



Inclusive Futures

Promoting disability inclusion



Disability Inclusive Development Programme

Gender Mainstreaming Guideline

Version 1

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Acronyms

DID – Disability Inclusive Development

FMT – Fund Management Team

GBV – Gender-Based Violence

GESI – Gender Equality and Social Inclusion

LGBTQI - Lesbian, Gay, Bisexual, Transgender, Queer, Intersex

LMICs – Low-and Middle-Income Countries

MEL – Monitoring, Evaluation and Learning

OPDs – Organisation of Persons with Disabilities

SRHR – Sexual and Reproductive Health and Rights

ToC – Theory of Change

UNCRPD – United Nations Convention on the Rights of Persons with Disabilities

Glossary of terms

Accessibility: The condition of a facility or service that ensures that persons with disabilities have access, on an equal basis with others, to "the physical environment, to transportation, to information and communications, including information and communications technologies and systems, and to other facilities and services open or provided to the public". (UNCRPD, Article 9.)

Assistive device: Any item, piece of equipment, or product system that is used to increase, maintain, or improve functional capabilities of persons with disabilities. (International Disability Alliance.)

Gender: A social construction relating to behaviours, norms and attributes based on labels of masculinity and femininity, given by a society at a given time for men and women, and can change over time.¹

Gender identity: A person's internal sense of gender, which may differ from the sex assigned at birth.

Gender equality: Refers to absence of any kind of discrimination based on gender, and ensures equal opportunities, access to services and benefits from allocated resources.

Gender equity: Ensuring fairness between men and women, often achieved through putting in place measures that compensate for existing political, economic, cultural or historical inequalities between men and women, boys and girls.²

Gender mainstreaming: An approach that takes a gender perspective into design, implementation, monitoring and evaluation of a project, with a goal to promote equality between men, women, boys and girls with and without disabilities.

Gender/sexual minorities: Terms that refer to individuals whose sexual orientation is outside the heterosexual mainstream, or individuals whose gender identity does not fit into the distinct male and female category.

Intersectionality: A concept used to describe and understand complex and multi-faceted dimensions of a person's characteristics and experiences. In the DID programme we are concerned with discrimination on the grounds of disability and how this intersects with other forms of discrimination based on other identities of the same person, including gender identity, ethnicity, age, social and economic status, caste, class, faith, sexual orientation, or any other characteristic.³

Inclusion: Inclusion is the process of making sure all groups in society are collectively engaged and supported to fully participate in and benefit equally from decisions that affect their lives, making sure their needs and rights are recognised and they get their fair share of available resources.⁴

Persons with disabilities: A person who have long-term physical, mental, intellectual or sensory impairments that, in interaction with various barriers, may hinder their full and effective participation in society on an equal basis with others. (UNCRPD, Article 1.)

Reasonable accommodation: Necessary and appropriate modifications and adjustments, that do not impose a disproportionate or undue burden, needed in a particular case, that enable persons with disabilities to enjoy or exercise on an equal basis with others all human rights and fundamental freedoms. (UNCRPD, Article 2.)

Sex: Refers to biological aspects of one's anatomy, assigned at birth and generally male

¹<https://www.ons.gov.uk/economy/environmentalaccounts/articles/whatisthedifferencebetweensexandgender/2019-02-21>

²STAR-Ghana. (2016). *Gender Equality and Social Inclusion Toolkit*. STAR-Ghana.

³Thomson, T., Al Ju'beh, K., Dard, B., DeGraff, N. & Zayed, y. (2019). *Disability and Gender Analysis Toolkit*. CBM.

⁴Ibid

or female.⁵

Convention on the rights of persons with disabilities: “The CRPD is a landmark international treaty. It is a comprehensive human rights convention and international development tool and is at the heart of the disability rights movement.”⁶

Organisation of persons with disabilities: As defined by the UNCRPD Committee, organisation of persons with disabilities “should be rooted, committed to and fully respect the principles and rights recognized in the Convention. They can only be those that are led, directed and governed by persons with disabilities. A clear majority of their membership should be recruited among persons with disabilities themselves”.⁷ (UNCRPD, Article 4 and 33.)

⁵<https://www.ons.gov.uk/economy/environmentalaccounts/articles/whatisthedifferencebetweensexandgender/2019-02-21>

⁶<https://www.internationaldisabilityalliance.org/CRPD>

⁷UN CRPD (2018): General comment No. 7 (2018) on the participation of persons with disabilities, including children with disabilities, through their representative organizations, in the implementation and monitoring of the Convention.

<http://docstore.ohchr.org/SelfServices/FilesHandler.ashx?enc=6QkG1d%2FPPRiCAqhKb7yhsnbHatvuFkZ%2Bt93Y3D%2Baa2pjFYzWLBu0vA%2BB7QovZhbuyqzjDN0plweY146WxrJJ6aB3Mx4y%2FspT%2BQrY5K2mKse5zjo%2BfvBDVu%2B42R9iK1p>

Introduction

Persons with disabilities are not a homogenous group and different barriers and needs exist across the diversity of disability, and intersects with other facets of their identity. This may include, for example sexual orientation, age, race, religion, and economic status. All intersect with disability and impact life chances in a myriad of different ways. One of the most significant factors, however, is gender, and this guideline is designed to specifically support consortium partners and other stakeholders in the process of designing and implementing new and existing task orders (projects)⁸ under the DID programme to mainstream gender effectively within disability-focused programming.

It is important to understand the difference between sex and gender, which are often used interchangeably. The UK government⁹ defines sex as: referring to **biological aspects** of one's anatomy, assigned at birth and generally male or female. Gender, however, is **'a social construction** relating to behaviours and attributes based on labels of masculinity and femininity; gender identity is a personal, internal perception of oneself and so the gender category someone identifies with may not match the sex they were assigned at birth'. This also relates to how one identifies: 'an individual may see themselves as a man, a woman, as having no gender, or as having a non-binary gender – where people identify as somewhere on a spectrum between man and woman'. **The important point to note is that social, political and cultural expectations, practices and norms around gender can change over time and in different contexts.**

In order to meet the requirements, practice principle of non-discrimination, ensure human rights and understand needs of all task order participants; effectively understanding gender and how it impacts on persons with disabilities, in all their diversity, and their barriers to accessing services and benefiting from development programming, is critical. Gender analysis will be one tool that will draw this out.

It is well documented that women and girls with disabilities experience significant barriers in accessing education, health and livelihood opportunities, because of existing negative perceptions, belief systems, stereotypes and discrimination due to the intersection of gender and disability. Furthermore, they are more likely to be victims of violence and GBV, particularly in times of crisis, such as the Covid pandemic.

This guideline, therefore, has been developed collectively by the DID consortium partners to have a **specific focus on ensuring that women and girls with disabilities participate and benefit equitably from our programme**, through supporting task order consortium partners to understand and better respond to gender differences, whilst also taking into account gender issues that affect persons with disabilities in all their diversity. While the language used in the DID programme, as reflected in the programme theory of change, focuses on women, men, girls and boys with disabilities, there is a live discussion around better understanding the intersection between gender and disability. This includes gender sensitive terminologies used when referring to persons with disabilities. The programme will engage in the debate, with a view to adjusting the terminology in future reviews of key programme documents and approaches, including this guideline.

⁸Projects are referred as task orders within the DID Programme and this is mainly because the programme runs on a unique contracting model called New Engineering Contract (NEC3).

⁹<https://www.ons.gov.uk/economy/environmentalaccounts/articles/whatisdifferencesbetweensexandgender/2019-02-21>

Snapshot of facts & figures on gender and disability

- An estimated 15% of the world population live with a disability¹⁰, out of which 80% live in LMICs which includes Nepal, Nigeria, Uganda, Kenya, Tanzania and Bangladesh, where the DID programme is currently being implemented.
- The average disability prevalence rate in the female population 18 years and older is 19.2% than compared to 12% for males¹¹, that is 1 in 5 women and girls in the world have some form of disability¹², and this is largely due to systemic barriers and exclusion from education, livelihoods opportunities and health care leading to lower economic and social status, GBV and violence against women and harmful or gender-discriminatory practices.¹³
- There is a lack of data on disability prevalence among gender minorities (including LGBTQI - lesbian, gay, bisexual, transgender, queer, and intersex)¹⁴ and ethnic minorities particularly in LMICs, however evidence show that both gender minorities and ethnic minorities with disabilities face intersectional discrimination because of their sexual orientation, gender identity, ethnicity, and disability.¹⁵
- Women with disabilities are three times less likely to meet their health care needs than compared to their male counterparts.¹⁶
- In terms of literacy, adult literacy amongst people with disabilities is low, particularly for women with disabilities. The World Report on Disability found that 50.6% of males with disabilities have completed primary school, compared with 61.3% of males without disabilities and for females with disabilities only 41.7% completed primary school compared to 52.9% of females without disabilities.¹⁷
- Employment rates for women with disabilities are only 19.6% than compared to 52.8% for men with disabilities.¹⁸ When women with disabilities are employed, often they are paid less than compared to men with disabilities, they experience unequal hiring and promotion opportunities and standards, unequal access to training opportunities and resources, and they have limited participation in economic decision making.¹⁹
- Estimated 80% of women with disabilities are dependent on their family members, care givers and others for livelihood.²⁰
- Women and girls with disabilities are less likely to have access to assistive technology in LMICs.²¹
- Young girls and women with disabilities are 10 times more likely to experience some form of gender-based violence than compared to young girls and women without disabilities.²²

¹⁰World Health Organisation (2011): World Report on Disability. Report http://www.who.int/disabilities/world_report/2011/report.pdf

¹¹UN Women (2018): The empowerment of women and girls with disabilities.

<https://www.unwomen.org/sites/default/files/Headquarters/Attachments/Sections/Library/Publications/2018/Empowerment-of-women-and-girls-with-disabilities-en.pdf>

¹²World Health Organisation (2011): World Report on Disability. Report http://www.who.int/disabilities/world_report/2011/report.pdf

¹³UN Women (2018): The empowerment of women and girls with disabilities.

<https://www.unwomen.org/sites/default/files/Headquarters/Attachments/Sections/Library/Publications/2018/Empowerment-of-women-and-girls-with-disabilities-en.pdf>

¹⁴Social Development Direct (2020): Who are the "Bottom Billion"? People with Disabilities.

<https://www.sddirect.org.uk/media/2138/bottom-billion-people-with-disabilities.pdf>

¹⁵ <https://www.who.int/en/news-room/fact-sheets/detail/disability-and-health>

¹⁶WHO (2015): Health and Disability Factsheet.

¹⁷<https://www.who.int/teams/noncommunicable-diseases/sensory-functions-disability-and-rehabilitation/world-report-on-disability>

¹⁸World Health Organisation (2011): World Report on Disability. Report https://www.ilo.org/wcmsp5/groups/public/---asia/---ro-bangkok/documents/publication/wcms_bk_pb_93_en.pdf

¹⁹Arthur O'Reilly, The Right to Decent Work of Persons with Disabilities (pp. 31-33), Skills Working Paper No. 14, Geneva, International Labour Organization, 2003

²⁰Light for the World: Gender Fact Sheet. <https://www.light-for-the-world.org/publications/gender-fact-sheet/>

²¹ReLAB-HS (2021): Rehabilitation through a gender lens. Report. <https://resources.relabhs.org/resource/factsheet-rehabilitation-through-a-gender-lens/>

²²https://www.unfpa.org/sites/default/files/pub-pdf/Final_Global_Study_English_3_Oct.pdf

Purpose of the guideline

This guideline is developed in line with Article 6²³ and Article 16²⁴ along with the eight guiding principles of the UNCRPD, which are: a) Respect for inherent dignity, individual autonomy including the freedom to make one's own choices, and independence of persons b) Non-discrimination c) Full and effective participation and inclusion in society d) Respect for difference and acceptance of persons with disabilities as part of human diversity and humanity e) Equality of opportunity f) accessibility g) Equality between men and women h) respect for the evolving capacities of children with disabilities and respect for the right of children with disabilities to preserve their identities²⁵.

This guideline is a quick and easy reference document with a set of key activities for task order teams to consider, integrate, adapt, and implement within their intervention to ensure gender mainstreaming throughout the project cycle. It includes resources, tools and approaches which will provide further guidance and tips to the guideline user on how to carry out an activity appropriate to the intervention. It should be noted that some activities may be more appropriate than others, depending on the thematic areas within which task order is implementing its activities, along with the social, political, economic, and cultural context and environment of the targeted country. The main purposes of this guideline are to:

- Strengthen the existing task order intervention approach to gender mainstreaming within disability inclusive programming.
- Provide guidance and support to consortium partners in developing specific learning and/or research questions focusing on the intersection of gender and disability.
- Influence and support new scale task orders to ensure gender is mainstreamed throughout the task order intervention.
- Promote and facilitate discussion on an intersectional understanding of gender and disability within the DID consortium.

This guideline is not designed to be exhaustive and will remain a working document that is revised and updated on a regular basis. The update and revision will be carried out on need basis, based on the learning and evidence gathered through the task order interventions.

²³Article 6 – Women with disabilities. 1. States Parties recognize that women and girls with disabilities are subject to multiple discrimination, and in this regard shall take measures to ensure the full and equal enjoyment by them of all human rights and fundamental freedoms. 2. States Parties shall take all appropriate measures to ensure the full development, advancement and empowerment of women, for the purpose of guaranteeing them the exercise and enjoyment of the human rights and fundamental freedoms set out in the present Convention.

²⁴Article 16 – Freedom from exploitation, violence and abuse. 1. States Parties shall take all appropriate legislative, administrative, social, educational and other measures to protect persons with disabilities, both within and outside the home, from all forms of exploitation, violence and abuse, including their gender-based aspects. 2. States Parties shall also take all appropriate measures to prevent all forms of exploitation, violence and abuse by ensuring, inter alia, appropriate forms of gender- and age-sensitive assistance and support for persons with disabilities and their families and caregivers, including through the provision of information and education on how to avoid, recognize and report instances of exploitation, violence and abuse. States Parties shall ensure that protection services are age-, gender- and disability-sensitive. 3. In order to prevent the occurrence of all forms of exploitation, violence and abuse, States Parties shall ensure that all facilities and programmes designed to serve persons with disabilities are effectively monitored by independent authorities. 4. States Parties shall take all appropriate measures to promote the physical, cognitive and psychological recovery, rehabilitation and social reintegration of persons with disabilities who become victims of any form of exploitation, violence or abuse, including through the provision of protection services. Such recovery and reintegration shall take place in an environment that fosters the health, welfare, self-respect, dignity and autonomy of the person and takes into account gender- and age-specific needs. 5. States Parties shall put in place effective legislation and policies, including women- and child-focused legislation and policies, to ensure that instances of exploitation, violence and abuse against persons with disabilities are identified, investigated and, where appropriate, prosecuted.

²⁵<https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities/guiding-principles-of-the-convention.html>

How to mainstream gender within a task order?

This section has a set of recommended key activities that the task order team can consider, integrate, and implement during the three stages of the project cycle – start-up and inception, implementation and close out process. Each activity includes resources with hyperlinks that task order teams can refer to for additional tips and guidance when considering how to integrate relevant activities. Where hyperlinks are not available, resources are attached within this guideline under annex 1 and 2.

Stage 1: Start-up and inception phase

- ✓ Recruit/ ensure that the task order team has a good gender balance and includes women in leadership and managerial roles. *Reference resource: Disability and Gender Analysis Toolkit; Gender Analysis for Projects. Examples of tools.; Rapid Gender Assessment.*
- ✓ Recruit a gender expert or nominate a gender lead from the task order who is knowledgeable about gender mainstreaming within disability inclusive programming to ensure and oversee the gender mainstreaming process and activities. *Reference resource: Disability and Gender Analysis Toolkit; Gender Analysis for Projects. Examples of tools.*
- ✓ Undertake a gender and disability analysis to inform the start-up and inception phase and establish a baseline. The findings from the analysis will help design activities and strategies that ensures access and control of resources, and meaningfully engage and target women, girls, boys and men with disabilities from different impairment groups and diverse backgrounds, in ways which highlight their agency/power (in formal and informal spaces), strengths, capacities and rights. This is important in order to avoid unintentionally reinforcing harmful beliefs and stereotypes, to practise principles of DO NO HARM and to identify opportunities for more transformative change. *Reference resources: Intersectionality Resource Guide and Toolkit; Gender Analysis for Projects. Examples of Tools, Disability and Gender Analysis Toolkit, Gender Equality and Social Inclusion Toolkit. Strengthening, Transparency, Accountability and Responsiveness Programme Phase 2 (STAR-Ghana); Rough guide to gender analysis.*
- ✓ Consider gender-related lessons learnt from the innovation task orders and integrate them where relevant. *Reference resources: Final evaluation, endline and learning products developed from the relevant innovation task order; Relevant final scale task order proposal shared with the DID Fund Management Team. (Contact your task order proposal development team and MEL team to access these documents).*
- ✓ Ensure gender parity is a priority in the design process with OPDs and other partners. Work with OPDs, including OPDs led by women, to develop strategies to ensure that there is equitable inclusion of women and men with disabilities. *Reference resources: Gender Inclusion Capacity Assessment Tool; The Empowerment of Women and Girls with Disabilities - A Compilation of Implemented Activities and Identified Best Practices 2018-2020; Disability-Inclusive Communications Guidelines.*
- ✓ Ensure the task order results framework includes gender sensitive objectives and results, gender equality target indicators, and other indicator disaggregated by sex, age and disability. Ensure adequate budget is in place to make sure

disaggregated data can be collected for monitoring, evaluation and learning purposes. *Reference resource: Gender Equality and Social Inclusion Toolkit. Strengthening, Transparency, Accountability and Responsiveness Programme Phase 2 (STAR-Ghana).*

- ✓ Design a safe, responsive and accessible community complaint and feedback mechanism and procedures. This can be done while carrying out the baseline study by consulting or asking girls, women, boys and men with disabilities from different impairment groups from the targeted community on how they would like to receive information about the task order, provide feedback and receive response on task order delivery and services provided and submit safeguarding complaints and risks. *Reference resource: Guidelines on Consulting Persons with Disabilities; Safeguarding Audit.*
- ✓ Assess whether gender-related assumptions and risks towards women and girls with disabilities have been considered when designing community complaint and feedback mechanism and procedures to prevent, respond and mitigate any safeguarding risks and issues such as gender-based violence, abuse, harassment etc. *Reference resource: DID Safeguarding Approach; Safeguarding Audit.*
- ✓ Ensure task order staff, OPD partners, volunteers, consultants, and any other relevant stakeholders are appropriately trained to minimum safeguarding standards, organisational policy and procedures including adherence to the Code of Conduct, complaint reporting and feedback mechanisms etc. *Reference resource: DID Safeguarding Approach; Safeguarding Audit.*
- ✓ Ensure appropriate budget is allocated for reasonable accommodation and the specific needs of women and girls with disabilities are reflected in the budget allocation. Some of the examples of these specific needs includes providing childcare support, identifying appropriate time and location for key events and consultation meetings that ensures active participation from girls and women with disabilities, etc. *Reference resource: The Empowerment of Women and Girls with Disabilities - A Compilation of Implemented Activities and Identified Best Practices 2018-2020.*
- ✓ Dedicate sessions or trainings as part of inception workshops/meetings to build capacity of staff, OPD partners, volunteers, consultants, and relevant stakeholders, on gender issues relevant to the task order intervention. *Reference resource: Gender Inclusion Capacity Assessment Tool.*
- ✓ Design and set up monitoring, evaluation and learning systems and data collection tools to not only collect, but also to analyse, use and disseminate disaggregated data. Ensure that the system and tools are designed to capture qualitative information to understand the roles, barriers, and needs of girls and women with disabilities. *Reference resource: Understanding and Measuring Women's Economic Empowerment - Definition, Framework and Indicators; Disability-Inclusive Communications Guidelines.*

Stage 2: Implementation phase

- ✓ Use findings from the gender and disability analysis to implement gender mainstreaming measures, add specific targeted activities and/or adapt planned activities, and update workplan and budgets (where necessary). Key findings gathered through baseline and midline can also be used to make necessary

adaptations. *Reference resource: Gender Equality and Social Inclusion Toolkit. Strengthening, Transparency, Accountability and Responsiveness Programme Phase 2 (STAR-Ghana).*

- ✓ Continue to engage with local OPDs, including OPDs led by women and girls with disabilities, to monitor progress and make necessary adaptations to the OPD engagement plan/strategy developed during the start and inception phase to ensure that there is equitable inclusion of women and men with disabilities. *Reference resources: The Empowerment of Women and Girls with Disabilities - A Compilation of Implemented Activities and Identified Best Practices 2018-2020; Disability-Inclusive Communications Guidelines.*
- ✓ Use key findings and analysis gathered from the gender analysis, when reviewing the task order theory of change and results framework. The findings and analysis can also be used to develop specific learning questions around gender and disability for planned learning products. *Reference resource: Gender Equality and Social Inclusion Toolkit. Strengthening, Transparency, Accountability and Responsiveness Programme Phase 2 (STAR-Ghana); 'How To' Guidance Note on Gender Equality - A Practical Guide to Integrating Gender Equality into DFID and HMG Policy and Programming.*
- ✓ Monitor access, participation and engagement among girls, women, boys and men with disabilities and make necessary adaptations to the activities that redresses any gender inequalities in the task order implementation. *Reference resource: Guidelines on Consulting Persons with Disabilities.*
- ✓ Collect, analyse, use and share disaggregated data at least bi-annually to track and assess how girls and women with disabilities are benefitting than compared to boys and men with disabilities targeted through the task order. *Reference resources: 'How To' Guidance Note on Gender Equality - A Practical Guide to Integrating Gender Equality into DFID and HMG Policy and Programming.*
- ✓ Ensure gender specific outputs, results and outcomes are regularly analysed and reported in task order quarterly, biannual, annual and end of task order reports. *Reference resources: 'How To' Guidance Note on Gender Equality - A Practical Guide to Integrating Gender Equality into DFID and HMG Policy and Programming.*
- ✓ Identify and share good practices and lessons learned on task order outcomes, outputs or activities that promote gender equality, women's empowerment and disability inclusion. *Reference resources: 'How To' Guidance Note on Gender Equality - A Practical Guide to Integrating Gender Equality into DFID and HMG Policy and Programming.*
- ✓ Maintain, monitor and where necessary adapt established community feedback mechanisms to ensure timely response to the complaints especially if its related with safeguarding issues and risks. This can be done by analysing respondents and types of feedback and complaints received from the community members where the task order is carrying out its intervention, on a quarterly or biannual basis. *Reference resource: Safeguarding Audit.*
- ✓ Practise non-discrimination and provision of reasonable accommodation in all task order activities, by providing information in accessible formats such as sign language interpretation, live captioning service etc. *Reference resources: The Empowerment of Women and Girls with Disabilities - A Compilation of Implemented Activities and Identified Best Practices 2018-2020; Disability-Inclusive Communications Guidelines.*

- ✓ Ensure reasonable accommodation is provided to girls and women with disabilities from different impairment groups to ensure equal access to resources and services provided by the task order. *Reference resource: The Empowerment of Women and Girls with Disabilities - A Compilation of Implemented Activities and Identified Best Practices 2018-2020.*

Stage 3: Close out

- ✓ Ensure evaluation and final audit teams have a good gender balance and include women with lived experience of disability. *Reference resource: Gender Equality and Social Inclusion Toolkit. Strengthening, Transparency, Accountability and Responsiveness Programme Phase 2 (STAR-Ghana).*
- ✓ Integrate gender-specific evaluation questions and components when developing an evaluation plan and ensure the final evaluation report includes an assessment of results and impacts on girls and women with disabilities. *Reference resource: Gender Equality and Social Inclusion Toolkit. Strengthening, Transparency, Accountability and Responsiveness Programme Phase 2 (STAR-Ghana).*
- ✓ Produce, review and document key learning from the task order on gender mainstreaming and what you learnt about the process. *Reference resource: Gender Equality and Social Inclusion Toolkit. Strengthening, Transparency, Accountability and Responsiveness Programme Phase 2 (STAR-Ghana).*
- ✓ Ensure any learning review or evaluation is gender sensitive and follows ethical research protocols and principles. *Reference resource: Gender Equality and Social Inclusion Toolkit. Strengthening, Transparency, Accountability and Responsiveness Programme Phase 2 (STAR-Ghana).*
- ✓ Feedback key results and findings to OPDs, including those led by or representative of women and girls within disabilities, in a meaningful way. *Reference resources: The Empowerment of Women and Girls with Disabilities - A Compilation of Implemented Activities and Identified Best Practices 2018-2020.; Disability-Inclusive Communications Guidelines.*

Annex 1: Annotated bibliography of reference resources

- ADD. (no date). [Gender Analysis for Projects. Examples of Tools.](#) ADD. This Toolkit provides help with conducting a gender analysis at project level. It examines gender roles; gender needs; and power; before looking at how to conduct a gender analysis.



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Document

- ADD. (no date). [Gender Inclusion Capacity Assessment \(GICA\) Tool.](#) ADD. This Tool provides guidance for facilitators to support OPDs to build on initial gender awareness building gained by conducting gender analysis, by supporting annual discussion/awareness raising of gender inclusion issues; to help OPDs to analyse their gender inclusion capacity and practice in a systematic way; to jointly identify specific areas for improvement on gender inclusion capacity; to agree specific capacity building support needed from consortium partners/other sources to address the issues raised; and to track progress on gender inclusion capacity within the organisation over time.



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- ADD International. (no date). [Rapid Gender Assessment.](#) ADD international. The rapid gender assessment provides a checklist of questions relating to project design to get people to examine if they have considered gender.



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- ADD International. (no date). [Safeguarding Audit](#) ADD International. The safeguarding audit provides a template for looking at an organisation's safeguarding processes, looking at the organisational and project requirements.



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- CBM. (2019). [Disability and Gender Analysis Toolkit.](#) CBM. This Toolkit has been developed to help uphold commitments to disability and gender equality, within the framework of broader justice and equality for all. It involves an individual self-assessment, an organisational assessment, and a programme/project assessment, and gives examples of how it might be used.
- Christian Aid and Social Development Direct. (2021). [Gender, Inclusion, Power and Politics \(GIPP\) Analysis Toolkit.](#) Christian Aid and Social Development Direct. This Toolkit brings together Gender, Equality and Social Inclusion (GESI) analysis, Power Analysis (PA) and Political Economy Analysis (PEA) to ensure the social, physical, environmental, and attitudinal barriers and enablers can be detailed and better understood and embed gender equality, inclusion and power analysis into locally driven political economy analysis.

- Department of Global Communications. (2021). [**Disability-Inclusive Communications Guidelines.**](#) United Nations. This Guide is designed to make communications disability inclusive and accessible, reducing bias and discrimination and promoting inclusion and participation. The guidelines can be used in all communications (sending emails and meeting notes, preparing documents, participating in community consultations, communicating through digital platforms, or running multi-channel campaigns that exploit a range of media).
- Disability Team. (2021). [**Guidelines on Consulting Persons with Disabilities.**](#) United Nations. The Guidelines provide guidance on how to consult with and actively involve persons with disabilities and their representative organisations in all disability-specific and general decision-making processes across the UN's work, to enhance the meaningful participation of persons with disabilities to reach programmatic and operational goals and leave no one behind.
- Mayher, C.L. (2021). [**The Empowerment of Women and Girls with Disabilities - A Compilation of Implemented Activities and Identified Best Practices 2018-2020.**](#) Bridging the Gap II. This Paper shares best practices around how to include girls and women with disabilities, such as explicitly mentioning and including girls and women with disabilities in documents at the design phase; adjusting interventions to the needs and interests of women and girls with disabilities during implementation; creating diverse opportunities for girls and women with disabilities to be participants and have their needs heard; strengthening organisations to build commitment and know-how to work with girls and women with disabilities.
- STAR Ghana Foundation. [**Gender Equality and Social Inclusion Toolkit.**](#) STAR Ghana Foundation. This Toolkit aims to look at all stages of the project cycle - design, implementation and monitoring and evaluation and provides advice and suggests practical ways for moving from principles to practice. Each tool includes exercises to facilitate reflection and engagement.
- UNCRPD. (2016). [**General comment No. 3 \(2016\) on women and girls with disabilities.**](#) UN. Women and girls with disabilities face barriers that create situations of multiple and intersecting forms of discrimination, in particular with regard to equal access to education, economic opportunities, social interaction and justice; equal recognition before the law; and the ability to participate in politics and to exercise control over their own lives. Article 6 of the Convention on the Rights of Persons with Disabilities is a response to the lack of recognition of the rights of women and girls with disabilities. The general comment examines article 6; state parties' obligations; the relationship between article 6 and other articles of the convention; and its implications for implementation.
- UN Women & UNPRPD. (2022). [**Intersectionality Resource Guide and Toolkit. An Intersectional Approach to Leave No One Behind.**](#) UN Women & UNPRPD. This Resource Guide and Toolkit offers a starting point for those wishing to deepen their understanding and apply an intersectional approach to their work. It aims to provide conceptual clarity, a practical framework and tools for reducing compounded and intersecting inequalities faced by people experiencing diverse and compounded forms of discrimination. It is comprised of eight enablers and a framework for action that helps the user to reflect and identify actions that can be taken to address intersectionality.

- UKAID. (2019). ['How To' Guidance Note on Gender Equality - A Practical Guide to Integrating Gender Equality into DFID and HMG Policy and Programming.](#) UKAID. This How to Guide (for the UK Government) introduces why gender equality is a priority; how to integrate gender equality across the programme cycle; and overviews of gender equality covering: women's economic empowerment; climate change; digital inclusion; women's political empowerment; conflict and security; and humanitarian crises.



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Annex 2: Annotated bibliography of reference resources for the DID thematic areas

Inclusive economic opportunities

- CBM. (no date). [Accessibility and gender inclusion assessment tool for private companies and training institutions - i2i programme](#). CBM. This tool was initially developed by the Centre for Disability in Development and has been adapted for the i2i project by CBM and their partners. It is intended to be used to conduct assessments of private companies and TVET institutions in Kenya and Bangladesh. The tool will assess whether the working or learning environment is safe and accessible for people with disabilities, particularly women with disabilities; assess whether the human resource policies and procedures prevent discrimination based on disability and gender and set out concrete steps and actions to be taken to improve the working or environment for people with disabilities, particularly women with disabilities. This tool come with an accessibility and gender inclusion assessment checklist.



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- Golla, A.M., Malhotra, A., Nanda, P., & Mehra, R. (2011). [Understanding and Measuring Women's Economic Empowerment - Definition, Framework and Indicators](#). International Center for Research on Women (ICRW). This paper is a conceptual guide rather than an operational toolkit and presents: a definition of women's economic empowerment; a measurement framework that can guide the design, implementation and evaluation of programmes to economically empower women; and a set of illustrative indicators that can serve as concrete examples for developing meaningful metrics for success.
- Klugman, J., & Tyson, L. (2016). [Leave No One Behind - A Call To Action For Gender Equality And Women's Economic Empowerment](#). UN Secretary-General's High-Level Panel on Women's Economic Empowerment. This report looks at the issues involved, as well as the seven drivers of change. These include tackling adverse norms and promoting positive role models; ensuring legal protection and reforming discriminatory laws and regulations; recognising, reducing and redistributing unpaid work and care; building assets—digital, financial and property; changing business culture and practice; improving public sector practices in employment and procurement; and strengthening visibility, collective voice and representation. Additional reports and toolkits that take a deeper dive into the seven drivers of change can be found here: <https://hlp-wee.unwomen.org/en/reports-toolkits>

Inclusive health

- Jhpiego. (2020). [Gender Analysis Toolkit for Health Systems](#). Jhpiego. This Toolkit is designed to guide staff in developing baseline knowledge, attitude and practice on what types of gender-related information should be included in programmes focused on different levels of the health system. The tool presents illustrative general and health area-specific questions.
- Radford, A.H., Phillips, S., & Ortoleva, S. (2018). [WOMEN AND YOUNG PERSONS WITH DISABILITIES Guidelines for Providing Rights-Based and Gender-Responsive Services to Address Gender-Based Violence and Sexual and](#)

Reproductive Health and Rights. UNFPA. These Guidelines aim to provide practical and concrete guidelines for making GBV and SRHR services more inclusive of and accessible to women and young persons with disabilities and for targeting interventions to meet their disability-specific needs.

- Ricardo, C., & Verani, F. (2010). **Engaging men and boys in gender equality and health – A global toolkit for action.** UNFPA & Promundo. This Toolkit presents conceptual and practical information on engaging them in promoting gender equality and health, looking at sexual and reproductive health; maternal, newborn and child health; fatherhood; HIV and AIDS; gender-based violence; advocacy and policy; and needs assessment, monitoring and evaluation.
- THET. (2019). **Gender Equality Toolkit for Health Partnerships.** THET. This Toolkit looks at integrating gender equality considerations into all elements of the work of health partnerships, including, but not limited to needs assessments; project and partnership design; recruitment of team members; volunteers and project trainees; implementation; and monitoring and evaluation.
- The Fred Hollows Foundation. (2019). **Rough guide to gender analysis.** The Fred Hollows Foundation. This Guide looks at doing gender analysis and the information needing to be gathered in the context of eye health programmes as an essential first step for ensuring that it meets gender equity requirements. It suggests tools for doing so, including power analysis, tips for conducting interviews, observational investigation, transformational household methodology, gender analysis framework and questions, gender equity in monitoring and evaluation and learning, and gender equality and trachoma.

Inclusive education

- Al-Ghaib, O.A., Andrae, K., & Gondwe, R. (2017). **Still left behind: Pathways to inclusive education for girls with disabilities.** UNGEI & Leonard Cheshire. This paper provides a synthesis of the understanding of barriers to education for girls with disabilities and brings together evidence of effective or promising programme approaches that address these barriers.
- Castres, P. & Loney-Evans, M. (2021). **Every Girl's Right - Leonard Cheshire's holistic approach to ensuring every girl receives a quality education.** Leonard Cheshire. This report presents the Leonard Cheshire Inclusive Education model and highlights the promising outcomes of this model among girls with disabilities from a resource-poor regions. It demonstrates the potential of the model to reach the most marginalised girls, and tackle additional barriers created by the intersection of gender, disability, and poverty. The model comprises six interventions that support the inclusion of girls with disabilities within and outside school by addressing both physical and attitudinal barriers.
- Peter, B., Goswami, B., Despande, S., Rugmini, E., & Salam, M.A. **Case study: Leave No Girl Behind! Lessons from Promoting Inclusive Primary Education for Girls with Disabilities in Nilphamari, Bangladesh.** UNGEI & Leonard Cheshire. This case study examines how Leonard Cheshire Disability addressed barriers to inclusive primary education for girls with disabilities in Bangladesh and the lessons learned. Promoting rights through community empowerment is a quick and cost-effective strategy in the long run for scaling up inclusive education. It requires significant, gender-sensitive investments, without which boys tend to benefit more because of prevailing gender norms.

Negative stereotyping and discrimination

- Adams, L., Davodeau, J., Kanter, A.S., Nigussie, Y., Pecourt, S., Rollin, L., & Wangare, F. (2018). [Gender and disability intersectionality in practice: Women and girls with disabilities addressing discrimination and violence in Africa.](#) Make it Work & Humanity & Inclusion. This report presents good practices, mostly led by women with disabilities at grassroots level, aimed at eliminating discrimination and violence against women and girls with disabilities. These include, tackling the stigma and discrimination harming women and girls with disabilities; empowering women and girls with disabilities to access economic opportunities and justice; ensuring that acts of violence against women and girls with disabilities are brought to justice; collecting inclusive evidence and disaggregated data; sustaining progress by formalising processes; collaborating across gender and disability movements; enabling safe spaces for sharing experiences; allocating resources to the inclusion of women and girls with disabilities; acknowledging and supporting the engagement and leadership of women with disabilities; and ensuring decision-making rights of women and girls with disabilities.

Note: Resources shared in this guideline is not a comprehensive list and this is recognized. Therefore, if DID consortium partners have access or are aware of any other useful resources, please email them at didmel@sightsavers.org and they can be included in the future versions of this guideline.

Please contact didmel@sightsavers.org if you have any questions.