USAID
FROM THE AMERICAN PEOPLE

Disability Inclusive Development 102

Mainstreaming Disability Across the Program Cycle and Beyond

PROGRAMMING TOOLKIT

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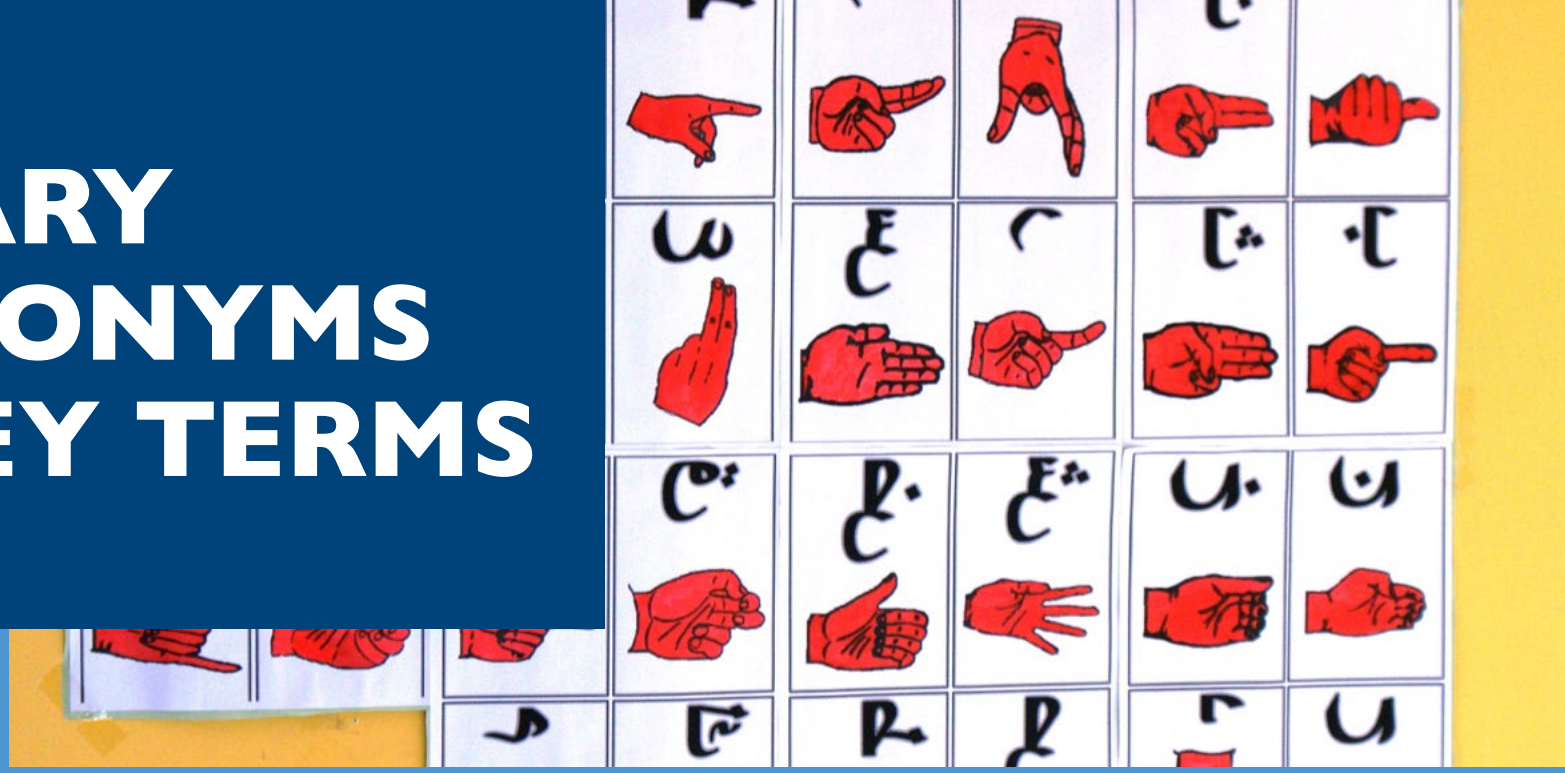
GLOSSARY OF ACRONYMS AND KEY TERMS



ACRONYMS

AAR	After Action Report
ABA	Architectural Barriers Act of 1968
ADA	Americans with Disabilities Act
ADS	Automated Directives System
AIDAR	USAID Acquisition Regulation
CDCS	Country Development Cooperation Strategy
CLA	Collaborating, Learning and Adapting
CRPD	Convention on the Rights of Persons with Disabilities
DCHA	Bureau for Democracy, Conflict and Humanitarian Assistance
DO	Development Objective
DOS	Department of State
DPO	Disabled People's Organization
DR	Dominican Republic
DRG	Democracy, Human Rights and Governance
ERVPA	Enhancing the Rights of Vulnerable People in Asia
GESI	Gender Equality and Social Inclusion
LGBT	Lesbian, Gay, Bisexual, Transgender
LER	Learning, Evaluation and Research
M&E	Monitoring and Evaluation
MEL	Monitoring, Evaluation and Learning
MO	Mission Order
NGO	Non-governmental Organization
OAA	Office of Acquisition and Assistance
OFDA	Office of Foreign Disaster Assistance
OP	Operational Plan
PAD	Project Appraisal Document
PPL	Policy, Planning and Learning
PMP	Performance Management Plan
PPR	Performance Plan Report
RDMA	Regional Development Mission for Asia
RFA	Request for Applications
RFP	Request for Proposals
SDGs	Sustainable Development Goals
UN	United Nations
USA	United States of America
USAID	United States Agency for International Development

KEY TERMS

Accessible – A site, facility, work environment, service or program that is easy to approach; enter; operate; participate in; and/or use safely, independently and with dignity by persons with disabilities.

Accessible Design – Products and buildings that are accessible and usable by persons with disabilities.

Disabled people's organizations (DPOs) – Civil society organizations run by and for persons with disabilities. DPOs exist at local, national, regional and global levels. They may focus on specific issues (i.e., elections, women's rights), specific disability types (i.e., association of the blind, association of the deaf) or be national umbrella groups (i.e., national association of persons with disabilities).

Reasonable accommodation – Modifications or adjustments that enable a person with a disability to participate on an equitable basis as others. Examples include providing sign language interpreters; providing materials in alternative formats like Braille, large print or electronically; or providing accessible transportation.

Universal design – Products and buildings that are accessible and usable by everyone, including persons with disabilities.

OBJECTIVE OF THE TOOLKIT

OBJECTIVE OF THE TOOLKIT

The purpose of this Toolkit is to supplement the Disability Inclusive Development 102: Mainstreaming Disability Across the Program Cycle and Beyond e-Learning Course available on USAID University. The Toolkit can be used to follow along with the e-Learning course and refer to after completion of the e-Learning course. The Toolkit includes additional examples, resources, tips and strategies to support USAID's mission and promote equal access to USAID projects, particularly for persons with disabilities. This toolkit will help practitioners better understand and use inclusive practices within program cycles and program management.

INTRODUCTION AND RECAP FROM DISABILITY 101 COURSE

THIS SECTION PROVIDES AN OVERVIEW OF THE DISABILITY 101 COURSE AND CONNECTS THE PROGRAM CYCLE PRINCIPLES TO DISABILITY INCLUSIVE PROGRAMMING.

INTRODUCTION AND RECAP FROM DISABILITY 101 COURSE

INCLUSIVE DEVELOPMENT:

- Ensures programs and activities are available to all people
- Improves access to countries' benefits, legal protections and social participation

Inclusive development is nondiscriminatory and integrated. It ensures all people can actively participate in and benefit from development processes and activities. This includes people who face discrimination, have limited access to a country's benefits and legal protections and/or have limited opportunities for participation in economic, social and cultural life.

> *"Every person, regardless of identity, is instrumental in the transformation of their own societies. Inclusion throughout the development process leads to better outcomes."*
>
> —USAID Inclusive Development Working Group

USAID's Inclusive Development Working Group is a formal entity coordinated by the Bureau for Policy, Planning and Learning. The Working Group includes stakeholders from across the Agency.

LESSONS LEARNED FROM DISABILITY INCLUSIVE DEVELOPMENT 101 COURSE

Prior to taking the Disability Inclusive Development 102 e-Learning Course, it is recommended to complete the introductory course, Disability Inclusive Development 101 e-Learning Course available on USAID University. Key lessons from the course include:

- Persons with disabilities include those who have long-term physical, psychosocial, 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
- Persons with disabilities are part of every population, gender, age group, race, ethnicity and socioeconomic level
- Disability Inclusive Development is the meaningful involvement and equitable participation of persons with disabilities in the design, implementation, monitoring and evaluation of international development assistance

Disabled People's Organizations (DPOs) are crucial in advancing the equal rights of persons with disabilities and are one of the best resources for guiding and assisting the design of inclusive programs and activities.

- Unlike targeted activities, which are only offered to persons with disabilities, the goal of inclusive programming is to ensure that all people benefit from and have access to development assistance
- Attitudinal, communication and environmental barriers, such as physical inaccessibility, pose challenges to inclusion. Discrimination and misconceptions about persons with disabilities also contribute to their exclusion
- Identifying and removing barriers is one of the keys to inclusive development. Reasonable accommodation is vital to ensuring persons with disabilities have equitable opportunity to participate in international development assistance

Reasonable accommodations are modifications or adjustments that enable a person with a disability to participate on an equitable basis as others. Examples include providing sign language interpreters; providing materials in alternative formats like Braille, large print or electronically; or providing accessible transportation. Reasonable accommodations should be provided on an as-needed basis if they do not impose a disproportionate or undue burden. Not all individuals require accommodations. It is important to note the availability of such accommodations for project activities and provide them if they are requested. Allocating 5-7 percent of a program budget is usually adequate for meeting most disability-related accommodation needs.

APPLYING THE PROGRAM CYCLE PRINCIPLES TO DISABILITY INCLUSIVE PROGRAMMING

USAID's updated Program Cycle guidance clarifies core principles that support Agency initiatives and formalizes long-time informal best practices.

We all manage our programs adaptively to some extent. By observing challenges and successes, we can improve inclusive programming. Implementers, partners and local stakeholders can help confirm if activities address identified needs or if changes are necessary.

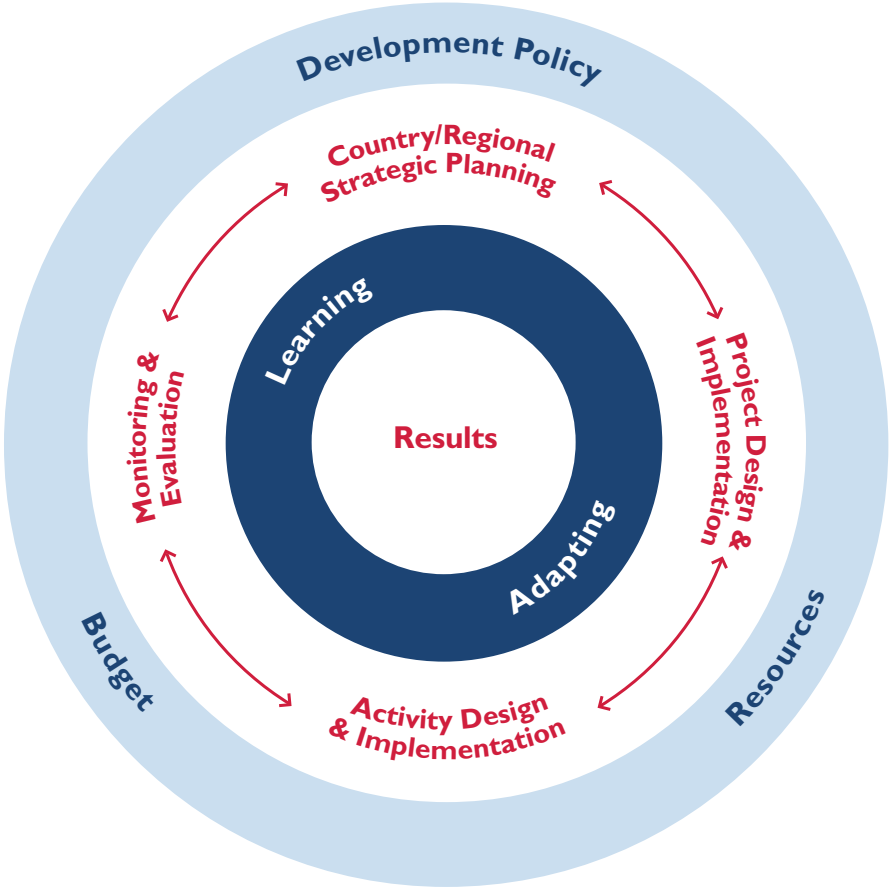
Engaging stakeholders in assessments, analyses, design of monitoring and evaluation processes and project design strengthens stakeholders' investment in long-term success and helps sustain USAID interventions.

Understanding that "one size does not fit all" and making evidence-based decisions, grounded in the local context, increases the likelihood that the intervention is the right one for that particular context at that time.

PROGRAM CYCLE PRINCIPLES INCLUDE:

1. Apply analytic rigor using evidence to create and modify strategies
2. Manage adaptively through continuous learning
3. Promote sustainability through local ownership
4. Use a range of approaches to achieve results

Review the Program Cycle Video and Program Cycle Summary for more information.



POLICY FOUNDATIONS

POLICY FOUNDATIONS: THIS SECTION OF THE TOOLKIT PROVIDES AN OVERVIEW OF THE INTERNATIONAL AGREEMENTS, U.S. LAWS AND USAID POLICIES, STRATEGIES AND GUIDANCE THAT GOVERN USAID'S DISABILITY INCLUSIVE PROGRAMMING.

POLICY FOUNDATIONS

International agreements, U.S. laws and USAID policies, strategies and guidance drive USAID's inclusive development efforts.

Disability is a human rights issue, not simply a medical or social welfare concern. USAID's approach to inclusive development focuses on empowering persons with disabilities.

> *"…we need to remember that a fifth of very poor populations in the world, those who live on less than a dollar a day, are made up of disabled people and their families."*
>
> —Theresia Degener, Chair U.N. Committee on the Rights of Persons with Disabilities
>
> U.N. News Centre Article, June 2017

INTERNATIONAL AGREEMENTS: THE UNITED NATIONS (U.N.)

The U.N. Convention on the Rights of Persons with Disabilities (CRPD)

The Convention on the Rights of Persons with Disabilities (CRPD) emphasizes disability as a basic human rights issue. It also stresses the obligations of countries to promote, protect and ensure the human rights of persons with disabilities.

More than 170 countries have ratified the CRPD. Many countries are developing laws, policies and strategies for promoting the rights of persons with disabilities and are looking to international donors for support.

U.N. Sustainable Development Goals (SDGs)

The Sustainable Development Goals, or SDGs, focus on guiding policy and funding decisions over the next 15 years. The 2030 Agenda for Sustainable Development emphasizes empowering marginalized populations, particularly persons with disabilities, highlighting the fact that 80 percent of this population lives in poverty. Five of the 17 SDGs explicitly reference persons with disabilities. Refer to "Disability in the SDGs" resource for more information in the Additional Resources section..

The SDGs reflect USAID's priorities, particularly the principle of Leave No One Behind. To achieve success, it is vital to reach all segments of society, with a particular emphasis on reaching the furthest behind.

U.S. LAWS

Not only is inclusiveness for persons with disabilities good practice, it is required by law. Two key pieces of legislation specifically address inclusiveness and accessibility.

These U.S. laws prohibit discrimination on the basis of disability, and require inclusiveness and accessibility for persons with disabilities:

- 1973 Rehabilitation Act requires programs or activities that receive federal funding or are conducted by the federal government to be inclusive of and accessible to persons with disabilities
- Americans with Disabilities Act (ADA) is a landmark piece of American civil rights legislation that mandates reasonable accommodation and accessible environments. The ADA represents the United States' commitment to end discrimination against persons with disabilities

Accessible: A site, facility, work environment, service or program that is easy to approach; enter; operate; participate in; and/or use safely, independently and with dignity by persons with disabilities.

USAID DISABILITY POLICY

USAID's Disability Policy requires the inclusion of persons with disabilities in our programs.

The Policy states that:

- Issues related to disability are integral to international development
- Consultation with diverse members of the disability community including people with physical, sensory, developmental and psychosocial disabilities is important to address needs appropriately, starting with the design phase of a program/activity. Investing in and strengthening Disabled People's Organizations is vital in promoting the human rights of persons with disabilities

For more information, refer to the USAID Disability Policy Paper resource.

USAID Policy on Standards for Accessibility

The USAID Policy on Standards for Accessibility provides guidance on ensuring USAID projects are accessible to persons with disabilities:

Universal Design

Promotes universal design over accessible design:

- Accessible design: Products and buildings that are accessible and usable by persons with disabilities
- Universal design: Products and buildings that are accessible and usable by everyone, including persons with disabilities

Applicability Directives

Applies to all USAID-financed construction activities, including construction produced by:

- Contractors and subcontractors
- Grantees or subgrantees
- Other U.S. Government agencies supported through inter-agency obligating agreements

The U.S. Access Board is USAID's consultative partner in:

- Developing and maintaining accessibility requirements
- Providing technical assistance and training on guidelines and standards

Accessibility Standards

To ensure sound attention to the needs of persons with disabilities, prioritize accessibility standards as follows:

- The host country or region's standards for universal construction
- The standard provided in the ADA and Architectural Barriers Act of 1968 (ABA) Accessibility Guidelines (if host country/regional standards are insufficient or non-existent)

Note: Host country/regional standards must result in equivalent accessibility and usability to the ADA and ABA Accessibility Guidelines.

USAID STRATEGIES, POLICIES AND GUIDANCE THAT SUPPORT DISABILITY INCLUSIVE PROGRAMMING

USAID has a range of sector-specific strategies, policies and guidance documents that support the inclusion of marginalized populations, such as persons with disabilities, in USAID programming. Our disability inclusive development approach is further defined in sector-specific strategies and guidance documents.

USAID promotes an inclusive development approach that benefits all people, leaving no one behind. Many sector-specific strategies, policies and guidance documents address issues related to compounded exclusion of marginalized populations, including persons with disabilities.

These are some representative examples of current policies, strategies and sector guidance that address persons with disabilities.

Strategy on Democracy, Human Rights and Governance

USAID's inclusive and integrated development approach empowers and elevates the protection of:

- Women and girls
- Persons with disabilities
- LGBT individuals
- Displaced persons
- Indigenous individuals and communities
- Youth and the elderly
- Ethnic and religious minorities

By using a human rights lens, potential beneficiaries who are most at risk of having their rights neglected or abused—such as LGBT persons, people with disabilities or indigenous persons—will be better recognized and included in USAID programming.

Education Strategy

Students with disabilities represent one of the largest cohorts of children who do not attend school. In fact, one third of children out of school in developing countries have a disability.

Recent research shows that disability is a stronger driving force behind non-enrollment than either gender or class. The difference in primary school attendance between students with and without disabilities can reach 60 percent or more. Children with disabilities who do attend are often neglected by teachers and administrators who have not been trained in inclusive education techniques.

At a minimum, the inclusion of children with disabilities into regular schools requires political leadership, flexible curricula, trained teachers and accessible learning materials.

Climate Change and Development Strategy

The impacts of climate change—both slow onset and rapid onset—are likely to be felt differently by men and women. They also may disproportionately exacerbate the existing vulnerabilities of many vulnerable and marginalized populations, including:

- Women
- Indigenous peoples
- People with disabilities
- LGBT individuals
- The elderly

Successful adaptation and mitigation measures depend on partner country political support and citizen commitment. Programming should adhere to the tenets of democratic governance and respect for human rights. This calls for inclusive and transparent decision-making and planning processes that involve a range of stakeholders, including the populations referenced above.

Water and Development Strategy

The economic benefits of improved sanitation can:

- Increase productivity
- Reduce healthcare costs
- Prevent illness, disability and early death

USAID missions can promote community or public toilets in dense settlements, as well as sanitation facilities in institutional settings such as:

- Schools
- Health facilities
- Markets
- Transportation hubs

It is important that these efforts involve youth associations and women's groups, as well as encourage constructing facilities that are accessible for people with disabilities and the elderly.

LGBT Vision for Action

The Vision demonstrates the Agency's commitment to LGBT inclusion, both internally and externally. It provides a set of overarching core principles for engagement on LGBT inclusion and further socializes LGBT inclusion throughout the Agency.

Persons with disabilities may face further discrimination and/or marginalization because of their sexual and/or gender orientation.

Gender Equality and Female Empowerment Policy

This policy is inclusive of all women and men, girls and boys, regardless of:

- Age
- Sexual orientation
- Gender identity
- Disability status
- Geographic area
- Migratory status
- Forced displacement
- HIV/AIDS status

USAID investments in gender equality and female empowerment are especially important for males and females who are marginalized due to:

- Ethnicity
- Gender identity
- Sexual orientation
- Lack of income
- Disability
- Other factors

Action Plan on Children in Adversity

The Action Plan:

- Is whole-of-government strategic guidance on international assistance for children in adversity, including those who are:
  - Affected by HIV/AIDS
  - In disasters
  - Orphans
  - Trafficked, exploited for child labor or recruited as soldiers
  - Neglected or in other vulnerable states, such as living in extreme poverty or having a disability
- Includes seven agencies and departments that have agreed to align their different funding sources and vulnerability categories for children:
  - Department of Agriculture
  - Department of Defense
  - Department of Health and Human Services
  - Department of Labor
  - Department of State
  - USAID
  - Peace Corps

U.S. Strategy to Prevent and Respond to Gender-based Violence Globally

USAID focuses on prevention and response efforts for underserved and vulnerable populations such as persons with disabilities and the LGBT community

Multi-Sectoral Nutrition Strategy

The Strategy targets resources and programs to the most vulnerable populations including:

- Women of reproductive age
- Pregnant and lactating women and their children in the first two years of life (the 1,000-day window of opportunity)
- Children:
  - Under five
  - In adversity
- Adolescent girls
- People with:
  - Disabilities
  - Infectious diseases
  - Nutrition-related non-communicable diseases
- People impacted by humanitarian crises
- People living in extreme poverty

It is important to remember that undernutrition and malnutrition can lead to developmental delays and subsequent disabilities.

Office of Foreign Disaster Assistance (OFDA) Guidance for Protection and Code of Conduct Requirements

USAID/OFDA defines protection as minimizing the risks of and addressing the effects of harm, exploitation and abuse for disaster-affected populations through humanitarian programming.

Disaster situations are often characterized by increased risk of harm, exploitation and abuse for the affected populations. Risk is caused by a combination of increased threats and increased vulnerability:

risk = threat x vulnerability

Threats may arise because of armed conflict or when there is a breakdown of law and order in the aftermath of a natural disaster. Vulnerabilities include the following components:

- Family separation
- Gender inequalities
- Age
- Disability
- Ethnicity

The combination of threats and vulnerabilities leads to increased risk to the lives and well-being of disaster-affected populations.

Youth in Development Policy

Half of the world's population is under 30. USAID recognizes that development can be accelerated when most of the youth in any country are able to make significant contributions to economic, social and political life in a way that:

- Lifts countries out of poverty
- Ensures greater stability
- Promotes healthier societies

This policy recognizes that for youth to succeed and thrive, it is important to recognize and account for differences among youth including:

- Gender
- Marital status
- Disability
- Sexual orientation
- Ethnicity
- Religion

CONSIDERATIONS FOR DISABILITY INCLUSION

CONSIDERATIONS FOR DISABILITY INCLUSION:

THIS SECTION EXPLORES DISABILITY INCLUSION CONCEPTS, ACTIONS AND APPROACHES YOU SHOULD INTEGRATE INTO PROGRAMMING AT ALL PHASES OF THE USAID PROGRAM CYCLE.

CONSIDERATIONS FOR DISABILITY INCLUSION

This topic focuses on considerations for disability inclusion throughout the Program Cycle, from planning to implementation and beyond. Key considerations for disability inclusion throughout the Program Cycle include:

- Understanding how countries, regions and communities view and define disability
- Maintaining a clear view of the needs and safety of persons with disabilities
- Collaborating with DPOs to plan for, implement and track disability inclusion efforts

These considerations help ensure that disability inclusion is fully integrated into development efforts at all levels and phases.

Inclusive approaches are built around the concept of access, with the aim of making the mainstream work for everyone rather than creating parallel systems.

UNDERSTANDING THE CONTEXT

There are a handful of known global truths related to disabilities. To start, persons with disabilities are more susceptible to poverty. Additionally, children with disabilities are more likely to be denied education and girls with disabilities are more likely to be victims of rape.

Beyond these broad universal truths, we cannot assume that the realities of one context will apply to another. For example, countries and communities can differ widely in how they define or discuss disability or even whether discussing disability is allowed at all. It is critical to keep context in mind as you plan, implement and evaluate programs and activities.

These factors will have a direct impact on what questions you ask, of whom and in what way.

You should keep the following context questions in mind throughout the Program Cycle:

- How is disability defined in the country or regions within the country?
- Is it acceptable to discuss disability?
- If so, how? In what ways, using what terms, do people discuss disability?
- Are there variations in the way different groups discuss disability? (e.g., the government may have norms that differ from how everyday citizens or particular marginalized groups discuss the issue.)

ETHICS: MISSION-LEVEL PREPARATION

As you do with all marginalized and vulnerable populations, you should apply rigorous ethics to disability-related program activities, including research and analysis, interactions with those who participate in your project or program and evaluations and assessments. When carrying out program design, implementation, and monitoring and evaluation, you should be aware of the politics that surround disability-related issues in a particular context and be able to translate them into responsible plans.

When reviewing Performance Management Plans (PMPs) and Project Monitoring, Evaluation and Learning Plans, reviewers should assess whether potential implementers are aware of sensitivities in the context. To minimize possible harm, the mission should encourage implementers to educate themselves about disability in the local context, including meeting with DPOs and reviewing available literature. In particularly sensitive contexts, missions may wish to review informed consent procedures, ensuring individuals have a full understanding of the expected risks and benefits that may come with participation.

In the course of data collection and implementation activities, it is possible to uncover evidence of, or even witness, abuse or illegal actions related to a person with a

disability. Ensure that all implementers have a plan for how to respond in such a situation.

When conducting program activities, it is critical to:

- Recognize some individuals face political risks in contexts where disability needs are less of a priority or viewed as conflicting with other needs
- Follow the rules of informed consent
- Have a plan for how staff should respond if they uncover or observe abuse or illegal actions

VISIBILITY

Ensuring your program is accessible to all persons with disabilities can be challenging when an individual's disability is not visible. For example, an observer can easily overlook a disability if it is not readily apparent, or an individual may choose to not disclose his or her disability.

In other cases, an individual may not believe he or she has a disability if it is not defined as a disability in the local context or there has been a misdiagnosis. For example, a man with an intellectual disability or who is deaf or hard of hearing may not perceive himself as having a disability. Or, a child may have been diagnosed as autistic, when in reality she is deaf or hard of hearing.

Another issue occurs when persons with disabilities are not visible. In many contexts, either by choice or by family demand, a person with a disability remains hidden from public view.

DPOs are your best resource for conducting disability inclusive programming. They have the greatest knowledge of community members who may have a disability and how to navigate any social or political complexities. Including DPOs at all stages of the Program Cycle leads to more successful disability inclusion efforts.

Building strong relationships with DPOs and other institutions working in the community is critical to developing trust. This leads to more productive collaboration and knowledge exchange. It also ensures awareness of any work that may have been undertaken previously.

ENGAGING DISABLED PEOPLE'S ORGANIZATIONS

Disabled People's Organizations are a valuable source of information and can help guide and assist in the design of inclusive projects and activities. Consulting with DPOs should be a regular part of USAID's civil society outreach efforts.

Because DPOs are run by and for persons with disabilities, DPO members can share the lived experience of having a disability and offer practical advice for program interventions. It is important to consult with a range of DPOs, including those located in rural and urban areas and those that represent different disabilities. The resources shown here can help you find regional-, country- and community-based DPOs.

Since an estimated 15 percent of any target population has a disability, USAID and our implementing partners should include DPO representatives in project and activity design, implementation, and monitoring and evaluation.

These resources may help you locate DPOs and other disability organizations in the countries where you work:

- Disabled Persons and Human Rights Organizations: This site includes links to international and regional DPOs, human rights organizations, databases of resources, online discussions groups and newsletters related to disability in the local context
- The Disability Rights Fund and the Abilis Foundation exclusively fund local DPOs. Their public websites include lists of local grantees
- Other member agencies are the International Disability Alliance and the World Federation of the Deaf
- USAID's Disability team can also assist in identifying local DPOs in country
- The Australian Government's Department of Foreign Affairs and Trade shared lessons learned on how to engage effectively with DPOs across the Program Cycle

Not all disabilities are visible.

Not all persons with disabilities are visible to the public eye.

PRACTICAL WAYS TO INCORPORATE DISABILITY

Missions are required to review, analyze and draw evidence-based conclusions from assessments and evaluations to inform Country Development Cooperation Strategies (CDCS), Project Appraisal Documents (PADs) and Activity Designs. These requirements provide an ideal opportunity to consider disability from the outset. Including disability-specific questions in broad assessments, as well as commissioning disability-focused assessments, helps address gaps and identify opportunities for inclusive programming.

Reviewing collected program data and country disability data, as well as meeting with disability experts and persons with disabilities, allows missions to incorporate disability throughout the Program Cycle to address key issues, challenges and opportunities for interventions.

KEY APPROACHES TO INFORM CDCS, PADs, AND ACTIVITY DESIGNS

Integrate disability in broader assessments and evaluations

- Consult DPOs as part of civil society stakeholder consultations.
- Incorporate questions on disability as part of the following:
  - Required country gender analyses
  - Assessments/evaluations related to CDCS, PADs and Activity Descriptions
  - Countrywide analyses on democracy and governance, political economy, etc.
  - Sector-specific or sub-sector assessments on education, health, rule of law, climate change, etc.
- Conduct a demographic analysis of issues associated with youth, marginalized and vulnerable populations and persons with disabilities.

Conduct disability-focused assessments

- Countrywide disability assessments identify overall needs, gaps and opportunities.
- Sector-specific disability assessments identify needs, gaps and opportunities in a particular area of development (e.g., political participation, education or health).

Use sector-specific assessments when designing a project with a significant focus on inclusion, such as inclusive education. The assessment can be commissioned as part of a project, focusing more at the activity level.

Examples:

- **USAID/Morocco** procured a Disability Inclusion Education Situation and Needs Analysis comparing international standards and best practices to the current situation in Morocco. The resulting report offers program recommendations.
- **USAID/Egypt** contracted an assessment of the needs and experiences of students with disabilities at Egypt's 24 public universities, as well as the Government of Egypt's and university administrations' capacity to support them.

Consult disability data sources

- Has your country used the Washington Group Short Set questions in a larger survey to identify persons with disabilities?
- Has your country collected national census data using the Demographic Health Survey Disability Module?

These two data collection sources could tell you what the disability prevalence rate is in your country.

Consult disability experts

DPOs can help identify gaps that may exist between official data and reality. Their knowledge of and familiarity with the community makes them well poised to provide programming recommendations in the absence of accurate data.

You can collaborate with disability experts by:

- Hosting roundtables with DPOs at various stages of the Program Cycle, including analyses and evaluations
    - Include reasonable accommodations in civil society consultation efforts
- Inviting DPOs and individuals with disabilities to join broader civil society consultations

Persons with disabilities have equal right to education, employment and political participation and can bring a new perspective.

Prepare for external evaluations

When preparing for performance evaluations:

- Consider if/how the evaluation could capture disability inclusion data
- Evaluate the accessibility for and inclusiveness of persons with disabilities
- Require questions addressing the broad participation of stakeholders across categories of age, gender and disability status
- Recommend that someone with disability expertise be on the evaluation team if the project has a significant disability component

Disability Assessment Tools

Below is a summary of USAID assessment tools that address disability considerations, either in a targeted manner or as part of broader assessments.

Broad Assessments

- Disability Assessment Guide This guide provides a list of questions and resource documents useful in collecting general information about disability within a country including statistical information, legal environment, government services and cultural perceptions. The guide also provides questions to inform stakeholder mapping to better understand the civil society landscape and other donor partners engaged in disability programming. Finally, the guide provides a list of questions for Missions to assess the extent to which current programming and operations are disability inclusive
- Guide on How to Integrate Disability into Gender Assessments and Analyses This document serves as a "how to" guide on including women and men with disabilities into USAID's gender assessments and analyses
- Towards Gender Equality in Europe and Eurasia This toolkit was developed to help USAID staff working in Europe and Eurasia conduct gender analysis in the context of project design. The toolkit has a section dedicated to the intersection of gender and disability
- Disability and Gender Mainstreaming Guidance Document This document provides an overview of USAID's ADS 205 policy for addressing gender and disability in project design and CDCS development to assess gender and disability across the five domains of gender analysis

Sector-Specific Assessments

- Conducting an Inclusive Education Needs Assessment for Learners with Disabilities This guide supports the implementation of assessments to determine the needs of learners with disabilities. It provides illustrative questions for education stakeholders such as ministries of education, DPOs, non-governmental organizations (NGOs), donors, and schools
- USAID and State Department Interagency Election Toolkit. This toolkit includes guidance on ensuring USG election efforts overseas are inclusive of marginalized populations, including persons with disabilities. The Electionpedia: Vulnerable Populations section includes a list of questions to consider when evaluating the accessibility of the electoral process to persons with disabilities

PROGRAM DESIGN

PROGRAM DESIGN: THIS SECTION EXPLORES DISABILITY INCLUSION APPROACHES YOU CAN APPLY TO PROGRAM PLANNING, DESIGN AND IMPLEMENTATION ACTIVITIES.

PROGRAM DESIGN

From the program strategy to activities and reporting, USAID missions, offices and bureaus have several opportunities to ensure disability inclusion is effectively incorporated.

In addition, there are several resources that can help with disability inclusive program design and implementation.

> *"Persons with disabilities have the same needs as others for nutrition, family planning, health care, training and employment. Many mainstream programs, with minor modification at the design stage, can help address these needs."*
>
> —USAID/Regional Development Mission for Asia (RDMA)

DISABILITY INCLUSION IN THE PROGRAM CYCLE

USAID's Regional Development Mission for Asia (RDMA) offers some recommendations that do not require major changes in program design.

Simple modifications could involve promoting inclusion of children with disabilities in education programs or ensuring that persons with disabilities have equal access to credit in small business loan programs. For infrastructure projects, designing barrier-free access can often be done within an acceptable marginal cost. Strategically-aimed programs providing humanitarian assistance in post-conflict situations or disaster relief can help with the immediate needs of persons with disabilities, as well as provide a foundation that allows these individuals to make positive contributions to their country's economic development.

Finally, RDMA calls attention to the fact that many persons with disabilities have been traditionally left out and their rights have been ignored. Programs should encourage young democracies to devote resources to the needs of persons with disabilities and ensure those voices are heard.

ADS CHAPTER 201: PROGRAM CYCLE OPERATIONAL POLICY

The Automated Directives System (ADS) Chapter 201 on Program Cycle Operational Policy provides guidance on addressing gaps and barriers associated with disability as part of your overall programming approach. Stakeholder and gender analyses should incorporate disability considerations and opportunities to consult persons with disabilities to inform project design.

Project design should promote the full and effective participation by and equalization of opportunities for persons with disabilities, male and female, in country and sector strategies, activity design and implementation. Ideally, project designs should increase awareness of issues and barriers that particularly affect persons with disabilities within USAID programs and in host countries.

It is important to foster a climate of nondiscrimination against persons with disabilities in partnership with other U.S. Government agencies, host country counterparts, implementing organizations and other donors. Finally, project designs should promote opportunities for entities to engage in advocacy to advance the human rights of persons with disabilities.

When designing programs, it is important to:

- Include disability issues and persons with disabilities in stakeholder and gender analyses
- Promote full and effective participation by equalization of opportunities for persons with disabilities in country and sector strategies, activity design and implementation
- Increase awareness of disability issues and barriers faced by persons with disabilities
- Foster a climate of nondiscrimination against persons with disabilities
- Include opportunities for entities to engage in advocacy that advances the human rights of persons with disabilities

"As young democracies decide where they will concentrate scarce resources, persons with disabilities and those interested in the issues of persons with disabilities must be among the voices that are heard."

—USAID/RDMA

INCORPORATING DISABILITY INTO THE CDCS

To inform CDCS development, missions can conduct additional analyses focused on demographics, including persons with disabilities. You can use the data from these analyses to address disability in the CDCS.

When developing a CDCS, missions must consider and reflect USAID's policy framework and Agency-wide policies and strategies. These include the Agency's Disability Policy and sector strategies that include disability.

You can address disability in the following CDCS sections:

- Development Context, Challenges and Opportunities: Must be based on evidence and analysis, such as the mandatory gender analysis (ADS 205)
- Results Framework: Can focus a Development Objective (DO) on "a targeted population," such as persons with disabilities

EXAMPLES OF DISABILITY INCLUSION IN COUNTRY AND REGIONAL DEVELOPMENT COOPERATION STRATEGIES

Development Challenges and Opportunities

- **USAID/Malawi:** Recognizes the recent passage of the Disabilities Act by Parliament as a promising sign guaranteeing persons with disabilities' participation and social inclusion in development programs

Results Framework

- **USAID/Dominican Republic:** The results framework identifies two crosscutting themes that affect all sectors, transparency and the inclusion of marginalized populations and notes that, "to address the needs and protect the rights of marginalized populations, including people with disabilities, USAID/DR will also identify opportunities to protect and promote their rights with systemic and sector-specific approaches." The DOs note specific interventions relevant to persons with disabilities, such as collecting data on GBV and disability, addressing the intersections of disability and global climate change and working with the Ministry of Education to strengthen its capacity to incorporate students with disabilities into public schooling

Monitoring and Evaluation

- **USAID/RDMA:** RDMA has identified opportunities for conducting impact evaluations for each DO and sample questions are noted, including: "To what extent is the project's focus on institutional improvement, individual and organization capacity development and improved social inclusion an effective approach to the realization of the selected rights of the selected vulnerable populations?"

Find suggestions in the full CDCS in the Links and Additional Resources section of this toolkit.

INCORPORATING DISABILITY INTO PROJECT AND ACTIVITY DESIGN: ADS 201

ADS 201 identifies specific activities for project design and implementation that should include disability considerations.

When engaging local actors, be sure to include persons with disabilities and DPOs. As an example, if you are engaging youth in project design planning, ensure that youth with disabilities are represented. This helps mainstream disability inclusion in consultations.

To increase the probability of project effectiveness and sustainability, when conducting analyses, explicitly identify key stakeholders. Then, disaggregate the needs of relevant population groups by sex and age, disability status, ethnicity and race, LGBT individuals or other relevant characteristics.

Project Design Planning includes two key steps:

- A plan for engaging local actors
- A plan for conducting analyses

NCORPORATING DISABILITY INTO PROJECT AND ACTIVITY DESIGN: ADS 205

Project-level gender analysis, required by ADS 205, is another opportunity to address disability. The analysis should seek to identify, understand and explain gaps between males and females that exist in households, communities and countries, as well as reflect the intersection of sex with age, ethnicity, disability, location, etc., as this could hinder overall project outcomes. The project design can then incorporate interventions that address and reduce the inequities and challenges identified.

Per ADS 205, project-level gender analyses should:

- Identify, understand and explain gaps in the status of males and females
- Reflect the intersection of sex with age, ethnicity, disability, location, etc.

See Integrating Disability into Gender Analysis: An Additional Help for ADS Chapter 205 on the USAID website for more guidance.

WRITING THE PAD

How can we incorporate disability consideration in project-activity design and implementation?

When writing the PAD:

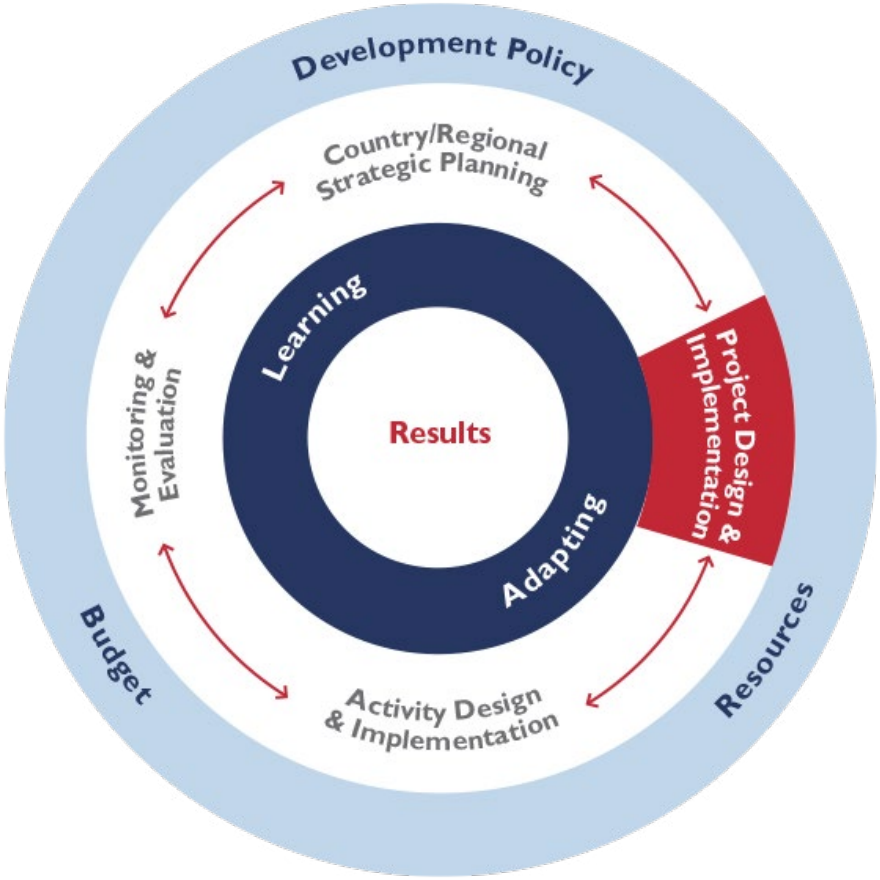
- Summarize findings from engagement with disability actors and disability-informed analyses
- Include a disability-focused activity or activities that include persons with disabilities

Examples:

USAID/Malawi: The PAD includes a description of the country's legal framework related to disability; cites statistics regarding the number of persons with disabilities, noting the limited availability of reliable data; and establishes the mission's commitment to disability inclusive development through structural transformations. The PAD's Annex includes a disadvantaged groups analysis.

USAID/RDMA: The PAD describes RDMA's activities through the Enhancing the Rights of Vulnerable People in Asia (ERVPA) project to support the rights of persons with disabilities (review the full PAD in Additional Resources of this toolkit). These activities include improving quality care for persons with disabilities; providing equal access to education, employment and public education; and building awareness of and advocacy for the rights of persons with disabilities.

USAID/Dominican Republic: The mission's Urban Resilience to Climate Change project description uses broader inclusive language to address disability: "The project will increase the resilience to global climate change in target urban and upper watershed communities, where some of the most climate-vulnerable and socio-economically marginalized people live. The target municipalities and communities of this project will have increased knowledge and improved planning processes to anticipate climate impacts and develop prevention and response strategies." Similar language was incorporated into the CDCS.



Project Design – Disability Inclusion Checklist

Step 1: Project Design Team
- Is there someone with disability knowledge on the design team, or extended team?

Step 2: Project Design Plan
- Does the project intend to include learners with disabilities?
- Is there a plan for engaging disability actors?
- Is there a plan for including disability in analyses?

Step 3: Project Appraisal Document
- Does the context/background section include information about persons with disabilities?
- Does the summary of analyses articulate findings specific to persons with disabilities?
- Does the project description specify the beneficiaries? If so, is there discussion of persons with disabilities?
- Does the family of activities include disability interventions?
- Does the financial plan include disability accommodation budget?

WRITING THE ACTIVITY DESCRIPTION

What steps can we take to ensure our implementing partners are using inclusive approaches?

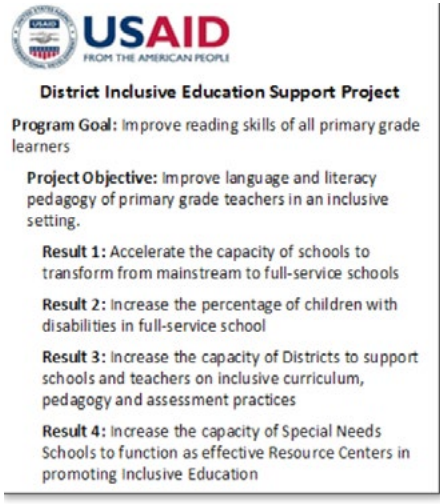
When writing activity descriptions:

- Review any disability-related findings and recommendations from prior analyses
- Determine if you need additional disability-specific analyses
- Explicitly include language that promotes access and inclusion for persons with disabilities

This example is from a USAID mission activity called the District Inclusive Education Support Project. It supports the mission's education program goal to improve primary grade learners' reading skills.

The results framework illustrates how the project will respond to the education needs of children with disabilities as part of their efforts to improve reading skills for all learners. The mission was also explicit in noting children with disabilities as their beneficiary group. It does not use general terms, like marginalized or vulnerable populations, which are not as clear.

This project went beyond including persons with disabilities via reasonable accommodations. It fully embeds disability-inclusion principles into the project to improve results for everyone.



Consider sub-grants to local DPOs or NGOs that specialize in disability inclusive development to carry out specific activities.

Activity Design – Disability Inclusion Checklist

Step 1: Planning
- Is there an intervention or set of interventions specific to persons with disabilities that contribute to the PAD's intended results?
- Is the intervention best achieved in isolation or as part of a broader activity?

Step 2: Designing
- Does the activity address gaps affecting persons with disabilities?
- Have people with disabilities been involved in the design?
- Are the interventions proposed in line with international standards?
- Are disability-specific interventions accounted for in the budget?
- Is there a line item for disability accommodation in the budget?
- Does the evaluation plan include disability-specific questions?

Step 3: Managing
- Are implementing partners reporting on disability inclusion and related results?
- Is Agency policy regarding non-discrimination being followed?

MONITORING, EVALUATION, AND LEARNING

MONITORING, EVALUATION, AND LEARNING: THIS SECTION EXPLORES CONCEPTS, ACTIONS AND APPROACHES YOU CAN INTEGRATE INTO MONITORING, EVALUATION AND LEARNING ACTIVITIES TO VALIDATE AND IMPROVE THE EFFECTIVENESS OF PROGRAM DISABILITY INCLUSION EFFORTS.

MONITORING, EVALUATION AND LEARNING

Monitoring and evaluation (M&E) can ensure program disability inclusion efforts work as intended and improve ongoing and future efforts.

For M&E to be effective, it is important to design methodologies that are accessible to persons with disabilities.

Adding disability inclusion considerations to existing Monitoring, Evaluation and Learning (MEL) tools and methods helps ensure data is available to properly evaluate disability inclusion efforts.

Lessons learned from the evaluation results allow you not only to adapt programs accordingly, but also to inform broader development initiatives.

EFFECTIVE INDICATORS FOR TRACKING DISABILITY INCLUSION

There are several effective indicators for tracking disability inclusion, including Foreign Assistance, or F Standard and custom indicators.

The Department of State (DOS) defines sector-specific F Standard indicators that can be used to measure assistance to persons with disabilities, such as Education and Social Services, and Democracy and Governance indicators.

Custom indicators permit more specific measures of a particular activity's results framework. Refer to USAID guidance when developing custom indicators for your program or project.

Indicators for tracking disability inclusion can include:

- Foreign Assistance (F Standard) indicators
    - Measure both the outputs directly attributable to the U.S. Government, as well as outcomes to which the U.S. Government contributes
    - Can be used at the project, CDCS, or PAD level
- Custom indicators
    - Measure a particular activity's results framework

Example: F Standard DR.6.3-1: Number of individuals from low-income or marginalized communities who received legal aid or victim's assistance with U.S. Government support.

DISAGGREGATION

Many F Standard or custom indicators can be used to address disability inclusion through data disaggregation, which means separating data into populations of concern, such as disability.

Disability is a crosscutting and intersectional topic. The level of disaggregation chosen can be determined by the complexity of the program and the measurement and learning goals of the intervention.

Note that this course does not cover how to create indicators. You can review the following USAID University resources for guidance on creating indicators:

- The Monitoring Toolkit
- Guidance on Disaggregating Monitoring Data
- The Evaluation Toolkit

Disability data can be disaggregated in several ways, such as:

- Standard Analysis: Disability vs. no disability (data collected through optional self-reporting)
- Advanced Analysis: Type of disability (physical, mental, intellectual, sensory) and status (permanent vs. temporary)

INCORPORATING DISABILITY INTO THE PERFORMANCE MANAGEMENT PLAN (PMP)

Mission PMPs should include data disaggregation by disability:

- In performance indicators and baseline data
- For all people-level indicators

THE OPERATIONAL PLAN (OP) AND PERFORMANCE PLAN REPORT (PPR)

All USAID missions, offices and bureaus are encouraged to report on how they incorporate disability into their programs. However, missions that receive congressionally-mandated Disability Program funds are required to report on disability inclusion as part of the Operational Plan (OP) and Performance Plan Report (PPR). For example, when a mission receives Disability Program funds, Participation of People with Disabilities is a required PPR Key Issue Narrative.

In addition, missions managing resources from the congressionally-mandated Disability Program funds, Leahy War Victims Fund or Wheelchair Program are required to report on the F Standard indicators listed here:

- ES.4-1: Number of vulnerable persons benefiting from U.S. Government-supported social services
- ES.4-2: Number of service providers trained who serve vulnerable persons
- ES.4-3: Number of U.S. Government-assisted organizations and/or service delivery systems that serve vulnerable persons strengthened

Examples:

USAID/Paraguay: Effective Inclusion project supporting persons with disabilities and DPOs through a multi-tiered approach to influence legislative changes, strengthen DPOs and promote physical accessibility and education and labor inclusion

- Inclusive Microfinance project increasing access for people with disabilities and their families to microfinance and non-financial business services

USAID/Malawi: Early Grade Reading Activity, identifying technologies and pedagogical techniques to assist teachers

- Individualized Education Plans, measuring educational progress
- Disability Education Resource Guide, identifying resources and support systems
- Feed the Future and Food for Peace activities, including education and food distribution components

For more sample PPR Narratives, see Sample PPR Narratives in Links and Additional Resources.

MEL AND DISABILITY INCLUSIVE DEVELOPMENT

The lack of data on disability and lack of participation of persons with disabilities in data collection efforts, contribute to the invisibility of persons with disabilities. This presents an obstacle to developing and implementing interventions that improve the lives and well-being of persons with disabilities. This need is reflected in SDG 17: "Increase significantly the availability of high-quality, timely and reliable data disaggregated by disability" – Target 17.18.

We can remove this obstacle by expressly including persons with disabilities in monitoring, evaluation and learning activities. Doing so helps ensure that interventions are implemented inclusively in accordance with activity design. It also allows us to assess the accuracy of theories of change in relation to the disability community and to assess the equalization of opportunities. Finally, it expands the evidence base for what does and does not work in improving quality of life for persons with disabilities in a given context.

Note that you should not make assumptions about who has a disability and who does not. Many disabilities are not easily identifiable, so it is important to allow persons with disabilities to self-identify.

You can make MEL tools and methods more sensitive to disability inclusive programming by adding disability considerations or incorporating carefully developed indicators and evaluation questions.

If the size and needs of the disability community have been established by assessments using the Washington Group Short Set questions, you can continue to use those questions in your CDCS and PAD M&E plans to continuously assess participation and service provision.

Including persons with disability in monitoring, evaluation and learning activities allows us to:

- Ensure interventions are implemented inclusively in accordance with design
- Assess the accuracy of theories of change
- Assess equalization of opportunities
- Expand the evidence base for a given context

Incorporate disability in existing MEL tools and methods, such as:

- CDCS and PAD M&E plans
- Field/site visits
- After Action Reports (AARs) or similar documents/actions
- Collaborating, Learning and Adapting (CLA) Action Plans

ACCESSIBILITY

In addition to incorporating disability into monitoring, evaluation and learning tools and methods, for M&E practices to be truly inclusive, the methodology must be designed to be accessible to persons with disabilities. You should include accessible M&E in each program budget to cover expenses such as certified sign language interpreters, transportation, accessible venues, trained staff or other appropriate resources.

Ensure M&E methodology is accessible by using resources such as:

- Certified sign language interpreters
- Accessible transportation
- Accessible venues
- Trained staff

M&E methodology should also be ethical and consider potential risks to persons with disabilities who participate.

As with all vulnerable populations, M&E design should be rooted in robust research ethics and everyone involved should be aware that all participation is voluntary. Those involved should also be aware of the political risks some individuals may face in contexts where their needs are less of a priority or are viewed as conflicting with other needs.

Take a moment to review some questions that can help you design accessible M&E methodology:

- When organizing a focus group discussion or an interview, is the proposed data collection location accessible to participants with mobility issues?
- Do questionnaires need to be in an easy-to-read format for those with intellectual disabilities?
- Have surveys distributed to those with visual disabilities been tested for accessibility? Are distribution platforms ADA compliant? See the Center for Studying Disability Policy Survey Design Guidance for useful information

PARTICIPATION

Programs should be monitored and evaluated in a participatory manner, meaning you should include persons with disabilities in M&E activities wherever possible.

If your project has a steering committee or an advisory board, recommend that it includes a person with a disability to advise on access and inclusion issues.

Individuals can be brought in at any stage of M&E from design, to implementation, to analysis, to final report writing.

Participation is authentic when:

1. Persons with disabilities are invited into decision-making discussions and their primary contribution is their insight
2. Their insight is reflected in the final product

DISABILITY-AWARE MONITORING: SITE VISITS

Visiting staff and beneficiaries in the field is one way we monitor project implementation. Just as you would check the extent to which your program is reaching men and women effectively and on an equitable basis, you can also check for disability inclusion and equal participation.

You should ask the questions you see here and others like them, throughout the entire Program Cycle. Further, you should revisit them during site visits to validate that your planned and programmed disability inclusion efforts are working as anticipated.

Sample Questions:

- How are persons with disabilities benefiting from project activities?
- How could this project better support persons with disabilities?
- How are you including DPOs in project implementation and monitoring?

Use the information gathered on site visits to adapt program inclusion approaches.

As important as it is to ask about the inclusion of persons with disabilities in USAID programs, it is also important to use what we learn to adapt current and future program approaches to ensure equal participation and inclusion.

LEARNING AND ADAPTING

Learning from M&E provides the opportunity to adaptively manage interventions and assess their results. It is also instrumental in more broadly identifying what is and is not effective in development initiatives. USAID staff and partners have always sought ways to better understand the development process and share the successes and lessons learned to make program improvements.

Integrated learning throughout the Program Cycle supports planning and resourcing that leads to successful and effective programs. Consequently, it is vital to incorporate disability considerations into the learning and analyses that inform country development strategies and program design. This helps ensure that our development assistance does not inadvertently exclude persons with disabilities.

The Learning Lab is a useful resource for finding and sharing learning. The Bureau for Policy, Planning and Learning's Office of Learning, Evaluation and Research (PPL/LER) provides support in developing processes to get the most benefit from your M&E activities.

The CLA Lens on M&E Practices document provides a helpful summary of disability-responsive continuous learning and adapting practices you can implement throughout the Program Cycle.

DISABILITY INCLUSION IN THE PROGRAM CYCLE WRAP UP

To ensure development assistance is inclusive of persons with disabilities, we must be intentional in the way we design, manage and monitor our programs. The thread of disability must be woven throughout project and activity design and management. As we have seen from this course, there are several ways in which you can meaningfully incorporate disability.

- The CRPD, U.S. laws and Agency policies, strategies and guidance require and provide the framework for the development of disability inclusive programming
- The experience of persons with disabilities should be captured in the learning and adapting phases through stand-alone assessments or incorporation with other sector assessments
- The design and implementation of interventions that respond to identified needs, whether stand-alone or integrated with other sectors, are key to ensuring persons with disabilities are part of the development equation
- F Standard and custom indicators related to disability inclusion can be easily included in PMPs, regardless of sector. The OP and PPR include Key Issue Narratives related to inclusion
- Disability-related data and research help USAID determine if it is meeting related requirements and inform and improve the approach of USAID and other donors

PROCUREMENT

PROCUREMENT: THIS SECTION EXAMINES WAYS TO SET PROGRAM PARTNERS ON THE RIGHT PATH FOR INCLUDING PERSONS WITH DISABILITIES IN THEIR EFFORTS BY INCORPORATING DISABILITY INCLUSION REQUIREMENTS INTO PROCUREMENT DOCUMENTATION.

PROCUREMENT

In this topic you will learn how to ensure program partners address disability inclusion by including it in procurement phases and documentation.

Incorporating disability inclusion requirements in solicitation documents ensures potential partners address this issue in their responses.

ADS 302 and 303 (reference 303maa and 303mab) and the USAID Acquisition Regulation (AIDAR) define disability and nondiscrimination requirements to include in solicitation documents, as well as in resulting contracts and agreements.

Taking the time after award to reinforce the importance of disability inclusion communicates to implementing partners that inclusive development programming is a priority for USAID.

PREPARING SOLICITATION DOCUMENTS

Solicitation documents must include disability-related standard provisions, but there are also best practices that foster disability inclusive practices and outcomes from your partners.

Assistance and acquisition specialists and contract and agreement officers at your mission can guide you on the mandatory references. However, mandatory references are sometimes overlooked by partners. Using explicit disability inclusive language throughout a solicitation reinforces how you expect persons with disabilities to be included in the proposed project.

You can start with the background section, noting differential gaps, barriers and the country's legal framework for persons with disabilities. You can also stress the SDG principle, "leave no one behind."

Mainstreaming disability inclusion throughout a solicitation encourages implementing partners to propose disability inclusive solutions.

When preparing solicitation documents:

- Seek guidance from the mission Office of Acquisition and Assistance (OAA)
- Include mandatory references to Agency disability-related standard provisions
- Use explicit disability inclusive language throughout the solicitation
- Reference specific disability concerns in the Background section:
  - Differential gaps due to the intersection of gender and disability status
  - Barriers faced by persons with disabilities
  - The country's legal framework for persons with disabilities

2015 InterAction Disability Working Group White Paper on Inclusion of Disability in USAID Solicitations for Funding: Including disability as a requirement throughout a solicitation leads to implementation that is inclusive of persons with disabilities.

SUPPORTING USAID'S DISABILITY POLICY IN ACQUISITION AND ASSISTANCE

USAID's Disability Policy requires disability inclusion in our programs.

To reinforce USAID's Disability Policy, ADS 302 and ADS 303 require specific clauses and provisions be included in contracts, grants, cooperative agreements or other acquisition and assistance instruments.

Supporting USAID's Disability Policy in Contracts, Grants and Cooperative Agreements

ADS 302 requires that AIDAR clause 752.222-70 ***USAID Disability Policy*** be included in all Requests for Proposals (RFPs) and resulting contracts.
ADS 303maa and ADS 303mab require that the provision of ***USAID Disability Policy – Assistance*** be included in all Requests for Applications (RFAs) and resulting awards.

The clause and provision above require that contractors and recipients:

- Do not discriminate against persons with disabilities when implementing USAID programs
- Demonstrate a comprehensive and consistent approach for including men, women and children with disabilities in the Program Cycle

Supporting USAID's Standards for Accessibility for the Disabled in Contracts, Grants and Cooperative Agreements

ADS 302 requires that AIDAR clause 752.236-70 ***Accessibility Standards for USAID Construction Contracts*** be included in all RFPs and resulting contracts that require any new program-funded renovation or construction.

ADS 303maa and ADS 303mab require that the provision of ***Standards for Accessibility for the Disabled in USAID Assistance Awards Involving Construction*** be included in solicitations (RFAs and Annual Program Statements) and in awards involving construction.
The clause and provision above require that contractors and recipients comply with:

- Accessibility standards in all structures, buildings or facilities
- USAID Policy on Standards for Accessibility in all structures, buildings or facilities resulting from new or renovation construction or alterations of an existing structure (except emergency/temporary structures)

PROCUREMENT PROCESS RECOMMENDATIONS

There are several actions you can take throughout the procurement process to help promote disability inclusion in USAID programs. This includes explicitly addressing disability in proposals and applications for funding.

Using selection criteria specific to disability in RFAs and RFPs is one way to accomplish this goal.

SOLICITATION RECOMMENDATIONS

- Include disability in solicitation background sections, scopes of work/program descriptions and selection criteria (stand-alone and/or as broader language on inclusive development)
- Have USAID partners identify proactive measures to ensure full and effective participation of persons with disabilities (in proposals and applications)

ACCESSIBILITY STANDARDS RECOMMENDATIONS

- Educate USAID grantees/contractors on disability policy
  - Provide resources for standards
  - Explain that the policy applies to larger infrastructure and other construction initiatives such as latrines, wells, etc.
- Review grantees'/contractors' specifications for infrastructure/construction initiatives before they start
- Research/use existing local or regional accessibility standards; if these do not exist, apply ADA standards
- Work with DPOs to monitor policy implementation and have them inform USAID if new infrastructure is not accessible

INCLUSIVE SELECTION CRITERIA EXAMPLES

Disability Integrated into Technical Approach Criterion

Extent to which the proposed program description directly addresses the objectives identified in this RFA; is clear, logical, well conceived and technically sound; and incorporates considerations of gender and disability (35 points).

A Separate Criterion for Addressing Disability

Demonstration that disability issues are well understood and the extent to which persons with disabilities and DPOs will be involved in the design, development, implementation and monitoring and evaluation of the activity (5 points).

Criterion Addressing Gender and Disability

Gender and disability issues are identified and appropriate interventions developed to address these issues throughout all activities, including how potential barriers to participation will be removed (5 points).

DISABILITY INCLUSIVE PROPOSAL: EXAMPLE

Grantees and contractors should ensure applications and proposals fully integrate disability in proposed interventions.

These brief examples illustrate what this might look like for an election monitoring program in Peru. Note that these examples are not all-inclusive.

An understanding of the need for inclusion

An estimated 15 percent of Peru's population has a disability, but very few individuals with disabilities have been active in the election and election monitoring process. In the last election, some individuals with intellectual disabilities were denied the right to vote based on their disability.

For these reasons, there is a clear need to:

- Monitor that persons with disabilities have the right to vote
- Include persons with disabilities as election monitors

Outreach strategy

To ensure persons with disabilities are included, this program will:

- Partner with local umbrella disability organizations
- Ensure disability partner organizations train all election monitors on disability awareness and the right of persons with disabilities to vote

Program goal

Conduct an effective election monitoring program that ensures no one is denied the access to vote based on:

- Gender
- Race
- Disability
- Other considerations, such as political party affiliation

Program accessibility

This program will conduct all trainings in accessible locations and help trainers build their knowledge on presenting information so that it is accessible to everyone.
Examples include:

- Providing alternative formats of materials
- Explaining the images in PowerPoint presentations and asking presenters to speak slowly to facilitate sign language interpretation

Procedures for accommodation

This program values the full participation of persons with disabilities and will:

- Inform DPOs that accommodations will be provided on request
- State in all public announcements about training sessions or program events that accommodations will be provided on request
- Provide the program disability focal point's contact information for accommodation requests

Budget for accommodations

The budget includes expenses for:

- Sign language interpretation
- Additional printing for large-print materials
- Other measures to ensure accessibility, if needed

Monitoring and evaluation

The program will:

- Disaggregate data by disability
- Include persons with disabilities when conducting assessments and evaluations
- Ensure evaluation questions are inclusive of gender, race and disability

NONDISCRIMINATION POLICY AND REGULATIONS

USAID has additional disability inclusion-related requirements for acquisition and assistance awards.

Nondiscrimination for Access to Services for Beneficiaries Policy: All beneficiaries of the contract/assistance award should be able to participate in USAID programs without discrimination.

For more detail on this policy and further information, visit the Nondiscrimination Policy Frequently Asked Questions.

AIDAR Nondiscrimination Against End-Users of Supplies or Services: All USAID solicitations and resulting contracts must include the AIDAR Nondiscrimination Against End-Users of Supplies or Services clause. This clause requires contractors to provide all beneficiaries of the contract, including those with disabilities, equal access to the resulting supplies or services.

For more information on this rule, visit the Federal Register.

PREPARING AGREEMENT DOCUMENTS

When preparing agreement documents, make sure they contain standard provisions related to disability inclusion and non-discrimination in the signed award.

In addition, you can promote disability inclusion by requiring partners to document disability-aware monitoring in their regular progress reports.

In the final award, consider including the following requirements for your partners:

- Submit a disability inclusion implementation plan within 30 days of signing the award or as part of the annual work plan
- Provide separate disability inclusion progress reports or sections of progress reports
- Submit updates on how the project is meeting its requirements to effectively include persons with disabilities on an equitable basis
- Report against disability-specific or disability-aggregated performance indicators (as identified in the MEL Plan)

PLANNING FOR AWARD SIGNING AND THE KICK-OFF MEETING

Reinforcing the importance of disability inclusion at the kick-off meeting lets our partners know that USAID is serious about inclusive development programming.

The kick-off meeting is an excellent opportunity to set the stage for disability inclusion and remind partners of their obligations. Be sure to reserve 15 to 20 minutes during the meeting to review the disability inclusion requirements with your new implementing partner.

Use the kick-off meeting to reinforce the implementing partner's disability inclusion requirements.

- Share disability inclusion resources with partners:
    - USAID/Macedonia's physical accessibility checklist (available in the Links and Additional Resources section)
    - USAID Disability Accessible Events checklist (available in the Links and Additional Resources section)
    - USAID Disability Communications Tips
  - Provide a list of local DPOs (use your mission's existing list or create one)
- Conduct partner-wide training on disability inclusive development
  - Follow USAID/Macedonia's and USAID/Rwanda's lead:
    - Have local DPOs provide Disability 101 training
    - Organize sector roundtables with partners to talk about disability inclusion
- Invite DPOs to any project kick-off and public events
- Encourage partners to produce public communications materials in accessible formats

PROMOTING INCLUSION AND ACCESSIBILITY AT MISSION

PROMOTING INCLUSION AND ACCESSIBILITY AT MISSION: THIS SECTION PROVIDES RECOMMENDATIONS AND STEPS YOU CAN TAKE TO PROMOTE DISABILITY INCLUSION IN MISSION ACTIVITIES, INCLUDING HIRING PRACTICES.

PROMOTING INCLUSION AND ACCESSIBILITY AT MISSION

Mission Orders (MOs) and Disability Inclusion Action Plans allow missions to establish inclusive practices that reduce barriers and ensure full access for persons with disabilities.

Disability focal points are critical to successfully implementing disability inclusion in the mission's programs and serve as an in-house resource for all disability-related matters.

Finally, you will learn about improving diversity at mission by recruiting and hiring individuals with disabilities.

MISSION ORDERS AND DISABILITY INCLUSION ACTION PLAN

MOs and Disability Inclusion Action Plans are effective ways to implement inclusive practices at the country level.

These practices can include ensuring mission facilities are accessible, training staff on inclusive development, identifying disability champions and ensuring that persons with disabilities are aware of and able to take advantage of recruitment opportunities.

Missions may use stand-alone disability-related MOs or broader social inclusion or inclusive development MOs. The Inclusive Development Mission Order Template will help you document your mission's plan for inclusion of persons with disabilities and other marginalized groups.

Missions can also implement a Disability Inclusion Action Plan to establish clear actions and timelines for reducing barriers for persons with disabilities in USAID programs and practices. These plans can be one, three or five years in length and should be reviewed and updated on a regular basis.

MOs and Action Plans may closely align with the CDCS or target a specific goal, but ultimately must make sense for the mission and staff capacity.

Mission Orders:

- Can be used to establish disability inclusive practices at the country level
- May be stand-alone disability-related MOs
- May incorporate disability in inclusive development MOs

Document your mission's plan using the Inclusive Development Mission Order Template (available in the Links and Additional Resources section)

Disability Inclusion Action Plans:

- Establish actions and timelines for reducing barriers
- Ensure inclusion of persons with disabilities
- May be one-, three- or five-year strategies
- Should be reviewed and updated regularly

Sample Language for Missions to Use to Justify Disability Inclusive Programming

According to the World Health Organization, approximately 15 percent of any population has some form of disability, with a higher incidence of disability in countries that are post conflict or affected by natural disasters. The prevalence of disability is expected to rise in coming years due to an aging global population and an increase in chronic health conditions. Of the estimated 1 billion people throughout the world with a disability, 80 percent live in less-resourced nations.

People with disabilities are more likely to experience poverty. Women and girls with disabilities often experience heightened discrimination on account of gender and disability. Due to stigma, discrimination and inaccessibility, people with disabilities are less likely to be able to access basic services such as education, employment and healthcare. The lack of access to vital services and programs contributes to their marginalization and exclusion, perpetuating a cycle of poverty.

Societies that are inclusive of their diverse populations are more likely to be democratic, participatory and equitable. They are more likely to meet their development goals. In spite of this, and although disability is a crosscutting development issue, people with disabilities often remain invisible in the global development agenda.

USAID's Disability Policy states that USAID will not discriminate against people with disabilities and will work to ensure the inclusion and active participation of people with disabilities in USAID-funded programs and activities. To this end, USAID has mainstreamed disability in several of its key policies and sector strategies, such as the Education Strategy (2011), Gender Equality and Female Empowerment Policy (2012) and Strategy on Democracy, Human Rights and Governance (2013). The USAID Disability Policy also calls on Missions to reach out to partners, host-country counterparts and other donors to lead a collaborative effort to end discrimination against and promote equal opportunity for people with disabilities. In response, several USAID Missions have addressed disability in their Country Development Cooperation Strategies. Disability rights are human rights. As noted in the Agency's Strategy on Democracy, Human Rights and Governance: "… a deliberate human rights lens should be applied across USAID's portfolio to ensure that the Agency's programs are not inadvertently contributing to marginalization or inequality. By using a human rights lens, potential beneficiaries who are most at risk of having their rights neglected or abused – such as LGBT persons, people with disabilities, indigenous peoples – will be better recognized and included in USAID programming."

In July 2009, the U.S. signed the UN Convention on the Rights of Persons with Disabilities affirming its commitment to the human rights of people with disabilities around the world. To date, most of the countries in which USAID operates have also signed and ratified the Convention signaling a global movement towards the full realization of the rights of people with disabilities and their role in the international development community.

For more information about USAID and Disability Inclusive Development, visit Advancing Disability-Inclusive Development on USAID's website.

WHAT TO INCLUDE IN A DISABILITY INCLUSION ACTION PLAN

Key components of an Action Plan can include:

- Increasing knowledge and capacity of staff and partners on inclusive development
- Performing a review of conditions relating to programmatic and environmental accessibility
- Modifying conditions (programmatic and environmental) to increase accessibility
- Maintaining visibility of commitment to inclusive development
- Reviewing and amending human resource procedures
- Facilitating relationships with DPOs

See the following for a guide and example:

- Disability Inclusion Plan Table
- USAID/Ethiopia's Disability Inclusion Plan (available in the Links and Additional Resources section)

** Some missions have both plans and strategies. It is important to recognize that developing a practical plan/strategy that makes sense for the mission includes considering staff capacity.

Examples:

USAID/Nepal's Implementation of Policy on Gender Equality and Female Empowerment and Provisions for Social Inclusion throughout the Program Cycle Mission Order seeks to deepen its development impact while: 1) ensuring that programs do not exacerbate or perpetuate gender and other social disparities; 2) reducing those disparities where possible; and 3) empowering women, girls and members of traditionally disadvantaged groups. The MO specifies disadvantaged groups in Nepal as women, historically low caste groups (such as Dalits), historically underrepresented ethnic groups (such as Janajatis), LGBTI and persons with disabilities. The MO is based on the premise that social inclusion and gender equality must be actively promoted and monitored to achieve an enabling environment for more effective, efficient and equitable development. The MO establishes a Gender Equality and Social Inclusion (GESI) Advisor who serves as the mission's lead technical expert on the development implications of gender, caste, ethnicity, sexual orientation and disabilities for each of the sectors in which USAID/Nepal works. The MO also explains the roles and responsibilities of other offices across the mission to further gender equality and social inclusion; and describes procedures for advancing GESI throughout the Program Cycle—CDCS development; project design and implementation; and monitoring, evaluation and learning.

USAID/RDMA developed an Inclusive Development in Mission Operations and Programming Mission Order to establish mission policy on the integration of gender equality and female empowerment into all relevant mission programs and activities and to provide guidance and define roles and responsibilities of mission management teams, technical teams and implementing partners for gender integration in planning, design, implementation, monitoring and evaluation as required by USAID policy and applicable law. Additionally, as a matter of mission policy, this Mission Order establishes policies and procedures for implementing inclusive development practices in mission operations and programming for a broader range of marginalized, vulnerable, or underrepresented populations, including people with disabilities and lesbian, gay, bisexual and transgender populations.

DISABILITY FOCAL POINT

Each USAID mission should appoint one person to serve as the disability focal point. In some cases, missions may appoint a social inclusion or inclusive development focal point and include disability under their responsibilities. It is also a best practice to appoint an alternate focal point to provide support as needed.

The focal point should have a broad understanding of the various programs and operations within the mission. Ideally, the individual has an interest in or previous experience working on disability issues and inclusive development.

The disability focal point's responsibilities include:

- Coordinating with USAID's Disability Advisor and other staff dedicated to fostering disability inclusive development in Washington (existing programs, updates, opportunities)
- Serving as point of contact for disability groups and NGOs and answering disability-related questions
- Overseeing the inclusion of disability in the Program Cycle
- Compiling information required for the Agency PPR and OP
- Leading the development of a Disability Inclusion Action Plan with relevant stakeholders
- Functioning as an in-house resource for all disability-related matters

WORKING WITH EMBASSY COUNTERPARTS

The disability focal point and other interested staff members can also work with embassy counterparts to promote the inclusion of persons with disabilities.

Examples of embassy coordination include:

- Assisting with developing embassy-wide strategies on social inclusion
- Supporting in-country efforts by the DOS Bureau of Democracy, Human Rights and Labor to protect and promote the rights of persons with disabilities
- Assisting with DOS cables requiring, for example, meetings with DPOs or commemorating the ADA's 25th anniversary
- Supporting embassy-wide efforts to train staff and implement disability inclusive hiring practices

CREATIVE EXAMPLES FROM MISSIONS

Several missions have already implemented inclusive practices. Look to their examples for ways to implement inclusive practices at your own mission.

USAID/Dominican Republic purchased and installed a Braille printer and the U.S. Embassy instituted a policy for staff to get Braille business cards. Following the vision to create a more inclusive work environment, USAID/DR acquired and put into operation its first Braille and ink printer in April 2015. This device allows mission employees to print business cards and official documents for the visually impaired. See the Policy on Braille Business Cards for Mission Employees for more information.

USAID/Malawi made available its new CDCS in Braille. Malawi also recently hosted a Braille Cup as part of the Agency's Early Grade Reading Agenda. The mission actively participated in the first African Leaders Forum on Disability that urged African leaders to work together to advance inclusive development and proposed the formation of an African Leaders Alliance that would move Africa to the forefront of the global inclusiveness movement. Significantly, the Forum pledged to place disability and development issues on the agenda at the next African Union summit. USAID/Malawi advocated for the passing of the Disability Act and continues to push for more inclusion of persons with disabilities. As part of that effort, the mission facilitates a Disability Inclusive Forum, which serves as a platform for dialogue, information sharing and coordination with other donors, disabled people's organizations, government departments and multilateral agencies like UNICEF and the World Bank. USAID/Washington continues to provide technical assistance as needed.

USAID/Macedonia purchased a mobile ramp for use at all public, mission-sponsored events. It helps with accessibility and provides a visual sign of the U.S. Government's commitment to disability inclusion. One implementing partner surveyed all hotels and meeting spaces in Macedonia to identify those with accessible rooms, restrooms and meeting spaces. The mission shares an accessibility checklist for venues and encourages implementing partners to use accessible spaces. Another implementing partner shares its own accessible conference room with other implementing partners. The mission also published a manual on job-search strategies and primary school textbooks in Braille.

USAID/Jordan requires all staff to take the online training course on disability inclusive development. A disability focal point has been identified and disability is being included across sectors. USAID/Jordan supported the development of a shadow report to the UN Convention on the Rights of Persons with Disabilities with strong DPO participation. USAID/Washington provided technical assistance to this process.

USAID/Paraguay supported the International Labor Inclusion Seminar with private sector leaders and human resources managers. The keynote was made by the USAID Coordinator for disability inclusive development with remarks from the Mission Director. Most recently, a memorandum of understanding was signed with the National Electoral Tribunal for Disabilities-Inclusive Municipal Elections.

RECRUITING AND HIRING OF PERSONS WITH DISABILITIES

USAID is committed to ensuring our staff represents the diversity of our nation and the global community we serve. Improving diversity within the workplace helps improve and ensure the inclusiveness and effectiveness of our programs and activities.

ADS Chapter 110, Equal Employment Opportunity, includes sub-sections on Equal Employment Opportunity for Persons with Disability and Reasonable Accommodation.

ADS Chapter 111, Procedures for Providing Reasonable Accommodation for Individuals with Disabilities: A Mandatory Reference for ADS Chapter 110 addresses the requirements and processes for providing reasonable accommodation.

The following ideas can help improve recruiting and hiring persons with disabilities within USAID:

- Expand job announcement circulations to DPOs and disability listservs
- Include language that explicitly encourages persons with disabilities to apply for vacancies
- Seek out interns and other youth with disabilities to participate in new hiring programs
- Establish a task force with DPO representatives to see how to improve practices for employing persons with disabilities. Provide an inclusive environment and ensure that USAID facilities are accessible to persons with disabilities

BE A DISABILITY CHAMPION

In addition to actions that missions can take, individuals can play a key role in making our programs more inclusive.

Every USAID staff member can and should become a champion promoting the inclusion of persons with disabilities and others who are typically excluded from international development efforts.

Possible actions to be a disability champion include:

- Become familiar with the CRPD and the national disability policy framework of the country in which you work
- Meet with other donor representatives and host-country counterparts to learn how they promote disability inclusive development and share USAID's approach and efforts
- Educate others (donors, host government, implementing partners, etc.) to increase their understanding of the issues and the need to foster a climate of nondiscrimination toward persons with disabilities
- Include disability and positive images of persons with disabilities in public information materials on USAID projects and activities. Mention disability as a focus area or a crosscutting issue in public forums
- Mention disability as a focus area or a crosscutting issue in public forums
- Support disability awareness programs at your post

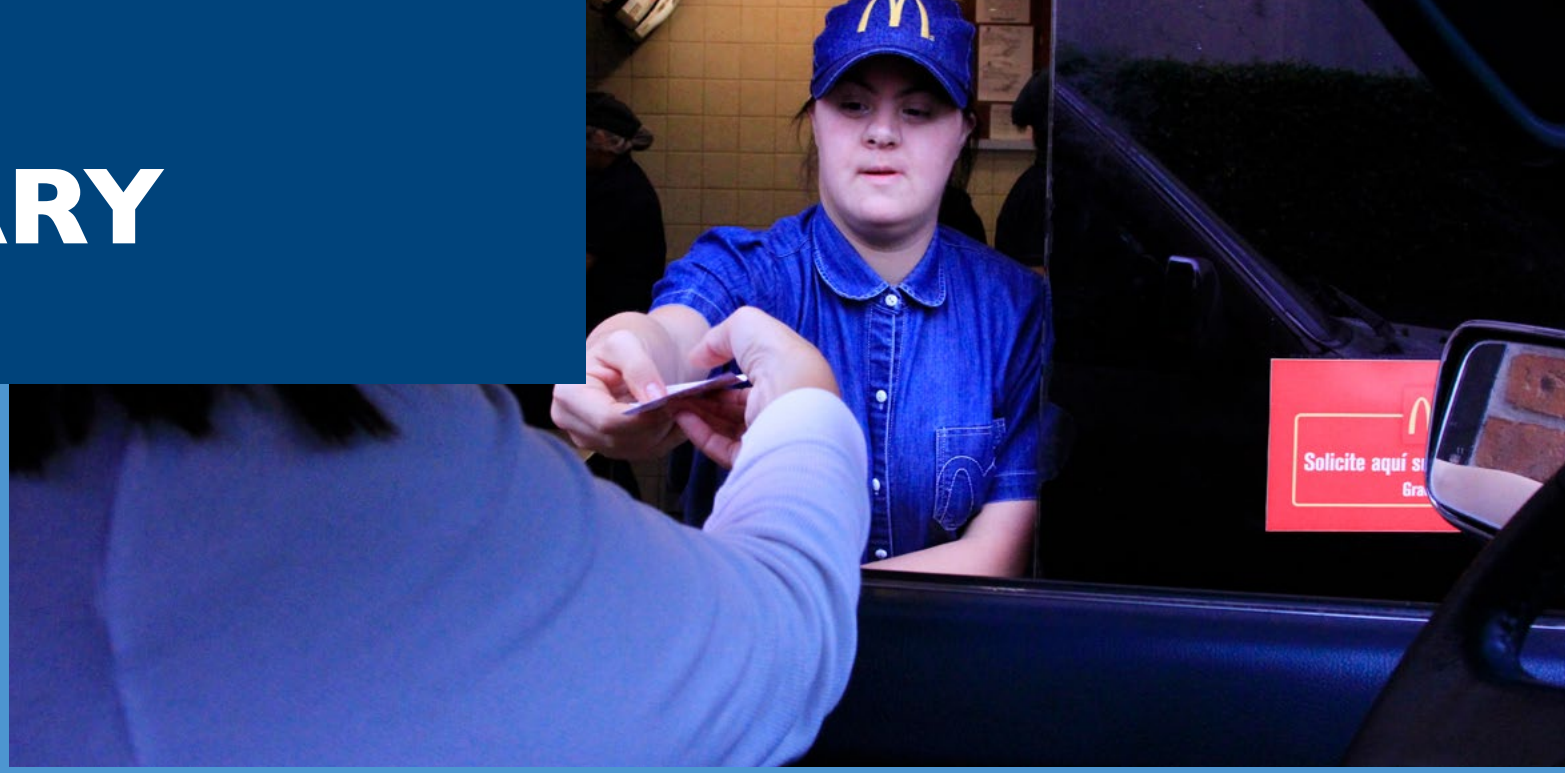
- Encourage others to take the USAID e-learning courses on Disability Inclusive Development
- Support activities that strengthen the capacity of persons with disabilities to advocate for their rights
- Invite persons with disabilities to USAID- or embassy-sponsored events
- Join the disabilitychampions@usaid.gov mailing list

Your enthusiasm and commitment to inclusion serve as a positive example to others and help increase understanding of disability-related issues and improve the lives of persons with disabilities.

DISABILITY RESOURCES AT USAID

The Agency has a dedicated Disability Advisor. This individual supports implementation of the Agency's Disability Policy across sectors and regions, provides technical assistance, and oversees funds that promote disability rights and inclusive development.

SUMMARY



SUMMARY

- Persons with disabilities comprise approximately 15 percent of the world's population. USAID cannot achieve its mission and programmatic goals without ensuring their meaningful inclusion
- National laws and international agreements provide an overarching framework in which USAID works
- USAID policies and policy directives include both guidelines, such as nondiscrimination and specific steps for promoting inclusion, such as accessibility standards and requirements for grantees and contractors
- Tools such as disability assessments, disability inclusion plans and indicators for success can produce information and provide guidance about promoting inclusion at missions
- Individuals can promote inclusion as well, by becoming disability focal points, serving as champions and publicizing their mission's work to donors and partners
- Disability inclusion is a crosscutting issue that is part of USAID's vision, values, sectoral strategies and programming approach

CONCLUSION

CONCLUSION

USAID is committed to improving the lives of all citizens around the world by becoming more inclusive in our development efforts and by ensuring that all persons have access to and reap the benefits of our programming. Effective, comprehensive, and sustainable development results can only be achieved through the inclusion, protection, and empowerment of all persons.

For this commitment to be realized, every USAID staff member must play their part to make inclusion a reality. Headquarters and mission staff can make a huge impact and improve the lives of men, women and children with disabilities by taking simple, proactive steps to implement USAID's policies and related strategies and guidance.

Together we can make a difference.

LINKS AND ADDITIONAL RESOURCES FOR MAINSTREAMING DISABILITY ACROSS THE PROGRAM CYCLE

LINKS AND ADDITIONAL RESOURCES FOR MAINSTREAMING DISABILITY ACROSS THE PROGRAM CYCLE AND BEYOND

As of June 1, 2018 all URLs listed are active.

INTRODUCTION AND RECAP FROM DISABILITY 101 COURSE

- Pg. 11 Program Cycle Video https://www.youtube.com/watch?v=c1TNm3TJQ4M
- Pg. 11 Program Cycle Summary https://usaidlearninglab.org/sites/default/files/resource/files/program_cycle_overview_fact_sheet_10.2016_public_version.pdf

POLICY FOUNDATIONS

- Pg. 13 Convention on the Rights of Persons with Disabilities (CRPD) https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities/convention-on-the-rights-of-persons-with-disabilities-2.html
- Pg. 13 1973 Rehabilitation Act https://www2.ed.gov/policy/speced/leg/rehab/rehabilitation-act-of-1973-amended-by-wioa.pdf
- Pg. 13 Americans with Disabilities Act (ADA) https://www.ada.gov/pubs/adastatute08.pdf
- Pg. 14 USAID Disability Policy Paper https://pdf.usaid.gov/pdf_docs/PDABQ631.pdf
- Pg. 14 USAID Policy on Standards for Accessibility https://pdf.usaid.gov/pdf_docs/Pdacg011.pdf
- Pg. 14 U.S. Access Board https://www.access-board.gov/
- Pg. 15 Strategy on Democracy, Human Rights, and Governance https://www.usaid.gov/democracy-human-rights-and-governance-strategy
- Pg. 15 Education Strategy https://pdf.usaid.gov/pdf_docs/PDACQ946.pdf
- Pg. 15 Climate Change and Development Strategy https://www.usaid.gov/climate/strategy
- Pg. 15 Water and Development Strategy https://www.usaid.gov/sites/default/files/documents/1865/USAID_Water_Strategy_3.pdf
- Pg. 15 LGBT Vision for Acton https://www.usaid.gov/what-we-do/democracy-human-rights-and-governance/protecting-human-rights/lgbti-inclusive-policies
- Pg. 16 Gender Equality and Female Empowerment Policy https://www.usaid.gov/sites/default/files/documents/1865/GenderEqualityPolicy_0.pdf
- Pg. 16 U.S. Strategy to Prevent and Respond to Gender-based Violence Globally https://pdf.usaid.gov/pdf_docs/PDACT888.pdf
- Pg. 16 Multi-Sectoral Nutrition Strategy https://www.usaid.gov/nutrition-strategy
- Pg. 17 OFDA Guidance for Protection and Code of Conduct Requirements https://pdf.usaid.gov/pdf_docs/PA00K222.pdf

- Pg. 17 Youth in Development Policy https://www.usaid.gov/sites/default/files/documents/1870/Youth_in_Development_Policy_0.pdf
- Disability Indicators for the SDGs https://pages.usaid.gov/DCHA/DRG/resources-disability-inclusive-development-102-mainstreaming-disability-across-program

CONSIDERATIONS FOR DISABILITY INCLUSION

- Pg. 20 **Disabled Persons and Human Rights Organizations** http://disabilityrightsfund.org/?s=disabled+persons+and+human+rights+organizations
- Pg. 20 **The Disability Rights Fund** http://disabilityrightsfund.org/
- Pg. 20 **Abilis Foundation** http://www.abilis.fi/en/
- Pg. 20 **International Disability Alliance** http://www.internationaldisabilityalliance.org/content/ida-members
- Pg. 20 **World Federation of the Deaf** https://wfdeaf.org/who-we-are/members/wfd-members/
- Pg. 20 Creating a New Business as Usual: DPO Engagement in Development https://did4all.com.au/Uploads/CreatingANewBusinessAsUsualDPOEngagementInDevelopment.pdf
- Pg. 22 Disability Assessment Guide https://drive.google.com/drive/folders/0B7lgRs8jR2KcSkJHMlVuMHJKT28
- Pg. 22 Guide on How to Integrate Disability into Gender Assessments and Analyses https://www.usaid.gov/sites/default/files/Guide_How_Integrate_Disability_Gender_Assessments_2010.pdf
- Pg. 22 Towards Gender Equality in Europe and Eurasia https://www.usaid.gov/sites/default/files/EE-Gender-Analysis-Toolkit-June-2012.pdf
- Pg. 22 Disability and Gender Mainstreaming Guidance Document https://drive.google.com/open?id=0B7lgRs8jR2KcQlFYb2xVNGc4elpFNWlnYXdrOUd4cFdqYzR3
- Pg. 22 Conducting an Inclusive Education Needs Assessment for Learners with Disabilities https://docs.google.com/document/d/1gmKXtY0CUXSOxvAomf8GXQZq6DQgqzJlMjAGGzueyBs/edit
- Pg. 22 The Electionpedia: Vulnerable Populations https://docs.google.com/document/d/1-RPXKXTsgdXOxejLRu5HgKCQacQ7OMHmPQRFg_z9h_U/edit
- Disability Inclusion Education Situation and Needs Analysis for Morocco https://pages.usaid.gov/DCHA/DRG/resources-disability-inclusive-development-102-mainstreaming-disability-across-program

PROGRAM DESIGN

- Pg. 26 ADS 205 https://www.usaid.gov/sites/default/files/documents/1870/205.pdf
- Pg. 26 Integrating Disability into Gender Analysis: An Additional Help for ADS Chapter 205 https://www.usaid.gov/sites/default/files/documents/1870/205saa.pdf
- Malawi CDCS 2013-2018 https://www.usaid.gov/malawi/cdcs
- Dominican Republic CDCS FY2014-2018 https://www.usaid.gov/dominican-republic/cdcs
- Jordan CDCS 2013-2019 https://www.usaid.gov/sites/default/files/documents/1883/Amended_Jordan_Country_Development_Strategy_November_2016_1.pdf
- Regional Development Cooperation Strategy for Asia 2014-2018 https://www.usaid.gov/asia-regional/cdcs
- RDMA PAD Enhancing the Rights of Vulnerable People in Asia https://pages.usaid.gov/DCHA/DRG/resources-disability-inclusive-development-102-mainstreaming-disability-across-program
- Disability and Gender Mainstreaming https://pages.usaid.gov/DCHA/DRG/

resources-disability-inclusive-development-102-mainstreaming-disability-across-program

MONITORING, EVALUATION AND LEARNING

- Pg. 29 The Monitoring Toolkit https://usaidlearninglab.org/monitoring-toolkit?tab=1
- Pg. 29 Guidance on Disaggregating Monitoring Data https://usaidlearninglab.org/library/additional-help-disaggregating-monitoring-data
- Pg. 29 The Evaluation Toolkit https://usaidlearninglab.org/evaluation
- Pg. 30 Washington Group Short Set of Disability Questions http://www.washingtongroup-disability.com/washington-group-question-sets/short-set-of-disability-questions/
- Pg. 31 **Center for Studying Disability Policy Survey Design Guidance** http://researchondisability.org/docs/sos-2012-presentations/1b-identifying-and-overcoming-barriers-to-survey-participation-for-persons-with-disabilities.pdf?sfvrsn=2
- Pg. 32 **The Learning Lab** https://usaidlearninglab.org/
- Sample of Inclusive Development Key Issue PPR Narratives https://pages.usaid.gov/DCHA/DRG/resources-disability-inclusive-development-102-mainstreaming-disability-across-program
- A Disability-Responsive CLA Lens on M&E Practice Throughout the Program Cycle https://pages.usaid.gov/DCHA/DRG/resources-disability-inclusive-development-102-mainstreaming-disability-across-program
- USAID/Macedonia YES Network Custom Indicators Youth with Disabilities https://pages.usaid.gov/DCHA/DRG/resources-disability-inclusive-development-102-mainstreaming-disability-across-program

PROCUREMENT

- Pg. 34 Inclusion of Disability in USAID Solicitations for Funding http://usicd.org/doc/Inclusion-of-Disability-in-USAID-Solicitations-for-Funding.pdf
- Pg. 35 USAID Acquisition Regulation (AIDAR) https://www.usaid.gov/sites/default/files/documents/1868/aidar_0.pdf
- Pg. 35 Standard Provisions for U.S. Nongovernmental Organizations (ADS 303maa) https://www.usaid.gov/ads/policy/300/303maa
- Pg. 35 Standard Provisions for Non-U.S. Nongovernmental Organizations (ADS 303mab) https://www.usaid.gov/ads/policy/300/303mab
- Pg. 35 USAID Policy on Standard for Accessibility https://pdf.usaid.gov/pdf_docs/Pdacg011.pdf
- Pg. 38 Nondiscrimination Policy Frequently Asked Questions https://www.usaid.gov/what-we-do/democracy-human-rights-and-governance/protecting-human-rights/nondiscrimination-faq
- Pg. 38 Federal Register - Requirement for Nondiscrimination Against End Users of Supplies or Services https://www.federalregister.gov/documents/2016/10/25/2016-25881/requirement-for-nondiscrimination-against-end-users-of-supplies-or-services-beneficiaries-under
- Pg. 38 USAID Disability Communications Tips https://www.usaid.gov/sites/default/files/documents/2496/Disability%20Communications%20Tips_508%20%281%29.pdf
- Disability Accessible Events Checklist https://pages.usaid.gov/DCHA/DRG/resources-disability-inclusive-development-102-mainstreaming-disability-across-program
- USAID/Macedonia Physical Accessibility Checklist https://pages.usaid.gov/DCHA/DRG/resources-disability-inclusive-development-102-mainstreaming-disability-across-program
- USAID Guidance on Appropriate Disability Terminology https://pages.usaid.gov/

DCHA/DRG/resources-disability-inclusive-development-102-mainstreaming-disability-across-program

PROMOTING INCLUSION AND ACCESSIBILITY AT MISSION

- Pg. 41 Advancing Disability-Inclusive Development https://www.usaid.gov/what-we-do/democracy-human-rights-and-governance/protecting-human-rights/disability
- Pg. 41 Disability Inclusion Plan Table https://www.usaid.gov/sites/default/files/documents/1868/distable.pdf
- Nepal Mission Order – Gender and Social Inclusion https://pages.usaid.gov/DCHA/DRG/resources-disability-inclusive-development-102-mainstreaming-disability-across-program
- U.S. Embassy Dominican Republic Policy on Braille Business Cards for Embassy Employees https://pages.usaid.gov/DCHA/DRG/resources-disability-inclusive-development-102-mainstreaming-disability-across-program
- Inclusive Development Mission Order Template https://pages.usaid.gov/DCHA/DRG/resources-disability-inclusive-development-102-mainstreaming-disability-across-program
- USAID/Ethiopia Disability Plan https://pages.usaid.gov/DCHA/DRG/resources-disability-inclusive-development-102-mainstreaming-disability-across-program
- USAID Ukraine, Moldova and Belarus Tips and References on Inclusive Development https://pages.usaid.gov/DCHA/DRG/resources-disability-inclusive-development-102-mainstreaming-disability-across-program

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