

Strengthening Gender Inclusion in Disability Rights Spaces



WOMEN ENABLED INTERNATIONAL
and the Disability Rights Fund / Disability Rights Advocacy Fund



Acknowledgments

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We are extremely grateful to the participants of the focus group discussions and interviews, whose insights, experiences, and expertise made this report possible.

IMAGE ON THE COVER: A colorful drawing of five diverse people in a single file line. Some people are using mobility aids, such as a wheelchair, cane, or prosthetic limbs. One person appears to be pregnant.

IMAGE AT RIGHT: A colorful drawing of a person with a headscarf, dark glasses and a cane.



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Women and gender-diverse* people with disabilities experience systemic violations of their human rights on the basis of their disability, their gender and/or sexuality, and other intersecting identities and characteristics. The systems, social structures, and other factors that perpetuate such exclusion frequently carry over into mainstream disability rights spaces—including organizations of persons with disabilities (OPDs), government ministries focused on disability, and international disability rights spaces. As a result, we often observe that fewer women and gender-diverse people with disabilities occupy leadership positions within disability rights spaces. For example, following the 2016 elections for membership to the UN Committee on the Rights of Persons with Disabilities, 17 of 18 seats were filled by men.¹ This further contributes to a siloization of gender and disability issues, often with the effect of de-prioritizing issues that disproportionately impact women and gender-diverse people with disabilities.

The full realization of disability rights must include addressing the human rights issues that impact people with disabilities at the intersection of disability and gender—for instance, sexual and reproductive health and rights and gender-based violence. This in turn requires a disability rights movement that is inclusive, and responsive to the specific needs, of all people with disabilities irrespective of sex, gender, and sexual orientation, gender identity/ expression, and/or sexual characteristics (SOGIESC).

This publication aims to strengthen gender inclusion in mainstream disability rights spaces by mapping the primary barriers to—and examples of good practices and success factors for—gender inclusion, as identified by disability advocates from around the world. The publication concludes with targeted recommendations for a range of stakeholders in the disability rights movement.

* Throughout this publication, we use the term “gender-diverse people” to denote people with diverse sexual orientations, gender identity or expression, or sexual characteristics (SOGIESC).

Women Enabled International (WEI)² facilitated four virtual focus group discussions to listen to the experiences of women and gender-diverse people with disabilities working to advance rights at the intersection of gender and disability. With support and input from the Disability Rights Fund (DRF)/ Disability Rights Advocacy Fund (DRAF),³ WEI identified focus group participants based on agreed eligibility criteria, drafted discussion questions, and facilitated accessible focus group discussions. WEI also conducted individual interviews with two advocates who were unable to make the focus group discussions and one participant submitted written responses to the questions.

The focus group discussions and individual interviews included a total of 21 participants, and focus group discussions ranged in size from three to six participants. The majority of participants identified as having a physical, vision, or hearing disability, one woman identified as having albinism, and another person identified as having a psychosocial, developmental, and learning disability. Participants represented a wide range of racial and ethnic identities.

The focus groups were organized as follows:

- Women with disability advocates from Africa;⁴
- Women with disability advocates from Asia;⁵
- Women with disability advocates from the Pacific;⁶ and
- Advocates with disabilities with diverse sexual orientation, gender identity/expression, and/or sex characteristics (SOGIESC) from across the globe.⁷

All participants signed a consent form prior to their participation, they were reminded on multiple occasions that their participation was voluntary, and participants were informed that they may skip any questions they do not feel comfortable answering. Questions were shared in advance and discussions were conducted in English with CART transcription, interpretation into local sign languages as requested by participants, and participants were invited to name any additional access needs to allow for full participation in the discussion. WEI synthesized the key themes from focus group discussions and individual interviews and discussed key findings and priority recommendations with DRF/DRAF.

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Barriers

to Gender Inclusion in Disability Rights Spaces

Focus group participants surfaced numerous barriers to active participation in advocacy spaces at large, including disability rights spaces. This section focuses on those barriers that uniquely impact the participation of women and gender-diverse people with disabilities in advocacy spaces due to their sex, gender, or SOGIESC. Accordingly, while participants also named physical barriers (such as lack of accessible transportation), information and communication barriers (such as lack of access to the internet, persistent lack of sign language interpretation, or lack of information available in accessible formats), and ableist hierarchies within the disability community—barriers that can have a disproportionate impact on women and gender-diverse people—this publication does not examine these barriers in depth.

Issue 1: Educational barriers for women and girls impact self-esteem and capacity to engage in disability advocacy.

Participants in Asia, the Pacific, and Africa all indicated that lack of education and skills training, including low literacy rates, for women and girls was a primary barrier to participating in disability rights spaces. For instance, one participant from the Philippines noted that only a small percentage of women with disabilities in her country finish high school.

Lack of education also impacts the self-esteem of women with disabilities, which in turn affects their willingness and motivation to become involved in disability rights spaces, as one woman with a physical disability from Nigeria noted:



The majority of women with disabilities in the grassroots rural areas have low self-esteem, so it's difficult for them to come out and say, "okay, I want to be a part of this." It is very difficult. So, you have to most of the time take yourself down to where they are and begin to preach to them that if you are not in the space, you will be left alone.⁸

Women who do become involved in disability rights spaces may be ill-equipped to navigate these spaces. As

one woman from Kenya, who works for This Abilities Trust, explained,



Systematic exclusion has ensured women with disabilities remain vulnerable and without relevant skills or capacity to navigate the development sector on an equal basis with other organizations. We are then expected to be thankful for the token.⁹

Lack of education and self-esteem are inevitably intertwined and, from the perspective of focus group participants, fuel apathy and unwillingness to become involved in disability rights spaces and acceptance of a life that does not extend outside of their home.

Issue 2: Entrenched patriarchy and other cultural and attitudinal barriers hinder the full participation of women and gender-diverse people in disability rights spaces.

Patriarchal social norms replicate themselves in disability rights spaces across the globe. A majority of focus group participants reported that they lived in a society fraught with patriarchy, which includes the belief that women and gender-diverse people are inferior to and less capable than cisgender men. For example, one woman from the Pacific

focus group noted that there is a persistent belief across the region that women and girls with disabilities should not speak in public.

In disability rights spaces, these social norms lead to disproportionate leadership by cisgender men. A Deaf woman who works for the Deaf Women Aloud Initiative in Nigeria described a recent example:



[T]here was the first Conference of Persons with Disabilities organized by the Disability Commission. I think the Planning Committee was just one woman with disabilities there. All other persons were a man. ...So, most times we are not given the opportunity within these spaces for access. We want the opportunity to represent ourselves.¹⁰

The issue of representative leadership was raised by a number of participants as a key barrier to the full participation and inclusion of people who are multi-marginalized. Across regions, leadership generally consists of older men who are reluctant to change their perspective to align with a rapidly evolving society. Within North America, leadership lacks representation of racially marginalized people and may similarly be reluctant to accept leadership outside of the gender binary. As an Asian, transgender, nonbinary, genderqueer, genderless person who lives in the United States (US) recognized, “cisgender men and some

cisgender women are usually people leading in disability rights spaces in the United States.”¹¹

Given the lack of diversity, many OPDs often operate from a single-issue perspective. For example, a Black transgender man from Canada summed up the composition and focus of the majority of North American disability rights spaces, saying:

“

You know, a lot of disability rights spaces can focus on a very singular disabled subject. Usually white, usually a wheelchair user, usually only has one disability, like—just a very specific, living in North America, you know, speaking English, like a very specific person. I’m not any of those things, and yet I’m valid and exist as a disabled and mad person.¹²

Lack of representation in leadership contributes to the de-prioritization in disability rights spaces of the issues that most impact women and gender-diverse people with disabilities. As a woman from Kenya noted, “The leadership of the disability sector is generally male and because of patriarchy there are some topics that may be seen as not important.”¹³ Several participants similarly highlighted that issues that are vital to women and gender-diverse people with disabilities, such as accessible sexual and reproductive healthcare and accessible gender-affirming care, are often de-prioritized by the women’s

rights movement, as well, due to the lack of disability representation in leadership in feminist spaces. One woman described her experience trying to fit into both the disability rights movement and the women’s rights movement as “a constant dance.”¹⁴

It is important to note that, while the majority of participants said disability rights spaces were led by men, one woman did indicate that many of the disability rights spaces for the Deaf community in the Philippines are led by Deaf women.¹⁵ She also noted that when men come to these spaces, they are reluctant to participate and share their opinion about gender-related issues. From her perspective, many men in her community are not ready to address issues of gender equality.

Issue 3: Social taboos around gender and sexuality can prevent women and gender-diverse people with disabilities from speaking about the issues that impact them.

Cultural attitudes and stereotypes pertaining to sex and sexuality similarly affect the ways in which women and gender-diverse people with disabilities can discuss how these important issues impact their lives. Participants explained that many women with disabilities in

their region are shy and unwilling to talk about sexual and reproductive health and rights given the taboo nature of these topics. They are therefore reluctant to name these as issues that matter to them when participating in disability rights spaces. As discussed below, where these social taboos exist in tandem with discriminatory laws around sex and sexuality, gender-diverse people with disabilities may fear more severe consequences, including criminalization, in discussing these topics.

Social taboos around sex and sexuality can be particularly pronounced for women and gender-diverse people who experience information and communication barriers. Information about sexual and reproductive health and rights is seldom made available in accessible formats. Failure to provide this information in alternative formats makes it difficult for many people, including people with intellectual disabilities, Deaf people, and non-native speakers, to understand their sexual and reproductive health and rights and raise issues of concern related to these rights.

Issue 4: Discrimination on the basis of sexuality and gender identity — both in law and in practice — limits active participation by gender-diverse people in disability rights spaces.

Gender-diverse people with disabilities are especially vulnerable to prejudicial attitudes within society, including disability rights spaces, and criminalization of diverse SOGIESC can exacerbate the stigma and barriers that gender-diverse people with disabilities encounter (see text box **A** on the following page).

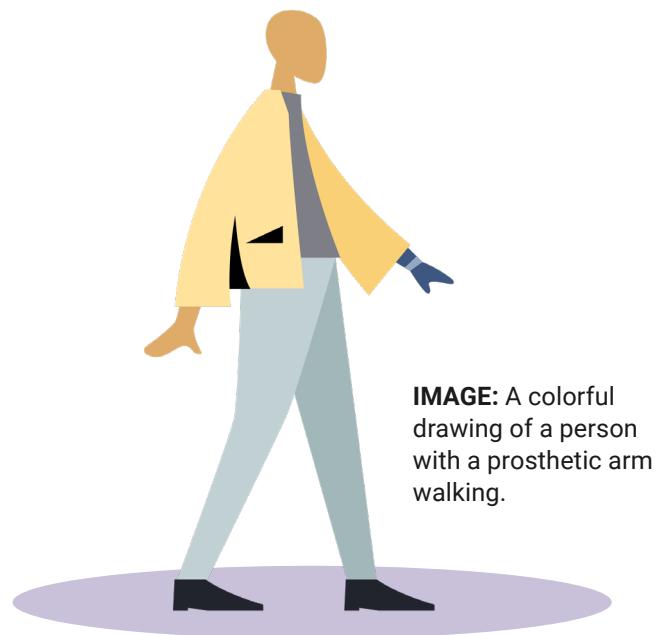


IMAGE: A colorful drawing of a person with a prosthetic arm walking.

The participants in the focus group for advocates with diverse SOGIESC stated that they encountered prejudicial attitudes and experienced angst in society, in general, as well as within disability rights spaces because of their gender identity or sexuality. For instance, a Black transgender man, who is a disability activist and scholar from Canada, described his experience interacting in disability rights spaces, saying:

“

I’m often the only trans person or one of the only trans people in the space. I think as a trans man, you know, I experience particular things that are different than nonbinary and trans women experience, but there’s some real experiences of misgendering, of just not quite getting how to respect and support a trans person’s presence in the space.¹⁷

Sometimes the attitudes and actions of personal assistants or parents who are responsible for assisting their adult child with a disability can also get in the way of participation in disability rights spaces.

This was particularly the case for a transgender woman with a physical disability. Her parents’ reluctance to help her dress in gender-affirming clothes was a consistent source of anxiety, and she was also not always able to do her hair and make-up in a way that would facilitate confidence and comfort in public spaces, including

A. DOCUMENTING THE IMPACT OF DISCRIMINATORY ATTITUDES TOWARD LGBTQ+ PERSONS WITH DISABILITIES

A civil society organization advocating for the rights of LGBTQ+ persons with disabilities in Uganda, conducted a survey funded by DRF of LGBTQ+ persons with disabilities in Uganda to learn more about key issues impacting people at the intersection of disability and LGBTQ+ identities.¹⁶

Based on survey responses, discriminatory attitudes fuel the biggest challenges, including abandonment by family members, lack of LGBTQ-friendly medical services, and unstable housing. Respondents reported that their communities were hostile to LGBTQ+ persons, and no survey participants reported acceptance in their communities.

disability rights spaces. Articulating the barriers she faced in this regard, she said:

“

My parents are my primary carers and that affects accessibility and how I interface and appear in a space and the politic between me and my carers/parents. That absolutely affects who I can appear as in a space.¹⁸

Prejudicial attitudes towards transgender people did not just hinder engagement on an individual level—these attitudes also hinder broader movement collaboration. One participant noted, for example, that issues that should unite cisgender and transgender people with disabilities, such as equal access to restrooms, reportedly caused tension because of transgender-related stigma.¹⁹

Laws and policies that codify these prejudices can make it all the more difficult for people to participate in disability rights spaces in a meaningful way. For instance, a Ugandan man who advocates at the intersection of disability and gender described the impact of discriminatory laws in Uganda on the participation of LGBTQ+ people with disabilities in the disability rights movement: “Society, in general, is prohibitive of sexual diversity. Homosexuality is illegal so there is a connection between the society we live in. And this [has] affected people’s receptiveness to diversity within the disability movement.”²⁰ He explained that, in his experience, while OPDs and civil society

organizations (CSOs) were generally accepting of LGBTQ+ people, they were reluctant to include them in their organizations because of legislation that prohibits homosexuality, noting “there are very few, if any OPDs that are willing to employ sexual minorities because they are afraid of the law.”²¹

Issue 5: Historic siloization of gender and disability portfolios by grant-makers poses a barrier to securing funding for work at the intersection of gender and disability.

All of the participants we spoke with said that obtaining funding is a significant challenge to doing work at the intersection of gender and disability. Participants identified the challenge that many funders do not specifically fund work at this intersection. Many funders only fund work on gender or disability, not gender and disability. When funding for work at this intersection is available it is often earmarked for the prevention of gender-based violence. A participant based in the UK noted how single-issue funding prohibits diversity, commenting “The siloization of funding creates a divide because you have to complete the forms where you check boxes, who your project is for, makes it difficult to bring in diverse identities.”²²

Government funding similarly lacks an intersectional lens, according to participants. For example, a woman from Cambodia described her experiences seeking government funding and support:

“

At the Ministry of Social Affairs, they are responsible for disability, persons with disabilities, but they just work centrally and do not focus on gender. [And] persons with disabilities, and the Ministry of Women's affairs, they do not work together with women and gender inclusion ... even the NGOs or the service providers ... and organizations [that focus on] disability do not work together for disability [and] gender.²³

Barriers to getting disability rights work fully funded in general can exacerbate this challenge. Many funders are unaware of the additional costs that accessibility incurs, and general operating budgets within OPDs are small.²⁴ As a result, unless funding is specifically allocated to programs at the intersection of gender and disability, participants said OPDs are often unwilling to dedicate general operating funds for this purpose.

One woman suggested that lack of disaggregated data on women and gender-diverse people with disabilities may be perpetuating the lack of funding available for work at this intersection, noting: “I think the issue of data, it's very difficult for [funders] to have concrete

participation within [the] presentation of issues. ... It poses also a challenge for women with disabilities issues to be provided in those spaces.”²⁵

Participants in the focus group with advocates with diverse SOGIESC underscored a similar dynamic, noting a frustration that, even though there was general support from funders for the LGBTQ+ community, there was not a sense that funders champion the issues important to this community.²⁶ As with gender and disability funding more broadly, participants noted that government funding does not specifically fund projects aimed at people with disabilities with diverse SOGIESC.²⁷

The recent COVID-19 pandemic compounded the already existing barriers to funding at the intersection of disability and gender. Some advocates reported that funding for their programs was decreased or eliminated during the pandemic.²⁸ Furthermore, one woman from the Pacific region noted that competition for the limited funding that is available has increased since the beginning of the pandemic.²⁹

for Gender Inclusion in Disability Rights Spaces

Despite significant barriers to elevating gender issues in mainstream disability rights spaces, four good practices emerged from discussions with focus group participants. These good practices for overcoming barriers are discussed below.

Good Practice 1: Centering voices and leadership of women, girls, and gender-diverse people with disabilities.

- Having women and gender-diverse people in positions of leadership can help ensure prioritization of issues that matter most.

FOR EXAMPLE: the Manager of an OPD in the Pacific region acknowledged: “I have to say we are focusing really, really well in addressing women’s issues, and I think part of that is because the leadership of the organization itself is female-dominated.”³⁰

- Looking to the disability justice framework outlined in text box **B** on page 14 as a model for centering the leadership of people with disabilities who experience marginalization on multiple and intersecting identities, such as racial or ethnic minorities (including Black, indigenous, and other marginalized racial or ethnic identities) and people with diverse SOGIESC.

UNDERSCORING the distinctive benefit of disability justice spaces, one Asian nonbinary person who lives in the US emphasized: “Disability justice-focused organizations aren’t [just] willing to have more marginalized people in positions of leadership. They are led by people who are marginalized at the margins of the margins by design, intentionally and generally from the beginning.”³¹

- Ensuring representation and leadership of women and gender-diverse people cuts across all disability spaces, not just OPDs. Representation in government, for example, is a key factor in ensuring that legislation and programming address priority issues at the intersection of gender and disability.
- Forming coalitions, particularly with established or well-known organizations, to center diverse voices of women and gender-diverse people with disabilities and bring them into more mainstream spaces.

FOR EXAMPLE: Pinoy Deaf Rainbow, the first Filipino advocacy association for Deaf LGBTQ people, is a recognized member of the Philippine Federation of the Deaf (PFD) which, in turn, is affiliated with the World Federation of the Deaf (WFD). Pinoy Deaf Rainbow works closely with both organizations to ensure the voices of Deaf LGBTQ people are included and centered in advocacy projects.³²

FOR EXAMPLE: Cross-movement coalitions between women's organizations and Deaf women's organizations helped lift up the voices of Deaf women in Nigeria: "Because the National Association of the Deaf is controlled by men, we didn't have a voice. Nobody was talking about our rights to access healthcare. But the Women's Association of Nigeria was able to [help us] advocate for our rights. And people can now listen to us!"³³

IMAGE: A colorful drawing of a person walking.



B. DISABILITY JUSTICE FRAMEWORK

The disability rights movement, particularly in North America, has predominantly been led by white, cisgender men. To counter this, Patricia Berne, Aurora Levins Morales, David Langstaff, and their colleagues at Sins Invalid,³⁴ which is funded by a variety of different US-based philanthropic organizations and foundations, created ten principles to shift the mindset from colonized, white, and cisgender spaces, towards a disability justice framework.³⁵ This framework prioritizes the leadership and inclusion of multi-marginalized people with disabilities.

1. INTERSECTIONALITY.

Each person has multiple, unique identities. These identities are interconnected and overlap, influencing who a person is and how they interact with the world, including the ways in which they may be marginalized.

2. LEADERSHIP OF THOSE MOST IMPACTED.

It is necessary to shift from having white, cisgender men in positions of leadership. We must be led by those who are most impacted, who best understand how oppressive systems operate.

3. ANTI-CAPITALISM.

The very nature of disabled bodies resists conforming to normative capitalistic demands. A person's worth does not depend on the labor their body is able to produce.

4. CROSS-MOVEMENT SOLIDARITY.

We must be a united front with other social justice movements. This is a necessary component to intersectional work.

5. RECOGNIZING WHOLENESS.

Disabled people are whole with inherent worth outside of the capitalistic notions of production.

6. SUSTAINABILITY.

The work to be done will take time, and it is necessary to listen to our minds, bodies, and communities about their capacity to sustain the work long-term.

7. COMMITMENT TO CROSS-DISABILITY SOLIDARITY.

The participation of all disabled people is honored. This includes neurodiverse people, as well as people with chronic illness, physical disabilities, psychosocial disabilities, intellectual disabilities, sensory disabilities, and cognitive disabilities.

8. INTERDEPENDENCE.

It is necessary to decolonize our understanding of interdependence. All living things are connected, as we all share one planet. We must work with one another to meet each other's needs while working towards liberation.

9. COLLECTIVE ACCESS.

We share responsibility for each other's access needs and recognize that we all have different capacities in which we can show up in a space. We can ask for our needs to be met within a space without judgment or shame.

10. COLLECTIVE LIBERATION.

No body or mind can be left behind in working towards liberation.

While it is important to note these disability justice concepts are relatively North American-focused, these principles can provide a good model for strengthening intersectional work internationally.

Good Practice 2: Strengthening the capacity and leadership abilities of women, girls, and gender-diverse people with disabilities to exercise agency.

- Providing general education and disability rights education to women, girls, and gender-diverse people with disabilities helps build the capacity and confidence needed to engage in disability rights spaces.

FOR EXAMPLE: One Pakistani woman highlighted a project with the government of Pakistan to ensure the education of women and girls with disabilities, challenging a situation where families were not permitting girls with disabilities to attend school.³⁶

- Focusing capacity-strengthening programs not only on disability and gender, but also other intersections of identity such as race, religion, and class to equip multi-marginalized people with disabilities with the skills needed to center their voices and leadership.
- Creating and implementing educational programs by and for people with disabilities.

FOR EXAMPLE: a woman who works for Advocacy for Women with Disabilities Initiative (AWWDI)³⁷ in

Nigeria described a mentorship program aimed at building leadership skills of young women with disabilities:

“

I think our focus or the one that we are mainly known for is training organizations of women with disabilities, leaders of women with disabilities themselves because our own organizations are community-based organizations. We work in the community with structure of having self-led groups in many communities, so we make sure our women are trained, and that has given us an edge³⁸ (see text box C on the following page).

FOR EXAMPLE: self-help groups organized by the Society for Special Persons in Pakistan in 12 districts of Southern Punjab focus on empowering women with disabilities at the grass-roots level through strengthening the leadership skills of women with disabilities (see text box D on page 17).³⁹

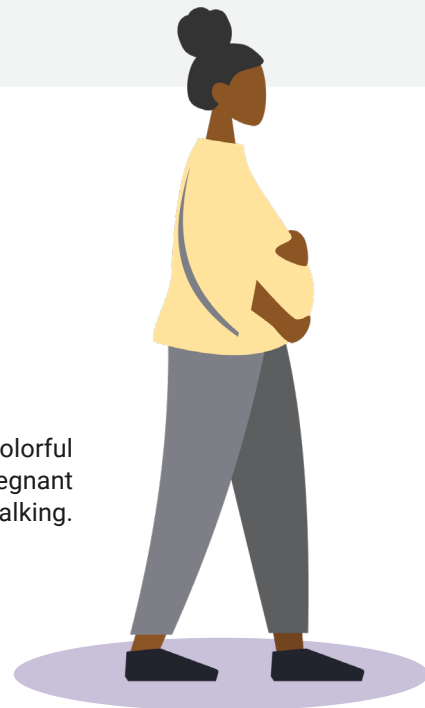
- Developing capacity strengthening programs with the needs of people with a variety of different disabilities in mind, such as people who have low vision or are blind, people who are Deaf or hard of hearing, people with physical disabilities, people with developmental disabilities, people with intellectual disabilities, and people with psychosocial disabilities. Ideally developing capacity strengthening programs together with gender-diverse and disability-diverse people.

C. AWWDI'S APPROACH TO STRENGTHENING THE CAPACITY OF WOMEN WITH DISABILITIES IN NIGERIA

AWWDI's mission is based on the premise that there is a need for a younger generation who will eventually take over the leadership of the organization and keep up with the advocacy in Nigeria and across borders.⁴⁰ AWWDI has helped form community self-help groups for women with disabilities across Nigeria. There is a strong mentoring component to the organization's approach, which includes women with and without disabilities working together to strengthen their knowledge and empower each other.

In May 2022, AWWDI in conjunction with The Nigerian Women Trust Fund⁴¹ held a capacity-strengthening workshop for women with and without disabilities in Federal Capital Territory in central Nigeria.⁴² The workshop emphasized the importance of the system of self-help groups for the purposes of both empowering persons with disabilities at the grassroots level and providing reliable data. The workshop sought to expand the self-help group network beyond its already established locations. Outcomes of the workshop included the expansion of the self-help network to 88 groups as of February 2023, additional training for grassroots organizations, an increased focus on members' respective organizational missions, and improved member self-confidence.⁴³ AWWDI has also organized workshops to educate women with disabilities about their legal rights and their sexual and reproductive health and rights.⁴⁴

IMAGE: A colorful drawing of a pregnant person walking.



D. STRENGTHENING THE CAPACITY OF WOMEN WITH DISABILITIES IN PAKISTAN

The Society for Special Persons⁴⁵ formed a series of self-help groups for women with disabilities, which serves women from rural and urban areas across Pakistan. The groups, funded by the World Health Organization and the Punjab Welfare Trust for the Disabled, were launched in 2016 during a two-day workshop⁴⁶ that was attended by First Lady, Samina Arif Alvi. The focus of this workshop was to strengthen the capacity of women with disabilities in Pakistan and equip them with the skills they need to take leadership roles in these new groups and OPDs, as well as within society in general. Workshop sessions focused on defining disability and its causes, examining the social barriers and stereotypes faced by women with disabilities, discussing the rights of women with disabilities under the UN Convention on the Rights of Persons with Disabilities, and identifying the social welfare programs available to women with disabilities.⁴⁷

Since their launch, the self-help groups for women with disabilities have worked in collaboration with the Society for Special Persons to advance the rights of women with disabilities across Pakistan. Recent accomplishments include assisting over 1000 women with disabilities with applying for and obtaining their Computerized National Identity Cards as well as obtaining their Disability Certificates, which grant access to free medical care, discounted transportation, and other benefits.⁴⁸ In addition, approximately 1000 women with disabilities have been registered to vote due to the collaborative efforts of the Society for Special Persons.⁴⁹

- Equipping women and gender-diverse people with disabilities with the substantive knowledge to exercise leadership on issues of importance to them, such as sexual and reproductive health and rights and prevention of gender-based violence.

FOR EXAMPLE: Humanity and Inclusion (HI), in collaboration with multiple organizations and with financial support from the United Nations Population Fund, helped develop a global consortium on family planning.

One woman who works for an OPD in Bangladesh described a consortium training that was administered in 15 sub-districts of Bangladesh, marking the first time women with disabilities in her country were talking about family planning.⁵⁰ The training was provided in many alternative formats including braille and sign language and led to the development of a Standard Operating Procedure for providing family planning and sexual and reproductive health services.⁵¹

Good Practice 3: Strengthening the capacity of mainstream disability actors and funders to be gender inclusive.

- ▶ Equipping mainstream disability actors with the information and resources to understand the importance of gender inclusivity and how to integrate a gender lens.
- ▶ Ensuring capacity-strengthening efforts are led by women and gender-diverse people with disabilities themselves.
- ▶ Collecting data disaggregated by gender and disability can help demonstrate the importance of gender inclusion in disability rights work, as such data helps mainstream actors to understand the disproportionate impact on women and gender-diverse people with disabilities.

FOR EXAMPLE: Integrated Disabled Women Activities (IDIWA)⁵² in Uganda issued data collection forms designed to collect information about women and girls with disabilities seeking sexual and reproductive health services from health centers across the Kamuli District in eastern Uganda.⁵³ The data collected will help secure funding for and create programs that are responsive to the needs of people living at the intersection of disability

and gender. This data will also be useful in creating workshops aimed at strengthening knowledge at the intersection of disability and gender among mainstream disability rights actors.

- ▶ Funders recognizing and using their significant role in educating grantees about the importance of including women and gender-diverse people in their disability rights work.

FOR EXAMPLE: a Ugandan disability and gender advocate emphasized that DRF's guidance and training for grantees to strengthen gender inclusivity, including on the development of gender-inclusive organizational policies, has helped encourage OPDs to think about gender inclusion in a new way.⁵⁴

- ▶ Strengthening capacity around gender-responsive budgeting to help promote gender inclusion for mainstream disability rights actors.

FOR EXAMPLE: the manager of an OPD in the Pacific region mentioned that participation in gender inclusion training helped the OPD better understand the definition of gender and underlying factors that affect the participation of women with disabilities in society.⁵⁵ The training also equipped the OPD with tools to implement gender-responsive budgeting (see text box **E** on the following page).

E. GENDER-RESPONSIVE BUDGETING

Gender-responsive budgeting incorporates gender analysis and concerns into all stages of the budget cycle. It can also be used during the budgeting process for government and civil society alike. A gender-responsive budgeting process is used to assess inequalities and ensure that women and gender-diverse people benefit equally from expenditures.⁵⁶

The outcome of a governmental gender-responsive budgeting process should accomplish the following goals:

1. Raise awareness and understanding of gender issues;
2. Hold the government accountable to their budgetary and policy commitments to gender equality; and
3. Change and refine government budgets and policies to promote gender equality.⁵⁷

It is important to note that a gender-responsive budgeting process is not about creating a separate budget for women or solely increasing spending for women's programs.⁵⁸ Rather it is about creating a budget that is responsive to the unique needs of a gender-diverse population which includes women and men, girls and boys, nonbinary people, and other gender-diverse people with disabilities.⁵⁹

Recently the Spotlight Initiative has supported a number of workshops on gender-inclusive budgeting in the Pacific region.⁶⁰ CSOs, including women-led organizations and organizations of persons with disabilities, have been participating in the workshops to strengthen their capacity to develop gender-responsive budgets for their own organizations and to support the government to similarly strengthen gender-inclusive budgeting processes.⁶¹

IMAGE: A colorful drawing of a person with a prosthetic leg running with arms outstretched.



Good Practice 4: Increasing access to and utilization of technology.

- Increasing access to technology and the internet can transform the ways in which women, girls, and gender-diverse people interact with disability rights spaces.

FOR EXAMPLE: the Society for Special Persons in Pakistan, with support from Pakistan's First Lady, Samina Arif Alvi, recently distributed 25 laptops to women with disabilities as part of their vocational training program. They have also facilitated access to assistive technology which enables over 5000 people with disabilities to live with greater independence and participate in their communities.⁶²

FOR EXAMPLE: a woman who works on disaster risk reduction in Solomon Islands described how the Disability Women's Empowerment Association (DWEA), an affiliate of People with Disabilities Solomon Islands that receives gender equality support from the Australian Government's Department of Foreign Affairs and Trade (DFAT),⁶³ was created in part to distribute cell phones to women with disabilities and provide training on how to use them.⁶⁴

- Ensuring access to laptops and cell phones can facilitate access to vital information to women, girls, and gender-diverse people with disabilities, which may serve to increase participation in disability rights advocacy.

FOR EXAMPLE: Women with Disabilities Australia developed Sunny, a

IMAGE: A colorful drawing of two people facing each other. One person is running and has a prosthetic hand outstretched. The other person who appears to be pregnant is walking and has a prosthetic leg.



mobile app created by and for people with disabilities.⁶⁵ The app has easy-read material on gender-based violence. Users of the app can tell their story, learn about different types of violence and abuse, learn about who perpetrates violence and where it happens, learn about their rights and be connected to people who can help.

FOR EXAMPLE: Sex eLimu is an app that provides sexual and reproductive health information in Kenyan Sign Language (KSL). Sex eLimu enables Deaf youth users to search for sexual and reproductive health information in KSL and to observe explanations about sexual and reproductive health

through KSL video content.⁶⁶ Users can also look up commonly used terms related to sexual and reproductive health and have the term and information about the term translated into KSL.

- Facilitating participation in capacity-strengthening curriculums through the use of technology.

FOR EXAMPLE: This Abilities Trust⁶⁷ in Kenya developed the SKILLS platform, a virtual platform to deliver training to women with disabilities on a variety of topics (see text box **F** on the following page).⁶⁸



IMAGE: A drawing of two people. One sits in a wheelchair and wears a head scarf. The second stands behind the first with a prosthetic arm outstretched.

F. SKILLS: AN ACCESSIBLE DIGITAL LEARNING PLATFORM

The SKILLS platform was developed by This Abilities Trust to help overcome the numerous educational barriers faced by women and girls with disabilities living in sub-Saharan Africa.⁶⁹

SKILLS is an interactive learning platform that was built with the needs of women with different disabilities in mind. The platform enables users to access a variety of virtual curriculums and interact with each other, as well as with administrators if assistance is needed. Accessibility features include: a text-to-speech function, greyscale text, and a text enlargement function for persons who are blind, partially sighted, Deaf, or hard of hearing. Content on the platform can be easily edited and new curriculums are made available frequently on topics including digital literacy, storytelling, and mental health. The platform also includes a course intended for healthcare providers that dispels myths related to the sexuality of women with disabilities and provides guidance on the provision of accessible healthcare.⁷⁰

Each person who uses the platform undergoes a needs assessment to determine their interests and what curriculum would be the best fit for them, along with any accommodations that need to be implemented to use the platform successfully. Software and hardware needs are also addressed during the assessment to ensure that all users can interact with the platform successfully. Once the needs assessment is complete, each participant is given a customized orientation to the platform based on their access needs and instructed on how to download and navigate the platform content.⁷¹

Digital accessible learning platforms such as SKILLS hold promise in bridging the education gap for many women, girls, and gender-diverse people with disabilities, who encounter physical, structural, and attitudinal barriers to education.

- Giving people who are separated by physical distance a chance to connect to one another, build community, and exchange information and strategies through the use of technology.

FOR INSTANCE, IDIWA Uganda hosted an Intern from the United States, who connected with the organization via video chat, assisted with conducting a community needs assessment, and collaborated with IDIWA to come up with creative solutions.⁷²

FOR EXAMPLE, the newly formed US Alliance of Women, Nonbinary Persons, and Other Gender Minorities with Disabilities

(soon to change its name to the US Gender and Disability Justice Alliance) is a disability justice-oriented collective convening women, nonbinary people, and other gender-diverse people with disabilities from across the United States to take action on issues important to their community.⁷³ The Alliance meets virtually on a quarterly basis to discuss advocacy tasks. In addition to formal meetings, the Alliance also has virtual social meet-ups where members can socialize and learn about each other's endeavors. The US Alliance is supported by the Disability Inclusion Fund,⁷⁴ the New York Women's Foundation,⁷⁵ and the PRBB Foundation.⁷⁶

Recommendations for Strengthening Gender Inclusion in Mainstream Disability Rights Spaces



IMAGE: A colorful drawing of a person walking with dark glasses and a cane.

Recommendations for local, regional, and international organizations of persons with disabilities

Training and Capacity Strengthening

- Train staff members and members of OPDs on gender inclusion. Training curricula should include a broad definition of gender, information about how gender stereotypes impact the rights of women, men, boys, girls, nonbinary, and transgender individuals, and guidance on planning and budgeting for gender inclusion. Curricula should similarly introduce the impact that other identifying characteristics, such as race, ethnicity, age, and class, have on the realization of fundamental rights for women and gender-diverse people with disabilities. Trainings should be facilitated by people who represent the diverse groups discussed in the training.
- Train staff members and members of OPDs on the distinctions between disability justice and disability rights. Look to the disability justice framework as a model for centering the leadership of people with disabilities who experience marginalization based on multiple and intersecting identities, such as people from marginalized races or ethnic groups and people with diverse SOGIESC.

- Implement know-your-rights and leadership trainings for women and gender-diverse people with disabilities. Training should include modules aimed at building self-esteem and strengthening the capacity of women and gender-diverse people to see themselves as rights holders with expertise and value to contribute.
- Raise awareness of parents and caregivers around gender diversity and issues impacting people with disabilities with diverse SOGIESC. This may include workshops providing information on LGBTQ+ rights and justice issues, including how to provide gender-affirming and culturally responsive care.
- Conduct trainings for staff involved in hiring to address conscious and unconscious biases that may limit the hiring of women and gender-diverse people with disabilities, particularly for leadership positions. Actively recruit multi-marginalized women and gender-diverse people with disabilities to fill vacant positions, including vacant leadership positions.

Gender-inclusive Movement and Cross-movement Strengthening

- Hold forums for men, women, and (where safe to do so) nonbinary and transgender people with disabilities to be able to share experiences of how gender norms impact their lives.

- Create virtual and in-person spaces to share experiences across intersecting identities, such as peer support groups, where disability identity and its multiple intersections can be celebrated.
- Share information and good practices for gender inclusion with OPDs across regions.
- Engage in cross-movement collaboration and coalition-building with the feminist, disability rights, and LGBTQ+ rights movements. Encourage organizations working on gender equality and justice to sign on to the [Feminist Accessibility Protocol](#), a tool developed by the members of the Inclusive Generation Equality Collective⁷⁷ to ensure that gender equality discussions and decision-making spaces are fully accessible to and inclusive of women and gender-diverse people with disabilities.
- Create forums that allow women and gender-diverse people with disabilities, including in rural areas, to share their experiences and perspectives on issues that are important to them.
- Allow (but do not require) participants in trainings, meetings, and events to share their preferred gender pronouns.
- Collect data disaggregated by gender, disability, and other forms of identity, such as race, ethnicity, and class, to help understand, inform, and monitor reach, participation, and outcomes.

Organizational Structure and Human Resources

- Apply a twin-track approach⁷⁸ for integrating a gender lens into OPD work, especially with respect to gender-diverse people with disabilities. For example, gender diversity should be integrated throughout training curricula, and there should also be a dedicated training module on the inclusion of gender-diverse people with disabilities.
- Do not conflate representation with meaningful change. Make structural changes to facilitate meaningful participation and leadership of multi-marginalized people within the OPD. For example, by ensuring that people who identify as multi-marginalized women and gender-diverse people with disabilities are hired at *all* levels of the organization and are not limited to representation by a few staff members in lower-level positions.
- Foster leadership development of existing staff who are women or gender-diverse people with disabilities and youth on staff.
- Hire dedicated staff members to focus on the intersection of gender and disability.

Gender-responsive Budgeting

- Create a budget that includes gender-specific programming and reserve funding for including gender in all mainstream programming as well.

Recommendations for the donor community

- Provide dedicated and long-term funding for programs specifically aimed at issues impacting women and gender-diverse people with disabilities.
- Provide funding to bring indigenous women and gender-diverse people with disabilities into mainstream disability rights spaces.
- Ask grantees to provide information about how they incorporate a gender lens to their work, as well as staff and leadership demographics based on sex, gender identity/expression, and other identifying characteristics.
- Ask grantees to collect data disaggregated by gender, disability, and other forms of identity such as race, ethnicity, and class to help understand, inform, and monitor reach, participation, and outcomes.
- Create dedicated scholarships for women and gender-diverse people with disabilities to encourage participation in mainstream disability rights spaces.
- Actively seek out and fund women- and gender-diverse-led OPDs.
- Increase outreach to grassroots/local level organizations that are including, or wish to include, women and gender-diverse people with disabilities in their programming.
- Make application processes accessible and understandable to women and gender-diverse people with a variety of different disabilities.
- Provide step-by-step guidance and training on how to apply for grants and meet reporting requirements.
- Provide all grantees with training on gender inclusivity and good practices for including gender-diverse people in their organizations.

IMAGE: A colorful drawing of a person running with a prosthetic leg.



Recommendations for governments

- Hold workshops and trainings conducted by OPDs and led by women and gender-diverse people with disabilities to strengthen policy-maker capacity to include women with disabilities and gender-diverse people with disabilities in budget allocation and policy implementation.
- Collect data disaggregated by gender, disability, and other forms of identity, such as race, ethnicity, and class, to help understand, inform, and monitor reach, participation, and outcomes.
- Apply a twin-track approach for the inclusion of women and gender-diverse people with disabilities. This means that in addition to laws and policies that are specifically intended to protect the rights of women and gender-diverse people with disabilities, a gender and disability perspective must also be integrated
- into mainstream laws and policies. This approach helps ensure that the rights and needs of women and gender-diverse people with disabilities are uniquely addressed without being segregated from mainstream policies.
- Engage in consultations and long-term program planning that includes women and gender-diverse people with disabilities.
- Provide resources and mechanisms for enforcing existing policies that focus on protecting the rights and meeting the needs of women and gender-diverse people with disabilities.
- Closely consult with and actively involve women and gender-diverse people with disabilities and their representative organizations in the design, implementation, and monitoring of programs and projects impacting them, including but not limited to those concerning gender and disability.
- Ensure the participation of OPDs and women and gender-diverse people in the design, development and monitoring of national action plans and processes.
- Support the formation, registration and capacity building of and resourcing to women- and gender-diverse-led OPDs.
- Repeal discriminatory policies and laws that infringe on the rights of women and people with diverse SOGIESC.

IMAGE: A colorful drawing of a person sitting in a wheelchair and wearing a head scarf.



Recommendations for international non- governmental organizations and intergovernmental organizations

- Closely consult with and actively involve women and gender-diverse people with disabilities and their representative organizations in the design, implementation, and monitoring of programs and projects impacting them, including but not limited to those concerning gender and disability.
- Apply a twin-track approach for the inclusion of women and gender-diverse people with disabilities. This means that in addition to developing programs and projects that are specifically intended to advance the rights of women and gender-diverse people with disabilities, a gender perspective must also be integrated into mainstream disability programming.
- Train staff members on gender inclusion. Training curricula should include a broad definition of gender, information about how gender stereotypes impact the rights of women, men, boys, girls, nonbinary, and transgender individuals, and guidance on planning and budgeting for gender inclusion. Curricula should similarly introduce the impact that other identifying characteristics, such as race, ethnicity, age, and class, have on the realization of fundamental rights for women and gender-diverse people with disabilities. Trainings should be facilitated by people who represent the diverse groups discussed in the training.
- Conduct trainings for staff involved in hiring to address conscious and unconscious biases that may limit the hiring of women and gender-diverse people with disabilities, particularly for leadership positions. Actively recruit multi-marginalized women and gender-diverse people with disabilities to fill vacant positions, including vacant leadership positions.
- Include and center gender-focused programming, including issues important to women and gender-diverse people with disabilities, during international conferences on disability.
- Invite women and gender-diverse people with disabilities to join planning committees for all international conferences.
- Collect data disaggregated by gender, disability, and other forms of identity such as race, ethnicity, and class, to help understand, inform, and monitor reach, participation, and outcomes.
- Use spaces such as international days of awareness to highlight issues impacting people at the intersection of gender and disability.
- Create hashtags centered on the rights of women and gender-diverse people with disabilities to highlight intersectional voices and experiences in virtual dialogues.
- Allow (but do not require) participants in meetings and events to share their preferred gender pronouns.

Recommendations for the media

- Avoid the use of language and images that perpetuate harmful stereotypes of women and gender-diverse people with disabilities. Create a more empowering media image of disability that depict women and gender-diverse people with disabilities as active, equal, and self-determined members of society.
- Build a network of journalists to help promote the rights of women and gender-diverse people with disabilities and engage with women- and gender-diverse-led OPDs to raise awareness of issues that are important to them.
- Hire women and gender-diverse people with disabilities as reporters and journalists.
- Use proper terminology around disability and gender, and convey the importance of using non-stigmatizing language (e.g., person-first or identity-first language⁷⁹).
- Listen to and report on the first-hand experiences of women and gender-diverse people with disabilities. Interview and speak with women and gender-diverse people with disabilities themselves, rather than asking or allowing family members or caregivers to speak for them.
- Lift up the work and accomplishments of OPDs that have gender-specific programming.
- Create media campaigns with the active involvement and close consultation of women- and gender-diverse-led OPDs, that highlight issues that are important to women and gender-diverse people with disabilities.

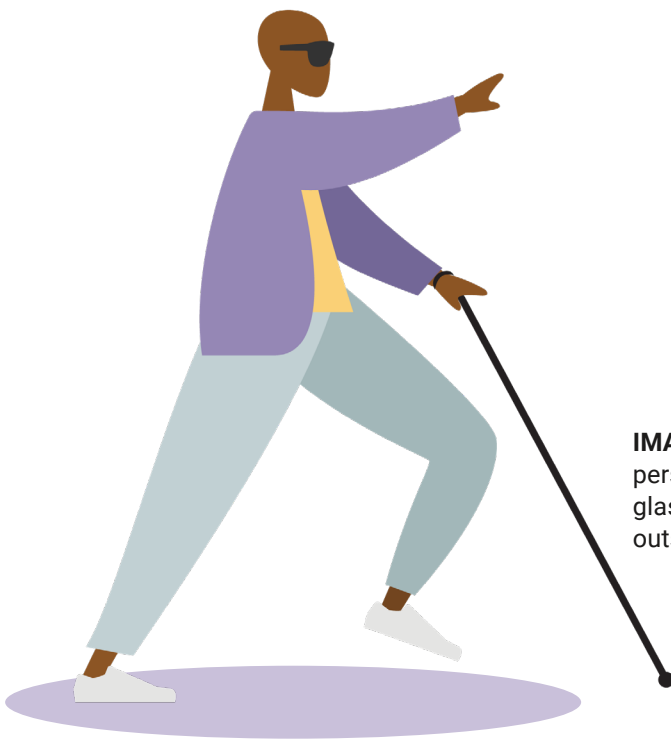


IMAGE: A drawing of a person with a cane and dark glasses running with an outstretched arm.

Endnotes

- 1 See, e.g., Ignacio Roncagliolo Benítez, 2018 CRPD Committee Election: Restoring Gender and Geographical Balance, March 15, 2018, <https://ridh.org/news/elecciones-2018-comite-cdpd-restablecer-el-equilibrio-de-genero-y-geografico/?lang=en>.
- 2 As feminists with disabilities and allies, [Women Enabled International](#) (WEI) advance human rights and justice at the intersection of gender and disability to challenge exclusionary, unjust systems and support the leadership and center the voices of women, girls, and gender-diverse people with disabilities globally.
- 3 The Disability Rights Fund (DRF) and its sister organization, the Disability Rights Advocacy Fund (DRAF) serve to resource, strengthen, and connect OPDs with financial and technical resources through collaborations between donors, the global disability rights community, and other relevant partners, including international organizations. Through participatory grantmaking, advocacy, and technical assistance, DRF/DRAF support OPDs in the Global South to advance the recognition of rights as set forth in the CRPD and to engage in human rights, inclusive development, climate action, and peace and security at local, national, and global levels.
- 4 Virtual focus group discussion by WEI with women with disability advocates from Africa (May 12, 2022) [hereinafter Africa focus group discussion].
- 5 Virtual focus group discussion by WEI with women with disability advocates from Asia (March 29, 2022) [hereinafter Asia focus group discussion].
- 6 Virtual focus group discussion by WEI with women with disability advocates from the Pacific region (June 2, 2022) [hereinafter Pacific focus group discussion].
- 7 Virtual Focus group discussion by WEI with advocates with disabilities with diverse SOGIESC (June 30, 2022) [hereinafter Diverse SOGIESC focus group discussion].
- 8 Africa focus group discussion, *supra* note 4.
- 9 *Id.*
- 10 *Id.*
- 11 Diverse SOGIESC focus group discussion, *supra* note 7.
- 12 *Id.*
- 13 Africa focus group discussion, *supra* note 4
- 14 *Id.*
- 15 Zoom interview by WEI with female advocate, Philippine Federation of the Deaf (April 4, 2022).
- 16 *Triple Jeopardy of Being LGBTIQ (Heterosexism) and Disabled (Ableism)*, Out & Proud Minority Disability Support Association (2021), <http://opmdsa.org/wp-content/uploads/2021/06/OPMDSA-SURVEY-REPORT-2021-FINE.pdf> (last visited May 4, 2022).
- 17 Diverse SOGIESC focus group discussion, *supra* note 7.
- 18 *Id.*
- 19 *Id.*
- 20 Zoom interview by WEI with a male Ugandan disability and gender advocate (July 22, 2022) [hereinafter Ugandan disability and gender advocate interview].
- 21 *Id.*
- 22 Diverse SOGIESC focus group discussion, *supra* note 7.
- 23 Asia focus group discussion, *supra* note 5.
- 24 Pacific focus group discussion, *supra* note 6.
- 25 Africa focus group discussion, *supra* note 4.
- 26 Diverse SOGIESC focus group discussion, *supra* note 7.
- 27 *Id.*
- 28 Pacific focus group discussion, *supra* note 6; Asia focus group discussion, *supra* note 5.
- 29 Pacific focus group discussion *supra* note 6.
- 30 *Id.*
- 31 Diverse SOGIESC focus group discussion, *supra* note 7.
- 32 Diverse SOGIESC focus group discussion, *supra* note 7.
- 33 Africa focus group discussion, *supra* note 4.
- 34 Sins Invalid is a disability justice based performance project that highlights artists with disabilities, and works to center artists of color and LGBTQ / gender-variant artists as communities who have been historically marginalized. More information about their funders can be found here, <https://www.sinsinvalid.org/funders>.
- 35 Patricia Berne et al., *Ten Principles of Disability Justice*. 43 THE FEMINIST PRESS 227 (2018).
- 36 Asia focus group discussion, *supra* note 5.
- 37 [Advocacy for Women with Disabilities Initiative](#) (AWWDI) advocates for the advancement of women and girls with disabilities, in policies, systems, programs and activities across Nigeria. AWWDI operates in the form of community self-help groups in many communities across the country. The self-help groups received initial seed funding from the Australian Agency for International Development (now known as Department of Foreign Affairs and Trade) in 2010, but has been supported by membership contributions and individual donations since then.
- 38 Africa focus group discussion, *supra* note 4.
- 39 Asia focus group discussion, *supra* note 5.
- 40 Inclusive News Network, *AWWDI trains young women, WWD on leadership skills* (May 29, 2022), <https://inclusivenews.com.ng/awwdi-trains-girls-disabilities-leadership-skills/> (last visited May 9, 2023).
- 41 [The Nigerian Women Trust Fund](#) serves as facilitators of equitable citizenship and sustainable participation for women in governance in Nigeria.

- 42 Inclusive News Network, *AWWDI trains young women, WWD on leadership skills* (May 29, 2022), <https://inclusivenews.com.ng/awwdi-trains-girls-disabilities-leadership-skills/> (last visited May 9, 2023).
- 43 Email communication with Patience Dixon, Executive Director, AWWDI (May, 1 2023).
- 44 Africa focus group discussion, *supra* note 4.
- 45 [Society for Special Persons](#) is a woman led nonprofit organization in Pakistan that advocates for the inclusion and empowerment of people with disabilities; Zahida Qureshi, *Introduction: Society for Special Persons* (on file with authors).
- 46 Two Day Training Workshop: Orientation and Necessary Intervention of WWDs (2016) <https://ssp.org.pk/wp-content/uploads/2019/01/WWD-Two-Day-Workshop-Report-Draft.pdf> (Last visited May 9, 2023)
- 47 *Id.*
- 48 Zahida Qureshi, *Introduction: Society for Special Persons* (on file with authors).
- 49 *Id.*
- 50 Asia focus group discussion, *supra* note 5.
- 51 Clinical Contraception Services Delivery Program, et al., *Standard Operating Procedure on Disability Inclusive Family Planning and Sexual and Reproductive Health Services* (2021) (on file with authors).
- 52 [Integrated Disabled Women Activities \(IDIWA\)](#) works to empower Women, People with Disabilities, and other vulnerable people to maximize their potential and improve their standard of living in Iganga, Uganda.
- 53 Information from IDIWA [Facebook post](#) on July 16, 2020.
- 54 Ugandan disability and gender advocate interview, *supra* note 20.
- 55 Pacific focus group discussion, *supra* note 6.
- 56 See UN Women, GENDER-RESPONSIVE BUDGETING IN ASIA AND THE PACIFIC: KEY CONCEPTS AND GOOD PRACTICES (2018), https://wrd.unwomen.org/sites/default/files/2021-11/SDD_GE~1.PDF (last visited May 9, 2023).
- 57 ActionAid, Light for the World, & Global Campaign for Education, GENDER-RESPONSIVE AND DISABILITY INCLUSIVE EDUCATION BUDGETING (2022), <https://actionaid.org/sites/default/files/publications/GRDI%20MANUAL%20FINAL%20%281%29.pdf> (Last visited May 9, 2023).
- 58 UN Women, GENDER-RESPONSIVE BUDGETING IN ASIA AND THE PACIFIC: KEY CONCEPTS AND GOOD PRACTICES (2018), https://wrd.unwomen.org/sites/default/files/2021-11/SDD_GE~1.PDF (last visited May 9, 2023).
- 59 ActionAid, LIGHT FOR THE WORLD, & GLOBAL CAMPAIGN FOR EDUCATION, GENDER-RESPONSIVE AND DISABILITY INCLUSIVE EDUCATION BUDGETING (2022), <https://actionaid.org/sites/default/files/publications/GRDI%20MANUAL%20FINAL%20%281%29.pdf> (Last visited May 9, 2023).
- 60 Gender-responsive budgeting: Empowering Civil Society Organizations with a New Advocacy Tool, Spotlight Initiative, <https://www.spotlightinitiative.org/fr/node/45142> (June 27 2022) (last visited May 9, 2023). See also, UN Women, Gender-responsive budgeting training for Civil Society YouTube (2022), https://www.youtube.com/watch?v=mhQ_9aKP_7s (last visited May 9, 2023).
- 61 Gender-responsive budgeting: Empowering Civil Society Organizations with a New Advocacy Tool, Spotlight Initiative, <https://www.spotlightinitiative.org/fr/node/45142> (June 27 2022) (last visited May 9, 2023).
- 62 Zahida Qureshi, *Introduction: Society for Special Persons* (on file with authors). Funding for the distribution of assistive technology is provided by [The Church of Jesus Christ of Latter-day Saints Pakistan](#), [WaterAid Pakistan](#), [National Bank of Pakistan](#), [Multan Crescent Lions Club](#), and Multan Chamber of Commerce and Industry.
- 63 Australian Government Department of Foreign Affairs and Trade, Gender Equality Plan for Solomon Islands 2020-2022, 6 (Dec. 2020).
- 64 Pacific focus group discussion, *supra* note 6.
- 65 For more information, see [Meet Sunny – A New App for Women with Disability](#).
- 66 See [Sex eLimu](#) home page.
- 67 [This Abilities Trust](#) is a women-led non -profit organization whose mission is to advance the rights and inclusion of women and girls with disabilities in Kenya.
- 68 This Ability, *Our solution*, <https://this-ability.org/skills-page/> (last visited May 9, 2023).
- 69 *Id.*
- 70 *Id.*
- 71 *Id.*
- 72 Information from [IDIWA Facebook](#) post on June 26, 2020.
- 73 For more information see *U.S. Alliance*, Women Enabled International (2022), <https://womenenabled.org/alliance/> (last visited May 9, 2023).
- 74 [Disability inclusion Fund](#) at Borealis supports U.S. groups run by and for people with disabilities initiating transformative change.
- 75 [New York Women's Foundation's](#) work is rooted in gender, racial, and economic justice, and NYWF is among the largest women-led grantmaking organizations in the world.
- 76 [The PRBB Foundation](#) is a private foundation that supports and empowers grassroots groups of women to take positive steps towards shaping themselves, their families & communities and the environment that we share.
- 77 The Inclusive Generation Equality Collective (IGEC) is a global group of feminists with disabilities and allies that advocates for inclusion and accessibility in gender equality spaces. The Collective is supported by the [Open Society Foundations](#).
- 78 See, e.g., Fiach O'Broin-Molloy, *What Exactly is a Twin-Track Approach?* (July 18, 2016), <https://medium.com/@socialbeings/what-exactly-is-a-twin-track-approach-dc33e17ce1a3> (last visited May 9, 2023).
- 79 See e.g., Rachel Klentz, *Person-First or Identity-First: The Importance of Language*, THE DISABILITY UNION (June 26, 2020), <https://disabilityunion.co.uk/person-first-or-identity-first-the-importance-of-language/> (last visited May 9, 2023).