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GUIDE ON HOW TO INTEGRATE DISABILITY INTO GENDER ASSESSMENTS AND ANALYSES

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Guide on How to Integrate Disability into Gender Assessments and Analyses

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EXECUTIVE SUMMARY

Conducting a gender analysis is a requirement for all USAID Operating Units prior to developing projects and activities, and a gender assessment is required for Mission-wide strategies.¹ Both these analyses and assessments should look at the roles and potential inequalities between all women and men within a targeted geographic area and should encompass all individuals, including all forms of diversity (e.g. ethnicity, age, religion, race, disability, etc). In practice, however, taking into account how diversity and gender dynamics might vary within these different groups has often been ignored and forgotten. One of the groups that is most frequently excluded from gender analysis- but is present in all ages, levels of society, geographic regions, and ethnic and racial groups- are men, women, and children with disabilities.

There is a strong need for USAID Missions to take proactive measures to ensure that women and men with disabilities are included in gender assessments and analyses. It is estimated approximately 10-20% of the world's population have a disability.² Even with such a large representation within communities, people with disabilities often face blatant discrimination. This discrimination, combined with possible inadvertent barriers, often leads to people with disabilities being excluded from USAID programs and activities. This document serves as a “how to” guide on including women and men with disabilities into USAID's gender assessments and analyses. Specifically, this document also provides the following information:

- a brief overview of why it is important to include disability in both activity analysis and country-level gender assessments;
- issues specific to disability that one may need to consider while conducting an assessment;
- suggested questions to include during an assessment following a frequently used gender assessment framework; and,
- additional resources for information on disability.

RATIONALE FOR INCLUDING DISABILITY IN GENDER ASSESSMENTS

When working on gender assessments, it is important to ensure that *all* individuals are being included within the assessment in order to have an accurate view of gender issues within the country. This is especially true of women with disabilities who often face double discrimination based on their gender and disability. There are also several other valid and important reasons why disability should be included

¹ Gender Assessments are a requirement of ADS, stated within Section 201.3.11.6

² The World Health Organization (WHO) estimates that there are at least 10% of people with disabilities in any population while countries with more advanced census procedures such as the United States, Canada, Australia, and Western European countries estimate that there are as many as 20% of the population with a disability.

within USAID gender assessments and analyses. Below are some of the predominant reasons for inclusion:

USAID Disability Policy- In September 1997, USAID adopted a disability policy stating that USAID will not discriminate against persons with disabilities and will work to ensure the inclusion of people with disabilities in USAID-funded programs and activities.³ The policy also calls on USAID Missions to reach out to partners, host country counterparts, and other donors to lead a collaborative effort to end discrimination against - and promote equal opportunities for - persons with disabilities. To further its commitment to the full inclusion of people with disabilities, USAID developed two Acquisition and Assistance Policy Directives (AAPDs) in 2004 and 2005. The two policy directives are:⁴

- **AAPD 04-07** requires contracting and agreement officers to include a provision supporting USAID's disability policy in all solicitations for funding and in the resulting awards for contracts, grants, and cooperative agreements.
- **AAPD 05-07** mandates the use of accessible standards in all USAID financed construction or reconstruction efforts.

While the policy and policy directives do not specifically address the need to include people with disabilities in gender assessments, it is imperative to include people with disabilities in an assessment in order to comply with the general premise of the policy.

UN Convention on the Rights of Persons with Disability The Convention on the Rights of Persons with Disabilities (CRPD) was adopted on December, 13 2006 at the United Nations Headquarters in New York, and was opened for signature on March 30, 2007. Currently, 88 countries have ratified the CRPD and 146 countries, including the United States, have signed the landmark legislation.⁵ The Convention is generally seen as a paradigm shift from viewing disability as a medical or social welfare concern to recognizing it as a human rights issue that needs to be a cross-cutting issue within all aspects of international development. The UN Convention also specifically addresses the needs of women with disabilities and states that governments should take proactive measures to ensure their equitable participation in programs and activities, including programs supported by international donor agencies. Gaining a better understanding of the current situation of women with disabilities and the possible discrimination they may be facing, through conducting a gender analysis or assessment, is consistent with the principles of the Convention.

US National Interest On many occasions, the Obama Administration has spoken on the importance of including people with disabilities in development programs and the need for the US to serve as an international leader in this area. The United States formally signed the UN CRPD on July 30, 2009. During a public meeting where he announced his intent to sign the CPRD, President Obama stated that:

³ For more information on the Disability Policy please refer to the US. Agency for International Development Disability Policy Paper, September 12, 2997 at http://pdf.dec.org/pdf_docs/PDABQ631.pdf

⁴ For more information on the Policy Directives please refer to the USAID "Fifth Report on the Implementation of USAID Disability Policy" Please note that the two policy directives are now being integrated from the AAPD to the Automated Directive System (ADS).

⁵ Date as of July 16, 2010. For an updated list of countries who have signed and ratified the UN Convention, please visit the UN website at: <http://www.un.org/disabilities/>

“Disability rights aren't just civil rights to be enforced here at home; they're universal rights to be recognized and promoted around the world...This extraordinary treaty calls on all nations to guarantee rights like those afforded under the ADA. It urges equal protection and equal benefits before the law for all citizens; reaffirms the inherent dignity and worth and independence of all persons with disabilities worldwide.”⁶

Secretary Clinton echoed the President's support stating “discrimination against people with disabilities is not simply unjust. It also hinders economic development, limits democracy, burdens families, and erodes societies.”⁷ The inclusion of disability within gender assessments and analysis supports US national interests.

GENERAL ISSUES RELATED TO DISABILITY AND DEVELOPMENT

While most gender issues affecting people with disabilities are consistent with cultural norms within a country, there are at times, additional issues based on disability that impact participation in USAID programs. Within a gender assessment, it would be helpful to be fully aware of possible additional issues related to disability to ensure that all women and men have equitable access to USAID programs and activities. Below are some general issues related to disabilities that are important to keep in mind while conducting an assessment:

- **Lack of Statistics and Data-** When assessing the situation of disability within a country, it may be difficult to obtain or rely on the accuracy of qualitative data. For example, disability is often not included within the government census and as a result it is often difficult to know the accurate numbers of men and women with disabilities within a country. Due to social stigmatization, many individuals with disabilities may be reluctant to self- identify as someone with a disability, further skewing statistics within a country. Likewise, many disabilities are “hidden” (such as developmental disabilities or many psychosocial disabilities) and you cannot ascertain if someone has a disability by simply looking at them. Therefore, knowing the number of people with disabilities participating in programs or including people with disabilities in performance indicators can be challenging. As a result of the lack of quantitative data on disability, especially in developing countries, an individual conducting a gender assessment may need to rely more heavily on anecdotal or qualitative information.
- **Lack of General Information-** One of the primary resources while conducting gender assessments is to review previous assessments by the Missions or program evaluations. Individual who are conducting assessments may often conduct a desk review of relevant literature within a country prior to the assessment. Unfortunately, there is a general dearth of written information on disability in many developing countries and many Missions have not previously included disability in their assessments or program evaluations. As a result it may be difficult to obtain information on disability prior to conducting the gender assessment within a country. To obtain information on disability, individuals conducting an assessment may need to

⁶ White House Office of the Press Secretary “Remarks by the President on the Signing of the UN Convention on the Rights of Persons with Disabilities Proclamation” July 24, 2009.

⁷ *Ibid*

plan on meeting with a representative of a disabled persons' organization and with one to two other disability experts once within the country

- **Lack of a Comprehensive and Universal Definition**—In many countries there is not an official definition of disability. Moreover, the definitions of disability may vary greatly from country to country. For example, many countries do not recognize people with psychosocial disabilities (such as bi-polarism, schizophrenia, depression, etc.) while this form of disability is recognized under the United States Americans with Disabilities Act (ADA). The lack of consistent definitions is important for an individual conducting an assessment to take into account since the definition of disability may impact access to services within a country. It is also important to note that USAID's disability policy states that it recognizes the ADA definition of disability as the appropriate definition of disability and USAID staff should use this definition when looking to include men and women with disabilities in their programs and activities.⁸ In the case that a country does not have an official definition of disability, the individual conducting the assessment should refer to the definition provided by the ADA.

INCLUSION OF DISABILITY ASSESSMENTS AND ANALYSES

The information obtained through gender assessments and analyses can be used to both guide the design of an individual project, as well as to help determine the overall direction of the Mission's strategic approach within countries. Several different frameworks can be used when conducting gender assessments and analyses. It is important to note that when including disability in a analysis, **the general framework need not change but rather be slightly modified to include questions related to women, men and children with disabilities.** One of the more frequently used frameworks used by USAID is the "Six Domains of Gender Analysis" which identifies six general areas that should be included in USAID gender assessments and analyses, including: (1) access to assets, (2) knowledge, beliefs, and perceptions, (3) practices and participation, (4) space and time, (5) legal rights and status, and (6) power.⁹ To illustrate how an existing framework can be modified to include disability issues, general

USAID uses the Americans with Disabilities Act (ADA) definition of disability, which defines a person with a disability as someone who is perceived to have or "has a physical or mental impairment that substantially limits one or more major life activities." Therefore, included in this definition are individuals who may have a physical, sensory, intellectual, or mental/psychosocial disability.

⁸ There are many discussions related to HIV/AIDS and disability as well as diabetes and disability. In general, both can lead to disabling conditions but not all individuals with HIV/AIDS or diabetes should automatically be considered disabled.

⁹ The Gender Domains Framework was originally developed by Deborah Caro and Deborah Rubin under projects funded by the USAID Office of Women in Development (WID) and the USAID Bureau for Global Health. The framework of using the six domains and providing illustrative questions is also used by a guide to assist USAID in conducting assessment, which was developed by Cathy Cozzarelli, Gender Advisor for Europe and Eurasia. The framework for this document is based upon the guidance document developed by Ms Cozzarelli.

questions on disability have been added after the definitions of the six domains.¹⁰ See “Annex A” for additional suggested questions on disability that can be added to gender assessment at the program level by selected thematic areas.

Access to assets- generally refers to being able to use the resources necessary to be a fully active and productive participant (socially, economically, and politically) in society. It includes access to resources, income, services, employment, information, and benefits. This also applies to people with disabilities but also includes physical access to resources, information, and services. Here are some questions to include regarding access to assets for people with disabilities:¹¹

- Do women and men with disabilities have equal access as others do to participate in government and/or USAID sponsored programs? For example, are the locations where services are currently being provided physically accessible? Do they have ramps, accessible bathroom facilities, etc. that provide equal access for both women and men with disabilities?
- Is the information provided to the general public accessible to people with sensory disabilities? Is there information provided in Braille? Are there sign language interpreters available upon request? Does the country recognize sign language as a language? Are there differences in which disability aids men and women more typically use, e.g., are men more likely to be educated in Braille or sign language?

Knowledge, Beliefs and Perceptions - generally this refers to the types of knowledge that men and women are privy to (who knows what), the beliefs that shape gender identities and behavior and perceptions that guide how people interpret aspects of their lives differently depending on their gender identity. This also applies to people with disabilities and is very important to determine if additional knowledge, beliefs, and perceptions exist that potentially impact women and men with disabilities differently than people without disabilities. Here are some questions to include regarding knowledge, beliefs, and perceptions of people with disabilities:

- How is disability generally viewed within the country? Are there specific cultural beliefs or stereotypes towards disability that might impact access to programs and services for women and men with disabilities? Is there a difference of perception for the various types of disabilities (i.e. is there a difference to how people perceive people with physical disabilities compared to sensory, intellectual, and/or psychosocial disabilities?)
- Within the country is there misinformation due to the cause of disability (i.e. curse, disease, etc.)? How does this belief impact men and women with disabilities’ ability to participate in society on an equal basis as others?
- Are there additional stereotypes or discrimination for women with disabilities compared to men with disabilities?

¹⁰ The definition of the six domains are from the Interagency Gender Working Group (IGWG).

¹¹ For additional questions specifically related to disability and employment, please refer to Annex A: Disability and Gender Assessment, Additional Suggested Questions by Thematic Area.

- Is a disability-awareness training needed in order for people without disabilities to ensure that men and women with disabilities can participate as equals in same programs and activities?
- Is there a different level of education and knowledge related to the subject for men and women with disabilities compared to people without disabilities? Will an additional training session on the subject matter be needed for people with disabilities to ensure that they have the same baseline knowledge on the subject as others within their communities?

Practices and Participation – generally refers to peoples’ behaviors and actions in life- what they actually do- and how this varies by gender. It encompasses not only current patterns of action, but also the way that people engage in development activities. It includes attending meetings, training courses, accepting or seeking out services, and other development activities. Participation can be both active and passive. This also can be applied specifically to people with disabilities to determine the current practices and participation of persons with disabilities within a country. Here are some questions to include regarding practices and participation for people with disabilities:

- Is it the general practice to provide services to men and women with disabilities in separate programs? Will there be resistance (either by people with or without disabilities) to mainstreaming either men or women with disabilities into different projects and activities?
- Are communication channels that will be used to spread awareness of the project and encourage participation equally available to people with and without disabilities? Within the disability community, are communication channels equally available to/utilized by men and women with disabilities?
- Is the project designed to facilitate and promote active and mainstreamed participation of both men and women with disabilities?
- Will there need to be additional outreach to people with disabilities? Will there need to be additional outreach to ensure participation of women with disabilities?
- Are there internal concerns or issues that might make people with disabilities hesitant to participate in mainstream development programs?

Time and Space – generally refers to recognizing gender differences in the availability and allocation of time as well as the space in which time is spent. It includes the division of both productive and reproductive labor; identifying how time is spent and committed during the day, week, month or year and in different seasons; and determining how people contribute to the maintenance of the family and community and society. The objective here is to determine how people in different gender categories spend their time and what implication their time commitments have for their respective availability for program activities. While many of the family responsibilities of men and women with disabilities may follow the cultural norms, there may be additional responsibilities related to disability. This applies not only to people with disabilities but also to parents of children with disabilities who could also benefit from participating in USAID programs. Here are some questions to include regarding time and space for people with disabilities:

- Is the division of responsibilities related to child care and housework for men and women with disabilities consistent with the gender divisions of people without disabilities? Does discrimination or stereotypes against people with disabilities have an impact on the type of responsibilities within the home? Would these responsibilities preclude men and/or women with disabilities from participating in certain projects at certain times of the day or certain times of the week?
- In families where there is a child with a disability, is there a difference in child care and housework responsibilities for men and women in the house compared to families that do not have children with disabilities? For example, are there additional responsibilities related to the disability that may impact a parent's willingness or availability to participate in program activities? In order for a mother or father to participate in a program, are there additional childcare considerations to take into consideration that may hinder their participations on an equal basis to others?
- Were there any major changes in time use patterns spent in daily life for the mothers, fathers, and siblings once a child with disabilities came into the household?

Legal Rights and Status – generally this involves assessing how people with disabilities are regarded and treated by the customary and formal legal codes and judicial systems. It encompasses access to legal documentation such as identification cards, voter registration, and property titles as well as rights to inheritance, employment, redress of wrongs, and representation. This area especially pertains to men and women with disabilities since they have historically faced discriminatory practices related to rights and status. Here are some questions to include regarding the issue for people with disabilities:

- Has the host country signed or ratified the UN CRDP? If so, have domestic laws changed as a result?
- Are there domestic laws that promote the rights and equality of men and women with disabilities? Are there specifically laws that promote the rights of women with disabilities?
- Are there specific laws, regulations, or customary practices that may prohibit equal access for people with disabilities (for example, right to register and own property, or the right to marry and bear children)?

Power and Decision-making – generally this pertains to the ability of people to decide, to influence, to control, and to enforce decisions related to a specific topic. It refers to the capacity to make decisions freely and to exercise power over one's body and within an individual's household, community, municipality, and the state. This includes the capacity of adults to decide about the use of household and individuals' economic resources, income and their choice of employment as well as to vote, run for office, enter into legal contract, etc. Historically, people with disabilities, especially women with disabilities, have experienced discrimination and have lacked the power to make their own decisions. Learning the specific laws and legislations related to disability within a country is extremely important when conducting an assessment. Here are some questions to include regarding power and decision-making for people with disabilities:

- Do people with disabilities, specifically women with disabilities, have the power to make their own decisions related to employment, housing, education, health care, etc.?
- Do men and women with disabilities live independently within a community or are they encouraged to live with family or in institutions? Is this consistent with the cultural norms and is it consistent with the practices of people without disabilities?
- Do men and women with disabilities participate in formal decision making structures (such as local government, community groups, associations, etc.)?
- Is there a formalized Disabled Person Organization (DPOs) or disability associations within the country? How are women involved and represented in these organizations? Is there separate representation for women with disabilities?

RESOURCES FOR INFORMATION

As conducting an assessment or analysis that is inclusive of people with disabilities does not require a new framework, conducting data collection that is inclusive of men and women with disabilities in general does not require a unique or different approach to how the information is obtained. While it may be necessary to include meetings with disability experts in-country, information can also be obtained by adding to the questions related to disability to the general stakeholders who are already a part of the general gender assessment. In addition, it is possible that the USAID Mission may already have collected information on disability and have suggestions and contact information for local disability experts. For the most part, information obtained from these combined sources may be sufficient to help determine the general overview of situation of disability in the country. Here are some additional resources that may also be helpful for obtaining disability information for gender assessments:

- **Disabled Persons Organizations (DPOs)** – The best resource on disability in any country are people with disabilities themselves. Therefore, it may always be needed to include representatives of DPOs, especially disability umbrella organizations, in order to obtain information on the situation of disability within the country. In addition, in many countries there are often DPOs specifically developed to promote the issues of women with disabilities. Many Missions may already have contacts with disability groups within the country. If the Mission does not already have this information, the Mobility International USA website provides an updated list of DPO contacts by country.¹²
- **International Organizations Working on Disability** – Although DPOs within a country are always the best resource, supplemental and useful information on disability can be obtained through discussions with international NGOs who work primarily on disability issues. Some of these groups, who often have offices throughout the world, include: Handicap International, Leonard Cheshire, Disability Action and Awareness, Sightsavers International, Perkins International/Perkins School for the Blind, and Mental Disability Rights International (MDRI). Though these organizations, and others, may not be present in all countries, when they do exist, they can serve as an added resource.

¹² For information on the MIUSA website and disability contacts, please visit: <http://www.miusa.org/orgsearch>

- **USAID Disability Team** – USAID has a Disability Team located within DCHA/DG. The responsibilities of the individuals who work there are to help mainstream disability issues into all of USAID programs, operations, and activities as well as oversee the management of the Disability Fund. This technical team may be able to provide additional information about disability groups and past programs related to disability within a specific program country as well as share general information on disability including helpful resources, tools, and best practice documents.¹³
- **Women in Development Website** – The USAID Women in Development (WID) Office is committed to ensuring that all women, including women of diversity, have equitable access to participate in USAID programs. The WID Office has developed a webpage to help promote and raise awareness of the unique issues often facing Women with Disabilities in the developing world. This webpage includes helpful technical notes as well as updated resources and tools related to women with disabilities and development.¹⁴

CONCLUSIONS

Gender assessments and analyses need to include and take into account *all* men and women, including men, women and children with disabilities. While striving to incorporate and include diversity, it is important to assess the situation of people with disabilities within a country since they often are the most vulnerable and yet the most likely to be inadvertently excluded from USAID programs and activities. Here are some key points to keep in mind when making gender assessments inclusive of disability:

- Including disability in gender assessments does not change the scope of the assessments, but rather is a way to ensure that gender assessments capture all individuals including those who are often most vulnerable and unintentionally excluded from USAID programs.
- A separate approach or framework to include disability in gender assessments and analyses is not needed. Instead questions on disability can be added to the questions already being asked of stakeholders.
- To obtain an accurate view of disability within a country, questions on disability should be included in all of the interviews with the various stakeholders. Additional meetings with DPOs or NGOs working on disability may also be helpful to obtain an accurate assessment of gender and disability within a country.

Including men and women with disabilities into a gender assessment does not need to be a difficult or time-consuming process yet it does signify a change in practice. The benefits, however, of having gender analyses and assessments that take into account *all* individuals within a country far outweighs any possible additional effort.

¹³ For more information on the USAID Disability Team, please contact Lloyd Feinberg, the USAID Disability Coordinator at lfeinberg@usaid.org or Rob Horvath rhovath@usaid.gov

¹⁴ Please visit the WID Women with Disability page at http://www.usaid.gov/our_work/cross-cutting_programs/wid/gender/wwd.html

ANNEX A: DISABILITY AND GENDER

Additional Suggested Questions by Thematic Area

In addition to the general questions provided in the “Guide to Including Disability into Gender Assessments”, there may be additional questions that one may want to include related to a specific thematic area. These questions may be of particular use when conducting an analysis at the program level. As the topic areas do not represent a comprehensive list of all of USAID’s programming, the questions by thematic area should also not be seen as exhaustive. Rather these questions should be viewed as illustrative examples and can be used as a basis for the development of questions to include within a gender analysis. Below is a list of thematic areas, based upon programs that are often implemented within a USAID Mission, with suggested sample questions on disability.

Education – *The majority of children with disabilities do not attend schools. Likewise, girls with disabilities are less likely to attend school compared to boys with disabilities. As a result, literacy rates for girls and women with disabilities are extremely low- less than 1% in many countries.*

- Does the educational system within the country support inclusive or separate schools for children with disabilities? Are there separate schools for children who are deaf and/or who are blind within the country? If separate schools exist, do they receive the majority of their funding from the government or from private sources? Are there separate schools for children with disabilities located in every region and in major cities throughout the country?
- Do these separate schools for children with disabilities serve as boarding schools? What are the living conditions of these schools? Is there an independent oversight mechanism to ensure the safety and wellbeing of the children? Do children attending boarding schools have regular access to and able to receive frequent visits from their families?
- Is teacher training on inclusive education and how to provide education to children with different types of disabilities included in the country’s general teacher training curriculum? Are there university courses on “special education” available for teachers? If so, are these courses mandatory or are they considered to be an elective course?
- Are schools within the country accessible to people with physical disabilities? Do schools have access to materials in alternative formats? For example, are there textbooks available in Braille as well as Brailers for boys and girls who are blind to use?
- Are there cultural beliefs that may limit children with disabilities, especially girls with disabilities’, ability to attend general mainstreamed schools?
- Do USAID general education programs currently include boys and girls with disabilities? If not, does the Mission provide separate educational programs for children with disabilities?
- Does the country have a specific law on special education? Is this law being implemented? Is there a law requiring new construction for schools to be built in a manner that is accessible?

- Have DPOs within the country worked on issues related to education? If so, what have they done? Is there a separate organization for parents of children with disabilities? If so, have they been engaged in educational programs? Are fathers, as well as mothers, involved?

Elections – People with disabilities often signify the largest minority group within a country; however, many people with disabilities are often not engaged in the political process or elections due to barriers and the lack of outreach.

- Are polling sites accessible to people with physical disabilities? Is there transportation available to men and women with physical disabilities to and from polling sites on the day of the election?
- Are Braille ballots or tactile ballots available for people who are blind or who have low vision? Are election officials trained on how to use the Braille or tactile ballots prior to Election Day? Are women and men who are blind or who have low vision trained on how to use the Braille or tactile ballots prior to Election Day? Are people who are blind also allowed to have an assistant, of their choice, accompany them into the polling both to assist in voting? Can an individual who is blind also refuse to use the option of having an assistant in the polling site?
- Are civic education programs inclusive of people with disabilities? Are women and men with disabilities involved in civic education campaigns as both organizers and recipients? Are civic education materials provided in formats accessible to both women and men with disabilities? Is there closed captioning or are there sign language interpreters included in public civic announcements?
- Are men and women with disabilities included as election observers? Are people who are blind allowed to serve as election observers?
- Do men and women with disabilities have access to the candidates during the campaign in order to share with them their concerns? Has there been training for DPOs related to developing political messages?
- Are there laws within the country that may impede a person with a disability the right to register and vote? Specifically, are women and men with intellectual disabilities, and women and men with psychosocial disabilities, allowed to register and vote on an equal basis as others?
- Are there men or women with disabilities serving as elected officials? Do people with disabilities have the same rights as others to run for and hold elected positions?

Employment – People with Disabilities are less likely to be employed than people without disabilities. Likewise, women with disabilities are less likely to be employed compared to men with disabilities.

- Are there limitations that may affect men and women with disabilities' ability to have access to assets? Do women with disabilities have less access to assets than women without disabilities? Is this potential lack of assets taken into account when developing criteria for loans?

- When developing vocational trainings or other employment initiatives, are different types of disabilities taken into consideration as to provide appropriate training for all individuals?¹⁵
- Are literacy rates for men and women with disabilities less than those without a disability? Does the proposed program take into account low literacy rates when developing formal and informal employment opportunities?
- Are there cultural beliefs that may impact men and women with disabilities' ability to participate as equals in the workforce? Are there cultural beliefs or practices that might impact a person with disabilities' ability to be employed or participate in the "grey" market?
- Have Disabled Persons Organization (DPOs) conducted previous or current employment generation activities for women and men with disabilities? Have they been or are they generating income? Do they encourage gender equality in these programs?
- Does the country have domestic legislation related to anti-discrimination and disability? Are employers legally obligated to provide reasonable accommodation to women and men with disabilities?
- Does the county have such a quota system for people with disabilities?¹⁶ In cases where there is a quota system, are employers aware of the policy and working towards implemented the policy? Are there penalties for not following the quota system that are being implemented in country? Are companies that following the quota system hiring both men and women with disabilities on an equal basis?

Gender-Based Violence – *Women and girls with disabilities are particularly vulnerable to abuse and violence and yet are often not included in USAID gender-based violence programs.*

- Are shelters for abused women accessible to women with disabilities? Have women with disabilities currently or in the past received services at the various shelters?
- Are awareness raising materials available in alternative formats? Is there a mix of audio and print materials to allow for information to be given to people who are blind as well as for people who are deaf? Do shelters have access to interpreters for women who are deaf?
- Are there shelters available for abused women in an area that is close to accessible transportation services? Has additional considerations been given to the issue of transportation for women with disabilities?
- Has the staff responsible for conducting gender-based violence programs received sensitivity trainings related to disability in order to meet any specific needs women and girls with various types of disabilities may have?

¹⁵ When setting limitations of employment based upon disability, those limitations should be provided by the person with disability. It is important to not to make an assumption of limitations based on disability.

¹⁶ Many countries have a requirement that companies over a certain number of people must employ a percentage of people with disabilities.

- Has the staff received training on psychosocial issues related to gender-based violence? Do these trainings include how to provide services to women and girls who may have psychosocial disability prior to the incidence of violence?
- Are there additional cultural beliefs or perceptions that may lead to women and girls with disability to become more vulnerable to violence and abuse than men and boys? Are there cultural beliefs or perceptions that may lead to an increased incidence of abuse for mothers and other family members of boys and/or girls with disabilities? How have these issues been incorporated into USAID gender-based violence programs?
- Has there been training for men on the prevention of abuse that includes specific issues related to women with disabilities and for women of children with disabilities?
- Has there been outreach to DPOs, especially DPOs for women with disabilities, about USAID gender-based violence programs to build awareness and encourage participation?

HIV/AIDS – Studies have shown that men and women with disabilities are as likely as others to become infected with HIV/AIDS; however, historically there has been a striking absence of men and women with disabilities participating in USAID HIV/AIDS programs.

- Are services for people who are infected with HIV/AIDS accessible to women and men with disabilities? Is there sign language interpretation available?
- Are awareness-raising materials available in alternative formats? Is there a mix of audio and print materials to allow for information to be given to people who are blind as well as for people who are deaf? Is there sensitivity to the differences in formats used by women and men with disabilities?
- Are there cultural beliefs, assumptions, and/or perceptions related to sexual activity levels of men and women with disabilities? Do these cultural beliefs place these men and women at an increased risk of becoming infected with HIV/AIDS?
- Has HIV/AIDS program staff received sensitivity trainings related to disability? Have women and men with disabilities been involved in the development and implementation of such trainings?
- Currently, are men and women with disabilities actively participating in HIV/AIDS awareness programs or services? Is there outreach to DPOs to help promote the participation of men and women with disabilities? If not, where and how are most women and men with disabilities currently receiving information or services related to HIV/AIDS?
- Do service programs related to HIV/AIDS include a component for support for men and women who may have acquired a disability as a result of being infected with HIV/AIDS?
- Are USAID HIV/AIDS programs currently inclusive of men, women and children with disabilities? If not, does the Mission provide separate programs on HIV/AIDS and disability?

Humanitarian Assistance and Disaster Relief – Men and women with disabilities are at an increased risk of becoming vulnerable during times of disasters. Humanitarian relief efforts, however, often are not modified to ensure that people with disabilities have equal access to life-saving services, shelter, and food.

- Is temporary shelter accessible to people with physical and/or sensory disabilities? Are there temporary bathrooms or latrines available that are accessible? Are social protections issues to help reduce violence against women, such as placing latrines in well-lit areas, also taken into consideration when providing accessible latrines?
- Are food and water provisions made accessible for people with disabilities? Are there modifications made to the manner in which food and water is distributed to ensure that people with disabilities have equitable access to food and water?
- Are individuals who are working in the area of registration asking men and women if they have any needs related to a disability or require special accommodations?
- Are information and communication channels being provided in alternative formats and through sign language interpreters?
- Are women and men disability leaders or DPO representatives being consulted on humanitarian assistance and/or reconstruction activities? Are women and men disability leaders or DPO representatives actively participating in civil society efforts related to humanitarian assistance coordination?
- Are those who are providing consulting or are working on psychosocial and post traumatic stress issues trained on how to provide services for men and women with disabilities? Are they also trained to provide services to men and women who may have a psychosocial disability prior to the disaster and yet may also need counseling services or support related to the disaster?
- Are USAID contractors and partners working on post-disaster reconstruction aware of the USAID Policy Directive that mandates the use of accessible standards in all USAID financed construction or reconstruction efforts?
- Are there women and men who have acquired a disability as a result of the disaster? Is there appropriate and adequate medical assistance available for those individuals? Are there mobility devices (i.e. crutches, wheelchair, and prosthetics) available for those who may need them? Are there adequate rehabilitation services within the country to cover both those who had disabilities prior to the disaster as well as for those who have acquired a disability as a result of the disaster? Are there gender differences the frequency and/or of disability resulting from the disaster?
- Are men and women with disabilities included in disaster plans? Have DPOs been consulted in the development of those plans? Do they provide specific information related to the needs of women with disabilities as well as children or the elderly with disabilities?

Infectious Diseases – *There is anecdotal evidence that compared to women without disabilities, women with disabilities may be more prone to acquire an infectious disease based upon poor living standards, low nutrition, and lack of access to health services.*

- Are women and men with disabilities systematically receiving outreach and awareness- raising materials? Are these materials available in alternative formats accessible to women and men with disabilities? Is there sign language interpretation available?
- In countries that are working on polio eradication, are they including women and men with disabilities in the programming and awareness-raising efforts in a way that is empowering and does not reinforce discriminatory practices?
- Have the men and women staff that are conducting infectious disease programs received sensitivity trainings related to disability, including any relevant gender differences? Have women and men with disabilities been involved in the development and implementation of such trainings?
- Are the locations where services are provided accessible to men and women with disabilities? Is there accessible transportation near the service centers or are other means of transportation provided for people with disabilities to access service centers?
- Are men and women with disabilities being included in research materials and studies related to the incidence of infectious diseases?
- Currently, are men and women with disabilities actively participating in programs related to infectious diseases? Is there outreach to DPOs to help promote the participation of both women and men with disabilities? If not, where and how are most women and men with disabilities currently receiving information or services related to infectious diseases?