and then grey it's women. But let's watch how it goes when it comes to females with disability because it is people who did attend school, there's an attitude of the society, is the belief, women with -- they will have an excuse not to have you or not to give you a chance to attend or to be in the workplace. Or sometimes to be paid less using your disability. You'll find that sometimes even the salaries are not the same. They are even worse when you are a woman with disability.

RICHARD: Yes. Okay. I think the next one is Abia. Are you still with us, Abia?

ABIA: Yes, can you hear me?

RICHARD: Yes, we can hear you.

ABIA: Okay, thank you. Thank you so much for hearing my talk and thanks to everyone for joining. We talk about overall population like 7.4 billion and people, 15% of them are persons disabilities and when we talk about women girls with disabilities it's almost like 19.2 are female and they are the ones who are more than 80% of them are living in the rural areas and they are the ones who are the higher risk of. Women and girls with the disabilities they are ten times more sexually vulnerable and they face sexual harassment, sexual violation.

GEMMA: Abia you are able to get your camera on? I think it would help if people could see you talking.

ABIA: I'm at home at this time and here we have electricity problem. So I will not be able, sorry.

GEMMA: Thank you.

RICHARD: Better to hear your voice than nothing at all, so thank you.

ABIA: Yes. So when we talk about the sexual violence, it's between the man and woman. It's quite a lot because women are more dependent on the families, they are not going out, they are not having job and government opportunities and sometime they are confined in institutions. And even during the COVID response, a number is increased quite a lot because women with disabilities are not able to get their personal assistance services at home in institutions and we would many of the mothers and the family members they were paying that other daughters die before we die because nobody's going to take care of them. How they are going to survive in this difficult time, how they are going to talk with the policy maker, with the service providers, because all the services are not accessible for them. And they were finding it quite hard to live. Can you continue to the next slide?

RICHARD: There's only the one slide you are talking on, the one you had this morning was different, so just ad lib, okay?

ABIA: Thank you.

RICHARD: Do you want to tell us a bit more about gender based violence?

ABIA: Yes, for the gender based violence, this is getting complicated during the COVID response because of the unavailability of the services in accessible format and some of the people were not getting access to the safe spaces and they get traumas and difficulties in sharing and reporting back. So how we can provide them the information in an accessible format and how we can provide them the psycho social support to the tele conferences, to the tele internet using the virtual psychosocial support and we were thinking to provide them the mobile application where we can identify some safe spaces. So they can just locate themselves from their mobile application and access to those places in case of any sexual abuse and violation. And sexual health and reproductive violence also they face a lot because OPD as all the facilities were closed. So how women were disabilities are going to consult the doctor, how were they going to check all these things with the practitioners. So it's important to share that information to them and empower them because we always talk about the twin track approach. On the one hand you have to empower the woman with disability, equip them with the knowledge and the information and all proper equipment. But, at the same time, on the other hand, we have to train the service providers to the policy changes. So we can create an enabling environment where they can get access to justice, where they can get the support. So we have to do some of the research work on this because most of the countries have to think what kind of women with disabilities are facing during the gender based violence and how we can highlight that. And at the same time the aggregation of data is important because these two points, if we collect the good practices and the challenging situation in the developing countries and at the same time the data not only the quantitative but the qualitative data as well, where we can document all these good and bad practices and can bridge that gap. Thank you, Richard.

RICHARD: Thank you, that's very good for summarising all of that. I'm going to say a little bit as a man because I think it's our responsibility as much as anybody to challenge these gender based role as the gender based violence. I've copied this diagram from the World Health Organisation, it's called the ecological model adapted to risk for gender based violence but I found there was one thing missing from it and added to that, the four blue arrows, the individual, the personal relationships, the community and the society as a whole, in the middle there, the four circles but I put across all four of those sexism. Because it's isn't figuring in this diagram. So, for instance, if we look at the first one, individual, history of maltreatment/violence, drug or alcohol misuse by partner, being socially isolated, younger age and partner under/unemployment. But what is of notice the different between men and women in these patriarchal structures is sexism. The men have get better treatment than the girls and when they do something wrong it's just messing about, it's not really serious, and so on. Why, challenging that, and I think Abia in the last discussion said you can challenge the isolation and violence that women are feeling by changing and using modern technology so that was, in a way, because she and her organisation understand sexism and why that's happening, they were able to break it down.

Similarly, when the World Health Organisation talk about relationships, they talk about separation and leaving, make marriage break downs, and so on. And the risk of femicide, murder of women, being socially isolated, common law versus marriage. But why is it that men feel they can just turn round and divorce their wives. In some cultures in the husband dies the wife should die with him. It's not that long ago that that was a common thing. Being socially isolated. Again it is the sexism that needs to be challenged. And when we go onto community. I was swimming this afternoon and this man came up to this woman and said why are you in my space and he said, oh you are mad, and then afterwards she went to complain to the attendant and he was pointing his finger at his head and whirling it round like she was mad and he looked at me like I should support him and I said you are abusing her, that's not acceptable. We have to be getting men who are perpetrators of abuse even at that low level to say, no, that's not acceptable, you can't just do that. You might have been brought up in a family where your every whim has been met but you have to have equality in the way you treat each other and that, again, is challenging sexism, it needs to be part of the school curriculum in every school. And having single sex schools doesn't help really we need to get boys and girls to grow up together so they are respectful of each other. Lack of services to support women and families and certainly lack of sexual reproductive clinics for women and so on. High levels of unemployment. Again, how society is structured is because of sexism and patriarchy. Last of all the World Health Organisation point to social and cultural norms that diminish the status of women and children, another historically marginalised group. Socio and economic health policies, norms including physical punishment and lack of adequate legislation. Again it's not a given why these things should be there and although they may have been there for the last 12,000 years they don't have to be there for the next 20 or even the next 5 years. As has been shown, women are beginning to stand up collectively and, in the sin in a industry, it was taken for granted that women would have to be abused to get a part. That is no longer the case. A well-known director who is now doing 25 years in prison, Harry Weinstein for treating women in that sort of way. So women are beginning to stand up and they need the support of men in order to do that. So all of these things requires a huge social movement and education of people to understand just because things were always like that, they don't have to be like that any more.

Okay, so now, Abia, you are going to introduce the first activity. It's not Abia, sorry you are doing the second activity, it is Sarah introducing this. Sarah.

SARAH: Yes, Richard, I would like to first before the activities in north Africa and western Asia women with disability are five times less likely to be employed as men without disabilities. In Europe, they are two times less likely. The gap between women and men with disability varies between 6% percentage noints Europe and 26 percentage points in value and southern Asia. So I would like for you to first put in the chatbox the answers for the questions that I'm going to put forth about first identifying three factors that cause these differences. Why are there differences in employment for men and women with disabilities? Why are those differences? Why do you think that is the case? Especially you can also give examples of where you are. So we'll give you a time like a minute or so to put in the chatbox your responses in identifying three factors that cause this difference.

GEMMA: Sarah are you just asking them to answer question a at the moment?

SARAH: Yes.

GEMMA: Okay, thank you.

SARAH: Kindly just share your views on why these differences are there. You can even give examples from the continent you are in or the countries that you are coming from. So we'll give you a minute. Then we'll get to read the answers. I think Gemma?

GEMMA: If we could have a few more seconds please.

SARAH: All right.

GEMMA: Okay they are still coming in but let's have a go. So differences there due to cultural devaluation of women. Lack of opportunities in education for women. Societal attitudes that suggest women should be at home rather than working. Prejudice of employers. Different culture and social norms in both Africa and Europe. Levels of education of women in North Africa and Europe. Job availability that even allows employability. Gender prejudices and cultural beliefs. Low levels of education amongst disabled women. Sex.ism. Religion added disability it worsens. Men's work is paid, a cook is paid, a housewife is not paid for cookings. Poverty, culture and unemployment. Discrimination, cultural behaviour, prejudice. Difference in skill training offered to women and men, the thinking that it's more important to train an ploy men than women, cultural views. Intersectionality. Cultural barrier. Lack of educational opportunities. There are lots more, hold on. General beliefs that men are stronger than women. Culture beliefs, again. Women have no access to economic ownership of land when disabled you are worse because who will work for you? I think I'll stop there.

SARAH: We appreciate those responses and we would like to go to the second activity. Identifying three measures that could reduce these differences. What do you think can be done by countries, by men and women to reduce these differences disparities between men and women and putting women with disabilities in the limelight. Kindly take another minute to respond to identifying three measures that could reduce these differences.

I think Gemma?

GEMMA: That's fine, we've got some. Okay, so more educational building skills opportunities for women. More employment opportunities for women. Equal pay between men and women. Three measures to reduce is education, economic empowerment and fighting for your rights. Three measures that could reduce these. Offering soft skills to job seekers. Three measures necessary to reduce the anomalies include education and sensitisation. Changing cultural beliefs, the fixed mindset, growth mindset. Equality of gender regardless of the sex. Increased opportunities to educate women and girls. Provide equal opportunities for skills training, mentorships, internship as jobs. Amplify the voices of women to stand up for their rights and speak up against cultural practices and social norm that disenfranchise them. Getting male involvement in fighting jeaned inequality as male involvement involves likely perpetrators. Programmes that ensure women with disabilities are employed especially in government offices and the private sector. To hold workshop or other forms to educate the community. Women with disabilities should be involved in setting the rules and regulations towards persons with disabilities. Public enlightenment, gender equality, education and changing cultural beliefs. Fighting for equal education for women and women with disabilities. Continue creating dialogue around these myth as creating awareness on why they should be broken and empower women themselves to speak up against sexism.

RICHARD: That's good. What about the four of you who are on, the four women here, to discuss from those, what do you think are the most important measures of those that were discussed there and if you want to give examples, just for a couple of minutes. Is that all right? So Abia, Thandiwe, Sarah and Gaudence.

>>: I'm here, Richard, I don't know about Abia and Thandiwe. Let me start by saying that it is important for the society appreciate women with disabilities as people who have skills and who can be of importance and benefit to the society, from the family level to when they are at home. So that when it comes to prioritising issues they don't leave out women with disabilities out of decisions. The decisions that they take, especially maybe to take them to school or to find a location for them if they have challenges and they require soft skills. So that they can be useful in the society. So starting with a family set-up and then going and integrating these issues in the society, the bigger society. That is very key to ensure that the women's voices are heard and that women are not being left behind when it comes to inclusion in society and in participating fully in the things that are around them. So I think that's one very important point to consider, to reduce these differences.

RICHARD: Okay.

SARAH: Thandiwe?

THANDIWE: Charity begins at home. One of the experiences that I have is to say that, if at home, you are being treated as a human being, then the society in the community will treat you as a human being. So what we need to encourage is to make sure that each and every family encourages or teaches, each and every family encourages or teaches the family as a whole, to treat people with disability with dignity. Then it's easier for the society to do the same. Because we need to start right from the house where. But if, in the house, it's not happening, don't expect -- my apologies! Sorry. (Dog barking).

If people in the house are not treating you correctly, the society won't treat you correctly. They will always see you as a nuisance because they learned from the family. So we need to start educating the family. The family needs to treat you correctly, then we move forward. It's that charity begins at home. Thank you. My apology for the dog!

GEMMA: I have a dog, to, mine's about to bark as well. Gaudence is on the call. She is concerned about rain noise behind her, she said it's disturbing but do you want to just try, Gaudence? Okay we've got Gaudence.

GAUDENCE: Hello?

RICHARD: Hello, yes, we can hear you.

GAUDENCE: Thank you. What we needed to do to make sure that we are addressing all those differences we need to go back and see why those differences, some people talked about education. It's education, it's a matter of policies that we have, it's a matter of cultural norms that we have, social norms in our families, in our culture and countries so we need to consistently tap all those issues surrounding women and women with disabilities. Making sure that to raise awareness around their family members, around their communities in general. But, also, we needed to empower all those girls and women with disabilities to make sure that they can first of all themselves the family cannot but if they take the need to showcase their confidence, to showcase they are capable and then the community may accept, also, their space, give them voices within their communities. Thank you.

RICHARD: Thanks. Is Abia on now? Or not? Otherwise we'll move on.

GEMMA: Abia's not on, no.

RICHARD: Okay well I will then introduce the next film but I don't know -- and the activity if she is not on. Okay then we've got this film which we showed you in the presentation but we're going to show it again which is about a particular case of gender based violence to a 12-year old girl in India. And, then, we're going to do an activity about gender based violence.

(Film).

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Co: names have been changed to protect the identity of the survivor. A village in U state in India, Shabana, a mother speaks. her clothes of full a blood, the doctor got angry and said this is a rape case. A disability rights activist and a consultant for human rights watch. In 2014Razia a 13-year old girl with an intellectual disability and difficulty in speaking was raped by her brother's tutor in a village. Accessing justice is specifically difficult for women and girls with disabilities. They lack the support that they need at every stage of the process to save justice reporting abuse to the police, accessing medical care, navigating the court system and obtaining compensation. The boys' family was offering money but our family members wanted justice. In this case the court assigned lawyer had no experience handling cases of girls and women with disability the. ... a lawyer at the ... foundation a local NGO stepped in to help. We were told by the family that the police were not taking any action against the accused and we were also told that the accused was still roaming free in the village. In 2012 and 2013, India adopted new laws to address the specific needs of women and girls with disabilities including the right to record testimony with the police in a safe pace of their choice. The right to be assisted by an interpreter or a support person. And the right to use the accused using a method other than visual identification. Such as a voice liner. But these new laws need to be implemented in order to protect the rights of women and girls with disabilities. The police wrote that the victim was unable to give a statement likely due to trauma but it was because of her intellectual disability. A social worker for the foundation. She had speech but she was not able to communicate very clearly. And it was not easy to establish what had happened. It toes a long time, the councilsaller used a doll and the child was able to tell us exactly what had happened. The new laws covered steps that the police, hospital personnels, judicial officers and judges should take to support women and girls with disabilities. In this case, the laws were violated. Rasia was made to sit in the same waiting area as the suspect during the DNA testing. The victim's mother was sitting between her and the accused. And the victim was very troubled by this. Because the accused was cutting very proudly in front of her. Although initially the conveys not handled correctly a senior police official intervened to implement the leam helps Rasia and many others in the district. Inspector general of Gutera police. Whenever there were new amendments or changes in the law, it's very important that all the investigating officers or police officers are properly trained. And that the training should not just be related to the law but they should also be sensitised to the emotional and psychological impartiality of the victim goes through. Rasia's father. As you know if such a thing happens to any girl in your family, it's a difficult time for the entire family. After long struggle of doing many right hand side in court, the court directed the Government to give us 8,000 US dollars as compensation. It has been three years and we still haven't got the money. Rasia's case demonstrates that India is taking steps forward in up holding laws to protect women and girls with disabilities but making this happen demands an engagement from strong grassroots organisations, informed lawyers, trained police and a genuine commitment from the Government to provide support they need to heal from sexual violence.

RICHARD: Thanks. Gaudence, do you want to introduce this activity, please? Are you still on, Gaudence? Could you introduce this activity? Thank you.

GAUDENCE: Yes, Richard. We need to back on the gender key highlight ideas on the root causes of gender violence against women with disabilities, why gender based violence amongst sisters, girls and women with disabilities? Just use your chatbox to share ideas that you feel are the main causes. Thank you. When you finish, we'll go to the next question.

RICHARD: Okay. So we're on activity 2c.

RICHARD: Have we got some suggestions Gemma?

GEMMA: Just starting to get, we have a few more seconds and then Gaudence can do the --

RICHARD: Gaudence can ask the questions.

GAUDENCE: You can still continue asking yourselves why all those beliefs, why not educated, why not supported? Just to go in deeper, and understand all those issues that you are listing. Gemma can you help read through all those ideas?

GEMMA: I will so I will start from the top and go down. So we have firstly the belief that they won't pursue justice, the belief that they have less value. The reason for high level GBV is lockdown due to COVID-19. Ignorance by family and caretaker and laxity by law enforcement to punish offenders. Women and girls with disabilities are more vulnerable because they do not have income and when they're assaulted they have nowhere to go. High poverty levels, high levels of dependency upon possible violate lates, lack of support. Taken advantage of based on their disability, people believe they cannot seek justice. Lack of confidence in support from family. Equally, lack of education. Inadequate skills for boys to negotiate sex with their peers in a highly commercialized era, hence pick on girls with no ... poor justice system, they're not supported enough to face a lot of GBV. They're still coming in quite quickly now. Two root causes are inequality and root cause of power much poor justice system, again. Belief they are less valuable. Lack of stringent measures to deter violaters. Archaic beliefs for example in some cultures it's believed if one sleeps with a girl with disability they won't grow old. Women and girls with disabilities are not protected by the law and even when there are laws, I can keep going or stop?

GAUDENCE: You can respond. Thank you Gemma.

GEMMA: We'll save the chat, okay?

GAUDENCE: Yes, thank you. Let's now go to question B: what needs to be done to reduce these levels of abuse? Just two suggestions in the chatbox. What do we need to do to make sure that we challenge all those beliefs, all those gaps in education. There's something that you can do on ignorance. Reducing vulnerability of girls and women with disabilities or gender based violence. Increasing awareness. What can we do? Just two ideas. Hi Gemma we can go through all those ideas.

GEMMA: Okay I might start from the bottom and go up this time.

Education, enlightenment and sensitisation are a necessity.

GAUDENCE: Just your ideas.

GEMMA: Cultural change of mindset and a generality of people in society. An enabled legal backing and framework will go a long way to protecting our disabled women and girl children. Teach boys it's not manly to abuse girls, it's a crime. Protect the girl child. Establish support mechanisms for reporting abuse. Grassroots education to raise society's values for girls and women with disabilities. Punish offenders severely to deter others. No early marriage force girls until the end of their education and are employed. Conclude explicit references to girls and women with disabilities. And address those specific requirements in legislation and policies relating to persons with disabilities. Raising awareness on the current laws, when they are most available, must be done with all actors to continue to teach women and girls as right holder that is silence is not golden.

When they come in quickly it's hard. Sensitised family and care givens, educate and sensitise law enforcement. The belief that men have to physically also put women as a greater disadvantage. There's need for women and girls to be educated and to be employed in society will respect them. More education to our society and the rules for those who are ignoring. You want me to keep going to? To create awareness to the community for the rights of persons with disabilities. The Government should have taken seriously the law under GBV.

RICHARD: A lot of suggestions there. Would the panel like to talk about any particular project that is they've been involved in?

GAUDENCE: Thank you for all the ideas. Hello?

RICHARD: Yes. Go on.

GAUDENCE: Can you hear me? Okay, thank you just to summarise all the idea that have been shared. There are three main root causes of gender based violence. Some people talked about inequality and misuse of power. All those are the main causes that lead to gender based violence. Inequality in education, inequality in employment that is causing poverty to girl as women with disabilities. Misuse of power but this is a disrespect of human beings, of human rights. Those are the three main causes. And the other ideas we can quote them, show a gender based violence like poverty, like all those belief, use of drugs, the awareness. The fact that gender based violence for girl as women with disabilities. I want to come back to self confidence, some people talked about self confidence for disabled girl as women with disabilities. Self confidence is something that we acquire through the education, socialisation so make sure that girls with disabilities are empowered to take the lead for the change they want in their life. Yes you shared also the good ideas of what we can do. Let me invite you to start thinking of all those ideas that you shared, awareness, empowering, economic women and girls with disability but also I heard about a good idea. Making sure that whatever we do to empower disable girls and women we also engage men from their families, from our DPOs and make sure they understand the issues surrounding gender and disability. They are facing gender based violence. It's not because they are left behind and you can ask yourself, what will happen to you? Automatically it is gender based violence on we need to start thinking what can we do to implement all those ideas. Individually we can do something. Thank you.

RICHARD: This morning, Gaudence, you were talking about four levels of power. I think that's quite useful.

GAUDENCE: Richard. Thank you, Richard. When we talk about the misuse of power, let me first of all talk about the four levels of power. The first level of power is the power (inaudible).

RICHARD: We're losing you.

GAUDENCE: The power means that there's someone controlling yourself. Making the decisions about yourselves. And we have also the power with where you are valued share with someone else and you make a change that you expect to have. But, also, we have the power to where you can make a decision, you have something that you can do and you can share with other people. And then the power within. The most power leading to gender based violence is the power over. The power over is a matter of control, it's a matter of making decisions on yourself, you can imagine for those disabled the girls disabled, the women, forced into contraception without even consent. You know within the DPOs and this is the one that leading to the gender based violence. It may happen that there is the power over but when you have the power within, the power within means that the person himself has the power, is empowered enough, to make sure that the person can push for all those challenges come against the person. All those challenge they are facing they can find a way alternative way to overcome all those challenges so we need to make sure that we work out on the power over but, also, empower the person snaked sure they are result enough to say no to gender based violence, to make decisions on their life but, also, to find a way to empower and stand for their rights. Thank you.

RICHARD: Thank you very much for are that. So now we go onto activity 3. We're going to talk about our own DPOs and how do we deal with this issue. Who was going to introduce this? It's Sarah, I think. Was it? No. Hang on. Who is introducing this? Sruti's not with us. Thandiwe do you want to introduce this?

THANDIWE: I can't hear a word. Can you hear me?

GEMMA: Yes we can hear you.

RICHARD: Can you see the slide, the activity on the slide? This is really --

THANDIWE: ...

RICHARD: And we can hear you.

THANDIWE: Activity number 3. We are talking about how do we make the disability movement more habitable for disabled girls and women? Maybe we can come up with suggestions in the chat. Shall we do that now?

RICHARD: Yes.

GEMMA: Thandiwe you need to make sure that it's only women that answer at the moment.

THANDIWE: Only women need to answer that one: how do we make the disability movement more habitable for disabled girls and women? Can the women respond on that, please? Only women, let's see that on the chat.

GAUDENCE: Maybe to understand better the question, you can look back at the DPOs, what is the situation of disabled girl as women? What are their roles? Are they taking part in the decisions within your disabled organisation?

THANDIWE: Or is there any movement of woman or organisation of women with disability?

GEMMA: We need to allow space for people to write when they are not having to read the captions or watch the signing. Which is basically every time one of us says something it generates the sign interpretation and the captions. So people need to now write in peace for a minute.

GEMMA: Thandiwe and Gaudence.

THANDIWE: I can see 15 people have responded. There are some good responses here.

GEMMA: I'll do. Okay so cluster was disabled girl as women should be set up based on the age bracket and sensitisation and advocacy passed down to them from the community level. Women and girls should be empowered with knowledge and skill its so they can speak out for themselves. Women with disabilities must mentor the younger generation. Else a cycle of not being involved may continue. All DPOs need to be inclusive so as to allow for participation of girls disabilities as this enhances their self esteem. They will know how it fight for their rights, this should be done from the basically. Awareness programmes where women are educated of their rights. Somebody, sorry, it is that South Africa? Says true, there isn't enough DPOs in my country that are specifically women-focused in fact I didn't know of any until this course. That may not be South Africa sorry because I know there are there. Thandiwe you need to get on that! Including disability studies and awareness in the primary school curriculum. From a movement where they belong, where they can share without being misunderstood, have a quick way of communicating within the group. Building capacities is crucial. Have accessible workshops for women and girls with disabilities, that educates them and their rights and how they can be part of the movement. There's some more at the bottom. In Zambia, Zafod has place for the youth and the national union for women with disabilities have a representative for the youth. This is a good move of girls with disabilities can know their rights.

RICHARD: Good example.

GEMMA: Men should be brought into this conversation, otherwise they won't think they are part of the problem. That's not their problem to solve. They will be.

RICHARD: They're about to be brought in.

GEMMA: Okay I'll leave that with you, Gaudence, and Thandiwe.

THANDIWE: Thank you so much. The one in South Africa, I'm not so sure where you mean. There is movement of women with disabilities in South Africa. Including ... with disability. I wanted to say also around this movement is to say, also, women with disability need to be involved in other organisations of women, the so-called normal women. Because once we get involved in those other organisations of women who are not disabled, you are going to be the champion or you are going to be the advocate how to, how they will be able to women with disability. Now we have our own organisation, they've got their own organisation, we're not talking with one voice as women. So my suggestion is to make sure other organisations you become part of it and raise awareness, that don't deal with disability especially those women. I'm not sure if anyone needs to add women in their leadership.

RICHARD: Right.

THANDIWE: Jen, Sarah, are you there?

SARAH: I'm here.

THANDIWE: Did you want to add anything?

SARAH: It's very important for women to come together as one, okay? As women with disabilities, and have their voice heard. And, also, to join the mainstream women so that they can fight for their rights as women and girls with statements, even within the bigger context of the women movement. It is very important even in the DPO the that women should take leadership positions, that they should be courageous enough or have the confidence to lead so that they get the positions and they are able to practice their skills and their leadership skills also even in the DPOs. So it's very important for these women movements to have voices of women with disabilities, even in the main stream, women forums. Women with disabilities attend and speak about their issues, even that they are not discriminated against because a woman with disability is double discriminated because generally as a whom they're discriminated, then, with a disability. So even when they interact with other women organisations, then they are able to be heard and their issues are able to be put on the table together with other women issues.

RICHARD: Gaudence, did you want to come back on that. Are you on the call still Gaudence?

GAUDENCE: Yes I'm still there. Just to encourage our sisters that behind your disabilities, there is much potential abilities so that you make a difference in your life. You have the potential to lead, you are good in leadership and you have the potential to engage with all those communities, all those members of your organisation to find your space, to fight for your rights, to fight for your voice to be heard but, also, to engage with your other sisters, support them, mentor them to make sure that you also grow together and then you can be stronger enough. Thank you.

RICHARD: I think we need to press onto say what men now need to do. I'm going to introduce this. Make no apologies. That is film we made of some training that I ran ten years ago in the south Pacific for nine Commonwealth countries. And we asked for there to be a man and a woman and a youth from each of those nine small island countries. I've just clicked a bit of it together but you'll see the point in moment, okay?

(Film)

Co: from eight countries in the south Pacific gathered in Papa new beginny to share their experiences and learn about the UN Convention on the Rights of Persons with Disabilities. Each of the eight Commonwealth Pacific island countries was represented by a disabled man, a disabled woman and a disabled young person. Countries of the Commonwealth who have engaged with the UN consequence on the rights of people with disabilities, it became clear that in the south Pacific area there was quite a big gap and with the exception of Vanatu who have ratified none of the other countries have and so the Commonwealth thought that they should do some capacity building. The barriers that I come across in my life, that affect me, the treatment towards the people with disabilities. As people with disabilities we will hide ourselves. The people just left us out and just think that we have a disability and we don't have a right to do things. People disability, we have different ways to do thing. One day was spent focusing on article 6, disabled women's rights to equality. Many disabled women present experienced sexual harassment regularly and even within the conference setting. Our traditional role, for women to do the cooking, look after children, household work. Do as they're told by men, father and boys. In gender groups, participants were given time to talk and think about sexism in their every day lives and how it can be perpetuated within disabled people's organisations.

RICHARD: I'll just explain how that happened. We were not planning to break into separate gender groups but a number of women after about the third day of the course started complaining that a number of the men were harassing them and one man was actually asking all the women on the course to go to bed with him. And I had a word with him and said that's just not acceptable. You are not making this a safe space for these women. But there was a strong pressure from all the women on the course and I supported it that we actually discussed this and we thought the best way to do it was to break into a women's group and then a men's group which I convened and get people to confront their sexist attitudes.

(Film)

Co: the men's group discussed men's active role in women's oppression and recognised their responsibility to change this and to challenge all mistreatment of women and girls. Both groups created plans to support the equal inclusion of both men and women. And everyone identified ways that DPOs could develop to ensure the full participation of women and young people at all levels. Consulting and making sure women are part of all decisions. Disabled people in our village in our community, we work together as a community, as a nation, as Pacific islanders, we can to it and we can show them what we are capable of. But we have also to ensure that we have a voice as disabled person's organisations because our slogan says nothing about us without us. If we're not there there's nothing they can learn about us. Thank you. [Applause]. I look forward and I hope ... [singing].

RICHARD: Being the Pacific they have a song for every occasion which is great. So that shows you can make transformation quite quickly so that the activity now is for the men but also women can make share suggestions in the chat. But we'll talk the men's answers first. How do we change the thinking of disabled men and boys in the disability movement and their behaviour to women and girls to make the disability movement a more respecting place for women and girls? So what can men do to change their thinking and their behaviour to make the disability movement a more respecting place for women. So that's the question in the chat for men but we would also welcome women's suggestions on it as well. So we'll give you a minute or two to come up with those and then we can discuss it.

GEMMA: Could I just ask as you your question in, that you indicate with an F or an M as to where you fit. Because I can't always tell by your name and it would be quicker. So put a M or an F at the start of your answer, please.

RICHARD: Great. So you've got your minute and a half now. First of all, Gemma, do we have any male answers?

GEMMA: We have a couple of definite male answers.

RICHARD: Okay let's start with those and you can pick up a few after.

GEMMA: So remind people everyone who is human we have all the same rights and Nicodemus through partnership with women create awareness, team building and networking. Here's one: education and enlighten men and boys on the right approach to disabled women and girls. This is a major thing we need to do to change the mindset and be aligned towards the opposite sex.

RICHARD: Good. Any more male ones?

GEMMA: Laurie again but still a different point, male role models could help younger males.

RICHARD: Good one, thanks for that. Any other men who are on the call who would like to suggest what needs to be done? If we're this shy when we're all speaking together, we don't have much hope of changing the culture. So we do need to dig deep and come up with answers.

GEMMA: If you're going to write anything else please could you put an M if you are a man at the beginning of your answer. Are we going to have another half minute, Richard?

RICHARD: Yes. We've got 5 minutes left on this whole seminar so I want to come to each of the women who are on here for a final word. And I'll just take questions from women now after that half minute.

GEMMA: Okay so half a minute more.

RICHARD: Okay let's see if we have anything else, any more Ms?

GEMMA: Men and boys should respect women and girls at all times. Men must have self respect. Then I think everybody else identifies as female.

RICHARD: Let's hear from the women because they have every right to say what they think should be happening with the men. So --

GEMMA: Okay. Our culture, that moved as soon as I started talking. Our culture must teach men to respect women; if a woman says no she means no. We should reprimand men that abuse women. Men must stop saying it's a man's world but we're all equal. It goes back to societal and cultural norms, if the whole human race believes we will have equal rights and this to be taught in school and at home to everyone from a young age. Then we may have a chance to positively change this. Men should create a balance even from their home on the commitment allotted to their children devoid of gender much men should see the need to balance the organisational activities in their respective group.

RICHARD: Okay so we've got some ways forward there. And I would ask people to think globally but act locally and everybody can do something about this, even if it's making a poster or a placard or doing something on your computer sending a Tweet to other people in your group. Raise ying when we get back to face-to-face meetings, raising these issues. And if you see behaviour that you think is not okay, particularly as man I think it's your responsibility to support the women in challenging it. We need to be strong allies of women challenging sexism and I'll ask the women to have the last word, please, women presenters. So now you can come in Gaudence, Sarah and Thandiwe.

GEMMA: Gaudence was having to leave to drive home before the curfew.

RICHARD: Whoever is on now, Sarah, Thandiwe, you can say something to wind us up. Please.

SARAH: I think what I can say is that men should really change their attitudes towards women. Because we know attitudes is one of the things that brings a lot of discrimination on what a woman can do vis a vis what men are capable of. So men changing their attitude and accepting women as peers and almost equals, especially when it comes to issues of leadership and decision making because they also have a mind of their own and they think differently. But they are part and parcel of society. And their way of life should also be put in the limelight and highlighted. So we want to encourage boys and men to accept women as they are and give them opportunities. Stand up for them, they are your sisters, brothers and I'm sure men would also like to see in that close range their family, members who are women, maybe with disabilities becoming something in society. Because of the support that they get even from the men who are in the support system. Therefore moving forward in their DPOs let's encourage women to take leadership position as lead from the front so that they can see the abilities that are in women.

RICHARD: (inaudible). You are equal, it's not about almost! Okay.

THANDIWE: I think when it comes to support from men, as men with disabilities and women with disabilities, we can only be stronger if we stand together. If normal men see disabled men supporting or protecting women with disability, it's going to be normal for them also because (inaudible) for men with disability so it starts with us will yous las people with disability to support each other. So when men talk to other men know what they're talking about and action will show they do something to support women with disability.

RICHARD: Very good point to end on I had à las message here from India. This is some heart aching facts and report cards on how the gender equality is going and obviously gender equality in general will impact on disabled women. And things are not going well in India. Which is our largest country in the Commonwealth. Two to four times worse, global gender based violence over the last period. Literacy levels. Infant mortality of girls is much higher than boys. That must mean that girl children are being killed off because they don't have as high a weight as boy children. So there are a lot of things that are ingrained in societies that need to be challenged and we can't solve all these problems but within the disability sector we can certainly make a big challenge and I would call on all those on this call and all those who are going to see this video that whenever women are they must show solidarity with name disabled is sisters and men challenge themselves to make the disability movement supported and habitable by disabled women and girl as men and we can do that in a coloured and empowering way. So I think we have had a really interesting discussion today. For next week, tonight we'll go up antiracism and disability, got an interesting module there, course book with follow-up activities. The film is also up and we'll have two seminars next Friday on those. So thank you all for tuning in. Thanks particularly to Gemma and the signer as captioners. And to the four female presenters Sarah, Thandiwe, Abia and Gaudence for today. Thank you very much.

GEMMA: Thank you everybody.