



**UNPRPD** **FUND**

Partnership on the Rights of Persons with Disabilities

# **Inclusive Gender Transformative Approach**

## **Guidance Note**

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## Acronyms

OPD Organisation of persons with disabilities  
SOGIESC Sexual orientation, gender identity and expression and sex characteristics  
UNCT United Nations Country Team  
UNPRPD United Nations Partnership on the Rights of Persons with Disabilities  
UNWOMEN United Nations Entity for Gender Equality and the Empowerment of Women,  
CRPD Convention on the Rights of Persons with Disabilities  
CSO Civil society organisation  
GBV Gender-based violence  
CEDAW  
OHCHR Office of the United Nations High Commissioner for Human Rights  
ILO International Labour Organisation  
UNFPA United Nations Population Fund  
UNICEF United Nations International Children's Emergency Fund  
SDGs Sustainable Development Goals

## Defining terms

**Ableism**: is a system of beliefs that persons with disabilities are inferior to persons without disabilities. Like racism and sexism, ableism classifies persons with disabilities as lesser persons.<sup>1</sup> Ableism leads to discrimination, prejudice, and stigma against persons with disabilities as it informs policies, laws and practices.

**Gender diverse**: The term "gender-diverse" is used to refer to persons whose gender identity, including their gender expression, is at odds with what is perceived as being the gender norm in a particular context at a particular point in time, including those who do not place themselves in the male/female binary.<sup>2</sup>

**Gender non-conforming**: Refers to gender expressions other than male or female.<sup>3</sup>

**Gender responsive approach**: A gender responsive approach can be used alongside a gender transformative approach. Gender responsive approaches are actions that seek to address or

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<sup>1</sup> [Access Living](#); and United Nations, Human Rights Council, Report of the Special Rapporteur on the rights of persons with disabilities, A/HRC/43/41, 17 December 2019, para. 9.

<sup>2</sup> Independent Expert on Sexual Orientation and Gender Identity, The Struggle of Trans and Gender Diverse Persons: <https://www.ohchr.org/en/special-procedures/ie-sexual-orientation-and-gender-identity/struggle-trans-and-gender-diverse-persons>

<sup>3</sup> ILGA Europe: <https://www.ilga-europe.org/about-us/who-we-are/glossary/>

reduce gender inequalities in the short-term. These are usually shorter-term actions that are meant to accommodate for gender imbalances or inequities.

**Heteronormativity**: refers to the set of beliefs and practices that consider gender to be an absolute, unquestionable binary, and therefore describe and reinforce heterosexuality as a norm. It implies that people's gender, sex and sex characteristics are by nature and should always be aligned, and therefore heterosexuality is the only conceivable sexuality and the only way of being 'normal'.<sup>4</sup>

**Homophobia**: fear, unreasonable anger, intolerance or/and hatred directed towards homosexuality.<sup>5</sup>

**Intersectionality**: This is an analytical framework for understanding power structures. It recognises that people's lives are shaped by their identities, relationships, and social factors. These combine to create intersecting forms of privilege and oppression depending on a person's context and existing power structures such as patriarchy, ableism, colonialism, imperialism, homophobia and racism.<sup>6</sup>

**Non-binary**: Gender identities that are neither "man" nor "woman".<sup>7</sup>

**People with diverse SOGIESC**: Umbrella term for all people whose sexual orientations, gender identities, gender expressions and/or sex characteristics place them outside culturally mainstream categories.<sup>8</sup>

**Sexism**: is a system of beliefs around the fundamental nature of women and men and the roles they should play in society. Sexism manifests in gender roles and stereotypes that can rank one gender superior to the other.<sup>9</sup>

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<sup>4</sup> ILGA Europe: <https://www.ilga-europe.org/about-us/who-we-are/glossary/>

<sup>5</sup> ILGA Europe: <https://www.ilga-europe.org/about-us/who-we-are/glossary/>

<sup>6</sup> UNPRPD and UNWomen, New York, 2022, Intersectionality Resource Guide and Toolkit: An Intersectional Approach to Leave No One Behind: <https://www.unwomen.org/sites/default/files/2022-01/Intersectionality-resource-guide-and-toolkit-en.pdf>

<sup>7</sup> Independent Expert on Sexual Orientation and Gender Identity, The Struggle of Trans and Gender Diverse Persons: <https://www.ohchr.org/en/special-procedures/ie-sexual-orientation-and-gender-identity/struggle-trans-and-gender-diverse-persons>

<sup>8</sup>International Office of Migration, Training Aide: IOM SOGIESC Glossary of Terms, <https://www.unhcr.org/en-us/publications/brochures/6163eb9c4/training-aide-iom-sogiesc-glossary-terms.html>

<sup>9</sup> European Institute for Gender Equality: <https://eige.europa.eu/publications/sexism-at-work-handbook/part-1-understand/what-sexism>

**Trans**: The more specific term "trans" is used to describe persons who identify with a different sex than the one assigned to them at birth.<sup>10</sup>

**Transphobia**: Refers to negative cultural and personal beliefs, opinions, attitudes and behaviours based on prejudice, disgust, fear and/or hatred of trans people or against variations of gender identity and gender expression.<sup>11</sup> Transphobia, which leads to violence and discrimination against young trans and gender-diverse people.<sup>12</sup>

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<sup>10</sup> Independent Expert on Sexual Orientation and Gender Identity, The Struggle of Trans and Gender Diverse Persons: <https://www.ohchr.org/en/special-procedures/ie-sexual-orientation-and-gender-identity/struggle-trans-and-gender-diverse-persons>

<sup>11</sup> ILGA Europe: <https://www.ilga-europe.org/about-us/who-we-are/glossary/>

<sup>12</sup> OHCHR: <https://www.ohchr.org/en/press-releases/2017/05/embrace-diversity-and-protect-trans-and-gender-diverse-children-and>

# I. Introduction

Ableism, sexism, homophobia and transphobia prevent women and girls and people of diverse SOGIESC with disabilities from accessing needed services including sexual and reproductive health, exercising autonomy and self-determination and participating in education. Their exclusion is exacerbated by systems, services and social norms that endorse segregation and isolation such as institutionalisation, segregated education and exclusion from community life.

Women and girls with disabilities and persons with disabilities of diverse SOGIESC also face disproportionate violence including sexual and gender-based violence in a multitude of forms including through forced treatments such as forced or coerced sterilization and/or contraception and abortion, medical interventions, and scientific experimentation, institutionalization, incarceration as a form of treatment, denial of legal capacity to consent and make choices about one's body, family structure, sexual partners or exercise their right to parenthood. Persons with disabilities also experience gender and disability-based violence in digital spaces through online cyber bullying and harassment.

In recent years, there has been a substantial increase in commitments to intersectional programming around gender and disability equality in the major areas of work of development practitioners, including the UN system. There is growing recognition that in order to reach international agreements on the Sustainable Development Goals (SDGs) and achieve gender equality for all, it necessitates a gender-transformative approach in programming to tackle harmful gender roles, norms, power structures and complex social systems that disadvantage and discriminate.<sup>13</sup> There are also growing calls for aid modalities to tackle intersectional forms of discrimination in programming by addressing the harmful structures and norms that discriminate and disempower on the basis of multiple factors and identities.

UNPRPD recognizes that in order to achieve gender equality, a human rights-based approach must actively examine and challenge entrenched gender and disability inequalities. For UNPRPD, this means addressing the multiple and intersecting forms discrimination facing women and girls with disabilities and persons with disabilities of diverse SOGIESC on the basis of disability and

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<sup>13</sup> See for example: UNWomen, Progress on the Sustainable Development Goals: Gender Snapshot, New York, 2022: [https://www.unwomen.org/sites/default/files/2022-09/Progress-on-the-sustainable-development-goals-the-gender-snapshot-2022-en\\_0.pdf](https://www.unwomen.org/sites/default/files/2022-09/Progress-on-the-sustainable-development-goals-the-gender-snapshot-2022-en_0.pdf) UNWomen and UNPRPD, Intersectionality Resource Guide and Toolkit, New York, 2022: <https://www.unwomen.org/sites/default/files/2022-01/Intersectionality-resource-guide-and-toolkit-en.pdf> and UNFPA, UNICEF, UNWomen, 2020, Technical Note on Gender-Transformative Approach: A Summary for Practitioners: <https://www.unfpa.org/resources/technical-note-gender-transformative-approaches-summary-practitioners>

gender as well as other intersections such as race, ethnicity, migration status, economic status, religion and age.

The United Nations Partnership on the Rights of Persons with Disabilities (UNPRPD) recognizes the importance of achieving gender equality and advancing the rights of women and girls with disabilities as well as SOGIESC persons with disabilities in the programmes it supports. UNPRPD understands that more coordinated efforts across UN agencies, UN country teams, programmes and sectors are needed to address the multiple and overlapping forms of discrimination women and girls with disabilities and gender diverse persons with disabilities face on the basis of their disability and gender. To do this, UNPRPD promotes disability inclusive gender-transformative approaches in programming to build lasting, positive development outcomes based in equality among women, men, girls, boys and persons of diverse SOGIESC with disabilities. It also recognizes the need for gender and disability responsive actions in the short-term. These are shorter-term measures to address inequalities until gender transformative reforms are in place as well as disability equality measures.<sup>14</sup>

This guidance note on an inclusive gender transformative approach is intended to support UN country teams (UNCTs) to plan, implement and monitor more effective programmes that embed disability inclusive gender transformative approaches. UNPRPD also understands that the inclusion of gender and disability is critical in national policies and systems across sectors, as well as in development and humanitarian plans and actions in order to achieve long-term change. Governments must also invest in targeted efforts to increase capacity and empower women and girls with disabilities to effectively and meaningfully participate on an equal basis with others.

## Purpose

UNPRPD Gender Guidance builds on efforts to support the rights and inclusion of women and girls with disabilities and persons of diverse SOGIESC across programmes and through cross-cutting approaches. The Gender Guidance is intended to support UNPRPD Programme Teams with the design, implementation and monitoring of a gender transformative approach across all PRPD programmes to effectively address intersectional discrimination faced by women and girls with disabilities and persons with disabilities of diverse SOGIESC. This tool will provide guidance on developing a gender and disability analysis to inform the design, implementation and monitoring of UNPRPD programmes. The Gender Guidance will also provide an overview of gender and disability transformative approaches from laws and policies to data disaggregation. The Gender Guidance will provide examples of gender and disability responsive results frameworks with specific measurable outcomes and indicators of gender equality and empowerment of women and girls with disabilities and persons with disabilities of diverse SOGIESC. Finally, this guidance is concise and not exhaustive. It is intended to guide actors to support them to more effectively address gender and disability across sectors so that all persons

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<sup>14</sup> UNFPA [https://www.unfpa.org/sites/default/files/admin-resource/thematic%20note%201\\_gender\\_final.pdf](https://www.unfpa.org/sites/default/files/admin-resource/thematic%20note%201_gender_final.pdf)

with disabilities can effectively exercise their rights and gender and disability equality are advanced in all sectors of society.

## Target Audience

The Gender Guidance is intended to support UNCTs well as governments and local agencies participating in UNPRPD funded programs. It is intended for UNPRPD Program Teams to use when planning UNPRPD funded programmes to better embed gender-transformative analyses and approaches in their work. UNPRPD also understands that the inclusion of gender and disability is critical in national policies and systems across sectors, as well as in development and humanitarian plans and actions in order to achieve long-term change. Governments must also invest in targeted efforts to increase capacity and empower women and girls with disabilities and persons with disabilities of diverse SOGIESC to participate on an equal basis effectively and meaningfully with others.

## Guiding principles and strategic priority areas

This guidance is underpinned by the Convention on the Rights of Persons with Disabilities (CRPD), the Convention on the Elimination of Discrimination against Women (CEDAW) and the United Nations Disability Inclusion Strategy (UNDIS). It is also guided by the analytical framework of intersectionality. Intersectionality is a lens for understanding when multiple forms of inequality or disadvantage compound to create barriers. It looks at what happens when multiple identities such as race, gender, disability, ethnicity, or economic status produce overlapping and intersecting forms of discrimination.<sup>15</sup> It also uses a gender transformative approach which examines, questions and transforms rigid gender and sexual norms and underlying power imbalances. This approach addresses the structural causes of gender-based discrimination to support true transformation in gender relations in order to achieve gender equality. Challenging these norms also involves working with boys and men to play an active role in challenging and changing these beliefs and social norms that have been learned since childhood. This means promoting change involves engaging young men and boys to also be drivers of change.<sup>16</sup> The Gender Guidance promotes the full participation and active engagement of persons with disabilities and accessibility to ensure no one is left behind. Guidance on meaningful engagement with persons with disabilities and their representative organisations is in [Annex III](#).

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<sup>15</sup> Kimberlé Crenshaw, scholar, activist and writer on civil rights, critical race theory, Black feminist legal theory, and race, racism and the law. Dr.Crenshaw coined the term intersectionality to describe the double bind of simultaneous racial and gender prejudice. See: [Kimberlé Crenshaw's Intersectional Feminism - JSTOR Daily](#)

<sup>16</sup> EU Gender Action Plan III: [https://ec.europa.eu/commission/presscorner/detail/en/IP\\_20\\_2184](https://ec.europa.eu/commission/presscorner/detail/en/IP_20_2184)



To support UNPRPD funded programmes to implement disability and gender transformative programming, we suggest focusing on the following interconnected priority areas:

1. Promoting access to inclusive education within the mainstream education systems;
2. Expanding access to services including sexual and reproductive health services and gender-based violence prevention and protection services;
3. Expanding and creating access to support services that are gender responsive to enable independence, autonomy, self-determination and choice for all persons with disabilities;
4. Promoting gender and disability equity in mitigating climate change;
5. Advancing full participation of persons with disabilities in political representation and leadership;
6. Increasing the economic security of all persons with disabilities.

## **II. Implementing a gender transformative approach for persons with disabilities in programming**

A gender transformative approach can be applied to all areas of programming. Successful gender transformative programming uses a socio-ecological model working from the individual level (empowering individual women) to the interpersonal level (relationships between women and their families or friends) to the community level (community-based organisations, women's groups, organisations of persons with disabilities etc.) to systems and institutions (such as services and social institutions) to the policy and legislative level (laws, policies and programmes). Opportunities for gender transformative programming exist on all levels and successful programmes have interventions at multiple levels.<sup>17</sup> For example, implementing programmes to empower individual women and girls with disabilities to understand their fundamental human rights such as their sexual and reproductive health rights while also working at the systems and services levels to build gender and disability responsive sexual and reproductive health services and information that are accessible can have a transformative impact. A list of sample questions using the socio-ecological model is in [Annex I](#).

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<sup>17</sup> UNFPA, UNICEF, UNWOMEN, Technical Note on Gender Transformative Approaches in the Global Program to End Child Marriage Phase II: Summary For Practitioners: [https://www.unfpa.org/sites/default/files/resource-pdf/Technical\\_Note\\_on\\_Gender-Transformative\\_Approaches\\_in\\_the\\_GPECM\\_Phase\\_II\\_A\\_Summary\\_for\\_Practitioners-January-2020.pdf](https://www.unfpa.org/sites/default/files/resource-pdf/Technical_Note_on_Gender-Transformative_Approaches_in_the_GPECM_Phase_II_A_Summary_for_Practitioners-January-2020.pdf)

## Situational analysis: Using a gender transformative approach

Carrying out a situational analysis that uses an inclusive gender transformative approach is a key first step in successful programming. For UNPRPD funded programmes, this should be done through the situational analysis asking critical questions to better understand how laws, policies and programmes promote gender and disability equality and address discrimination. This can be done through a legal and policy analysis looking at public policy (government, laws and policy) to understand gaps in implementation on the CRPD and the Convention on the Elimination of Discrimination against Women (CEDAW).

It is also important to look at programmes, systems<sup>18</sup> and institutions (education systems, healthcare systems, social welfare institutions, labour force, political participation etc.), and as much as possible community level (community-based organisations), interpersonal level (parents, families, peers) and the individual level (self-esteem, education, awareness of rights etc.) to understand how gender and disability inequities and exclusion are perpetuated by harmful values, norms and power structures (both formal and informal) around both disability and gender. This requires UNPRPD programme teams to examine and address the power structures, norms and structural barriers that exclude and disempower persons with disabilities in addition to infrastructural, attitudinal and communication barriers that preclude inclusion. This can be done through desk reviews of research on gender and disability, focus group discussions with women with disabilities and persons with disabilities of diverse SOGIESC and their representative organizations.

A sample of possible questions that can be asked in the situational analysis are included in [Annex I](#).

## Programme design: Challenge harmful gender and disability norms and values through systems change, policy and law changes and changes in national programmes and services

For UN entities, governments and civil society implementing PRPD funded programmes a core part of the work will be focused on shifting attitudes of policy makers, decision-makers, relevant ministry offices, government staff and field staff around disability and gender. Programmes that seek to change community attitudes, norms and behaviors that perpetuate gender and disability inequality, violence and exclusion must involve a broad range of stakeholders including government line ministries, cultural leaders, national level institutions who can influence services implemented on the local level (from sectors like justice, education, healthcare and national

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<sup>18</sup> UNDP, 2022 Report on Systems, Power, and Gender: Perspectives on Transformational Change: <https://www.undp.org/publications/systems-power-and-gender-perspectives-transformational-change>.

statistics), women led OPDs and OPDs representing persons with disabilities of diverse SOGIESC along with other civil society actors.

Programmes should analyze the interplay in the relationships between individuals and others at the family, communal and institutional/policy level. It should examine how rules (formal or informal) and practices within institutional structures, communities and between individuals constrain the agency of women and girls and persons of diverse SOGIESC with rigid gender norms and stereotypes<sup>19</sup>. Interventions focus on norm change at the individual, cultural and interpersonal levels. They should also consider the agency of men and women to make positive change engaging boys and men to support gender equality. This includes combatting stigmatizing and stereotyping attitudes and norms to address these long-held power imbalances. Work on stigma and discriminatory attitudes can become transformative by helping to change deeply entrenched beliefs and develop empowering narratives around women and girls with disabilities and persons with disabilities of diverse SOGIESC. It is critical to involve women with disabilities and persons with disabilities of diverse SOGIESC who understand how the power imbalances and stigmatizing behaviors impact their lives.

In terms of the UNPRPD Results Framework, there are ways that UNPRPD Program Teams can ensure outputs have more specific focus on disability and gender. For example, at the output level, Output 1.1. on the capacity of national stakeholders, it can be re-framed to ensure that duty bearers and rights holders enhance their capacities to ensure more effective contributions towards disability and gender inclusive policies and systems for the implementation of the CRPD and SDGs from both a disability and gender perspective. Similarly, Output 2.1 on legal frameworks and systems to set the preconditions for disability inclusion can explicitly say that laws, policies, programs, services are newly developed to address preconditions for disability and gender inclusion to implement the CRPD from a disability and gender perspective.

### **III. Partnerships and participation of persons with disabilities for gender transformative UNPRPD programmes**

Using the slogan coined by the disability movement, “Nothing About Us Without Us”, the voices and perspectives of persons with disabilities are essential for defining this work in practice and for inputting into policies and programmes that impact them. Understanding the forms of

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<sup>19</sup> To read more about the socio-ecological approach to gender transformative programming see: Rutgers Gender Transformative Approach Tool Kit 1: <https://rutgers.international/resources/rutgers-gta-toolkit-module-1/> [accessed August 15, 2022]

discrimination that persons with disabilities face at the intersections of disability and gender is essential for addressing them effectively. Empowering women and girls with disabilities and persons with disabilities of diverse sexual orientation and gender identity<sup>20</sup> to exercise their rights and increase their participation in political, economic, social and cultural life is a precursor to effective participation. Supporting the leadership and participation of girls and women with disabilities through governance programmes or public administration reform, for example, can be effective ways to build capacity and civic and political engagement.

Designing programmes that support capacity building of civil society to meaningfully participate in gender transformative reform efforts is critical. Supporting organisations led by women and persons with disabilities of diverse SOGIESC is essential for promoting gender transformative change. The effectiveness of women led OPDs and OPDs led by persons with disabilities of diverse SOGIESC, to engage in national policy reform, SDG implementation and inputs into national consultations is crucial. Structural change at all levels requires new forms of partnerships to review processes, programmes and policies that can exclude women and persons of diverse SOGIESC with disabilities.

A gender transformative approach also requires the active participation of men and boys. Advancing gender equality among wider organizations of persons with disabilities, many of whom are male-led and lacking political commitments on gender, can yield transformative results. Supporting male led OPDs to develop gender equity policies and give space to women with disabilities and persons with disabilities of diverse SOGIESC to advance their priorities for change within the disability movement are critical for fostering a more inclusive civil society movement. Fostering inclusive gender transformative change also involves cross-movement building with the wider women's rights movement and LGBTQ+ movement. UNPRPD programmes can play a pivotal role in fostering cross-movement collaboration on gender and disability equality. In many contexts, the disability movement, the women's movement and the LGBTQ+ movement have excluded the rights priorities of women with disabilities and persons with disabilities of diverse SOGIESC under ableist or sexist norms. Learn more about preconditions for meaningful participation and engagement of persons with disabilities in [Annex III](#).

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<sup>20</sup> For this Gender Guidance note, we use the term persons with disabilities throughout to include women and girls with disabilities, and persons with disabilities of diverse sexual orientation and gender identity including lesbian, bisexual, trans and intersex women as well as gender non-conforming persons with disabilities and non-binary persons with disabilities. We do this in an effort to address intersectional forms of discrimination persons with disabilities face at the intersections of gender and sexuality as well as diverse gender expressions and sexual orientations.

## Investments in capacity building of women with disabilities and persons with disabilities of diverse SOGIESC to be agents of transformative change

Transformative change recognizes the importance of capacity building to work with women to build new skills and confidence and therefore have greater agency. This means not only investing in capacity building programmes to strengthen knowledge, skills and confidence of women with disabilities and persons with disabilities of diverse SOGIESC and their representative organisations but also investing in building their relationships with other key actors like civil society (such as organisations from the women’s movement or the sexual and gender diversity movement), government and institutions such as decision-makers in education, health or labour. Investing in capacity building is a key role UNPRPD Program Teams can play to support their leadership and participation in transformative change towards gender and disability equality.

## Identifying organisations of women with disabilities and of persons with disabilities of diverse SOGIESC vs. individual activists

Participation of persons with disabilities and their representative organisations is recognised in the CRPD (article 4.3 and article 33). Duty bearers are obligated to closely consult with persons with disabilities in the development, implementation and monitoring of policies and laws as well as involving them in decision-making processes on disability issues. Building partnerships with representative organisations of women with disabilities and persons with disabilities of diverse SOGIESC<sup>21</sup> is important as they are accountable to their members and have a capacity to reach out to their diverse constituencies (within their membership). However, the disability movement in many contexts has long been led by men with disabilities with limited leadership of women with disabilities or persons with disabilities of diverse SOGIESC. In many cases, issues around gender as well as sexual and gender diversity have not been prioritized by mainstream disability movement leaders. therein many places, there is a limited number of membership-based organisations representing women with disabilities or persons with disabilities of diverse SOGIESC. Cross-disability organisations that are not membership based may have representation from more diverse groups of persons with disabilities. For example, in many contexts there are non-membership-based organisations or collectives of women with disabilities who are not part of the national cross-disability federation or umbrella. There may be women “wings” or “sections” within national umbrella organisations but in general, there are very few

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<sup>21</sup> In many contexts where homosexuality and gender diversity are criminalized and where LGBTQ+ persons are threatened or attacked, organizations of persons of diverse SOGIESC may keep their organizational information confidential. It is important to remember the concept of “do no harm” in our work so that we don’t jeopardize the safety or security of project partners and participants.

mainstream disability organizations that include members of diverse SOGIESC. Disability activists who identify as LGBTQ+ have suggested that there is animosity from the mainstream disability movement in the forms of homophobia and transphobia. However, there may be other civil society organizations that persons with disabilities from marginalized groups may be participating in beyond the disability movement such as LGBTQ+ groups. Safely engaging marginalized individuals requires collaborations with organizations that are familiar with their lived experiences, the potential risks they may face, and appropriate strategies to minimise these risks.

When organisations or groups of women with disabilities or persons with disabilities of diverse SOGIESC are not represented through a national umbrella, it is preferable to go through organisations of persons with disabilities to ask for recommendations for diverse representation of persons with disabilities. UNPRPD Technical Secretariat can also provide contacts to women led OPDs, OPDs led by persons with disabilities of diverse SOGIESC as well as women and gender diverse leaders with disabilities working at the global level.<sup>22</sup>

## **IV. Monitoring and evaluating gender transformative change for persons with disabilities**

Gender-transformative change is unpredictable and nonlinear and involves multiple influences of diverse actors and agencies. Therefore, attribution to gender transformative change is not realistic and indicators should measure how programming contributes towards gender and disability transformative change alongside the diverse sets of actors and factors that shape social change. When examining institutional change, research tends to focus on formal structures (laws, policies and services) and often misses non formal structures (norms, values and institutions). This is reflected in disproportional measurement around legal and political change, with less attention to changes in social norms.<sup>23</sup> Measuring change in social norms and behaviors involves qualitative research rather than desk reviews meeting with people to conduct interviews, focus group discussions, questionnaires, surveys, participant observations or case studies. It is important to have both legal and policy reform measurements, data on disability and gender as well as qualitative data on how people's perceptions, norms and behaviors are changing over time.

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<sup>22</sup> For further reading see UNPRPD guidance on consultation with organisations of persons with disabilities and International Disability Alliance Global Survey on Participation of Organisations of Persons with Disabilities in Development Programmes and Policies in 2020 available at: <https://www.internationaldisabilityalliance.org/blog/increasingly-consulted-not-yet-participating-ida-global-survey-report-participation>

<sup>23</sup> Hillenbrand E, Karim N, Mohanraj P and Wu D, *ibid*, page 12.

In terms of the UNPRPD outputs, we provide a list of gender and disability transformative indicators that correspond to the UNPRPD outputs in [Annex II](#).

## **Annex I: Gender and disability situational analysis towards transformational change: Questions to inform the process**

For UNPRPD Program Teams, the main entry point for gender and disability will be through the situational analysis. Making a situational analysis from a gender transformative perspective will be critical for planning and implementing strong programs. Below is a list of potential questions that can be added to a situational analysis to inform the program planning from a gender transformative and disability rights perspective.

### **Questions to consider using the socio-ecological model asking questions at the community, organizational, interpersonal and individual levels:**

#### Gender and disability enabling communities (community-based organisations)

1. Are there community-based organisations that represent the rights of women and girls with disabilities (self-led organisations)? Are there community-based organisations that represent the rights of persons with disabilities of diverse SOGIESC?
2. Are there community-based organisations that support the empowerment of women and girls with disabilities? Are there community-based organisations that support the empowerment of persons with disabilities of diverse SOGIESC?
3. Are there community-based organisations that provide accessibility and support services that women and girls with disabilities can access? Are there community-based organisations that provide accessibility and support services that persons of diverse SOGIESC can access?
4. Are there youth-groups that provide opportunities for young women with disabilities to engage with the community? Are there youth-groups that provide opportunities for young persons with disabilities of diverse SOGIESC to engage with the community?
5. Are there community networks that support positive messaging about the rights of women and girls with disabilities and persons of diverse SOGIESC and dispel harmful beliefs about disability and gender at the community level? Are there women's groups or organisations that address the importance of including women and girls with disabilities in the community?
6. Are there LGBTQ+ groups or organisations that address the importance of including women and girls with disabilities in the community?

7. Are there community activist networks that actively promote empowering messages about girls and women with disabilities (for example showing women and girls with disabilities as rights holders and part of the community)?
8. Are there community activist networks that actively promote empowering messages about persons with disabilities of diverse SOGIESC (for example showing persons with disabilities of diverse SOGIESC as rights holders and part of the community)?

#### Gender and disability accommodating services and support (organizational)

1. Do accessible transportation services exist that women and girls with disabilities can access independently and feel secure using that are affordable? What about for persons with disabilities of diverse SOGIESC?
2. Do women and girls with disabilities have access to support services (such as personal assistance, Sign Language interpretation)? Do persons with disabilities of diverse SOGIESC also have access to support services?
3. Are women and girls with disabilities and persons with disabilities of diverse SOGIESC exposed to added risks when accessing support services (e.g., discrimination or abuse)? For example, being exposed to negative and stigmatizing attitudes when trying to access services?
4. What support services exist to support men and boys with disabilities including those of diverse SOGIESC who are survivors of violence to safely access support and care?
5. Are health services and in particular, sexual and reproductive health services fully accessible including information and communication?
6. Are most workplaces accessible and accommodating to employees with disabilities?
7. Are there measures in place within workplaces to prevent sexual and gender-based violence and harassment?
8. Are violence prevention services and mechanisms inclusive of and accessible to women and girls with disabilities? Are they also accessible to persons with disabilities of diverse SOGIESC?
9. Does the justice sector have accessibility measures in place to accommodate women and girls with disabilities who are survivors of violence or abuse (including Sign Language interpreters and accessible information and communication)? What about for persons with disabilities of diverse SOGIESC?
10. Does the social welfare system support disability related extra costs such as costs incurred for hiring accessible transportation services or personal assistance services?

#### Gender and disability empowering relationships (interpersonal)

1. Are there behavior and social change initiatives to support empowering messages about women and girls with disabilities that communicate their capacity to have agency and leadership?
2. Are there behavior and social change initiatives to support empowering messages about persons with disabilities of diverse SOGIESC that communicate their capacity to have agency and leadership?



3. Are there behavior and social change initiatives to address harmful stigma and discriminatory attitudes towards women and girls with disabilities?
4. Are there behavior and social change initiatives to address harmful stigma and discriminatory attitudes towards persons with disabilities of diverse SOGIESC?
5. Are there behavior and social change initiatives to end sexual and gender-based violence against women and girls with disabilities? Are men involved in these initiatives as well?
6. Are there behavior and social change initiatives to end sexual and gender-based violence against persons with disabilities of diverse SOGIESC? Are heterosexual men and women involved in these initiatives as well?
7. Are civil society movements coming together to promote the rights of women and girls with disabilities and the rights of persons with disabilities of diverse SOGIESC (such as the women's movement or the sexual and reproductive health rights movement)?
8. Are women with disabilities represented in civil society?
9. Are persons with disabilities of diverse SOGIESC represented in civil society?
10. Are women with disabilities represented in decision-making positions (i.e. in government, institutions and social structures)?
11. Are persons with disabilities of diverse SOGIESC represented in decision-making positions (i.e. in government, institutions and social structures)?
12. Do women and girls with disabilities have decision-making power within family structures?
13. Do persons with disabilities of diverse SOGIESC have decision-making power within family structures?
14. Do women and girls with disabilities have the power to negotiate within their family structure?
15. Do persons with disabilities of diverse SOGIESC have the power to negotiate within their family structure?
16. Do families permit women and girls with disabilities to leave the home to attend school and find work (either independently or with support of a caregiver)?
17. Do families permit persons with disabilities of diverse SOGIESC to leave the home to attend school and find work (either independently or with support of a caregiver)?
18. Are women and girls with disabilities able to choose who their support person or care giver is?
19. Are persons with disabilities of diverse SOGIESC able to choose who their support person or care giver is?

#### Gender and disability transformation at the individual level

1. Are there skill strengthening programmes that support empowerment of girls with disabilities and the empowerment of persons with disabilities of diverse SOGIESC? If yes, are they fully accessible?
2. Do literacy programmes reach girls with disabilities and persons with disabilities of diverse SOGIESC and if so, are they accessible (for example, do they teach Braille to girls who are blind or low vision? Are there Deaf literacy programmes that teach the national Sign

Language to Deaf children of diverse SOGIES who may be illiterate in the national Sign Language?)?

3. Are there rights awareness programmes that outreach to and include girls and young women with disabilities? Are there rights awareness programmes that outreach to include young persons with disabilities of diverse SOGIESC?
4. Are the majority of girls and women with disabilities aware of the rights enshrined in the CRPD?
5. Are the majority of persons with disabilities of diverse SOGIESC aware of the rights enshrined in the CRPD?
6. Are the majority of girls and women with disabilities aware of their sexual and reproductive health rights?
7. Are the majority of persons with disabilities of diverse SOGIESC aware of their sexual and reproductive health rights?
8. Are the majority of girls and women with disabilities aware of their rights to a life free of violence, exploitation and abuse including sexual and gender-based violence.
9. Are the majority of persons with disabilities of diverse SOGIESC aware of their rights to a life free of violence, exploitation and abuse including sexual and gender-based violence.
10. Do the majority of girls and women with disabilities know how to access sexual and reproductive health services?
11. Do the majority of persons with disabilities of diverse SOGIESC know how to access sexual and reproductive health services?
12. Do the majority of girls and women with disabilities know how to seek support and protection if they are victims of sexual and/or gender-based violence?
13. Do the majority of persons with disabilities of diverse SOGIESC know how to seek support and protection if they are victims of sexual and/or gender-based violence?

Carrying out a legal and policy framework analysis on gender and disability: Key questions to ask by priority areas of focus:

#### Economic empowerment

1. Does the anti-discrimination legal framework prohibit discrimination on the basis of disability and gender?
2. Does the anti-discrimination framework include the right to reasonable accommodation?
3. Do policies and laws on education address gender and disability and the intersectional forms of discrimination and exclusion girls and women with disabilities experience?
4. Do policies and laws on education propose measures for disability-inclusive education vs. special education or education in segregated settings in compliance with CRPD Article 24 (Education)?
5. Do the education policies have measures to address both gender and disability-based violence, harassment or abuse in schools or its impact on girls with disabilities staying in or attending school?

6. Do education policies provide support and interventions to ensure girls with disabilities have equitable access to education? Do education policies provide support and interventions to ensure persons with disabilities of diverse SOGIESC have equitable access to education?
7. Do laws and policies on access to work and employment include anti-discrimination measures on the basis of gender and disability?
8. Do laws and policies on access to work and employment include the provision of reasonable accommodations as a right?
9. Do laws and policies on access to work and employment include measure to ensure women with disabilities can access vocational training programmes on an equal basis? Do laws and policies on access to work and employment include measure to ensure persons with disabilities of diverse SOGIESC can access vocational training programmes on an equal basis?
10. Does the policy framework on labor include specific measures to address workplace discrimination against all women including women with disabilities? Does the policy framework on labor include specific measures to address workplace discrimination against all persons of diverse SOGIESC including persons with disabilities?
11. Do land and farming literacy programmes outreach to and include women with disabilities? Do land and farming literacy programmes outreach to and include persons with disabilities of diverse SOGIESC
12. Do agricultural development policies target women with disabilities to ensure they are included and have access to programmes on an equal basis? Do agricultural development policies target persons with disabilities of diverse SOGIESC to ensure they are included and have access to programmes on an equal basis?
13. Is there a law in place that ensures the right to access on an equal basis with others to the physical environment, transportation, services, information and communication including access to services and facilities provided to the public?

#### Sexual and reproductive health rights and gender-based violence

14. Do sexual and reproductive health laws and policies promote the rights of girls and women with disabilities to access these services on an equal basis including through the provision of reasonable accommodations?
15. Do sexual and reproductive health laws and policies promote the rights of persons with disabilities of diverse SOGIESC to access these services on an equal basis including through the provision of reasonable accommodations?
16. Do sexual and reproductive health laws and policies ensure women can access services on an equal basis by ensuring services, including information and communication, are fully accessible?
17. Do sexual and reproductive health laws and policies ensure persons with disabilities of diverse SOGIESC can access services on an equal basis by ensuring services, including information and communication, are fully accessible?

18. Are there policy measures and programmes to support girls and women with disabilities in making independent decisions about their sexual and reproductive health?
19. Are there policy measures and programmes to support persons with disabilities of diverse SOGIESC in making independent decisions about their sexual and reproductive health?
20. Are policies and programmes on prevention of sexual and gender-based violence inclusive of and accessible to girls and women with disabilities including through the provision of reasonable accommodations to access services?
21. Are policies and programmes on prevention of sexual and gender-based violence inclusive of and accessible to persons with disabilities of diverse SOGIESC including through the provision of reasonable accommodations to access services?
22. Do policies and laws on prevention of gender-based violence provide specific measures to address sexual and gender-based violence against girls and women with disabilities?
23. Do policies and laws on prevention of gender-based violence provide specific measures to address sexual and gender-based violence against persons with disabilities of diverse SOGIESC?
24. Do gender-based violence prevention programmes include measures to change cultural and social perceptions about girls and women with disabilities that perpetuate violence?
25. Do gender-based violence prevention programmes include measures to change cultural and social perceptions about persons with disabilities of diverse SOGIESC that perpetuate violence?

#### Accessibility

26. Are there national accessibility standards in place?
27. Do support services for persons with disabilities exist and can they be accessed throughout the country?
28. Is there a legal and policy framework to support access to services and does it address the rights of persons with disabilities to support services? If yes, is there a gender component that addresses gender considerations for providing support services (i.e. ensuring autonomy in choosing services and safety and security in the provision of services)?

# Annex II: Indicators to measure change disability inclusive gender transformative change:

**Gender and disability indicators for each of the essential pre-conditions for inclusion:** Irrespective of the diverse ways you measure change, below we provide a list of gender and disability transformative inclusive indicators for each of the essential pre-conditions for inclusion to help plan how you measure progress in your programming.

## Equality and non-discrimination

- There is an anti-discrimination legal framework in place that prohibits discrimination on the basis of gender and disability, including diverse gender identities and sexual orientations.
- Government level initiatives are being taken to address inequalities facing women and girls with disabilities and persons with disabilities of diverse SOGIESC.
- Programmes and service providers are addressing discrimination against girls and women with disabilities and persons with disabilities of diverse SOGIESC in accessing services.

## Inclusive service delivery

- Mechanisms to prevent and respond to gender-based violence against women and girls with disabilities and persons with disabilities of diverse SOGIESC that are fully accessible.
- Service providers, legal aid organizations, women's movement, LGBTQ+ movement, the disability movement and others are addressing sexual and gender-based violence against girls and women with disabilities and persons with disabilities of diverse SOGIESC.
- National development plans and monitoring processes include gender and disability inclusion as well as diverse sexual orientation and gender identities.
- There are programmes in place leading to access to inclusive education for women and girls with disabilities and persons with disabilities of diverse SOGIESC.
- National development plans and monitoring processes include gender and disability inclusion, including diverse sexual orientations and gender identities.

## Accessibility

- Mechanisms to prevent and respond to gender-based violence against women and girls with disabilities and persons with disabilities of diverse SOGIESC that are fully accessible.
- Health services including sexual and reproductive health services, have a budget for reasonable accommodations in accessing services.
- There is a provision in the anti-discrimination law that provides for reasonable accommodation for all persons with disabilities.

- The inclusive education policy provides for inclusive and accessible schools with provisions for gender-sensitive accommodations, including accessible WASH within schools.

### **CRPD compliant budgeting and financial management**

- Budgets for health ensure access to services for women and girls with disabilities and persons with disabilities of diverse SOGIESC including access to sexual and reproductive health (CRPD Article 25: Health, CRPD 6: Women and girls with disabilities).
- Budgets for education include proportionate funding for inclusive education (not special schooling) with funding for campaigns and awareness raising to increase access to education for girls and women with disabilities and persons with disabilities of diverse SOGIESC (CRPD Articles 6: Women with disabilities and 24: Education).
- Funding by government dedicated to awareness raising to dispel harmful stereotypes and discriminatory attitudes towards girls and women with disabilities and persons with disabilities of diverse SOGIESC (CRPD Article 8: Awareness raising).

### **Participation of persons with disabilities**

- More women leaders with disabilities are represented in the political sphere.
- More persons with disabilities of diverse SOGIESC are leaders and are represented in the political sphere.
- Level of women led OPD engagement in national policy development has increased.
- Level of engagement of organizations led by persons with disabilities of diverse SOGIESC in national policy development has increased.
- There is an increase in civil society working on issues related to gender and disability.
- Human rights movements are supporting empowerment efforts for girls and women with disabilities and persons with disabilities of diverse SOGIESC.
- Effectiveness of women led OPD and OPDs led by persons with disabilities of diverse SOGIESC to engage in national policy development has increased leading to an increase in reforms that address gender and disability in national programmes and policies.
- Increase in partnerships between women led OPDs and other civil society stakeholders on implementation of SDGs.
- Increase in partnerships between organizations led by persons with disabilities of diverse SOGIESC and other civil society stakeholders on implementation of SDGs.

### **Accountability and governance**

- A national level governance body has been established to address inequality and discrimination towards women and girls with disabilities.
- A national level governance body has been established to address inequality and discrimination towards persons with disabilities of diverse SOGIESC.

- Women led OPDs and OPDs representing persons with disabilities of diverse SOGIESC are invited to participate in implementation and monitoring of programmes, services and policies related to women's health to ensure they comply with the CRPD Gaps in achieving the essential building blocks or preconditions of CRPD implementation (gender equality, data, accessibility, support services, etc.) are addressed.

### **Gender transformative indicators for use in longer-term programmes that address social and behavioral change over time**

Below we provide a list of gender transformative indicators that can be used in longer-term programmes that address social and behavioral change. These include:

- Women with disabilities and persons with disabilities of diverse SOGIESC can make independent choices (including through supported decision-making mechanisms) about their sexual and reproductive health (this indicator measures at the level of individuals).
- Women and adolescent women with disabilities and persons with disabilities of diverse SOGIESC have the ability to go out of the home alone or with the support person of your choice (this indicator measures at the level of individuals).
- Individual action taken to change cultural perceptions of women with disabilities' autonomy and independence (this indicator measures at the level of individuals).
- Individual action taken to change cultural perceptions of persons with disabilities of diverse SOGIESC in terms of autonomy and independence (this indicator measures at the level of individuals).
- Tolerance and acceptability of gender-based violence towards women and girls with disabilities decreases (this indicator measures at the level of institutions).
- Tolerance and acceptability of gender-based violence towards persons with disabilities of diverse SOGIESC decreases (this indicator measures at the level of institutions).
- Mechanisms to prevent and respond to gender-based violence against women and girls with disabilities that are fully accessible (this indicator measures at the level of institutions).
- Mechanisms to prevent and respond to gender-based violence against persons with disabilities of diverse SOGIESC that are fully accessible (this indicator measures at the level of institutions).
- Literacy rates of women with disabilities to measure how they increase over time (this indicator measures at the level of individuals).
- Literacy rates of persons with disabilities of diverse SOGIESC to measure how they increase over time (this indicator measures at the level of individuals).
- Land ownership by women with disabilities to measure changes over time (this indicator measures at the level of individuals).
- Land ownership by persons with disabilities of diverse SOGIESC to measure changes over time (this indicator measures at the level of individuals).
- Women with disabilities control their own resources (this indicator measures at the level of individuals).

- Persons with disabilities of diverse SOGIESC control their own resources (this indicator measures at the level of individuals).
- Tolerance for gender-based violence against women and girls with disabilities is declining (this indicator measures at the level of relationships).
- Tolerance for gender-based violence against persons with disabilities of diverse SOGIESC is declining (this indicator measures at the level of relationships).
- Acceptance for women with disabilities to have economic independence increasing (this indicator measures at the level of relationships).
- Acceptance for persons with disabilities of diverse SOGIESC to have economic independence increasing (this indicator measures at the level of relationships).
- Norms around disability, gender and sexuality have shifted to support the independence and autonomy of girls and women with disabilities and persons with disabilities of diverse SOGIESC (this indicator measures at the level of relationships).
- Collective action is being taken to address inequalities facing women and girls with disabilities (this indicator measures at the level of the community).
- Collective action is being taken to address inequalities facing persons with disabilities of diverse SOGIESC (this indicator measures at the level of the community).
- Service providers, legal aid organizations, women’s movement and others are addressing sexual and gender-based violence against girls and women with disabilities (this indicator measures at the level of relationships).
- Service providers, legal aid organizations, women’s movement, LGBTQ+ movement and others are addressing sexual and gender-based violence against persons with disabilities of diverse SOGIESC (this indicator measures at the level of relationships).
- Human rights movements are supporting empowerment efforts for girls and women with disabilities (this indicator measures at the level of relationships).
- Human rights movements are supporting empowerment efforts for persons with disabilities of diverse SOGIESC (this indicator measures at the level of relationships).
- More women leaders with disabilities are represented in the political sphere (this indicator measures at the level of relationships).
- More persons with disabilities of diverse SOGIESC are leaders and are represented in the political sphere (this indicator measures at the level of relationships).
- Women leaders with disabilities are shaping the political dialogue on the rights of women and girls with disabilities (this indicator measures at the level of relationships).
- Persons with disabilities of diverse SOGIESC are leading change and shaping the political dialogue on the rights of persons with disabilities of diverse SOGIESC (this indicator measures at the level of relationships).



## **Annex III. What does meaningful engagement with persons with disabilities mean?**

Participation with women with disabilities requires several pre-conditions to ensure the engagement is meaningful for all stakeholders and not a tokenistic exercise. Participation mechanisms and processes must be fully accessible with provisions for reasonable accommodations. Persons with disabilities who are participants must be informed about the processes they are engaging to understand how UN systems and programmes operate and what the key policy and law processes they may be engaging in. Persons with disabilities must be equal partners in decision-making processes they are engaging in rather than simply being at the table for discussions with no decision-making authority. This requires sufficient time and resources to ensure consultation processes are meaningful and engage all stakeholders equally. This also requires investments in capacity building for women with disabilities and persons with disabilities of diverse SOGIESC to build their skills around public policy reform, UN processes and government systems and institutions. These investments can be built into programmes and initiatives in advance to ensure time and resources are allocated to building stronger and more meaningful participation processes.

To enable meaningful participation of persons with disabilities, especially those who haven't engaged in dialogue around law and policy reform and may be unfamiliar with terminology used within the development sector, engagement needs to be focused on finding ways to speak the same language and be able to understand one another and reflect collectively. A meaningful dialogue needs to be a two-way conversation between different actors in which each group or the different groups that are present, understand why they are in the room together, are invested in the outcome of the conversation, have a clear goal they are trying to achieve through the dialogue and understand the roles of each stakeholder in the room. This is different from a meeting in which one group dominates the space, designs the agenda and has set their own singular goal for the dialogue. From a disability and gender perspective, for meaningful participation to happen in practice, it also means ensuring the space and methodology for the meeting are fully accessible and that the meeting itself ensures women with disabilities and persons with disabilities of diverse SOGIESC play a leadership role.

It is also important to understand when to bring in persons with disabilities for consultation. Because persons with disabilities have been disenfranchised facing barriers to accessing education and services on a widespread level, they may not have the expertise or the political language to interface with national level stakeholders on policy reform issues. Their expertise lies in their lived experiences and abilities to outline their needs and how barriers can be addressed. It is important to know when to bring in persons with disabilities and their representative organisations for consultation so that meetings and discussions are productive, and everyone feels they can participate and play a valuable role on an equal basis. It is also important that all actors can effectively work together to reach an outcome they agree on

collectively rather than being brought into a discussion they cannot fully take part in or feel committed to.

## Building empowering partnerships with organisations of women with disabilities and persons with disabilities of diverse SOGIESC

Empowering partnerships with women with disabilities and their representative organisations should aim to develop their capacities to become stronger partners. For example, empowerment could be done by supporting young women with disabilities to collectively advocate for their rights and needs in accessing disability-inclusive education with policy makers designing disability-inclusive education programmes and responding to their preferred learning choices and priorities. Ending patriarchy and shutting down sexist and ableist norms also involves working with boys and men. Empowerment programs that target boys and men, including boys and men with disabilities, to play a leading role in dispelling harmful myths and beliefs about women and girls with disabilities that lead to violence. Other empowerment programmes could support women with disabilities to collectively advocate with community members to challenge cultural perceptions of women with disabilities promoting values of autonomy and choice and the importance of care and support to achieve independence.

## Ensuring accessibility from a gender perspective

Access and support are essential for ensuring persons with disabilities can be included and participate on an equal basis. For women and girls with disabilities and persons with disabilities of diverse SOGIESC, support and provision of accessibility accommodations must be gender responsive. It is important to ask key questions like: How can support and accessibility be provided for consultations and engagement in a way that is safe and accommodating for women with disabilities and persons with disabilities of diverse SOGIESC? Do support services ensure choice, autonomy and self-determination? Access to information, communication and technology for women with disabilities and persons with disabilities of diverse SOGIESC is also essential to ensure they participate on an equal basis and in ways that are secure, safe and free from online bullying and harassment.<sup>24</sup> Access to information, communication and technology for women with disabilities and persons with disabilities of diverse SOGIESC not only to bridge the digital divide but as a key component to accessing services and participating on an equal basis.<sup>25</sup>

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<sup>24</sup> See also UNESCO's Ethical Guidance on Artificial Intelligence which includes an analysis of AI and disability: <https://unesdoc.unesco.org/ark:/48223/pf0000381137/PDF/381137eng.pdf.multi>

<sup>25</sup> The International Telecommunications Union (ITU) has been working since its adoption on [ICT/digital accessibility](#)<sup>25</sup>, to ensure digital inclusion of persons with disabilities on equal and equitable base as a person without disability. They have numerous accessible tools and resources available on their website.

The access barriers to technology, data, information and communication must be considered within gender and disability programmes.

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