Integrating Disability into Gender Analysis

An Additional Help for ADS Chapter 205

Global Disability Snapshot

- Persons with disabilities represent 1 billion, or 15% of global population[1]. Vast majority (80%) live in developing countries. Disability prevalence is expected to rise due to population ageing and increase in chronic health conditions.

Disability & Gender[2]

- Women and girls with disabilities are subjected to multiple layers of discrimination. Based on their gender and disability status they often face "double discrimination". This inequality is exacerbated for women and girls with disabilities who are members of marginalized ethnic or racial groups or part of the lesbian, gay, bisexual, transgender and intersex community.
- Unemployment rates are highest among women with disabilities. The United Nations estimates that 75 percent of women with disabilities are unemployed and women with disabilities who are employed often earn less than their male counterparts and women without disabilities.
- Gender disparities also exist in education. While the overall literacy rate for persons with disabilities is 3 percent, UNESCO estimates that it is just 1 percent for women and girls with disabilities.
- Women and girls with disabilities often face disproportionately high rates of gender-based violence, sexual abuse, neglect, maltreatment and exploitation. Studies show that women and girls with disabilities are twice as likely to experience gender-based violence compared to women and girls without disabilities.

USAID Disability Policy[3]

Disability Inclusion is USAID policy – the USAID 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 members of the disability community is critical
- Investing in and strengthening disabled people's organizations is vital in promoting the human rights of persons with disabilities

To further institutionalize its commitment to disability inclusive development, USAID issued two policy directives:

1. Disability Inclusion in Contracts, Grants and Cooperative Agreements (2004)
   - Requires the contractor/recipient not discriminate against persons with disabilities in the implementation of USAID Programs (compliance with Disability Policy)
   - It contains language that must be included in all solicitations and resulting awards for contracts, grants, and cooperative agreements.

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[1] World Health Organization, 2011 World Report on Disability

[2] For more information, visit: https://www.usaid.gov/what-we-do/gender-equality-and-womens-empowerment/women-disabilities

[3] For more information, visit: https://www.usaid.gov/what-we-do/democracy-human-rights-and-governance/protecting-human-rights/disability

- Requires contractors (encourages grantees/CA recipients) demonstrate a comprehensive and consistent approach for including men, women and children with disabilities in the program cycle.

2. Standards for Accessibility in USAID-financed Construction (2005)
   - Requires compliance with standards of accessibility for people with disabilities in all structures, buildings or facilities resulting from new or renovation construction or alteration (exception emergency/temporary structures).
   - Promotes universal design, uses host-country or regional standards if available, defaults to the US ADA/Architectural Barriers Act (2004) guidelines as necessary.
   - Requires a provision in all contracts, grants, and cooperative agreements requiring compliance with accessibility standards.

ADS 205 Disability-specific Requirements and Guidance

ADS 205, *Integrating Gender Equality and Female Empowerment in USAID's Program Cycle*, provides guidance on conducting gender analysis in a way that looks beyond men and women as monolithic populations. It notes the importance of disaggregating data based on age, income, ethnicity, race, disability status, sexual orientation, and gender identity in order to better understand which populations may be facing multiple forms of exclusion or discrimination.

ADS 205 provides the following guidance:

Project Design

- Identify gaps related to the participation of women and men in the project, **including women and men with disabilities**.
- Include information from the project-level gender analysis in a way that shows relevant discrepancies based on age, income, ethnicity, race, **disability**, LGBT, urban versus rural, etc.
- Identify whether any particular sub-groups (e.g., different ages, **people with disabilities**, etc.) are losing out.

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- Provide information about groups of women or men that are particularly disadvantaged or that have strong unmet needs for empowerment (e.g., Lesbian, Gay, Bisexual, and Transgender (LGBT) persons, women from marginalized ethnic groups, **women with disabilities**, and so forth).

Integrating Disability into Gender Analysis
Adapted from the Guide on How to Integrate Disability into Gender Assessments and Analysis, USAID 2010

It is important to note that when including disability in an analysis, the general framework need not change but rather be slightly modified to include questions related to women, men and children with disabilities. What follows is an attempt to address disability using the five domains of gender analysis outlined in ADS 205.

ADS 205 Five Domains of Gender Analysis	Disability lens
1. Laws, Policies, Regulations & Institutional Practices	CRPD & protective/discriminatory laws
Cultural Norms & Beliefs	perception of disability
Gender Roles, Responsibilities and Time Used	additional responsibilities
Access to and Control over Assets & Resources	physical access; separate v. mainstream
Power & Decision-making	independence, voice, agency, representation

1. **Laws, Policies, Regulations & Institutional Practices**:
   - Has the host country ratified the UN Convention on the Rights of Persons with Disabilities (CRPD)? 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 specific laws that promote the rights of women with disabilities?
   - Are there specific laws, regulations, or customary practices that prohibit equal access for people with disabilities (i.e. right to register and own property; right to marry and bear children; right to vote)?

2. **Cultural Norms and Beliefs**:
   - How is disability viewed within the country?
     o Are there cultural beliefs or stereotypes concerning disability that might impact access to programs and services for women and men with disabilities? Is there a difference of perception across disability types (i.e. is there a difference to how people perceive people with physical disabilities compared to sensory, intellectual, and/or psychosocial disabilities?)
     o Is there misinformation due to the cause of disability (i.e. curse, disease, etc.)? If so, how does this belief impact men and women with disabilities' ability to participate in society on an equal basis as others?
     o Are there additional stereotypes or discrimination for women with disabilities compared to men with disabilities?

3. **Gender Roles, Responsibilities, and Time Used**:
   - Is the division of responsibilities related to childcare 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 childcare 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 participation 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 a disability came into the household?

4. **Access to and Control over Assets and Resources**:
   - Do women and men with disabilities have equal access as others to participate in government and/or USAID sponsored programs? Are the locations where services are currently being provided physically accessible?
   - Is information provided to general public accessible? Braille? Are sign language (SL) interpreters available upon request? SL officially recognized?
   - 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 mainstreaming development programs?

5. **Power and Decision-making**:
   - Do people with disabilities, specifically women with disabilities, have the power to make their own decisions related to employment, housing, education, healthcare, 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 organization? Is there separate representation for women with disabilities?

USAID Resources on Gender & Disability

The following documents are helpful USAID resources for integrating the disability component into gender-responsive programming:

- Guide on How to Integrate Disability into Gender Assessments and Analyses. (October 2010). This document serves as a "how to" guide on including women and men with disabilities into USAID's gender assessments and analyses with background information on persons with disabilities as well as consideration specific to the issue of disability. Weblink: https://www.usaid.gov/sites/default/files/Guide_How_Integrate_Disability_Gender_Assessments_2010.pdf

- <u>Towards Gender Equality in Europe and Eurasia</u>. (May 2012). This Toolkit has been prepared to provide USAID Mission Staff Working in the E&E region with a resource for conducting gender analysis in the context of project design. The Toolkit dedicates a section with the key guidance and considerations specific to Gender & Disability. Weblink: https://www.usaid.gov/sites/default/files/EE-Gender-Analysis-Toolkit-June-2012.pdf

- <u>Women with Disabilities in the Europe & Eurasia Region</u>. (August 2012). The USAID study draws findings from a gender analysis to reveal challenges faced by women with disabilities, in contrast with the challenges facing men with disabilities, in the E&E Region. The report also provides recommendations for improving programming to meet the needs of women with disabilities. Weblink: https://www.usaid.gov/sites/default/files/Women-with-Disabilities-EE-Region-FINAL-2012.pdf

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