Annotated bibliography: Information and resources for disability inclusive and participatory GBViE programming

December 2025

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Introduction

This annotated bibliography provides short summaries of guidance, tools, research and other types of available materials that can support gender-based violence (GBV) actors to design and implement disability inclusive and participatory programs.

Disabled people's leadership in humanitarian/GBV inclusion work

ADD International. Disability and gender-based violence. Peer research in Kibaha and Mkuranga, Tanzania.

https://add.org.uk/wp-content/uploads/2023/02/Tanzania_GBV.pdf

This contextual study aims at building an understanding of the factors and impact of GBV on women and girls with disabilities in Mkuranga Rural and Kibaha Urban in the Pwani Region of Tanzania. The focus of this research is on sexual, physical, and emotional violence. It includes the study participants' qualitative experiences of GBV and discusses what needs to be in place to promote attitudinal and political change to address GBV. The recommendations for change identified include supporting activist organizations focused on challenging stigma and discrimination of women and girls with disabilities; responding to the complex intersection between both gender and disability bias throughout interventions; consistent social norms change intervention; do more to ensure service providers and/or duty bearers are held to account for the intersectional marginalization of women and girls with disabilities who experience GBV.

European Disability Forum. (2025). Gender stereotypes against women with disabilities: A position paper.

https://www.edf-feph.org/publications/gender-stereotypes-against-women-with-disabilities/

This position paper shares examples of the most common false myths and stereotypes that women and girls with disabilities face and makes recommendations on how to challenge and address them.

Gvetadse, N., Pertiwi, P., Chaudhry, C.M. (2024). Towards Meaningful Participation of Organisations of Persons with Disabilities and Older People in Humanitarian Action: Lessons from Measuring Effectiveness of Meaningful Participation Innovation Challenge. ELRHA.

https://www.elrha.org/docs/document/meaningful_participation_paper.pdf?file_url=document/s0crck8udd6kfdikcmddbpne35/nqkils5dbjmevqcodwdonu8c_3k/original?content-type=application%2Fpdf&name=meaningful_participation_paper.pdf

This report shares Insights from two Elrha supported innovation projects: i) Localizing Inclusive Humanitarian Responses (PIONEER) in Indonesia. This project established equitable partnerships between Organizations of Persons with Disabilities (OPDs), Older People's Associations (OPAs), and local humanitarian organizations. ii) Participatory Audits in Ethiopia. This project focused on "Nothing About Us Without Us," which involved older people, people with disabilities, and their association in developing and using audit tools and then developing a contextually relevant humanitarian strategy.

The report's findings emphasize the need for a deliberate, continuous commitment to refining disability inclusive practices that not only engage these groups in participatory roles but also empower them to lead and evaluate humanitarian responses. It calls for a paradigm shift in evaluation methodologies to move beyond approaches to ones that are more inclusive, flexible and can capture qualitative impacts.

UNICEF (2022). Engaging with organizations of persons with disabilities in humanitarian action.

https://www.unicef.org/documents/engaging-organizations-persons-disabilities-humanitarian-action

This tip sheet presents some key steps for humanitarians in identifying and starting an engagement with organizations of persons with disabilities (OPDs). It emphasizes the need to reflect diversity in engagement with OPDs, the necessity of agreeing with OPDs on the nature and type of engagement and resourcing OPDs' engagement. The tip sheet is available in Arabic, French, English and Spanish.

UNICEF. (2023). "Take Us Seriously! Engaging Children with Disabilities in Decisions Affecting their Lives".

https://www.unicef.org/media/126316/file/Take-Us-Seriously.pdf

These guidelines are intended to strengthen the capacity of UNICEF and partners in creating opportunities for children with disabilities to exercise their right to be heard and taken seriously. The guidelines underscore that children with disabilities should have equitable access to opportunities, based on their own clarion call to be taken seriously. The children with disabilities emphasize that they are entitled to engage through all approaches and at every level. There are specific sections which focus on practical steps which can be taken to achieve inclusive participation and measuring the nature and impact of participation.

Persons with disabilities experiences of GBV

Barrett, H., Marshall, J. (2017). Understanding Sexual and Gender-Based Violence against Refugees with a Communication Disability and challenges to accessing appropriate support: A literature review. ELRHA.

https://www.elrha.org/docs/document/sgbv-literature-review-2.pdf?file_url=document/n8ob3gluel75nbbprmnns21v07/2nsxx8tytra_i6xb4stbkr3-diw/original?content-type=application%2fpdf&name=sgbv-literature-review-2.pdf

This literature review was undertaken as part of the collaborative project by Manchester Metropolitan University, Communicability Global, UNHCR Rwanda and Institute for Human Centered Design. It synthesizes and summarizes contributions made to the literature in the fields of disability, communication disability, and GBV both in humanitarian and non-humanitarian contexts, to support understanding of the issues addressed in the accompanying project, Supporting refugee survivors of Sexual and Gender- Based Violence who have a Communication Disability – Rwanda. Findings include communication difficulties are a key vulnerability factor for GBV, barriers to disclosure, stigma and discreditation, and a lack of support and redress.

Dunkle, K., van der Heijden, I., Stern, E., and E. Chirwa (2018). Disability and Violence against Women and Girls: Emerging Evidence from the What Works to Prevent Violence against Women and Girls Global Programme, Pretoria: What Works.

https://www.whatworks.co.za/documents/publications/195-disability-brief-whatworks-23072018-web/file

This What Works to Prevent Violence against Women and Girls research study sought to understand connections between disability, gender and violence in low and middle-income countries. To do so it included the Washington Group Short Set of Questions on Disability in all quantitative impact evaluations of VAWG prevention interventions across 12 countries.

Researchers also conducted 58 in-depth qualitative interviews with women and men with disabilities participating in What Works VAWG prevention programs in Ghana, Rwanda, South Africa, and Tajikistan. This brief summarizes topline findings from this research, including that in low and middle-income countries, women with disabilities are two to four times more likely to experience IPV than women without disabilities. Disability was also found to increase women's risk of non-partner sexual violence. This risk increases with the severity of the disability and women with disabilities experience high levels of stigma and discrimination, compounding their risk of IPV and reducing their ability to seek help.

Fraser, E., Lee, H., Wapling, L. (2019). Annex: Sexual exploitation, abuse and harassment of people with disabilities: mapping of the evidence.

https://sddirect.org.uk/resource/query-4-sexual-exploitation-abuse-and-harassment-people-disabilities-mapping-evidence

This document provides a rapid review of the evidence on the scale of sexual exploitation, abuse, and sexual harassment (SEAH) against people with disabilities globally, and within the aid sector, drawing on evidence from other sectors.

Lee, H., Ahlenback V. (2020). Reaching women and girls most at risk of VAWG. Ending Violence Against Women and Children Helpdesk.

https://www.sddirect.org.uk/sites/default/files/2022-08/VAWG-H~1_3.PDF

This evidence review report includes content on women and girls with disabilities and identifies them as a specific at-risk group. It suggests strategies for reducing and removing barriers to support reach and inclusion based on available evidence.

Meaney-Davis, J., Hossain, M. (2021). People with disabilities in the Afghanistan humanitarian response. Disability Inclusion Helpdesk Report No: 71. Inclusive Futures.

https://www.sddirect.org.uk/sites/default/files/2022-07/Query%2071%20-%20Afghanistan%20humanitarian%20response.pdf

This report from the Disability Inclusion Helpdesk makes mention of the gender discrimination and stigma that many disabled women and girls in Afghanistan experience. It also discusses the lack of availability of mental health services, particularly the lack of specialized mental health support for GBV survivors. It recommends that the IASC guidelines on inclusion of persons with disabilities in humanitarian action are embedded by humanitarian partners to ensure that services are accessible to and inclusive of refugees with disabilities.

Meaney-Davis, J., Lee, H., Andrae, K. (2020). Disability and Child Marriage. Disability Inclusion Helpdesk Report No: 38. Inclusive Futures.

https://www.sddirect.org.uk/sites/default/files/2022-07/DISABI~1_2.PDF

This report assesses the available evidence in relation to whether children with disabilities are more/less vulnerable to child marriage than children without disabilities. The authors indicated that there was insufficient data and evidence to conclude whether children with disabilities are more or less at risk of child marriage compared to children without disabilities. The paper then assesses the literature for evidence-based interventions to ensure children with disabilities affected by child marriage are not left behind. Finally, it considers strategies to support improved mainstreaming of disability inclusion in programming.

Pearce, E., Paik, K., & Robles, O. J. (2016). Adolescent Girls with Disabilities in Humanitarian Settings: "I Am Not 'Worthless'—I Am a Girl with a Lot to Share and Offer". *Girlhood Studies*, 9(1), 118-136.

https://doi.org/10.3167/ghs.2016.090109

In crisis situations, family and community structures can break down and social norms disintegrate, which adversely affects adolescent girls with disabilities. Drawing on the Women's Refugee Commission's work, including personal narratives collected from girls with disabilities, this report outlines how age, gender, and disability influence identity and power in relationships, households, and communities affected by crisis. It sets out principles for including girls with disabilities in adolescent girls' programming, promoting safe access to humanitarian assistance, and mitigating the risk of violence, abuse, and exploitation.

Pearce, E., Murray, S. Reis, C. (2019). Rapid Review of the inclusion of People with Disabilities and Older People in Gender-Based Violence (GBV) Humanitarian Interventions. Elrha and VOICE.

https://www.elrha.org/docs/document/gbv-rapid-review-1.pdf?file_url=document/mku4r9ivmd0t15s7q5im3aas65/pergasfkeewfwpuhi6clatpv0iw/original?content-type=application%2fpdf&name=gbv-rapid-review-1.pdf

This rapid review sought to improve understanding of how people with disabilities and older people are included in GBV interventions; assess how strategies for disability and older age inclusion (DOAI) are aligned with the Humanitarian Inclusion Standards (HIS) for Older People and People with Disabilities; Identify and document positive practice examples of inclusion of people with disabilities and older people in GBV interventions. It reviewed 26 projects / interventions, of these 23 were assessed against the HIS Protection Key Actions. The DOAI strategies used in reviewed projects largely focused on identification of protection concerns (HIS Protection Standard 1) and addressing these concerns as well as barriers to accessing GBV services (HIS Protection Standard 2). Reviewed initiatives were less likely to focus on participation in GBV program

decision-making and inclusion in prevention and empowerment initiatives (Protection Standard 3). The review found that key sectoral and contextual gaps exist, that there is a lack of information about diversity and outcomes, yet opportunities and promising practices do exist. Opportunities indicated include intersectional analysis and piloting and evaluating inclusion strategies.

Stern, E. van der Heijden, I., Dunkle, K. (2020). How people with disabilities experience programs to prevent intimate partner violence across four countries. Evaluation and Program Planning, Volume 79, 2020, 101770,

https://doi.org/10.1016/j.evalprogplan.2019.101770.

This journal article details how women and men living with disabilities engaged in intimate partner violence (IPV) prevention programs in four countries were interviewed to explore how disability shaped their experiences of gender, violence, IPV, and whether the programs met their disability related needs. In-depth interviews were conducted with 16 women and 15 men living with disabilities in Ghana, Rwanda, Tajikistan and South Africa. Participants described experiencing disability-related stigma, discrimination, exclusion, and for women, increased vulnerability to IPV. Barriers to full participation included limited accessibility, and lack of disability-specific materials, recruitment or outreach. Enablers of inclusion included recruitment and monitoring strategies targeted at people with disabilities, partnering with a local disabled people's organization, training staff in disability inclusion, and raising awareness of disability rights. The research findings suggest that inclusion of women and men with disabilities in IPV prevention programs designed for the general population has beneficial outcomes. Inclusion can prevent violence, promote their wellbeing, support economic empowerment, and challenge disability-related stigma and discrimination.

UNFPA. (2018). Young Persons with Disabilities: Global Study on Ending Gender-based Violence and Realizing Sexual and Reproductive Health and Rights.

https://www.unfpa.org/publications/young-persons-disabilities

This study (which is available in English, French and Spanish) provides an analysis on the situation of young persons with disabilities concerning discrimination and GBV, including the impact on their sexual and reproductive health and rights. It identifies specific good practices in service delivery, provides mini-case-studies and includes a range of programming recommendations for a multi-sectoral response to GBV.

UNFPA, Women Enabled International, Pacific Disability Forum. (2021). Women and young people with disabilities in Samoa: Needs assessment of sexual and reproductive health and rights, gender-based violence, and access to essential services.

https://womenenabled.org/wp-content/uploads/2022/05/pwd_srh-gbv_needs_assessment_samoa_220422_highres.pdf

UNFPA, Women Enabled International, Pacific Disability Forum. (2022). Women and young people with disabilities in Fiji: Needs assessment of sexual and reproductive health and rights, gender-based violence, and access to essential services.

https://womenenabled.org/wp-content/uploads/2022/05/pwd_srh-gbv_needs_assessment_fiji_220422_highres.pdf

UNFPA, Women Enabled International, Pacific Disability Forum. (2022). Women and young people with disabilities in Vanuatu: Needs assessment of sexual and reproductive health and rights, gender-based violence, and access to essential services.

https://womenenabled.org/wp-content/uploads/2022/05/pwd_srh-gbv_needs_assessment_vanuatu_220422_highres.pdf

This series of needs assessment research reports from the Pacific identifies the barriers preventing women and young people with disabilities living in Samoa, Fiji and Vanuatu from fully realizing their sexual and reproductive health and rights (SRHR) and their rights to legal capacity and to be free of GBV. It summarizes research findings – including data from focus group discussions and key informant interviews with women and young people with disabilities - and makes priority recommendations for the State to eradicate those barriers and advance the human rights of women and young people with disabilities.

Van der Heijden, I. and Dunkle, K. (2017) What Works Evidence Review: Preventing violence against women and girls with disabilities in lower- and middle-income countries (LMICs).
https://www.whatworks.co.za/documents/publications/114-disability-evidence-brief-new-crop-3/file

This brief evidence review synthesizes the key findings relating to preventing VAWG for women and girls with disabilities in LMICs. It concludes with recommendations for disability inclusive research, evaluations, and violence prevention programs. These include: using an intersectional approach, partnering with disabled persons organizations and monitoring participation of persons with disabilities in programs and actively reducing barriers to participation.

Van Eetvelt, S. Marella, M. Logam, L. Robinson, A. (2020). What does the evidence say? A literature review of the evidence on including people with disabilities and older people in humanitarian response. Humanitarian Practice Network, Issue 78, article 7.

https://odihpn.org/en/publication/what-does-the-evidence-say-a-literature-review-of-the-evidence-on-including-people-with-disabilities-and-older-people-in-humanitarian-response/

This article discusses findings from a literature review and gap analysis on the inclusion of people with disability and older people in humanitarian response. The overall study which the article discusses set out to understand the evidence base on inclusion and contribute to more effective and inclusive response. The work by the Nossal Institute for Global Health at the University of Melbourne, supported by Arbeiter-Samariter-Bund's Office for Indonesia and the Philippines (ASB) found that most articles about disability and humanitarian response related to access to humanitarian assistance, followed by organizational learning for inclusive humanitarian assistance. By sector, most articles related to communications and to health. However, limited evidence was found on data and identification of people with disability, staff and capacity, or on managing resources for inclusive humanitarian assistance.

Warkentin, T., Marisol, M., Bermeo, A., & Bartels, S. A. (2024). Disability-Related Risks Among Women and Girls Who Are Forcibly Displaced from Venezuela. Disabilities, 4(4), 893-905. https://doi.org/10.3390/disabilities4040055

This journal article explores the lived experiences of Venezuelan refugee/migrant women and girls with disabilities to guide humanitarian assistance. The data analysis was part of a larger cross-sectional study. In sum, 126 narratives were included in the final analysis, of which four major themes were identified. Venezuelan refugees and migrants with disabilities described experiences of discrimination, violence, and physical challenges (including exacerbation of symptoms related to their disabilities) while in transit. The study recommends the creation of accessible employment opportunities, safe and timely access to medical care, and for violence prevention to be prioritized. For NGOs and governments specifically it recommends that, in their intersectional approaches, they should include families of persons with disabilities. Response programs should be targeted towards addressing the individual needs of each person with a disability. The study also highlights that specific programming required includes violence prevention and safety for women and girls with disabilities.

Humanitarian standards

Age and Disability Consortium. (2018) Humanitarian Inclusion Standards for Older People and People with Disabilities.

https://handbook.hspstandards.org/en/his/#ch001

The humanitarian inclusion standards for older people and people with disabilities consist of nine key inclusion standards, derived from the Nine Commitments of the Core Humanitarian Standard on Quality and Accountability (CHS), and seven sets of sector-specific inclusion standards: protection; water, sanitation and hygiene; food security and livelihoods; nutrition; shelter, settlement and household items; health; and education. These nine standards set out clear actions that can be taken to protect, support, and engage older people and people with disabilities in protection activities, including GBV prevention and response. Case study example: In Nepal, UNHCR has adopted a twin-track approach to promote access and inclusion in GBV prevention and response activities. Following consultations with people with disabilities about their GBV-related needs and capacities, UNHCR adapted existing GBV prevention and response activities.

Conducting research/information gathering/consultations

Chadwick, K., Vlahakis, M. (2023). Safe and ethical data collection on disability inclusion in Gender Based Violence (GBV) programming.

https://www.sddirect.org.uk/resource/disability-inclusion-helpdesk-report-no-102-safe-and-ethical-data-collection-disability

This resource provides guidelines on safe and ethical data collection on disability inclusion in GBV programming, challenges and risks associated with data collection, and case studies of how well this has been done in programming. It also includes information to promote the leadership of women with disabilities, consult and collaborate with OPDs and WROs. This report is available in English and Portuguese.

HI, Leonard Cheshire and RedR UK. (28th March 2019). Practical guidance on how to collect data on persons with disabilities

This video includes practical guidance on how to collect data on persons with disabilities, developed by leading disability and humanitarian capacity-strengthening focused organizations. https://www.youtube.com/watch?v=rGRSTgekv6U

Humanity and Inclusion (2018). Washington Group Questions - Frequently Asked Questions (FAQs).

https://www.humanity-inclusion.org.uk/sn_uploads/document/2019-01-WGQs-Frequently-Asked-Questions-final.pdf

https://www.humanity-inclusion.org.uk/en/projects/disability-data-in-humanitarian-action (This weblink supports the access to the publication in Arabic, French and Spanish).

This short 5-page summary document comprises FAQs relating to the use of the Washinton Group Questions related to disability inclusion. The Washington Group Questions (WGQ) are one of the most widely used quantitative tools for collecting disability inclusion data. This FAQ publication is available in Arabic, English, French and Spanish.

Humanity and Inclusion (2018). Planning Checklist: Using the Washington Group Questions in Humanitarian Action.

https://www.humanity-inclusion.org.uk/sn_uploads/document/2018-Planning-checklist-using-the-WGQs-leaflet-Final.pdf

This is a checklist to support with the planning of adding the Washington Group Questions (WGQs) into a data collection tool in humanitarian action. It complements the Humanity and Inclusion e-learning (Module 3 part 2) on Collecting Data for the Inclusion of Persons with disabilities in Humanitarian Action see the e-learning section of this paper to access. The checklist is available in Arabic, English, French and Spanish.

Humanity and Inclusion (2018). How to ask the Washington Group Questions (WGQs) - Do's and Don'ts for Enumerators.

https://www.humanity-inclusion.org.uk/sn_uploads/document/2018-How-to-ask-the-WGQs-leaflet-Final.pdf and https://www.humanity-inclusion.org.uk/en/projects/disability-data-in-humanitarian-action

This simple two-page field-friendly leaflet includes simple do's and don'ts for enumerators when asking the WGQs. It is available in Arabic, English, French and Spanish.

International Disability Alliance, UNICEF, HI, The Washington Group on Disability Statistics and UNHCR. (2017). Technical Workshop on Collecting Data on Persons with Disabilities in Humanitarian Contexts.

https://www.internationaldisabilityalliance.org/sites/default/files/documents/collecting_data_on_disability_workshop_report_270318.pdf

This workshop report comprises a summary from a technical workshop hosted in Geneva in 2017 during which the importance of collecting data on persons with disabilities in humanitarian contexts was discussed in detail. A set of priority recommendations were identified and documented in the workshop report with the objective of enhancing inclusion within humanitarian action.

UNFPA. (2023). Gender-based Violence and Disability Inclusion Assessment Tool.

https://asiapacific.unfpa.org/sites/default/files/pub-pdf/unfpa_assessment_tool_gbv_disability_inclusion.pdf

The UNFPA Asia and the Pacific Regional Office (APRO) developed this assessment tool for GBV essential service providers to use to collect information about how their service is meeting standards on access and inclusion of women and girls with disabilities. It can be used to inform future service development and track improvements over time. There are 25 standards in total, each of which corresponds to one of the 25 questions. Service providers should answer "yes" or "no" to each standard/question. Service providers should engage organizations of persons with disabilities in the assessment process, as they can provide perspectives on ways to improve the service for women and girls with disabilities.

Washington Group on Disability Statistics (N.d.). The Washington Group Short Set on Functioning (WG-SS).

https://www.washingtongroup-disability.com/question-sets/wg-short-set-on-functioning-wg-ss/

The Washington Group Short Set on Functioning (WG-SS) is one of the most widely used quantitative tools for collecting disability inclusion data. The WG-SS includes six questions and four response categories of severity. They focus on core functional domains of seeing, hearing, walking, cognition, self-care, and communication. They take approximately two minutes to administer and have been designed so that they can be added to a range of tools such as census or service user questionnaires. Findings can be disaggregated and analyzed in conjunction with other demographic and household data (Washington Group, 2018). The enhanced short set includes questions relating to psychological functioning.

Washington Group on Disability Statistics (N.d.). WG Extended Set on Functioning (WG-ES)

https://www.washingtongroup-disability.com/question-sets/wg-extended-set-on-functioning-wg-es/

Washington Group on Disability Statistics (N.d.). WG Short Set on Functioning - Enhanced (WG-SS Enhanced)

https://www.washingtongroup-disability.com/question-sets/wg-short-set-on-functioning-enhanced-wg-ss-enhanced/

Washington Group on Disability Statistics (N.d.). WG/UNICEF Child Functioning Module (CFM)
https://www.washingtongroup-disability.com/question-sets/wg-unicef-child-functioning-module-cfm/

Washington Group on Disability Statistics (N.d.). Translations of WG Question Sets

https://www.washingtongroup-disability.com/resources/translations-of-wg-question-sets/

The Washington Group Short Set, Extended Set and Short-Set Enhanced Question Sets have been translated into the official UN languages (Arabic, Chinese, French, Russian and Spanish) and two additional languages (Portuguese and Vietnamese).

World Health Organization and RTI International. (2018). Ethical and safety recommendations for intervention research on violence against women. Building on lessons from the WHO publication. *Putting women first: ethical and safety recommendations for research on domestic violence against women*. Geneva: World Health Organization. February 2016.

https://iris.who.int/server/api/core/bitstreams/a56121ec-88e0-48a1-b1d9-675504de18ee/content

The focus of this document is on ethical and safety recommendations for various stages and types of research on health-based interventions to address violence against women (VAW), from design and development of interventions to evaluation of outcomes and impacts. It also includes obligations upon study completion. There is a focus on VAW longitudinal research (quantitative and/or qualitative), including randomized controlled trials, quasi-experimental studies and prospective program evaluations. The recommendations are intended to support research teams to design ethical and safe studies and discuss these issues with research ethics review boards, to protect the safety of those implementing and participating in such research. The scope includes women and girls with disabilities participating in research on health-based interventions to address VAW.

Program intentionality and learning in relation to disability inclusion

Bangura, A., Bishop, K. (2021). Malawi Violence Against Women and Girls Prevention and Response Programme: Lessons on Integrating Disability Inclusion into a VAWG Prevention and Response Programme. Tithetse Nkhanza.

https://www.sddirect.org.uk/sites/default/files/2022-11/disability-inclusion-in-vawg-programming.pdf

This learning brief provides an overview of the approach to disability inclusion adopted by the Malawi Violence Against Women and Girls (VAWG) Prevention and Response Programme also known as Tithetse Nkhanza. It presents the processes undertaken by the program to incorporate disability inclusion, providing a reflection on what worked well, as well as an overview of key lessons learnt and recommendations for future programming. It includes discussion from the baseline survey which suggested differences in gender-equitable views held by individuals with disabilities compared to those without disabilities, the former holding less gender-equitable views and the development of a GESI strategy which included setting specific disability inclusion goals for the program. Support from technical advisors, grants to OPD partners as well as response, prevention and MEL measures are also discussed in detail. Key learnings included: setting the GESI inclusion ambition during the inception phase of the program; the importance of regular discussions relating to the importance of disability inclusion within the program team, to ensure that the reasons for facilitating disability inclusion are well understood and owned by those delivering activities; and, the criticality of supporting women and girls with disabilities to be leaders, not only program recipients. Therefore, GBV program designers and implementers should prioritize OPDs, particularly women-led OPDs for leading delivery.

Chand, O., Moore, K., Thompson, S. (2023). Key Considerations: Disability-Inclusive Humanitarian Action and Emergency Response in South and Southeast Asia and Beyond. Social Science in Humanitarian Action Platform.

https://www.socialscienceinaction.org/resources/key-considerations-disability-inclusive-humanitarian-action-and-emergency-response-in-south-and-southeast-asia-and-beyond/

This briefing highlights the disproportionate harm and exclusion faced by people with disabilities during emergencies due to environmental, societal, and structural barriers. It focuses on Nepal (including a case study) yet, offers universally relevant principles to enhance disability-inclusive emergency planning. Within the paper there is discussion of the need to counteract stigma by avoiding negative stereotypes and addressing the heightened stigma faced by vulnerable groups, such as women and girls with cognitive or psychosocial disabilities. The briefing is available in English, Hindi and Nepali.

Inclusive Futures. (2025). Budgeting for Inclusion: Lessons from Inclusive Futures on effective reasonable accommodation budgeting

https://inclusivefutures.org/wp-content/uploads/2025/11/Inclusive-Futures-Reasonable-accommodation-report_accessible.pdf

This paper reflects on the experience of Disability Inclusive Development (DID) and Inclusion Works, highlighting essential steps to consider when developing a reasonable accommodations (RA) budget. The key lesson was that RA costs were far lower than expected – just 2.5% of total expenditure for Inclusion Works and 1.6% for DID. This challenges the common misconception that inclusion is costly, showing that meaningful inclusion is achievable and affordable. The paper highlights several other key learnings such as the importance of creating RA guidelines from the start of the program, having flexibility within the budget for RA and tracking your RA spend for improved budgeting and supporting OPDs, people with disabilities, and development partners in influencing sector and development program budgets. The authors underscore how this data should be combined with regular feedback from people with disabilities to continuously improve your approach and ensure needs are being met.

Inclusive Futures (2025). Pathways for disability inclusive safeguarding: Lessons from Inclusive Futures 2025.

https://inclusivefutures.org/wp-content/uploads/2025/08/Inclusive-Futures_safeguarding-report_accessible.pdf

This learning report from the Inclusive Futures program examines the concept of disability-inclusive safeguarding and outlines practical ways organizations and programs can implement it. Their learning includes the importance of integrating and including the experience of women and girls with lived experiences of disability and confidential reporting mechanisms.

Inclusive Futures. (2023). Be Inclusive: Including women and girls with disabilities in development and humanitarian projects.

https://inclusivefutures.org/wp-content/uploads/2023/09/Women_and_Girls_Report.pdf

This learning report from the Inclusive Futures program highlights lessons learned, including promising practices, practices they have decided to adapt based on learning, and aspects which they have stopped doing. The Inclusive Futures program consortium is working together to innovate and scale approaches to disability inclusion in health, education, livelihoods, and aims to address negative stereotyping and discrimination of women and girls with disabilities. The consortium has projects in six countries: Bangladesh, Kenya, Nepal, Nigeria, Tanzania and Uganda. The report highlights how discrimination, exclusion and a lack of deliberate intersectional inclusion leaves women and girls with disabilities consistently marginalized. It indicates three key considerations when getting started with programming and nine lessons learned.

Box 1: Summary table of lessons learned from the Inclusive Futures program.

Practices to keep doing	Adaptation practices / strategies	Practices to stop
Proactively safeguarding women and girls with disabilities	Going beyond statistics to get the full story, i.e. gather qualitative data as part of data analysis as well as quantitative information.	Assuming participation will result in positive outcomes
Consulting with women and girls with disabilities to choose the topics that matter to them	Adapting to better support the networks and spaces where women and girls with disabilities access information	Trying to change attitudes through short-term inclusion training. Changing attitudes takes more than short training courses.
Supporting women and girls with disabilities to steer projects	Creating an enabling environment among family members	Enforcing standardized criteria for engagement. Maintain flexible criteria in enrollment processes and consider disability AND gender factors.

Irish Consortium on Gender Based Violence & CBM Ireland. (2020). Disability Inclusion in GBV Programming.

https://www.gbv.ie/wp-content/uploads/2020/12/WEB-VERSION-Disability-Inclusion-in-GBV-Programming-ICGBV-CBM.pdf

This paper provides an overview of causes and consequences of GBV against women and girls with disabilities in development and humanitarian settings. It includes case studies of promising practices in programs directly or indirectly focused on GBV. Specific recommendations include the importance of factoring for the perspectives of persons with disabilities. It also urges consideration of caregivers of persons with disabilities. (as they are often women who are excluded from programs due to their added caregiving tasks). The imperative to address disability stigma and discrimination within humanitarian organizations, through staff training, codes of conduct, inclusive recruitment and career progression opportunities is also indicated.

Islamic Relief. (2018). Learning Paper 1: Leave no one behind in humanitarian programming: An approach to understanding intersectional programming: Age, Gender and Diversity Analysis.

https://www.islamic-relief.org/wp-content/uploads/2019/04/Learning-paper-1-Leave-no-one-behind-in-humanitarian-programming-An-approach-to-understanding-intersectional-programming_web.pdf

This paper explains how Islamic Relief's (IR) Intersectionality Framework has protection mainstreaming and inclusion at its core. The 6 A's of the Framework – Analysis, Adapted Assistance, Attention to Negative Effects, Adequate Participation, Accountability, and Adequate Capacity – aim to ensure that IR responds to intersectionality of experiences in its programs. The Framework is based on various sources, including: The Minimum Standards of Age and Disability Inclusion; Minimum Standards for Child Protection in Humanitarian Action; sector guidance on

conflict sensitivity; IASC GBV Guidelines; and both the ECHO Gender Age Marker and IASC Gender with Age Marker. This paper focuses on 'Analysis', and accompanying IR Age, Gender and Diversity Analysis Tools trialled by IR in eight countries (2018 – 2019). The 'Analysis' approach examines the distinct roles, access to, and control over resources by different population groups: females and males of all ages, people with disabilities, older people, and marginalized or excluded groups. It assesses how various aspects of people's identity and any corresponding discrimination intersect before a crisis and are exacerbated after a crisis; and how these impact people's access to resources. Examples of change brought about during initial field tests of the IR Age, Gender and Diversity Analysis Tools in Palestine and Pakistan are also included in this paper.

Lee, H., Massah, B. (2020). Malawi Violence Against Women and Girls Prevention and Response Programme Rapid Review on Disability-Inclusive VAWG Programming. Tithetse Nkanza.

https://www.sddirect.org.uk/sites/default/files/2022-11/disability%20inclusive%20prog.pdf

This is a rapid review of disability-inclusive Violence Against Women and Girls (VAWG) programming in low- and middle-income countries (LMICs). The review was produced under Tithetse Nkhanza! (TN), a UK government Foreign, Commonwealth and Development Office (FCDO) funded VAWG Prevention and Response program in Malawi, which prioritized disability inclusion in its Gender Equality and Social Inclusion (GESI) Strategy. It includes a section on interventions in emergencies.

Marshall, J., Barrett, H, Ebengo, A. (2017) Vulnerability of refugees with communication disabilities to SGBV: evidence from Rwanda. Forced Migration Review, Edition. 55. Shelter in Displacement. June 2017.

https://www.fmreview.org/shelter/marshall-barrett-ebengo/

This journal article explores the scale and nature of the challenges facing refugees with communication disabilities and their carers in relation to access to GBV medical, legal and psychosocial support services in Rwanda. It includes a summary of findings and commitments made at a workshop for key stakeholders (UN agencies, national organizations, local Disabled People's Organizations and a clinical psychologist with expertise in GBV) to identify and agree priority actions for improving inclusion. Commitments included training and capacity building for all service providers about understanding and identifying communication disabilities, developing materials to help people with communication disabilities disclose GBV (for example, by using picture symbols or objects for people to show what they experienced, rather than having to use only spoken words) and to access medical and legal services, and better inclusion in education – both formal education and in sexual and reproductive health (SRH) education.

Ngum Ndi, V. (2024) Women with disabilities leading humanitarian action. Humanitarian Practice Network, Issue 85, article 3.

https://odihpn.org/en/publication/women-with-disabilities-leading-humanitarian-action/

In this article Veronica Ngum Ndi outlines the experience of Community Association for Vulnerable Persons (CAVP) in Northwest Region Cameroon which works to change perceptions about women with disabilities, and to improve access for women and girls with disabilities to humanitarian intervention. This includes CAVP's experience of working on GBV, economic empowerment and sexual and reproductive health rights. She calls for pivots toward better humanitarian practice via adaptive management and learning from women with disabilities-led organization (WDLO) partner feedback.

Pearce, E. (2020). Disability Considerations in GBV Programming during the COVID-19 Pandemic. GBV AoR Helpdesk.

https://gbvaor.net/sites/default/files/2020-03/Disability%20Considerations%20in%20GBV%20programming%20during%20COVID_Helpdesk.pdf

This research paper provides information and practical guidance to support GBV practitioners to integrate attention to disability into GBV prevention, risk mitigation and response efforts during the COVID-19 pandemic. It suggests strategies for adapted and remote programming, capacity strengthening recommendations and ensuring disability inclusion in GBV risk mitigation and prevention.

UNFPA. (2023). Disability inclusion in gender-based violence programming: promising practices and innovative approaches from UNFPA Asia and The Pacific Country Offices.

https://asiapacific.unfpa.org/sites/default/files/pub-pdf/unfpa_gbv_and_disability_inclusion_final_august_11.pdf

This report presents promising practices and innovative approaches to disability inclusion in GBV programming adopted by UNFPA country offices and their GBV partners in the Asia-Pacific region. Data was generated via consultations and interviews with GBV partners, including organizations of persons with disabilities. The promising practices and approaches are categorized as follows: adopting a twin-track approach to strengthening disability inclusion in GBV programming; addressing negative attitudes, beliefs and norms relating to gender and disability among persons with disabilities, community members and GBV actors; Setting standards for disability inclusion with GBV partners and promoting action planning to address gaps identified; engaging with organizations of persons with disabilities appropriately, exploring their understanding of gender equality and GBV principles; collecting and analyzing disaggregated data; and strengthening the capacity of GBV practitioners to work with survivors with disabilities.

UNICEF (2024). Disability Inclusion in Action: Lessons Learned and Good Practices from Disability Inclusive Humanitarian Initiative.

https://knowledge.unicef.org/disability/resource/disability-inclusion-action-lessons-learned-and-good-practices-disability-inclusive

This report is a collection of case studies illustrating impactful disability-inclusive initiatives implemented across 15 UNICEF country offices and 7 regional offices. The report demonstrates that inclusion is not just an ideal, but can be an achievable reality with resources, skill and attention. Examples include system strengthening, inclusive preparedness, and tailored interventions approaches for children and adults with disabilities in humanitarian crises.

UNICEF and Women's Refugee Commission. (2018 and 2019). Disability Inclusion in Child Protection and Gender-Based Violence Programs by the Women's Refugee Commission (WRC) and UNICEF Lebanon.

https://www.womensrefugeecommission.org/research-resources/disability-inclusion-in-child-protection-and-gender-based-violence-programs/

The resources shared provide information about a project between the Women's Refugee Commission (WRC) and UNICEF Lebanon entitled 'Strengthening Child Protection and Gender-based Violence Prevention and Response for Women, Children, and Youth with Disabilities' aimed to improve violence prevention and response programming for at-risk groups of women, girls, and boys with disabilities. It built on existing initiatives of GBV and child protection actors to systematically advance disability inclusion across the child protection and GBV prevention and response sectors in Lebanon.

The resources have been developed based on the findings of a needs assessment conducted in 2017, which:

- Assessed and analyzed existing guidance, tools and training resources related to GBV, child protection and psychosocial support for disability inclusion.
- Identified gaps and opportunities to strengthen the inclusion of women, children and youth with disabilities in community-based protection and psychosocial and Focused protection and psychosocial initiatives, and GBV prevention and response activities; and
- Defined the capacity development needs and priorities of selected GBV and protection and psychosocial actors on disability inclusion.

Based on the assessment and review of existing training materials and guidance, WRC developed guidance to promote disability inclusion in GBV programming with a specific focus on safe identification and referral and case management of GBV survivors: a. Case Management of Survivors & At-risk Women, Children and Youth with Disabilities - This resource provides guidance

to improve GBV case management to women, girls, children and youth with disabilities. It outlines how to adapt case management systems to include at-risk groups of women, girls, and boys with disabilities, and builds on existing initiatives to strengthen both child protection and GBV response systems in Lebanon. b. Outreach, Safe Identification, and Referral of Women, Children and Youth with Disabilities - This provides guidance, tools and actions for frontline workers to improve GBV community outreach and awareness raising, safe identification and referrals of women, girls, youth and children with disabilities at risk of GBV. The two main tools developed were piloted in Lebanon and Uganda. These are documented in the following products:

- Promising Practice Case Study 1: Guidance on Disability Inclusion for GBV Partners in Lebanon by the Women's Refugee Commission (WRC) and UNICEF (2019)

- Promising Practice Case Study 2: Inclusion of Women and Girls with Disabilities in Gender-Based Violence services in Bidi Bidi Refugee Settlement, Uganda by the Women's Refugee Commission (WRC) and UNICEF (2019).

Turcanu, M., Ngunzi Kahashi, Y. (2020). SADI – CAFOD's safe, accessible, dignified and inclusive approach. Humanitarian Practice Network, Issue 78, article 12.

https://odihpn.org/en/publication/sadi-cafods-safe-accessible-dignified-and-inclusive-approach/

This article discusses SADI, an approach developed by CAFOD that can be applied to any type of program to ensure that it prioritizes the safety of program participants, including traditionally marginalized groups. The approach seeks to ensure persons with disabilities are able to access and participate in programs, and have their dignity respected in interactions. It includes factoring for safety, sex, access, age, dignity, diversity and inclusion. It is an approach, a framework and a toolkit, aimed at operationalizing inclusive programming. The authors indicate that SADI is particularly relevant for preparedness and also includes a case study from a program in DRC to establish an inclusive feedback and complaints mechanism.

Zero Project. (2023). An app and a movement to combat gender-based violence against women with disabilities: CIDIP's App Morada, Mexico.

https://zeroproject.org/view/project/83fc6498-8b70-46a3-9931-eb296e381050

The objective of the CIDIP App is to support disabled women who are survivors of GBV with a video call-hotline. It is supported by Mexican Sign Language, and it can instantly connect to emergency services. Since 2020, it has been used by 25,000 women, leading to a nationwide Purple App Movement. App Morada was developed with the active participation of women with different disabilities and evaluated by the women themselves in pilot groups and contains information relating to healthy relationships and GBV support services. The article also discusses key learning from the app usage and its funding outlook and transferability.

Guidance on how to design and implement disability-inclusive GBV programs

Asian Development Bank. (2024). Gender Equality and Disability Inclusion: Guidelines to Address the Specific Needs of Women and Girls with Disabilities

https://www.adb.org/sites/default/files/publication/970411/gender-equality-disability-inclusion-guidelines.pdf

This publication looks at barriers faced by many women and girls living with disabilities in Asia and the Pacific. It provides guidance on inclusive approaches to project and program design, implementation, monitoring, and review. The purpose of these guidelines is to inform developing member country (DMC) officials, practitioners, clients, and ADB staff. The guidelines were developed through a desk review and a set of interviews with ADB staff and external stakeholders from organizations working on disability and gender inclusion in the Asia and Pacific region.

The report includes a road map for ADB for Strengthening Disability-Inclusive Development, 2021–2025. This is followed by a summary of the key international United Nations guiding documents that specifically refer to women and girls with disabilities. The guidelines also cover central issues addressing the intersection of gender and disability, which result in the marginalization of women and girls with disabilities. An intersectional approach is then used to recognize the additional and specific issues for women and girls with disabilities to "leave no one behind."

Bell, E. (2022). Research Guidance Related to Participation and Inclusion in Response Programming & GBV Risk Mitigation: An Annotated Bibliography of Recommended Resources. GBV AoR Helpdesk.

https://www.sddirect.org.uk/sites/default/files/2022-07/Annotated%20bibliography%20-%20inclusion%20in%20GBV%20-%20FINAL%20-%2002032022%20%28Formatted%2023.06%29_0.pdf

This resource features annotations of guidance related to participation and inclusion in response programming both for GBV response and more generally in GBV risk mitigation in other sectors. Specifically, this includes guidance on ensuring safe participation and inclusion in assessments; setting response priorities; how age, gender and disability affect women and girls' priorities in emergencies; and how humanitarians can ensure this is taken into account throughout the program cycle.

CBM (N.d.). CBM Global's Humanitarian Hands-on Tool (HHoT).

https://hhot.cbm.org/en/

This is a free, offline-accessible digital resource (app) providing practical, step-by-step guidance for humanitarian workers to ensure emergency responses are inclusive and accessible for persons

with disabilities. The tools included are task cards, checklists, and resources to build dignity and participation into humanitarian aid response. There is a specific section for protection actors. It can be downloaded from the CBM website and is available in multiple languages.

Disability Reference Group. (2024.) GBV Pocket Guide – Disability Inclusion Annex – Easy to Read.

https://disabilityreferencegroup.org/wp-content/uploads/2025/02/4361a-GBV-Pocket-Guide-Disability-Inclusion-Annex-IDA-ER-v4-3.pdf

This booklet explains how frontline workers can support people with disabilities who have been victims of violence. This is an Easy Read version. Translations will be published in 2026.

GBV AoR (2020). Webinar: Inclusion of Persons with Disabilities and Older Persons in the Humanitarian Response to GBV.

https://www.youtube.com/watch?v=9tC_Qi2B6no

A webinar organized by GBV AoR, UNHCR, Humanity & Inclusion and HelpAge International. This webinar provides information regarding protection risks and barriers faced by persons with disabilities and older persons, particularly in relation to GBV. It includes members of the IASC Reference Group on Inclusion of Persons with Disabilities sharing promising practices, both within specialist GBV services and through GBV risk mitigation across sectors.

GBV AoR. (2023). Webinar: From Commitments to Action: Strengthening Disability Inclusion in GBV Programming.

https://www.youtube.com/watch?v=jCqCG1M72YA

This webinar explains that UNFPA APRO developed a range of tools for UNFPA Country Offices and partners, including organizations of persons with disabilities and GBV service providers, to strengthen disability inclusion in different stages of GBV programming. The package includes: The Tip-sheet on Disability Inclusion in GBV Programming which outlines the entry points and actions for disability inclusion in GBV program planning, implementation and monitoring. The GBV and Disability Inclusion Assessment Tool which supports GBV service providers to assess the accessibility and inclusiveness of GBV services to the needs of women and girls with disabilities. It also includes, the 'Promising practices and innovative approaches to disability inclusion in GBV programming adopted by UNFPA Country Offices and their partners in the Asia-Pacific region' which documents examples and lessons learned from implementation of these tools across the region. This webinar also discusses the gaps and opportunities to further advance disability inclusion in GBV programming in a range of contexts, including humanitarian responses. Speakers include Emma Pearce and Sujata Tuladhar.

GBV AoR. (2023). Gender-Based Violence and Disability Inclusion Fact Sheet

https://gbvaor.net/node/1916

This fact sheet is for all actors working on GBV prevention, response and risk mitigation. It aims to provide an overview of the situation on GBV and disability and suggests key considerations for including persons with disabilities in GBV programming and coordination.

GBV Community of Practice and the Women's Refugee Commission. (2020). Intersections Of Disability And GBV. Webinar Series.

- Webinar 1: Overview Of The IASC Disability Guidelines.
- https://www.youtube.com/watch?v=qgOBUIBAc8Y
- Webinar 2: https://www.youtube.com/watch?v=JlaZ9JxJNtM
- Webinar 3: https://www.youtube.com/watch?v=U0EyBxnNG3A

The GBV Community of Practice and the Women's Refugee Commission, with support from the Australian Government, present a webinar series about the IASC Disability Guidelines and its intersection with GBV. Webinar 1: An introduction to the IASC Disability Guidelines, including key concepts, approaches and elements to promote inclusion of persons with disabilities in all phases of humanitarian response.

The second webinar in the series continues to provide an overview of the IASC Disability Guidelines.

The third webinar in the series focuses on supporting the implementation of the IASC Disability Guidelines through the GBV Area of Responsibility and the GBV Community of Practice members.

IASC. (2019). Guidelines – Inclusion of Persons with Disabilities in Humanitarian Action. IASC Task Team on inclusion of Persons with Disabilities in Humanitarian Action.

https://interagencystandingcommittee.org/sites/default/files/migrated/2020-11/IASC%20Guidelines%20on%20the%20Inclusion%20of%20Persons%20with%20Disabilities%20in%20Humanitarian%20Action%2C%202019_0.pdf

The IASC Guidelines set out how to include persons with disabilities in humanitarian action and this includes key approaches to programming. This includes four 'must do' actions: promote meaningful participation, remove barriers, empower persons with disabilities and support them to develop their capacities and disaggregate data for monitoring inclusion. GBViE actors should ensure that they are following these guidelines.

International Rescue Committee (2021). Inclusive client responsiveness toolkit: focus on persons with disabilities and older people.

https://www.rescue.org/sites/default/files/document/6047/irccrtoolbox-screen.pdf

This toolkit comprises a tip sheet to support communication, guidance on collecting disability disaggregated data, questions to collect data on barriers to access and preferences, barriers and enablers in feedback channels and easy to read guidance.

London School of Hygiene & Tropical Medicine, (2020). Ethical Considerations in Disability Research and Safeguarding.

https://www.futurelearn.com/info/courses/global-disability-research-and-evidence/0/steps/99287

This article discusses the ethical considerations in disability research and safeguarding and discusses the main principles of ethics, including ethical approval processes.

Making It Work and Inclusive Friends Association Nigeria. (2022). Practical Guide: Intersectionality in Action.

https://www.makingitwork-crpd.org/sites/default/files/2022-03/MIW%20How-To-Guide-Intersectionality%2008March2022.pdf (EN).

https://www.makingitwork-crpd.org/fr/miw-guide-pratique-lintersectionnalite-en-action (FR)

This resource is a practical guide designed to help organizations effectively implement the intersectional approach. It offers steps and tools for adopting an intersectional approach to designing and launching projects that leave no woman behind. Developed within a focused intersectional framework, the guide can be used to consider all factors of discrimination in order to analyze the lived experiences of individuals, including factors and experiences related to their gender or disability. This guide is available in English and French.

Oxfam. (2023). Inclusive Language Guide

https://reliefweb.int/report/world/inclusive-language-guide

This inclusive language guide is a resource to support people in the humanitarian and development sectors who have to communicate in English to think about how the way they communicate can subvert or inadvertently reinforce intersecting forms of inequality. It is based on a set of feminist principles that center the power and agency of people experiencing inequality. The guide includes a section on words and phrases informed by people with disabilities and the specialist organizations that support them to guide positive and accurate language. This section aims to center the dignity and inclusion of people with disabilities.

United Nations. Disability Inclusion Strategy. (2021). Consulting Persons with Disabilities Guidelines: Indicator 5.

https://www.un.org/sites/un2.un.org/files/un_disability-inclusive_consultation_guidelines.pdf

The purpose of the Guidelines is to provide guidance on how to consult with and actively involve persons with disabilities and their representative organizations in all disability-specific and general decision-making processes across the UN's work, as mandated in the UNDIS' entity accountability framework and UNCT accountability scorecard, The objective of the guidelines is to ensure the participation of persons with disabilities to reach programmatic and operational goals and leave no one behind.

UNFPA. (2023). Tip sheet: disability inclusion in gender-based violence programming.

https://asiapacific.unfpa.org/sites/default/files/pub-pdf/unfpa_tip_sheet_gbv_disability_inclusion.pdf

The UNFPA Asia and the Pacific Regional Office (APRO) developed this disability inclusion tip sheet which aims to provide guidance for UNFPA country office staff on the entry points to and appropriate strategies for integrating disability into GBV program planning.

UNFPA and Women Enabled International. (2018). Easy read: Your rights: Information for women and young people with disabilities.

https://www.unfpa.org/sites/default/files/resource-pdf/English-PDF-v2.pdf

This easy read booklet is designed to give women and young people with disabilities accessible information about their human rights and provides basic information about GBV and explains the types of support survivors with disabilities may need.

UNFPA and Women Enabled International. (2018). Women and Young Persons with Disabilities: Guidelines for providing rights-based and gender-responsive services to address gender-based violence and sexual and reproductive health rights.

https://www.unfpa.org/featured-publication/women-and-young-persons-disabilities

This guidance, developed with Women Enabled International, is available to download in multiple languages, provides specific information for service providers in relation to disability inclusive service delivery. There are sections relating to GBV prevention, health, justice and protection services. It uses the AAAQ framework for guiding action and provides illustrative examples and sample indicators. The "Availability, Accessibility, Acceptability, Quality" (AAAQ) framework was originally developed for the healthcare sector and is a barrier analysis framework which has also

been adapted to serve as a useful tool for assessing other types of services, including GBV services.

UNICEF. (N.d.). Cluster coordination - essential actions on disability inclusion: A short guide.

https://www.unicef.org/documents/cluster-coordination-essential-actions-disability-inclusion

This short guide outlines essential actions to ensure that disability inclusion is embedded across cluster coordination systems and processes. It is part of the toolbox on including children with disabilities in humanitarian action which provides a package of operational tools to strengthen disability inclusion in emergencies. It is available in Arabic, English, French and Spanish.

UNICEF. (2023). Building digital solutions with a gender lens: How to improve digital inclusion and accessibility for girls with disabilities.

https://www.unicef.org/media/148981/file/How%20to%20improve%20digital%20inclusion%20and%20accessibility%20for%20girls%20with%20disabilities.pdf

This guide highlights best practices in inclusion and accessibility of digital solutions. It aims to support developers and implementers of digital products and services so that girls with disabilities may benefit from them. It includes sections on respect disability etiquette, user testing with adolescent girls with disabilities and information regarding building the digital skills of girls with disabilities.

UN Women and Women Enabled International. (2021). COVID-19, Gender, and Disability Checklist: Preventing and addressing gender-based violence against women, girls and gender non-conforming persons with disabilities during the COVID-19 Pandemic.

https://www.unwomen.org/en/digital-library/publications/2021/06/covid-19-gender-and-disability-checklist

This checklist is intended to guide a wide range of States, GBV support service providers, and other stakeholders—as well as United Nations Country Teams (UNCTs) providing guidance on pandemic response and recovery efforts—on how to prevent and respond to GBV against women, girls, and gender non-conforming persons with disabilities during the COVID-19 pandemic and other emergencies. It is also a tool to guide recovery efforts. It is divided into three sections, focused on (1) Addressing the root causes of and preventing GBV against women, girls, and gender non-conforming persons with disabilities during the COVID-19 pandemic; (2) Ensuring access to GBV services, including justice mechanisms, for women, girls, and gender non-conforming persons with disabilities during the COVID-19 pandemic; and (3) Preventing and addressing GBV against women, girls, and gender non-conforming persons with disabilities in the recovery from COVID-19. Under each section, there are several "Key Actions" for States and GBV

service providers to take to ensure that their actions are rights based and inclusive of gender and disability in the COVID-19 response and recovery.

Women Enabled International (n.d.). COVID-19, Gender, and Disability Checklist: Ensuring Human Rights-Based Sexual and Reproductive Health for Women, Girls, and Gender Non-conforming Persons with Disabilities during the COVID-19 Pandemic.

https://womenenabled.org/reports/covid-19-gender-and-disability-checklist-ensuring-human-rights-based-sexual-and-reproductive-health-for-women-girls-and-gender-non-conforming-persons-with-disabilities-during-the-covid-19-pandemi/

This checklist is intended to guide States in the Pacific region, healthcare providers, and other stakeholders—as well as United Nations Country Teams (UNCTs) providing guidance on COVID-19 response and recovery efforts—on how to ensure the provision of rights-based and gender- and disability responsive SRH for women, girls, and gender non-conforming persons with disabilities during the COVID-19 pandemic and other emergencies. The checklist is divided into three sections, focused on (1) SRHR during the COVID-19 pandemic; (2) Social determinants of SRH during the COVID-19 pandemic; and (3) Ensuring SRHR for women, girls, and gender non-conforming persons with disabilities in the recovery from the pandemic. It includes a requirement for policies and procedures to be in place to ensure GBV survivors receive safe and timely access to services. It is available in an easy read format as well as in English, French and Spanish.

Women's Refugee Commission and International Rescue Committee (2015). "I See That It Is Possible" Gender-based Violence Disability Toolkit. Building Capacity for Disability Inclusion in Gender-Based Violence Programming in Humanitarian Settings - A Toolkit for GBV Practitioners.

https://www.womensrefugeecommission.org/research-resources/gbv-disability-toolkit-all-in-one-book/

This toolkit is intended to support GBV practitioners to build disability inclusion into their work, and apply an inclusive and non-discriminatory survivor-centered approach when providing services to survivors with disabilities. The tools are designed to complement existing guidelines, protocols and tools for GBV prevention and response. Practitioners can adapt the tools to their individual programs and contexts. The tools provided include guidance on including persons with disabilities and caregivers in GBV assessments; a group discussion guide, an individual interview tool, a training module for GBV practitioners in humanitarian settings, communication guidance and informed consent process tools. The toolkit is available in Arabic, English and French,

Specific GBV/disability inclusion program curriculum

International Rescue Committee. (2021). Safe at Home: An Inclusive Program Approach for Preventing and Responding to Co-Occurring Intimate Partner Violence and Child Maltreatment. Specifically: Module 3: Women and Children with Disabilities and Older People Safe at Home.

https://gbvresponders.org/prevention/safe-at-home/

This module contains five short inclusion curricula aiming to address stigma and discrimination for women and children with disabilities and older persons. It is targeted at community members and can be used in humanitarian settings. The module comprises:

- Introduction to Human Diversity and Disability Inclusion: The Rainbow Within Us All
- Preventing Violence against Women and Girls with Disabilities
- Intimate Partner Violence through the Life Course
- Preventing Violence, Abuse and Neglect of Older Women and Older Men
- Guidance for Integrating an Older Age Lens into Existing Case Management

Training/e-learning materials

GBVIMS Steering Committee. (2017). Inter-Agency GBV Case Management Guidelines Training Materials. Module 17C: GBV Case Management with Survivors with Disabilities.

https://www.gbvims.com/gbv-case-management-guidelines/gbv-case-management-training-materials/

Module 17C of the Inter-Agency GBV Case Management Guidelines Training Materials package comprises a PowerPoint slide deck (with facilitator notes), Handout 17C.1: Power and Control Wheel - Disability (sourced from the US: National Center on Domestic and Sexual Violence) and Handout 17C.2: Working with Caregivers, which contains a case study of a young woman with an intellectual disability. The case study includes questions which can be used with training participants to aid them in thinking through the key considerations needed to support the survivor's healing, safety and empowerment with her. These materials are available in English, Arabic, French and Spanish.

E-learning

CREA (2018). Disability, sexuality, rights

https://www.creaworld.org/what-we-do/institutes/disability.html

The CREA Online Institute explores disability, gender and sexuality, and their interlinkages with feminism, sexual and gender diversity, racial justice, SRHR, GBV, media, art, representation, and law. This includes an annual Disability, Sexuality and Rights Online Institute (DSROI). The six-week-long online course provides a conceptual study of these issues. It uses a rights-based

approach and practical action models. The Institute focuses on activist initiatives that address disability justice in practice applying an intersectional and global South lens. SRHR academics and activists working in the disability rights field design and teach the DSROI.

Disability Reference Group. (2021). Introduction to Disability-Inclusive Humanitarian Action

https://drive.google.com/drive/folders/1OuNUkGkFgsieiznwa5J3iKmmPlsWvRNh

This training is designed to support trainers in facilitating learning, reflections, and discussions around disability-inclusive humanitarian action. The seven modules aim to strengthen the inclusion of persons with disabilities within the humanitarian context, focusing on programming. The training is intended to catalyze the operationalization of the IASC Guidelines on Inclusion of Persons with Disabilities in Humanitarian Action. It is relevant across various humanitarian sectors and intervention contexts, including GBViE, allowing flexibility in module selection based on the audience's needs and available time.

Humanity and Inclusion. E-Learning: Collecting Data for the Inclusion of Persons with Disabilities in Humanitarian Action – The Application of the WGQs

This course is available on both the disasterready.org and Kaya e-learning platforms. The disasterready.org requires sign up as a first step.

https://www.humanity-inclusion.org.uk/en/projects/disability-data-in-humanitarian-action

This course has been designed as an entry point for humanitarian program, technical and MEAL staff who want to understand the Washington Group Questions (WGQs) and how they can be best used in humanitarian action. It takes approximately 2 hours to complete and is available in Arabic, English, French and Spanish.

London School of Hygiene & Tropical Medicine, (2020). Global Disability: Research and Evidence.

https://www.futurelearn.com/courses/global-disability-research-and-evidence

This e-learning course covers key concepts, how to interpret and critically appraise evidence on disability with a range of study designs, it covers important ethical considerations for conducting research with people with disabilities and how to include people with disabilities throughout the research process. It also explores how research evidence can be used to inform policy and practice. The target audience for this course are researchers, NGO workers, disability advocates, and health professionals who have an interest in gathering or interpreting evidence on disability. It has a duration of three weeks with four hours study time per week.

Redr UK. (N.d.). Diversity, Vulnerability and Capacity e-learning course.

https://redr.org.uk/module/diversity-vulnerability-and-capacity/

This 30-minute online course aims to explain to participants what is meant by diversity, vulnerability and capacity and why this is important in humanitarian contexts. It seeks to support participants to identify sources of vulnerability and the relationship to power and intersectionality so that by the end of the course they can also list three ways to conduct a vulnerability and capacity analysis. It includes a case study with a character with a physical disability and illustrates how without action to remove barriers for this individual, persons with disabilities may be excluded from participating in and leading humanitarian action.

UNICEF. (N.d.). Disability Inclusion in Humanitarian Coordination. AGORA.

https://agora.unicef.org/course/info.php?id=36307

This self-paced e-learning module sets out the key actions for coordination teams to ensure that the needs and priorities of persons with disabilities are addressed through humanitarian coordination, across the HPC and in all sectors. It aims to provide learners with the knowledge to identify the needs and priorities of persons with disabilities and to design and monitor a response that addresses these. It is approximately 50 minutes in duration and is available in English, French and Spanish.

UNICEF. (N.d.). Inclusive communication module. AGORA.

https://agora.unicef.org/course/info.php?id=2756

This 45-minute training video aims to support humanitarians to develop communication or program materials that include children with disabilities and are able to be accessed by people with disabilities. It includes practical guidance on how to promote event accessibility.

UNICEF. (N.d.). Accessibility and inclusion in online learning: a curriculum for learning designers. AGORA.

https://agora.unicef.org/course/info.php?id=29080

The objective of this e-learning course is to enable learning professionals with the knowledge and tools to build effective and accessible online learning programs. This may be of benefit to GBV curriculum designers / Technical Advisors. It is approximately 16 hours in duration and includes information on universal design and accessibility quality assurance strategies.

World Vision and GBV Sub-Cluster Whole of Syria. Disability Inclusion E-learning Course Module 1.

https://ar.disasterready.org/

World Vision International (WVI) in cooperation with the GBV SC have developed an e-learning course about Making Spaces More Inclusive for Women and Girls. This 70-minute course is available in Arabic on disasterready.org (free account needed). It aims to provide Women and Girl Safe Spaces staff with a comprehensive understanding of disability inclusion basic principles, definitions, and general legal and rights framework of the issue of people with disabilities, and combat the stigma associated with disability. The content development process was based on beneficiaries and social worker consultation in Syria.

Funding related information

Saggu, A. Bhattarcharjee, N., Smith, B, (2025). A mapping of the current funders of disability inclusion and other equalities areas globally. Disability Inclusion Helpdesk Report No: 145. Inclusive Futures.

https://www.sddirect.org.uk/sites/default/files/2025-09/A%20mapping%20of%20the%20current%20funders%20of%20disability%20inclusion%20and%20other%20equalities%20areas%20globally%20%20%282%29.pdf

A mapping of disability inclusion funders, including public, private and philanthropic actors, drawing on publicly available data and supplemented with key informant interviews (KIIs). It includes information about what these actors fund in relation to disability inclusion and, also, the geographic and thematic scope of this funding.

Urgent Action Fund and Women Enabled International. (2025). Activists from strength: what you need to know to be a disability and gender-inclusive funder.

https://womenenabled.org/wp-content/uploads/2025/03/WEB_WEI_UAF_Report2025_Reduced-1.pdf

This report summarizes the findings of a two-year research study and distils it into a set of clear recommendations for funders to use to improve support for organizations and activists working at the intersection of gender and disability. It sets out how activists and organizations assert their power as activists and leverage that strength, to transform the funding landscape to ensure it further promotes the sustainability of movements working to advance disability and gender justice in a way that recognizes the leadership of women and gender-diverse people.

Annex

Methodology

Research strategy: Resources were identified through online desk-based research related to disability and GBV. The search strategy used key words, phrases and acronyms associated with disability, gender-based violence, violence against women and girls. The author also mined the bibliography of key texts identified during the course of the desk-research and the search engine functions of the Social Development Direct, GBV AoR and GBV CoP websites.

Limitations: The majority of the resources identified are available only in English and the search was conducted in English. Where resources are available in additional languages this has been indicated within the description. It is likely that due to the rapid research timeline and the language constraint that this is not an exhaustive annotated bibliography.

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