



European
Commission

Guidance note

Leaving no one behind

Disability inclusion
in EU external action

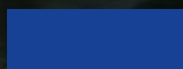


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Acronyms and abbreviations

CRPD	Convention on the Rights of Persons with Disabilities	NDCI	Neighbourhood Development and Cooperation Instrument
CSO	Civil society organisation	NEAR	Neighbourhood and enlargement negotiations
DAC	Development Assistance Committee	NSO	National statistics office
ECHO	European Civil Protection and Humanitarian Emergencies Operation	OHCHR	Office of the High Commission on Human Rights
EEAS	European External Action Service	OECD	Organisation for Economic Co-operation and Development
EU	European Union	OPD	Organisation of persons with disabilities
FAMOD	Forum of Mozambican Associations of People with Disabilities	ROM	Results-oriented monitoring
FIIAPP	Fundación Internacional y para Iberoamérica de Administración y Políticas	SDGs	Sustainable Development Goals
GAP III	Gender action plan III	SGBV	Sexual and gender-based violence
GERF	Global Europe Results Framework	TAIEX	Technical assistance and information exchange instrument of the European Commission
HLPF	High-Level Political Forum	VET	Vocational education and training
HRBA	Human-rights-based approach	WGQ	Washington Group Questions
INTPA	Directorate-General for International Partnership		
MIP	Multi-annual indicative programme		



1. Introduction

Human rights, non-discrimination and equality of all persons form part of the international fundamental values which the European Union (EU) upholds in its relationship with partner countries, as set out in the Treaty on the European Union¹. The EU's policies, including on external action, are further guided by the EU Charter of Fundamental Rights². The fundamental rights are also enshrined in the European Convention on the Protection of Human Rights³.

The EU became a party to the UN Convention on the Rights of Persons with Disabilities (CRPD) in January 2011, the first human rights convention signed by the EU. This means that the EU is committed to promoting, protecting and ensuring the full and equal enjoyment of all human rights and fundamental freedoms by all persons with disabilities, and to promoting respect for their inherent dignity. This entails ensuring a human-rights-based approach to the inclusion of persons with disabilities in all its activities, including its external cooperation.

In March 2021, the EU adopted a new disability strategy, [Union of Equality: Strategy for the Rights of Persons with Disabilities 2021-2030](#) (EU disability strategy). This strategy commits the EU and its Member States to advancing equality for persons with disabilities in all external policies, programmes and actions.

This guidance note supports EU external cooperation staff and partners in integrating the rights of persons with disabilities across their work, including in policy, programming and implementation of actions. This note is aligned with the human-rights-based approach (HRBA) and its toolbox. It contributes to implement the EU's action plan on human rights and democracy.

1.1 Objectives of the guidance note

- Provide tools and methods for implementing disability inclusion throughout international cooperation, empower persons with disabilities and promote their rights through specific actions.
- Outline a policy framework and commitments to underpin disability as a cross-cutting theme in EU external action.
- Outline accessibility and inclusion as key concepts that must be considered in all external work and give guidance and examples on designing, implementing, and monitoring inclusive interventions.
- Signpost to further resources, references and organisations working for disability inclusion.

1.2 What you will find in each section

Chapter 2: introduces the 'what?'; it presents the current situation for persons with disabilities in the world and looks at barriers that undermine the rights of persons with disabilities.

Chapter 3: outlines the 'why?'; in particular, it explains why disability is a cross-cutting concern for EU external action and reiterates the policy framework.

Chapter 4: explains how to apply key disability inclusion concepts and approaches across the human-rights-based approach in external cooperation.

Chapter 5: provides guidance on disability inclusion at different stages in the intervention cycle.

Chapter 6: looks at how the EU, as a public administration, can lead by example on disability inclusion.

Chapter 7: points to key resources and good examples for further reading and tools that can help.

¹ Article 2, 3(5) and 21, [Consolidated version of the Treaty on European Union, \(2012\)](#).

² [Charter of Fundamental Rights of the European Union \(2012/c 326/02\)](#).

³ [European Convention on Protection of Human rights and Fundamental Freedoms](#).

2. Situation of persons with disabilities

Key messages

The CRPD reframes disability, shifting away from a medical approach to a social and rights-based approach.

There are over 1 billion persons with disabilities in the world. Nearly 1 in 10 of all children worldwide have a disability.

People's lived experience of disability differs. The societal barriers they face differ depending on impairments, gender, age, socio-economic status or other characteristics.

Discrimination, negative attitudes and lack of planning for inclusion in policies and programmes create or maintain societal structures and systems that deny persons with disabilities their fundamental rights.

2.1 What is disability?

The CRPD reframes disability, shifting away from the traditional focus on a person's impairment and the lack of ability to perform activities (the medical diagnosis, biological limitation), to a conception that recognises structural, systemic, and social barriers and how they limit and hinder a person's participation and thus 'create' disability.⁴ This is known as the social model of disability. The CRPD also recognises the different and intersecting identities persons with disabilities may have and the different types of discrimination they may face. For example, a woman with a disability from an indigenous background experiences additional discrimination and exclusion based on gender and ethnicity⁵. **The CRPD describes persons with disability as including those who have long-term physical, mental, intellectual or sensory impairments which, in interaction with various barriers may, hinder their full and effective participation in society on an equal basis with others⁶.**

To differentiate between impairment and disability is to reflect on the different root causes. For impairment, the causes can be attributed to accidents, war, natural hazards, congenital factors,

problems during pregnancy or childbirth, chronic illness, ageing or medical negligence etc. By contrast, for disability root causes are the interaction of impairments with the lack of an accessible environment and support services, negative attitudes and discriminatory practice. Assessing the impact of a person's impairments *and* barriers in the environment makes it possible to identify the specific support services an individual requires to participate on an equal basis with others.

People with disabilities and people with different impairments have different lived experience, face very different types of barriers and therefore require different types of support. Someone who became blind as an adult or at older age may require more assistance and training to manage work and daily life compared to someone who was born blind, who may have received training in orientation, Braille or use of technology since their early childhood. A woman with a psychosocial disability may be deprived of most of her rights, even the right to decide about medical treatment, and so would require additional or specifically tailored protection and support to exercise her rights on equal basis with others. But often women with a physical disability do not receive such protection and support.

⁴ [UN Convention on the Rights of Persons with Disabilities.](#)

⁵ For example, the CRPD in its preamble recognises the diversity of persons with disabilities and the fact that persons with disabilities experience multiple or aggravated forms of discrimination, and that women and children with disabilities face distinct forms of discrimination, in particular violence and abuse.

⁶ [UN Convention on the Rights of Persons with disabilities.](#)

How to write or speak about disability

There can be many concerns about the best terminology to use and how to write or speak about disability and persons with disabilities. A good tip is to check with an organisation of persons with disabilities (OPDs) on best terminology for the country context.

The CRPD promotes the use of language that affirms and recognises the person first e.g. 'person with a disability' or 'persons/people with disabilities'.

Examples of person-first language include:

- 'person with an impairment', 'person with disability', 'persons with disabilities';
- 'person with psychosocial disability';
- 'person who is blind', 'person who has low vision', or
- 'person who is deaf', 'person who is hard of hearing';
- 'person who uses a wheelchair'.

However, in certain cases, identity-first language may be acceptable or even preferred, e.g. 'partially sighted person', 'deaf person', 'deafblind person'

2.2 Persons with disabilities in the world

The amount of information available about the situation of persons with disabilities has increased with improvements in data collection and statistical methods across census and household surveys (further described in *Chapter 4*) and more standardised ways of identifying persons with disabilities. However, significant gaps remain. Persons with disabilities make up an estimated 15% of the world's population, over 1 billion people, of whom 2-4% experience severe disabilities⁷. Nearly 240 million children have disabilities, which is 1 in 10 of all children worldwide⁸. There are more persons with disabilities in the world's poorest countries⁹. It is important to highlight though that there are variances in the data available on persons with disabilities across countries.

Discrimination, negative attitudes, and lack of planning for inclusion in policies and programmes create or maintain societal structures and sys-

tems that deny persons with disabilities their fundamental rights. Some examples are given below.

- Persons with disabilities are more likely to live below the poverty line, particularly in multidimensional poverty assessments¹⁰.
- The additional costs linked to disability, both for individuals and their families, such as door-to-door transport, assistive devices, medication or personal assistance, can also further compound the risk of poverty for many persons with disabilities¹¹.
- Children with disabilities are 36% more likely to be stunted than children without disabilities and 47% more likely to be out of primary school, with adolescent girls facing greater challenges than boys. The absolute gap in completing primary and secondary education between children with and without disabilities has increased noticeably over time¹².
- Persons with disabilities are still largely excluded from work opportunities. The employment-to-population ratio of persons with dis-

⁷ WHO and World Bank (2011). [World Report on Disability](#).

⁸ UNICEF (2021). [Seen, Counted, Included](#). Using data to shed light on the well-being of children with disabilities.

⁹ WHO and World Bank (2011). [World Report on Disability](#).

¹⁰ UN DESA (2018). Disability and Development Report: [Realizing the Sustainable Development Goals by, for and with for persons with disabilities](#). See Chapter II.

¹¹ Mitra, Sophie; Palmer, Michael; Kim, Hoolda; Mont, Daniel and Groce Nora, 'Extra costs of living with a disability: A review and agenda for research', *Disability and Health Journal*, Volume 10, Issue 4, 2017, pp. 475-484.

¹² Male, C. and Wodon, Q. (2017). The Price of exclusion: disability and education: [Disability gaps in educational attainment](#)

abilities aged 15 and older is almost half that of persons without disabilities. Persons with disabilities also tend to earn lower wages than employees without disabilities¹³.

- Young people with disabilities are more likely to be unemployed and to live in poverty in adulthood than their peers without disabilities¹⁴.

Women with disabilities face higher risk of sexual and gender-based violence (SGBV) and sexual exploitation¹⁵. Such risks are even higher in conflict-affected contexts and in societies with a high level of societal violence¹⁶.

There is evidence that persons with disabilities often face discrimination on intersecting grounds such as gender, ethnicity, type of impairment, age or sexual orientation, or gender identity, which prevents them from enjoying and participating fully in the life of their community¹⁷. Exclusion from the community also puts them at a higher risk of impacts from natural hazards, conflicts, epidemics and climate change.

- Many adults and children with psychosocial disability or mental health conditions live in segregated institutions, often in inhuman conditions, and may be chained or locked in confined spaces. This is connected to inadequate support and unavailability of community mental health and support services as well as widespread stigma and prejudice¹⁸.



Box 1 Disability extra costs

To achieve the same living standard and level of participation, persons with disabilities must spend more money. This can be daily costs, such as transportation, human support, or other goods, or specific disability items, such as assistive technology. These extra costs need to be considered during poverty assessment. Find out more from the Center for Inclusive Policy’s video, [Understanding disability extra costs](#).



[and literacy](#). Washington D.C.: World Bank Group, p. 3.

- 13 UN DESA (2018). Disability and Development Report: [Realizing the Sustainable Development Goals by, for and with persons with disabilities](#).
- 14 WHO and World Bank (2011). [World Report on Disability](#).
- 15 UNFPA, [Five things you didn't know about disability and sexual violence](#).
- 16 [UN General Assembly \(2021\). Report on the rights of persons with disabilities in the context of armed conflict \(A/76/146\). Gerard Guinn, p 10.](#)
- 17 [UN DESA \(2018\). Disability and Development Report \(2018\).](#)
- 18 Human Rights Watch (2020). [Living in chains. Shackling of People with Psychosocial Disabilities Worldwide.](#)

3. Disability in external cooperation

Key messages

The EU 2021-2030 disability strategy is the most recent policy highlighting the EU's role and responsibilities, both within the European Union and globally through external action.

The CRPD is the key driver of the disability-inclusive approach and should underpin all work towards meeting the SDGs.

The CRPD and the 2030 agenda for sustainable development, with corresponding goals, are the main international legal and policy drivers for disability inclusion in international cooperation. **Article 11** of the CRPD (on risks and humanitarian emergencies) and **Article 32** (on international cooperation) require the EU to ensure that international cooperation is inclusive of and accessible to persons with disabilities.

3.1 Disability inclusion crosscuts EU external policies

The inclusion of the rights and concerns of persons with disabilities in EU external policies and practices has progressed in the recent years, especially since the EU adopted the CRPD in 2011 (see *Annex 1* for key milestones). In the field of **international partnerships**, this commitment is embedded in CRPD and in the [EU consensus for development](#), which, for the first time, refers to persons with disabilities as a cross-cutting issue.

The **2021-2030 EU disability strategy** is the most recent policy highlighting the EU's role and responsibilities, both within the EU and globally through its external relations¹⁹. This includes upholding and advocating for the human rights of persons with disabilities in international relations and all external actions. The strategy emphasises the use of all available tools, including cooperation, humanitarian action and dialogue, and both a mainstreaming approach and disability-specific actions.

Box 2 Global action points in the EU disability strategy

Each year, the European Commission reports on the following five global actions which the EU committed to under the chapter on 'promoting the rights of persons with disability globally' in the 2021-2030 EU disability strategy:

- updating the toolbox on the rights-based approach in external actions (completed in 2021);
- ensuring that EU Delegations play a more active role in supporting implementation of the CRPD and fostering global ratification;
- systematically using the OECD Development Assistance Committee (DAC) disability policy marker to track disability-inclusive investments for a targeted monitoring of EU funding;
- with Member States, providing partner countries' administrations with technical assistance through their programmes and facilities;
- organising regular structured dialogues during the annual CRPD Conference of State Parties, and in other multilateral fora, and enhancing cooperation with a focus on accessibility and employment.

As part of the EU's **enlargement** policy, countries wishing to join the EU should put in place an institutional framework²⁰ that ensures the fundamental rights of equality and non-discrimination

¹⁹ [Union of Equality: EU Strategy on the Rights of Persons with Disability](#), Chapter 6.

²⁰ [EU acquis, the body of common rights and obligations binding on all the EU Member States](#). Candidate countries must accept the acquis before they can join the EU and make EU law part of their own national legislation.

for their populations, including persons with disabilities. Reforms in the field of fundamental rights must be undertaken as a matter of priority.²¹ As part of its **European neighbourhood policy**, the EU has also committed to working with its partner countries to uphold human rights, gender equality and non-discrimination.

Furthermore, the new financing instrument, the **Neighbourhood, Development and International Cooperation Instrument – Global Europe** (NDICI –GE), addresses persons with disabilities in a few of its key areas: human rights, good governance, democracy, rule of law and in eradicating poverty²².

The **instrument for pre-accession assistance** (IPA III) addresses persons with disabilities specifically and as one of the most under-represented groups, in the priority thematic areas of strengthening inclusive education and vocational training, access to jobs and to social protection²³.

Furthermore, various EU policy documents address disability and provide guidance on mainstreaming disability and the rights of persons with disabilities across all external actions.

- The **EU action plan on human rights and democracy 2020-2024** includes actions to advocate for non-EU countries to ratify and implement the CRPD and to remove barriers to inclusion for persons with disabilities. It further specifies the importance of accessible infrastructure, transport and information and communication technologies (ICTs), and of ensuring access to quality education (including distance learning), healthcare, justice, and employment²⁴

- The **EU gender action plan III (2021-2025)** addresses intersectionality of gender with other forms of discrimination, including disability-based discrimination. Its objectives include freedom from all forms of gender-based violence, promotion of gender and disability equality in education and universal access to healthcare²⁵.
- The **EU anti-racism action plan 2020-2025** refers to the intersectional approach to understanding how racism and other forms of discrimination can further impact a person who has a disability and comes from a minority ethnic background²⁶.
- The **EU strategy on the rights of the child 2021-2024** has an external action chapter, which includes references to children with disabilities regarding family- and community-based care²⁷ and the **EU Child Rights Guidelines** include references to the SDG indicators relevant to children with disabilities and the need for disaggregated data on disability²⁸.
- The **Youth action plan in EU external action 2022-2027** promotes the participation of young people and children as a right, ensuring no one is left behind, by addressing inequalities and structural barriers, mainstreaming gender equality and non-discrimination and recognising youth with disabilities as part of this group²⁹.
- The **EU Human Rights Guidelines on Non-Discrimination** recognise that persons with disabilities are a group at risk of discrimination and can experience multiple and intersecting discrimination³⁰.
- **ECHO operational guidance on ‘The inclusion of persons with disabilities in EU-funded humanitarian aid operations (2019)’** supports disability inclusion and mainstreaming in the design, implementation and

21 The fundamentals first approach is established by the [2014 Enlargement Strategy](#) and reinforced by the Communication, [Enhancing the accession process – A credible EU perspective for the Western Balkans](#).

22 [NDICI \(2021\)](#), see Article 8(2), preamble 13, Annex II 1 (c), 2(c) and (f) Annex III 1(1)(a).

23 [EU Instrument for Pre-Accession Assistance III \(2021-2027\)](#).

24 [EU Action Plan on Human Rights and Democracy 2020-2024](#). See Annex.

25 [EU Gender Action Plan III](#), An Ambitious Agenda for Gender Equality and Women’s Empowerment in EU External Action, p. 16.

26 [A Union of equality: EU anti-racism action plan 2020-2025](#), p. 2.

27 EU (2021). [EU Strategy on the Rights of the Child](#) (inclusive quality education p. 9; access to justice p. 14; digital information p. 15).

28 EU (2017). [EU Guidelines for the Promotion and Protection of the Rights of the Child](#), p. 4.

29 EU (2022). [Youth Action Plan \(YAP\) in EU External action 2022-2027](#).

30 EU (2019). [EU Guidelines on Non-Discrimination in External Action](#).

monitoring of EU-funded humanitarian projects³¹.

3.2 The CRPD and the UN's 2030 agenda for sustainable development

[The Convention on the Rights of Persons with Disabilities](#) is the key driver of the disability-inclusive approach for governments and for most multilateral and bilateral agencies. The Convention is currently ratified by 185 countries.

Its guiding principles and general obligations emphasise the human rights and meaningful participation of persons with disabilities and their representative organisations in designing services, programmes, and policies³², and are key to understanding the shift required in attitudes and practices³³.

Box 3 The guiding principles of the CRPD

- Respect for inherent dignity, individual autonomy including the freedom to make one's own choices, and independence of persons
- Non-discrimination
- Full and effective participation and inclusion in society
- Respect for difference and acceptance of persons with disabilities as part of human diversity and humanity
- Equality of opportunity
- Accessibility
- Equality between men and women
- Respect for the evolving capacities of children with disabilities and respect for the right of children with disabilities to preserve their identities

The **2030 sustainable development agenda and its 17 Sustainable Development Goals (SDGs) are** underpinned by a commitment to **'leave no one behind'**, which implies **that all goals should be met for everyone in socie-**

ty, with a particular emphasis on reaching those furthest behind. Throughout the 2030 agenda declaration, persons with disabilities are explicitly mentioned in relation to the human rights imperative and are identified as being among the groups that are particularly marginalised (or vulnerable). The importance of inclusive education is also emphasised, and disability is further addressed in the section on the means of implementing the 2030 agenda, which highlights the importance of strengthening disability data for disaggregation and monitoring.

Box 4 Disability-inclusive Sustainable Development Goals

Disability is specifically addressed in five of the SDGs: **quality education (SDG 4); decent work (SDG 8); reduced inequalities (SDG 10); inclusive, safe, resilient and sustainable cities and human settlements (SDG 11); and peace, justice and strong institutions (SDG 16)**. The other goals do not refer specifically to disability, but all focus on reaching the most disadvantaged groups or those in most vulnerable situations, including persons with disabilities.

- **SDG 3 on health and wellbeing for all** puts a strong focus on measuring access to health for those most disadvantaged; thus measures to ensure all persons with disabilities have equal access to universal healthcare should be included in any health programme funded by the EU.
- **SDG 5 on gender equality** does not specifically refer to disability, but evidence shows that, due to the intersectional discrimination women and girls with disabilities face, it is critical they are included in efforts under SDG 5.

The SDG goals are monitored by a global indicator framework which calls for data **disaggregation by gender and disability** and includes 12 indicators that refer explicitly to disability³⁴.

³¹ EU (2019). [The Inclusion of Persons with Disabilities in EU-funded Humanitarian Aid Operations](#).

³² [Guiding principles](#) and [general obligations](#) of the CRPD.

³³ UN (2006). [Convention on the Rights of Persons with Disabilities](#), Article 3.

³⁴ [Disability in the SDG indicators](#) (March 2016).



Country reports to the [CRPD Committee on the implementation at country level](#)³⁵ together with the country-based [sustainable development voluntary national reviews](#)³⁶ give a good overall perspective of how countries are advancing on the inclusion of persons with disabilities.

Box 5 EU reporting to the CRPD

The EU reports regularly on implementation of the CRPD, including on the actions it takes under **Article 11 on situations of risks and humanitarian emergencies** and **Article 32 on international cooperation**. The EU was reviewed by the CRPD Committee in 2015 and will undergo a new review in 2023. Most EU partner countries also report periodically on CRPD implementation at national level. This reporting can support efforts to drive national reforms on disability rights and inclusive policies.

The EU has a role to play in providing technical and financial assistance to advance these reforms. Support can be provided through bilateral programmes for policy reforms and by supporting OPDs through civil society funding to engage with and hold governments to account on their commitments.

³⁵ <https://www.ohchr.org/en/treaty-bodies/crpd/introduction-committee>

³⁶ <https://hlpf.un.org/vnrs>

4. Essential disability inclusion concepts and approaches in external cooperation

Key messages

The rights of persons with disabilities should be mainstreamed across policies, political dialogues and programmes, alongside specific interventions that empower persons with disabilities.

The EU can play a key role by stressing the importance of inclusion and implementation of the CRPD in dialogues with partner governments, together with OPDs.

OPDs should be meaningfully involved in finding effective solutions for policies, programmes, and services to address their rights. To make this cooperation possible resources must be allocated to it, accessibility ensured and reasonable accommodation provided.

Data and information about persons with disabilities are critical for measuring progress and upholding human rights in practice.

Accessibility is a key element and a precondition for the inclusion of persons with disabilities.

4.1 Apply a human-rights-based approach to disability

Persons with disabilities have the same human rights and fundamental freedoms as all other people. A human-rights-based approach to international cooperation puts the rights-holder at the centre of external action as outlined in the **EU consensus on development**, the **human rights and democracy action plan** and the **updated HRBA toolbox**³⁷. Human-rights-based international cooperation means ensuring that all marginalised or excluded groups are involved in the development process and that all interventions are aimed to removing attitudinal, social, political and economic barriers and obstacles to participation³⁸.

Find out more about the five HRBA working principles in [this video](#) (part of a course available from the EU International Partnerships Academy).



Here are some practical examples to ensure that the rights of persons with disabilities are considered when applying the HRBA five working principles.

Applying human rights for all

- Persons with different types of disabilities, including those from under-represented groups such as persons with intellectual or psychosocial disabilities or persons with disabilities from indigenous populations, are included and benefit from support and international cooperation.
- Political and human rights dialogue with partner countries includes the situation of persons with disabilities and promotes the implementation of the CRPD.

Meaningful and inclusive participation and access to decision-making

- Civil society structured dialogues include persons with disabilities and organisations representing them (OPDs) and ensure their access and full participation on an equal basis with others.

³⁷ Commission Staff Working Document (2021). [Applying the Human Rights Based Approach to international partnerships. An updated Toolbox for placing rights-holders at the centre of EU's Neighbourhood, Development and International Cooperation](#). An [interactive version of the HRBA toolbox](#) can be accessed at the INTPA Academy.

³⁸ CRPD (2006), see Article 32 which elaborates further on how international cooperation must be inclusive and accessible to persons with disabilities. The [Toolbox on HRBA](#) also provides guidance on implementing the HRBA in EU external action.

- OPDs are included in policy dialogue and consulted in pre-programming process across external action priority areas and thematic sectors.
- Investment is made in developing and strengthening essential support services for disability (Box 6).

Non-discrimination and equality

- Awareness-raising initiatives and campaigns on the rights of persons with disabilities to reduce stigma and discrimination are mainstreamed.
- Infrastructure and the built environment or goods and products supported by EU funding are accessible for persons with disabilities and usable by all people (read more on accessibility in point 4.4).
- Accessibility is ensured, reasonable accommodation is provided, and support services are available for equal participation of persons with disabilities in dialogues, actions, activities, and services.
- Persons with disabilities are empowered to participate in all areas of life, including through the building of OPDs’ organisational capacity.

Accountability and rule of law for all

- Justice systems, administrations and public services are made available and accessible for persons with different types of disabilities, particularly under-represented groups (e.g. providing sign language interpretation for deaf persons).
- Collaboration is ensured between key stakeholders, local and national authorities, public administration and institutions, civil society, OPDs, financial institutions, and the private sector for coordination and inclusion.

Transparency and access to information supported by disaggregated data

- Visibility and communication materials and websites and other digital tools are accessible for persons with disabilities (e.g. easy-read versions, Braille, screen readers allowed, sign language interpretation, captioning).

- Data are disaggregated on disability whenever possible and support is provided for the collection of data on disability, for instance for national statistical offices.

Box 6 A note on reasonable accommodation and support services

Reasonable accommodation refers to modifications or adjustments made for a person with disability who requires them in a particular case, to facilitate participation on an equal basis with others. Such adjustments should be reasonable and should not impose a disproportionate burden on those responsible for providing them. It may involve adapting a practice, or a general operating rule or granting an exemption to a person facing discrimination.

Support services are services that increase independence and the participation of persons with disabilities. Alongside assistive technology, support services provide opportunities for employment, participation in community development and free up time for family members to earn income. Examples of support services are personal assistance, communication support such as sign language or tactile interpretation, supported decision-making, specialised rehabilitation, etc.

To make sure that persons with disabilities benefit equally from EU financing and support for partner countries and that their rights are promoted, disability must be addressed as a cross-cutting aspect in all relevant policies, political dialogues, and interventions, alongside reasonable accommodation and specific interventions to empower persons with disabilities.

Current evidence shows that the cooperation programmes of the EU and other bilateral and multilateral donors largely focus on supporting disability-specific programmes, while mainstreaming disability across other programmes is still largely absent³⁹. While specific projects to strengthen and empower persons with disabilities are crucial,

³⁹ UN General Assembly (2020). [Report of the Special Rapporteur on the rights of persons with disabilities](#) (A/75/186), Catalina Devandas Aguilar.

there is more potential for mainstreaming, to achieve the goals of the 2030 agenda and EU's commitment to reducing inequalities. Particularly in EU priority cooperation areas, more could be done to demonstrate that persons with disabilities benefit from the investment and programmes supported.

Box 7 Mainstreaming disability in EU priorities such as Green Deal investment

The EU [Green Deal](#)⁴⁰ is a priority area and a key pillar of the [Global Gateway](#)⁴¹, and a good opportunity for mainstreaming disability inclusion. Persons with disabilities are recognised as being at increased risk from climate change effects, yet very little is known about how persons with disabilities and their representative organisations have been engaged in climate change adaptation and mitigation measures to date. Article 4 of the CRPD requires governments to include persons with disabilities and their representative organisations in policy planning. This is critical for developing inclusive policies to address climate change, including in the transition to 'green jobs' and skills upgrading, modernising transport networks and reducing disaster risks. As they face barriers on a daily basis, many persons with disabilities are natural problem solvers; their inclusion could bring innovative solutions to climate adaptation plans⁴².

The inclusion of persons with disabilities is equally important in times of emergency and crisis. Article 11 of the CRPD states that, in line with their obligations under international law, including humanitarian law, countries that are party to the Convention, need to ensure the protection and safety of all persons with disabilities at risk in humanitarian crises, including armed conflicts,

natural disasters, and other types of emergencies. The risks include harm resulting from military operations, increasingly taking place in urban areas and with devastating effects on persons with disabilities⁴³. While the CRPD binds only those States that are party to it, but not armed groups, international humanitarian law requires all warring state and non-state actors during an armed conflict to protect all civilians⁴⁴.

4.1.1 Uphold the rights of persons with disabilities in dialogue with partner countries

Many EU partner countries and others involved in development have some political will to strengthen the inclusion of persons with disabilities but do not devote sufficient attention and resources to the issue. The EU can play a key role by highlighting the importance of inclusion and implementation of the CRPD with partner governments, other bilateral donors and OPDs where feasible.

- The EU can do this by ensuring that the rights and inclusion of persons with disabilities are talked about in high-level political dialogue and human rights dialogue, and ensure that policy dialogue influences the policy makers' agenda. The situation of persons with disabilities can also be an entry point into dialogue in contexts where human rights are sensitive, or where civil society space is shrinking, as it often generates less tension.
- The EU can also encourage countries to ratify the CRPD if they have not yet done so⁴⁵. In meetings with countries that have ratified the CRPD, it is useful to refer to the concluding observations of the UN Committee on the Rights of Persons with Disabilities and in particular any recommendations relating to sectors supported by the EU.

⁴⁰ https://ec.europa.eu/info/strategy/priorities-2019-2024/european-green-deal_en

⁴¹ https://ec.europa.eu/info/strategy/priorities-2019-2024/stronger-europe-world/global-gateway_en

⁴² Jodin, S., Ananthamoorthy, N. and Lofts, K. (2020). 'A disability rights approach to climate governance', *Ecology Law Quarterly*, Volume 47, Issue 1. This article suggests ways to ensure disability-inclusive governance and support countries to include disability in climate change adaptation and resilience.

⁴³ [UN General Assembly \(2021\). Report on the rights of persons with disabilities in the context of armed conflict \(A/76/146\), Gerard Guinn.](#)

⁴⁴ International Committee of the Red Cross (2017) [How law protects persons with disabilities in armed conflict](#). In 2019, UN adopted a resolution on the protection of persons with disabilities in conflicts. ([S/RES/2475 \(2019\)](#))

⁴⁵ EU (2020). [Action Plan on Human Rights and Democracy 2020 -2024](#), see section 1.2 (d), pg.12, see also the Universal Periodic Review (UPR) of the country that you are meeting, UPRs for each country can be accessed [here](#).

Box 8 Addressing disability rights in policy dialogue with EU candidate and potential candidate countries

Candidate countries and potential candidates for EU accession need to gradually align their legislation with the EU laws, including those relating to non-discrimination and the rights of persons with disabilities.

Within the joint bodies under the Stabilisation and Association Agreements with the Western Balkans and the EU-Turkey Association Agreement, the Commission annually reviews the situation and progress made relating to the rights of persons with disabilities (including related concerns such as de-institutionalisation, independent living and social assistance schemes). This policy dialogue with the relevant country authorities and independent bodies, such as ombuds institutions and equality bodies, results in recommendations. The implementation of these recommendations is reviewed in the annual reports included in the enlargement package.

The Commission supports reforms through financial assistance under the instrument for pre-accession assistance. Technical assistance is provided through the TAIEX instrument⁴⁶, while OPDs are supported through the IPA Civil Society Facility and via NDICI-Global Europa under the thematic programme for human rights and democracy.

4.2 Engage with persons with disabilities and their representative organisations

The phrase 'nothing about us without us' is used by OPDs to remind policy makers and programme developers to consult and include them. The CRPD principles (see Box 3) reflect the working principles of the HRBA and require countries to involve OPDs in the decision-making process when new priorities, policies and programmes are made –



not only in the design phase but also in the implementation and monitoring⁴⁷.

Persons with disabilities and OPDs tend to be excluded from consultations with civil society, often unintentionally. For instance:

- information about a consultation meeting with civil society organisations (CSOs) does not reach OPDs who often are disconnected from broader civil society networks and might not always be officially registered with the national authorities;
- organisers of consultations may think of including persons with disabilities but instead consult disability service providers on behalf of OPDs, who do not necessarily share the same views or interest;
- meetings held in an inaccessible building or location without provision of reasonable accommodation exclude many persons with disabilities from participating.

⁴⁶ [Technical Assistance and Information Exchange instrument of the European Commission.](#)

⁴⁷ The CRPD Committee has published [General Comment No 7](#) on the participation of persons with disabilities and their representative organisations in policies and programmes.

According to the EU action plan on human rights and democracy, engagement with, and support for, civil society organisations requires that persons with disabilities and their representative organisations are equally consulted and benefit from capacity-strengthening. OPDs and – where formal organisations are yet to be formed, informal or self-help groups – have extensive knowledge of the actual situation of persons with disa-

bilities and the barriers they are facing. Therefore, it is essential that they are meaningfully engaged in finding effective solutions for policies, programmes, and services. Tips on improving engagement and meaningful participation of OPDs are provided [in this practice note](#) (part of a course available from the EU International Partnerships Academy).

Box 9 Global survey on participation of OPDs in external cooperation

In 2020, a global survey was carried out by the International Disability Alliance on the [Participation of organisations of persons with disabilities in development programmes and policies](#). Below are some of the key findings.

- **Participation of OPDs in international cooperation is increasing overall** but participation is not equal across the diverse constituencies. Persons with psychosocial disabilities, persons with intellectual disabilities, deafblind persons and deaf persons, women with disabilities, and indigenous persons with disabilities are still largely left out of consultation and decision-making processes.
- **Financial support remains the biggest challenge for OPDs.** This seriously undermines their independence and autonomy and their ability to develop their capacities and engage with others.
- **Participation of OPDs in broader decision-making processes remains insufficient.** OPDs are primarily consulted on disability-specific issues – an indication that disability is not yet considered a cross-cutting issue.

Examples from the field – strengthening consultation with organisations of persons with disabilities

The **EU Delegation in Mozambique** conducted a targeted consultation with the Forum of Mozambican Associations of People with Disabilities (FAMOD) as part of the process of developing the multi-annual indicative programme (MIP) for 2021-2027. FAMOD had reported difficulties in engaging in the general civil society consultation organised by the Delegation. While improving existing consultation mechanisms, the Delegation arranged an additional meeting, to listen to FAMOD and its members about their situation, and to hear evidence of the discrimination they face and their suggestions on how the EU could support disability inclusion and rights in the new MIP. The meeting also provided an opportunity for the EU Delegation in Mozambique to build a more systematic dialogue with the disability movement in Mozambique as part of wider civil society dialogue.

During the consultation with civil society organisations when planning the MIP (2021-2027) and the new civil society country roadmap (2021-2024)⁴⁸, the EU Delegation in Zambia made sure to invite representatives of OPDs. Working together with other civil society organisations, OPDs were able to highlight the additional marginalisation they often experience and provided suggestions and ideas on how EU development partners could address these challenges. As a result, the civil society roadmap has integrated disability as a significant cross-cutting priority and set a specific objective: to support the empowerment and participation of women, young people, persons with disabilities and other groups, while also mainstreaming the rights of persons with disabilities across the other objectives.

⁴⁸ The CSO roadmaps of the EU and Member States serve as country strategies for meaningful, continuous and coordinated engagement with civil society.

4.3 Ensure accessibility

Accessibility is a critical precondition for ensuring that persons with disabilities can participate in life and, specifically, can benefit from donor-funded interventions on equal terms with others. Accessibility should be applied to all areas including information and communications, digital technology, transport and rapid transit systems and the built environment. Accessibility should be ensured in all public settings such as healthcare facilities, educational facilities, public administration buildings, services, including digital services, court buildings and judicial procedures, police stations, elections, and public information among many others.

The European Committee for Standardization has developed accessibility standards for ICTs, the built environment and products, goods and services (design for all)⁴⁹. The International Organization for Standardization has also set standards

for the built environment⁵⁰. These standards provide public authorities, manufacturers, service providers, designers and policy makers with specifications and guidelines on how to design products and services that are accessible to all.

The absence of national accessibility legislation or standards in an EU partner country should not prevent accessible equipment and services from being procured and thus financed by EU funds. Where there are no national standards, a reference can be made to EU law or EU or international standards. Accessibility requirements need to be included in procurement specifications for works, supplies and services with EU funding (see Chapter [5.3.2](#)).

As highlighted earlier, [consulting and engaging with OPDs](#) can help to ensure that interventions are inclusive and accessible from the outset.

Examples of disability-inclusive sector programmes in Montenegro and Turkey

In **Montenegro**, under the ‘Multi-annual Action Programme on **Employment, Education and Social Policies – Enhancing the Education System**’, the EU is supporting the elimination of **architectural barriers in schools** to improve access to education for children with disabilities. The scope of works includes construction of elevators, installation of stair lifts, staircase platforms, access ramps and access paths, reconstruction/adaptation of toilets and other priority infrastructure work. In the field of **transport**, EU programmes are supporting the building of new infrastructure to include accessibility requirements.

In **Turkey**, accessibility standards have been mainstreamed across the EU’s **facility for refugees in Turkey programme**. This has ensured that all **education and health infrastructure** built as part of the programme, including 410 public schools (annual capacity of 192 000 students), two public hospitals (serving a population of 1 million) and 65 new migrant health centres (serving a population of 2.8 million) are accessible to persons and refugees with disabilities. Several municipal drinking water, wastewater and solid waste facilities have also been built in a way that provides access for potential staff with disabilities.

Ensuring accessibility increases the participation of persons with disabilities in a range of areas relevant to daily living. Taking accessibility into consideration in programme and project design also helps create an environment that is usable for all

and benefits older people, parents with toddlers and young babies, workers with heavy loads, tourists seeking information and many others. This is known as **Universal Design**.

⁴⁹ Three European standards that can be used in public procurement: [EN 301 549 Accessibility requirements for ICTs](#), [EN 17161:2019 Design for all - Accessibility for products, goods and services](#), [EN 17210:2021 Accessibility and usability of the built environment - functional requirements](#).

⁵⁰ International Organization for Standardization (ISO) – [Accessibility](#).



Box 10 Accessibility and Universal Design in the CRPD

Accessibility refers to the prevention and removal of barriers in the built environment, so that persons with disabilities can access information and communication including technologies, transportation and all services, and use these on equal basis with others⁵¹.

Universal Design is built on the principle that products, environments, programmes and services should be usable by all people, to the greatest extent possible, without the need for adaptation or specialised design⁵². Building accessibility into interventions from the outset is critical as it can save on costs from expensive retrofitting later; planned from the start, accessibility costs less than 1% of the overall budget for an infrastructure project⁴⁶.

While existing systems and infrastructure can be adapted and transformed gradually, the CRPD calls on countries to put in place non-discrimination and reasonable accommodation with immediate effect. The EU can support national governments' efforts to improve accessibility in all existing public infrastructure and services. This should also be part of the policy dialogue with partner countries. No EU financial investment or contribution should be used to create inaccessible infrastructure or to buy inaccessible products or services.

Example from the field: the vocational education and training (VET) toolbox, a technical facility mainstreaming disability

The VET toolbox is an EU initiative, a technical facility bringing together expertise from EU Member States and the British Council to support partner countries in strengthening and reforming the VET sector. Equal access to VET programmes is crucial to improving skills and job opportunities for young people with disabilities, and the VET toolbox provides [technical guidance](#) on how to mainstream the inclusion of marginalised young people, including young people with disabilities, in VET programmes. **Accessibility is highlighted in the guidance as a fundamental aspect of strengthening take-up of VET** and provides practical tools and examples of how to go about implementing accessibility measures across the design of VET programmes.

4.4 Collect disability data for reporting and accountability

Disability-disaggregated data are needed to ensure inclusivity and for measuring progress of programmes and interventions. Availability of quality data and specific disability-related indicators are essential to ensure proper reporting.

⁵¹ CRPD (2006). Article 9 on accessibility.

⁵² CRPD (2006). Article 2 on definitions and Universal Design.

In June 2018, the OECD Development Assistance Committee (DAC) Working Party for Development Finance Statistics adopted the DAC disability policy marker on the inclusion and empowerment of persons with disability 'to track development finance in support of persons with disabilities'⁵³. The disability policy marker is a crucial contribution to improving the availability and quality of data collected on disability in relation to development assistance.

The EU adopted the marker in 2019 and is now using it to measure the proportion of EU funding which is disability-inclusive. Moreover, DG INTPA has made a political commitment to increase the proportion of new actions that are disability-inclusive, as measured by the disability policy marker. *Annex 3* gives detailed guidance on the use of the disability policy marker in EU projects. The disability policy marker has been included in the action document template.



Box 11 Tools for disaggregating data on persons with disabilities

There are officially recognised and tested tools available for disaggregating data on disability.

Development partners, countries and civil society organisations are increasingly using the [Washington Group Questions](#) (WGQs). These are a set of data collection tools with the main objective of promoting internationally comparable questions for identifying persons with disabilities in censuses and surveys. The best-known tool is the Washington Group Short Set, which is also the tool recommended for SDG monitoring and data disaggregation.

Other tools include the [model disability survey](#) developed by the World Health Organization, a stand-alone data collection instrument that can provide in-depth information about persons with disabilities. It is a general population-based survey and questions are intended for a representative sample of the whole population. It provides a wide range of information about persons with disabilities, which can be compared with the data on persons without disabilities. It is not designed as a module to be inserted into censuses or other surveys but rather as a complement. It is usually applied every 5-7 years.

Disability data and evidence should also be made available in CRPD country reports and in voluntary reporting on the SDGs. Examples of policy indicators linked to the different articles of the CRPD can be found on the [OHCHR SDG and CRPD indicators](#) website⁵⁴. The website also includes: a training course on SDG indicators and indicators for each article of the CRPD to be used by national authorities; and indicators and examples of data sources on key development sectors, e.g. [employment](#), [health](#), [education](#) and [accessibility](#). Together with political dialogue, EU technical assistance and EU-supported projects can encourage and support this work on data by national statistics offices (NSOs).

⁵³ OECD. [The OECD-DAC policy marker on the inclusion and empowerment of persons with disabilities](#). Handbook for data reporters and users. 10 December 2020.

⁵⁴ [The resource package](#), which was funded by the EU, is also available in the International Partnership Academy.

5. Disability inclusion in the intervention cycle

Disability inclusion, through both mainstreaming and disability-targeted measures, is a relevant consideration across all stages of the intervention cycle, from defining priorities in programming phase and designing interventions (including budget support) through to implementation, monitoring and evaluation, and dissemination of learning.

Strategic steering committee guidance and country/regional/ thematic coordination teams meetings can ensure that persons with disabilities are included to the widest extent possible. The diagram below suggests entry points for disability inclusion across the intervention cycle.

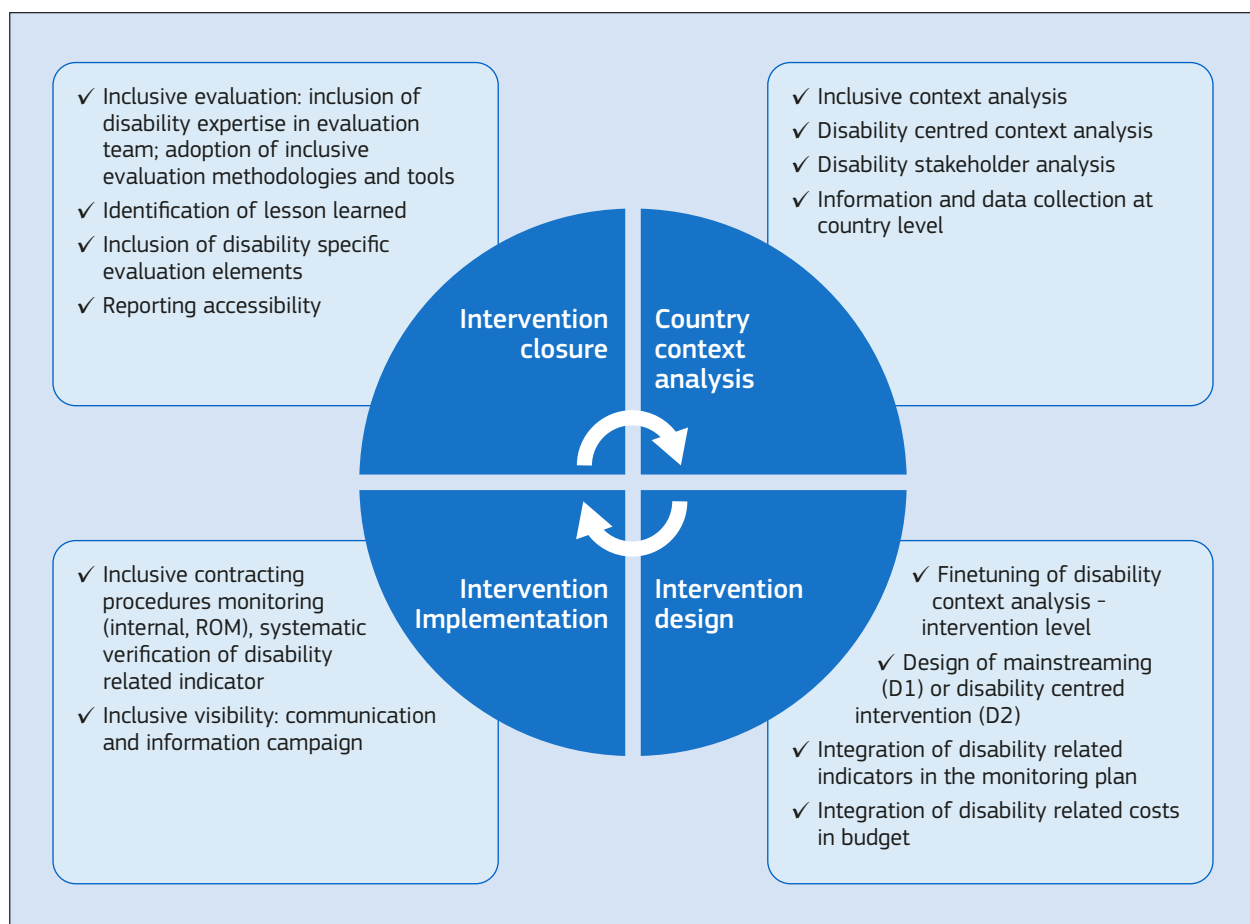
Box 12 Disability inclusion (DI) entry points in the intervention cycle

5.1 Undertake a disability-inclusive context analysis

Disability-related context analysis helps ensure that interventions meet the EU objectives of leaving no one behind and doing no harm.

Just as human rights, gender equality or climate change issues are addressed in ways that fit the context in each country, so too are disability rights and the situation of persons with disabilities and their families. In keeping with this approach:

- the context analysis should cover the relevant disability policies, and their effective implementation;
- it should include data on the situation of persons with disabilities and on any discriminatory



- practices towards persons with disabilities;
- to inform the EU's approach to support, the analysis should include a description on barriers and challenges affecting persons with disabilities in the field covered by the intervention;
- the examples of questions given in *Annex 2* can be used to guide the analyses in different sectors;
- organisations that represent persons with different types of disabilities should be consulted, for a better understanding of their situation and the barriers they face and to help fill the gaps in the data.

Information on persons with disabilities could be integrated in other context analyses at delegation level, such as gender analysis and country-level implementation plans, country roadmaps for EU engagement with civil society, human rights and democracy country strategies and other human rights analyses (risk management frameworks). In addition, a disability-specific context analysis can also be done and regularly updated by disability focal points, which makes it easier to integrate relevant information into the context analysis for different interventions being designed. Specific thematic or sectoral information may also need further complementary analysis, for instance on disability in relation to rural development, climate change and digitalisation for example.

The following steps can help to inform the context analysis and ensure that disability is integrated in all phases of the Intervention cycle.

- **Meet and consult** with national, regional, and local OPDs to ensure that the perspective of the disability movement is included. Ideally such meetings should be organised on a regular basis and as part of the general CSO consultations.
- **Source available national data** on disability. While disability data are often scarce at national level, there may be data available from the latest census, or from different surveys on

persons with disabilities⁵⁵. Not every country's national statistics office has capacity and resources to collect extensive disability data, which would be good to include in the analysis.

- **Check for disability data collected by other international partners.** Some UN agencies and development banks also publish household surveys. Useful sources include [UNICEF's multiple indicator cluster surveys \(MISCS\)](#), the WHO's [Global Health Observatory](#) or the World Bank's [Living Standards Measurement Study](#).
- **Look for national reports to the CRPD committee** and check to see if there are shadow reports available as these highlight civil society's perspective. References to persons with disabilities can also be included in national reports to the [Committee on the Rights of the Child](#), the [Committee on the Elimination of Discrimination Against Women](#) and the [Universal Periodic Review](#).
- **Look for academic reports** from local universities working on areas related to disability inclusion. These could contain potentially helpful findings from research or evaluations. Some of these universities may be funded through EU research programmes. Research bodies are another useful source, such as the [Centre for Disability Law and Policy, Ireland](#) and the [Disability Rights Centre, University of Pretoria, South Africa](#).
- **Review the most recent voluntary reports** under 2030 sustainable development agenda, including CSO shadow reporting, which can provide information on progress made and areas where more action is needed to include persons with disabilities.

Data availability is essential to establish the necessary baseline of any intervention. If not available, or of low quality, data collection and the reinforcement of the partner country data management capacity can be included in the intervention design, to be performed during the inception phase, or via a Support Measure⁵⁶.

⁵⁵ [List of national statics offices](#).

⁵⁶ See INTPA Companion, 6 – Designing Actions, Section 6.2.5 and Attachment F2a; See also for further information on data collection in [the HRBA toolkit](#) pp. 33-34.

Example from the field – Analysing the situation of persons with disabilities in Bangladesh

In 2020, a **comprehensive analysis on persons with disabilities** was conducted by the EU Delegation in Bangladesh. The purpose of the study was to assess inclusion of persons with disabilities and the scope for mainstreaming disability into all sector interventions planned by the delegation and implementing partners. The recommendations based on the analysis were used to inform the MIP for 2021-2027. The Delegation in Bangladesh is intending to increase its support for promoting the rights of persons with disabilities and the broader mainstreaming of disability. One example is a finance agreement signed with the government of Bangladesh in 2021, implemented by UNICEF, to enhance the opportunities and promote the rights of children and adolescents, particularly girls, and those living with disabilities.

5.2 Design disability-inclusive intervention

The context analysis will progressively identify and then fine tune those intervention components and measures which are more likely to promote persons with disabilities' equal access. Where possible, positive actions should be identified to advance on equality.

Where possible, the intervention logic should ensure that, as rights holders, persons with disabilities are considered across all levels of results chain (impact, outcomes, outputs, and activities) and in the specific context. For example, that accessibility, support services and reasonable accommodation are included at output level as required. The guidance on the use of OECD DAC disability policy marker (Annex 3) and the scoring criteria should be used when defining the intervention.

The logical framework matrix provides an overview of results chain (where results refer to impact, outcomes, outputs); it gives information on the assumptions that might influence the course of action; and a set of indicators that will allow the monitoring of progress of the intervention, and the measurement of results triggered by the action. The **result chain and indicators should be inclusive of disability where relevant**. Several [EU sector indicators](#), [SDG indicators](#) and [the EU Global Europe Results Framework](#) (GERF) are relevant for disability.



The GERF requires that indicators reporting on individuals must be **disaggregated** on sex. Other disaggregation dimensions, such as age and disability, should also be reported when relevant and possible. It is therefore essential to systematically disaggregate data by disability to be able to effectively track inclusion. Through EU interventions, partner countries and implementing partners' data collection capacity and the quality of data itself can also be supported.

Consistent application of the OECD DAC disability policy marker (Annex 3) is an important part of measuring EU's overall investment in disability inclusion in external work. The marker is used to measure level 3 indicators (GERF 3.14) on progress and indicates the number and share of EU-funded external interventions promoting disability inclusion in a calendar year.

When designing the intervention, the following checklist can be helpful.

Box 13 Checklist for aligning an intervention with the HRBA from a disability inclusion perspective

- Does the intervention apply a human-rights-for-all-approach? Does it ensure respect for the **dignity and freedom of choice and decision** of persons with disabilities?
 - For example, does a government housing scheme provide independent living options for persons with disabilities rather than segregated institutional accommodation? Are the houses accessible?
- Does it **ensure meaningful and inclusive participation** and access to decision-making for persons with disabilities?
 - For example, have measures been put in place to enable persons with disabilities, women, men and children to participate effectively in cultural activities supported by the municipality? Are groups that are typically under-represented, such as deaf women, persons with mental health conditions or persons with intellectual disabilities, also able to participate in the cultural activities?
- Does it **ensure non-discrimination and equality for persons with disabilities?** Are there measures (e.g. accessibility and reasonable accommodation or support services) to ensure that persons with disabilities can participate on equal basis? Are these measures adequately covered in the budget?
 - For example, persons with disabilities have often been excluded from secondary and higher education and therefore do not always qualify for access microfinance or entrepreneur programmes. To avoid indirect exclusion from these opportunities, supportive measures should be planned, such as additional training and coaching, peer support, numeracy training and technology support, funding for contracting sign language interpretation and making documents and material accessible.
- Does it **address accountability and access to the rule of law for all?** Are the legal rights of persons with disabilities implemented on an equal basis with others?
 - For example, in some countries, persons, and particularly women, with disabilities are not recognised as having same rights as others to own land, assets, or to have a bank account.
 - For example, interventions relating to justice could include measures such as training of police officers and social workers on gender and disability-based violence, or reform of legal-capacity restrictions to ensure all persons with mental health and psychosocial disabilities have equal rights. Another measure to consider is training for sign language interpreters or legal support in courts and hearings.
- Does it **promote transparency and access to information?** Do persons with disabilities have access to information and data on an equal basis with other persons? Are persons with disabilities visible through collected data?
 - For example, information could be provided in various formats (written, audio, easy-to read, sign language, etc.) and consultation mechanisms should be inclusive and accessible (for example meetings should be organised in accessible buildings or online platforms)⁵⁷.
- Does it ensure **accessibility** in the built environment, transport, information, technology, communication and services? Does investment in these **areas remove barriers and prevent new ones from arising for persons with disabilities?**
 - For example, does the new urban transport plan include accessible infrastructure and services? Are accessible platforms and vehicles, tactile information, reserved seats, and announcements in transit vehicles planned?
- Does it contribute to **disability and gender equality?** Has consideration been given to the possibility of different outcomes for women and girls and men and boys with disabilities? Are women with disabilities adequately included in the gender analyses and implementation plans at EU Delegation level? Is this further reflected in the design of intervention and in the action document's mainstreaming annex?

⁵⁷ See further information on this principle in [the HRBA toolkit](#) p.12.

5.3 Address disability in contract procedures

Once the financing decision (action document) has been approved, it is important to ensure that the disability inclusion measures continue to be included in the following steps.

5.3.1 Call for proposal guidelines

In calls for proposals, disability inclusion is one of the evaluation criteria together with other cross-cutting aspects. The standard evaluation grid in the grant guidelines template (part of the 'PRAG' practical guide to procurement and grant award procedures) includes a criterion for evaluating how cross-cutting elements have been considered, among them persons with disabilities ('2.5 To which extent does the proposal integrate relevant cross-cutting elements...such as needs of disabled people...')⁵⁸.

It is recommended that cross-cutting aspects and disability inclusion be addressed clearly in the call guidelines, for instance directly in the section on **objectives of the programme and priority issues** or the section on **eligibility of actions**. This encourages applicants to address disability inclusion in their proposals.

5.3.2 Terms of references for procurement of supply, services and works

Requiring accessibility in procurement of goods and services by the EU, partner countries and implementing organisations is a major boost to disability inclusiveness. The EU Procurement Directives, the Financial Regulation and, for external action, the PRAG all require accessibility⁵⁹.

When drafting **technical specifications for procurement**, reference should be made to national or European and international (ISO) standards on accessibility. A key principle to keep in mind is that procurement policies and practices for goods and services should not create new barriers for persons with different types of disabilities.

It is also a good practice to mention in tenders and terms of references that the EU pursues an equal opportunities policy. Gender balance, diversity, and inclusion of staff members with disabilities are recommended in the proposed offers, both at operational and administrative levels.

Box 14 Requirements on accessibility in PRAG

In its basic rules, in the section on cross-cutting issues, the EU practical guide (PRAG) requires that: '...Accessibility for disabled people [...] be taken into account by tenderers, candidates and applicants in the context of procurement and calls for proposals.'⁶⁰

The PRAG also requires that the terms of reference and technical specifications include 'minimum requirements whose non-compliance entails the rejection of the tender'. For purchases intended for use by natural persons, the specifications must include 'design for all users requirements (accessibility for disabled people, environmental issues, etc. in accordance with the latest developments), excepted in duly justified cases'.

5.3.3 Contract negotiations and finalisation

Activities are often detailed only in the contracting phase as one of the final aspects in the negotiations with implementing partners. This is an opportunity to ensure that disability inclusion is properly followed through on, from the measures described in the action document. It is also an opportunity to strengthen disability inclusion or include if it was omitted in earlier phase.

For instance, explicit activities can be added (explicitly) to ensure that persons with disabilities among the project target groups can access project activities and outputs. Another activity could be to include a disability-related study or disability assessment to gather information on the situation of persons with disabilities relevant to the

⁵⁸ INTPA PRAG, [ePRAG Annexes](#).

⁵⁹ Directive 2014/24/EU and Directive 2014/25/EU; [the Financial Regulation](#).

⁶⁰ Procurement and grants for EU external actions – [A practical guide](#).

project, with a view to guiding project implementation. It is often most practicable to do this in the inception phase of project.

When finalising contracts with UN or Members States' agencies, it is useful to tap into existing disability expertise. Several UN agencies have developed internal disability inclusion strategies, to ensure implementation of the UN-wide disability inclusion strategy. For example, UN agencies are implementing the strategy guidelines and indicators on contracting and procurement⁶¹. Some of the EU Member States' development agencies also have disability inclusion policies in place. It is therefore advised to consult with the agencies during design and contracting to align budget and programming with those strategies as relevant.

5.3.4 Disability-sensitive budget

Budgeting is the final part of action design, and budgets should also take account of disability inclusion in mainstreamed interventions (disability policy marker 1). This is necessary to allow for implementation of reasonable accommodation, support services or inclusive communication activities.

While each intervention is different and it is not possible to devise a general formula for budgeting disability-related costs, here some examples of common costs to consider in budget:

- costs for making **information, products and communication** (including websites) accessible to persons with disabilities, e.g. costs for sign language interpretation or captioning during meetings, information in Braille or audio versions, and easy-to-read versions or summaries;
- costs for accessible transport services, accessible meeting rooms and facilities so that persons with disabilities can attend meetings, consultations, training etc. (e.g. modification costs (building ramps, widening doorways etc.), travel allowances or rental of accessible premises for instance);

- additional other individual costs, for instance travel and accommodation, or the cost of a personal assistant to accompany people at conferences and meetings or in training sessions;
- other reasonable accommodation costs (a reserve), e.g. for resting areas in a project facility, or specific IT equipment or applications for training;
- additional costs to cover **rescue, protection and security** needs of those with disabilities in crisis, emergency or conflict situations, and for human rights defenders and victims of gender-based violence having a disability;
- cost for disability analysis or study if this project activity.

Disability inclusions costs can be budgeted for in a number of ways.

- Costs for disability inclusion can often be covered from **contingency reserve** if such is provided in the project budget breakdown.
- If project staff with disability are employed, additional costs could be included in the **lump sum** of **human resources** costs.
- For **calls for proposals, the guidelines** could instruct the applicants to include costs for disability inclusion.

5.4 Monitor disability inclusion in implementation

The attention to disability inclusion should be maintained during the implementation phase and specific indicators should be systematically monitored to assess progress toward results. The **tools for follow-up**, field visits, reporting, results-oriented monitoring and evaluation **should include questions and information on the inclusion of persons with disabilities**. In interventions where disability has been mainstreamed, it is important to ensure in the monitoring of progress that **indicators and results remain inclusive, reported upon and that data on persons with disabilities are disaggregated**.

⁶¹ UN Disability Inclusion Strategy. [Guidelines on implementation of Indicator 8 on procurement](#).



If this is not the case, the EU Delegation could proactively address implementing partners on the base of the information collected during field visits or provided in reports. EU Delegations can for example suggest to partners how to introduce corrective measures or provide contact with the disability movement, which can provide advice on improving the outcomes of the interventions.

Example from the field – results-oriented monitoring to strengthen inclusion of persons with disabilities

The results-oriented monitoring (ROM) process provides an opportunity to review and monitor the inclusion of persons with disabilities in EU interventions. While the ROM handbook does provide references to the inclusion of persons with disabilities in the cross-cutting questions, it is recommended that this be specifically highlighted in the terms of reference for ROM assignments. Briefings for monitoring experts can also include disability aspects, and where feasible and relevant, the monitoring team should include expertise on disability inclusion.

A practical example of how ROM led to reinforcement of disability inclusion was the project on strengthening child protection systems and supporting de-institutionalisation of childcare in Myanmar. The ROM report highlighted the importance of including expertise on how to address the issue of residential institutions and training schools for children with disabilities, noting that the project had not adequately addressed these needs. The EU Delegation and the implementing partner reflected on this, and measures were put in place to strengthen this component of the project.

Box 15 Looking at disability data in practice

Monitoring inclusion in an education programme

EU budget support is often provided for improving the quality and reach of public education, and in particular for addressing low education levels in rural areas or among children from marginalised backgrounds. Gathering information on disability and other characteristics (ethnicity, gender, rural/urban, etc.) in the initial data collection and applying inclusive monitoring both help in identifying what inclusion aspects need to be considered or adapted to ensure that children with disabilities can access school on an equal basis.

If, for example, project reports do not provide disaggregated data on children with disabilities accessing education or, in particular, on children with disabilities not going to school, then most probably support services and inclusive measures have not been put in place. The EU could feed back on this to the implementing partners and request them to rectify this gap. This could, for example, help to identify needs for sign language interpretation and teacher training, which could then be included in the programme. Another suggestion to the partner could be that the intervention starts disaggregating information on disability.

5.5 Learning lessons, sharing knowledge and communication

Disseminating knowledge and learning from implementing disability-inclusive programmes and projects can encourage others to do the same and to identify successful approaches to disability inclusion. Across cooperation with partner countries, documentation is still lacking on good and less successful practices for implementing disability-inclusive development. It would be useful, therefore, to create an evidence base through EU monitoring and evaluation frameworks and

by sharing lessons learnt from policy dialogue, mainstreamed thematic programmes and specific programmes for persons with disabilities. Such evidence can also support EU reporting on Articles 11 and 32 to the CRPD Committee. Capacity4Development hosts resources and relevant learning and evidence on disability inclusion and the rights of persons with disabilities.

News and updates, communication and information on EU work and projects should be disability-inclusive and produced in accessible formats. A good way of raising of awareness and combating stigma and discrimination is to feature persons

with disabilities as participants and active agents of projects and in the EU's general communication. Inclusive communication methods are also good practice in disseminating lessons learnt and sharing results. Information and tips on inclusive communication can be found in the guidance produced by [Bridging the Gap project](#) and in the [UN disability-inclusive communications guidelines](#).

The evidence base can also be increased by encouraging implementing partners to disseminate and share lessons learnt and good practices and by undertaking evaluations, studies and research.

Example from the field – ‘Bridging the Gap – Inclusive policies and services for equal rights of persons with disabilities’, was a project funded by the EU under the development co-operation instrument (DCI) which concluded in 2021, after 4 years of implementation. The project consisted of two complementary components.

- Bridging the Gap I – led by the Office of the High Commission on Human Rights (OHCHR). OHCHR produced a [resource package of tools](#) that can be used to promote and monitor the rights, participation and inclusion of persons with disabilities in the implementation of the 2030 sustainable development agenda, in line with the CRPD.
- **Human rights indicators for the CRPD.** These indicators can be used to design development interventions and to measure implementation of the CRPD.
- **Policy guidelines on implementing the SDGs**, complementing the CRPD indicators. The policy guidelines give practical guidance to policy makers on how to implement SDGs in a way that is inclusive of persons with disabilities. The guidelines are excellent resources that can inform EU programming and technical assistance for partner countries and implementing partners.
- Bridging the Gap II – led by FIAPP62 and steered by a consortium of the EU and Member States’ development agencies from Spain, Italy, Austria and Finland as well as two international civil society networks, the European Disability Forum and the International Disability and Development Consortium. The Bridging the Gap II supported the capacity development of government institutions and organisations of persons with disabilities in five countries (Burkina Faso, Ecuador, Ethiopia, Paraguay and Sudan) to contribute to the implementation of the CRPD. It also led to new knowledge and tools based on learning:
 - a variety of technical of resources and tools, and research on disability inclusion in development, produced in the course of project implementation;
 - a series of training webinars on key disability inclusion approaches in five languages;
 - technical reports on social protection, inclusive education, gender equality;
 - examples of successful inclusive projects and practices across the five countries.

Download [tools and resources](#) and have a look to some [snapshots](#) of the work implemented to get inspired and learn.

6. EU as a public administration leading by example

Key messages

The CRPD applies to the EU's work in different policy areas, led by Directorates-General and agencies, but also to the EU administration and the EU as an employer.

The EU departments, delegations and agencies should lead by example.

Since the new Commission in 2020 and the appointment of a Commissioner for Equality, the new Commissioner, together with Commission Directorates-General have led efforts to improve diversity and inclusion in the Commission administration. For instance, a [Task Force on Equality has been set up](#), equality coordinators have been appointed and each Directorate-General has adopted a diversity and inclusion plan. Furthermore, a [Diversity and Inclusion Office](#) was set up within the Directorate-General for Human Resources and Security to guide and support progress in structured way.

Renewed priorities and initiatives have been set for the administration and human resources policy in the **new EU disability strategy**. The strategy includes initiatives to improve the recruitment, employment and career prospects of staff with disabilities, to create inclusive work environments, to ensure the accessibility of information, including websites and venues that meet EU-level standards, and to provide for reasonable accommodation.

[The new human resources strategy](#)⁶³ mirrors these disability strategy initiatives and sets significant goals for improving diversity and inclusion, including support for staff with disabilities and those who support family members with disability. The inter-institutional [European Personnel Selection Office](#) applies an equality, diversity and inclusion approach in its competitions and selections, and is further improving recruitment of

staff from diverse backgrounds. The new human resource strategy also provides for measures to improve the accessibility of physical and digital environments for staff with disabilities while also ensuring that reasonable accommodation is provided for.

The Commission is continuously improving the accessibility, including digital environments and communications, and of key publications. In this, it is guided by European Standard EN 301549, which refers to international standards for the web such as the [W3C/WAI/WCAG accessibility guidelines](#). The Commission [Internet Providers Guide](#)⁶⁴ instructs services for inclusive web access. A new action plan on web accessibility is expected to be adopted in 2022 and will be shared and promoted in all EU institutions.

More efforts are required to ensure all EU institutions and delegations can host and hire persons with disabilities. In line with the disability strategy, all buildings newly occupied by the Commission will need to be accessible. This includes buildings in EU delegations (subject to possible urban planning requirements of the host countries) and venues where Commission events are organised. Accessible buildings have easily accessible entrance and doorways, ramps at correct height, smooth handrails to accessible stairways, accessible lifts, toilets with accessible features, and safe floor surface. European standards [EN 17210:2021](#) can serve as a reference for accessibility.

⁶³ Communication to the Commission, A new Human Resources Strategy for the Commission

05 April 2022 https://ec.europa.eu/info/files/communication-commission-new-human-resources-strategy-commission_en

⁶⁴ [Accessibility – Europa web guide](#), European Commission public wiki (ec.europa.eu).



The European External Action Service (EEAS) applies its disability policy and has a [roadmap](#) to accelerate accessibility and reasonable accommodation in EEAS operations and delegations. The roadmap includes measures to gradually improve the accessibility of the EU premises worldwide.

What can EU staff do to improve accessibility and inclusion in the EU delegations or units?

- Always ensure consultations, meetings and events with external people are held in an accessible environment. If the EU delegation or service is not accessible, rent suitable accessible premises and provide reasonable accommodation, captioning and sign language interpretation as required.

- Provide information in accessible formats whether online or non-digital, including information for consultations.
- Promote awareness among staff of equality, non-discrimination, accessibility and reasonable accommodation for relevant employees through training, peer support, and awareness-raising events.
- Ensure that inclusion and diversity are respected in the recruitment of local agents.

7. Useful resources

United Nations	
UN Convention on the Rights of Persons with Disabilities	The CRPD was adopted in 2006.
UN CRPD Committee general comments (GCs)	GC 1 equal recognition before the law (Art. 12), GC 2 Accessibility (Art. 9), GC 3 Women with disabilities (Art. 6), GC 4 Education (Art. 24), GC7 Participation of OPDs (Art. 4).
Compilation of concluding observations of the UN Committee on the Rights of Persons with Disabilities	
OHCHR thematic studies on rights of persons with disabilities	
OHCHR (2020) SDG CRPD resource package	The SDG-CRPD resource package supports a disability-inclusive approach to SDGs, guided by the CRPD. They are made up of resources supporting policymaking and monitoring.
UN special rapporteur on the rights of persons with disabilities study on international cooperation	This report examines the importance of international cooperation in supporting the rights of persons with disabilities and provides guidance on ensuring such cooperation is inclusive of and accessible to persons with disabilities.
European Union	
EU disability strategy – Union of equality: strategy for the rights of persons with disabilities 2021-2030	Action 6 describes the EU’s commitment to and strategy on international cooperation.
EU’s first report on its implementation of the CRPD (2014) and concluding observations by the UN Committee on the rights of persons with disabilities	
DG ECHO (2019) Operational guidance. The inclusion of persons with disabilities in EU-funded humanitarian aid operations	The guidelines provide tools for assessing and removing barriers to persons with disabilities’ access to humanitarian services, assistance and protection.
Accessibility standards	EN 301 549 Accessibility requirements for ICT products and services EN 17161:2019 Design for all - Accessibility following a design for all approach in products, goods and services - Extending the range of users EN 17210:2021 Accessibility and usability of the built environment - Functional requirements.

Key global reports	
UN DESA (2018). Disability and Development Report. Realizing the Sustainable Development Goals by, for and with persons with disabilities	
World Bank and World Health Organization (2011). World Report on Disability	This report provides comprehensive data and information on persons with disabilities across all sectors.
Combatting the costs of exclusion for children with disabilities and their families	This paper addresses the costs of the exclusion of children with disabilities, with a focus on the economic impact. Some costs, however, cannot be expressed in monetary terms. For others, while a dollar amount could be estimated, the data needed to do so are often unavailable.
UNICEF (2021). Seen, Counted and Included: Using data to shed light on the well-being of children with disabilities	This publication covers more than 60 indicators of child wellbeing – from nutrition and health, to access to water and sanitation, protection from violence and exploitation, and education. The report also includes new global and regional estimates of children with disabilities.
Other key resources	
Washington Group on disability statistics	The main purpose of the Washington Group is the promotion and coordination of international cooperation in generating comparable statistics on disability suitable for censuses and national surveys.
EU-funded project ‘Bridging the Gap’ (e-library with resources like the inclusive communication guidelines as well multimedia with online webinars on sector policies and horizontal issues)	Updated Cap4Dev and IDDC links to be added.
Accessibility resources/guides/toolkits/	CBM Global Accessibility Go – a guide to action Sightsavers accessibility standards and audit pack The Global Initiative for Inclusive ICTs UN disability inclusion strategy guideline on implementation of Indicator 8, disability inclusive procurement.
Organisations of persons with disabilities	
International Disability Alliance (IDA) is an alliance of 14 global and regional organisations of persons with disabilities. IDA members include regional representative organisations and some specific impairment based representative organisations. The full list of members is available on their website.	Research by IDA on participation of OPDs in development programmes and policies (2020)
The European Disability Forum (EDF) is an umbrella organisation of persons with disabilities that defends the interests of over 100 million persons with disabilities in Europe.	Guidance note from EDF on the role of OPDs in international cooperation (2019)

Key alliances and international non-governmental organisations working on disability and development	
International Disability and Development Consortium (IDDC) . The IDDC website has its members listed .	
Sector resources	
Technical and Vocational Education and Training (TVET)	GIZ – Disability-inclusive TVET and employment promotion Webinar: How to promote equal opportunities for VET learners? TVET Toolbox - inclusive TVET provision for persons with disabilities
Assistive technologies, appliances and environments	Assistive Technology 2030 To improve access to high quality, affordable assistive products in all countries, the WHO has developed the priority assistive products list ILO and Fundación ONCE: An inclusive digital economy for people with disabilities
Inclusive education	UNESCO (2020) Global Education Monitoring Report on Inclusion and Education GPE – The Global Partnership for Education
Social protection	GIZ- Ensuring social protection for persons with disabilities matters (GIZ 2021) Webinar recording: Social protection and community support system for persons with disabilities Social protection platform. Disability-inclusive social protection
Inclusive health	Missing billion (2022): Reimagining Health Systems That Expect, Accept and Connect 1 billion People with Disabilities GIZ - Including Persons with Disabilities in Health Projects and Programmes (GIZ 2019)
Regional disability policies	
Several regions covering EU programme countries have disability strategies	The Council of Europe Disability Strategy 2017–2023 , valid for the EU’s neighbours which are members of the Council of Europe. The Pacific Framework for the Rights of Persons with Disabilities (2016 – 2025) . The Program of Action for the Decade of the Americas for the Rights and Dignity of Persons with Disabilities (2016 – 2026) . The African Charter on Human and Peoples’ Rights on the Rights of Persons with Disabilities in Africa . Jakarta Declaration on the Asian and Pacific Decade of Persons with Disabilities, 2023–2032 (un-escap.org) .

Annex 1: Key policy milestones shaping EU's Action on Disability Inclusive Development

2006: The European Parliament adopts resolution on disability and development,

2010: The EU ratifies the CRPD. The EU publishes its Disability Strategy (2010 – 2020) that includes a section on EU external action,

2013: The EU issues a communication for post 2015 sustainable development agenda and includes persons with disabilities,

2014: The EU submits its first report to the CRPD committee highlighting how it includes persons with disabilities in its external action,

2015: The CRPD committee publishes its concluding observations. It called for the EU to adopt a harmonised policy on disability-inclusive development and devise a systematic approach to mainstream the rights of persons with disabilities in all European Union international cooperation policies and programmes,

2017: Adoption of the EU Consensus for Development to implement the SDGs, relevant for both the EU and its Member States, referring for the first time to persons with disabilities and the CRPD,

2020: EU evaluates its Disability Strategy and put in place a process to design a consecutive strategy,

2021: The new European Disability Strategy 2021-2030 is launched, including a chapter for external cooperation.

Annex 2: Examples of questions to ask across different sectors on disability inclusion

<p>Democracy and political participation</p> <p>Has there been outreach to persons with disabilities and their representative organisations on the barriers faced in political participation?</p> <p>Are there any laws preventing persons from exercising their legal right to voting?</p> <p>Are polling stations accessible to all persons with disabilities?</p> <p>Is voting material accessible to all persons with disabilities?</p> <p>Can women and men with disabilities run as candidates in local, district or national elections?</p> <p>Are persons with disabilities included in voter registration campaigns?</p> <p>Are persons with disabilities free to organise themselves around human rights and political advocacy?</p>	<p>Public Health programmes</p> <p>To what extent are basic packages of health services accessible and available for persons with disabilities? Where universal healthcare is implemented or in development, are the needs and requirements of persons with disabilities considered to enable equal access?</p> <p>Are measures included to make sure that clinics and health services are accessible to all persons with disabilities, including all vaccination programmes e.g. COVID-19 vaccine?</p> <p>Is the public health information accessible in different formats for persons with disabilities (e.g. easy-to-read for people with learning disabilities or low literacy levels, Braille or audio format for people that are blind or have other visual impairment)?</p> <p>Does the public health programme or other public sector body have a mechanism to provide or resource sign language interpreter to communicate with deaf people?</p> <p>Can persons with disabilities who require support with decision-making to provide consent to medical interventions, bring a support person?</p> <p>Is there an accessible accountability mechanism to ensure patients, including persons with disabilities can provide feedback or complain?</p>
<p>Addressing Sexual and Gender-Based Violence</p> <p>Have you included persons with disabilities and their representative organisations in outreach of the programme?</p> <p>Have you considered accessibility for women with disabilities in shelters/safe spaces?</p> <p>Is disability sensitive training provided to staff on SGBV and with service providers used?</p> <p>Have legal capacity issues that impact some women with disabilities been considered?</p> <p>Are women and girls with disabilities included in campaigns on combating violence against women?</p>	<p>Climate adaptation and resilience</p> <p>Have government plans on climate adaptation and migration included persons with disabilities?</p> <p>Have persons with disabilities been included in measures to reduce impact on climate and promote a green transition (improving public transport, transition to green jobs, access to green energy supply etc.)?</p> <p>Has research/analysis been carried out to learn about the impact of climate change on persons with disabilities?</p> <p>Have OPDs been included in capacity building programmes targeted at building capacity on climate adaptation and resilience?</p> <p>Have civil society partners working on climate adaptation and mitigation reached out to persons with disabilities?</p>

Disability-Inclusive Humanitarian Action	Digitalisation
<p>Have consultations been made with persons with disabilities and their representative organisations during rapid needs assessment and project design?</p>	<p>In developing digitalisation strategy, have the concerns of persons with disabilities been included?</p>
<p>Have information on barriers and whether new barriers have emerged due to the crisis been gathered and analysed? Are these barriers affecting persons with different types of disabilities differently?</p>	<p>Has policy and context/problem analysis been carried out to learn about the specific barriers persons with disabilities face in accessing the digital economy or digitalisation of administrative systems, business platforms and administration etc.?</p>
<p>Have specific attention been paid to the potential attitudinal barriers related to other forms of discrimination, which could exacerbate the barriers (e.g. gender, age or ethnicity discrimination).</p>	<p>Have support to promote national digital accessibility standards and capacity building on universal design in the ICT sector been considered?</p>
<p>Has accessibility and Universal Design been considered when designing permanent or temporary facilities?</p>	<p>Have persons with disabilities been considered as participants for digital skills training?</p>
<p>Have outreach services been considered to facilitate access to emergency services (e.g. food distribution; health services; temporary education; water, sanitation and hygiene etc.)?</p>	<p>Have reasonable accommodation measures been put in place so participants with disabilities can participate on upskilling?</p>
<p>Have budget for producing information in accessible formats and channels been included?</p>	<p>Have measures been put in place to promote digital employment for persons with disabilities?</p>
<p>Have the emergency response applied protection-sensitive and disability inclusive targeting?</p>	

Annex 3: Disability policy marker

Disability policy marker

1. Purpose of the briefing note

This briefing note complements the [OECD official handbook](#) on the OECD-DAC disability policy marker by providing guidance and examples for the EU external action and to support staff in taking a disability inclusive approach in intervention design. The note focuses more on what is meant by the disability policy marker score 1, significant

objective, and how it can look in EU practice. The assumption is that designing interventions specifically targeting the empowerment of persons with disabilities, disability policy marker score 2, principal objective, is easier to score as interventions are disability specific by definition.

The EU and the OECD-DAC disability policy marker

The marker is used for measuring the Global Europe Results Framework Level 3 indicator (GERF 3.14) on disability which indicates the proportion of new development interventions financed in a calendar year that target disability as significant or main objective.

2. Overview of the disability policy marker scoring

The OECD introduced the disability policy marker to track how disability is mainstreamed in external cooperation and emergency assistance. The marker can be applied to any policy area or context (excluding administrative costs and core contributions to multilateral organisations) and with

any SDG focus. It aims to track official development assistance (ODA) and programmes that promote the inclusion, empowerment and the rights of persons with disabilities or support the ratification, the implementation and/or the monitoring of the UN CRPD.

The disability policy marker classifies ODA projects and programmes into two categories when the objectives are inclusive of persons with disabilities, **principal or significant**.

<p>Disability policy marker 2: Principal (Primary or disability specific)</p>	<p>Inclusion and empowerment of persons with disability is the principal objective of the intervention and is fundamental in its design and expected results. The activity would not have taken place without this disability inclusion perspective.</p> <p>Examples of disability policy marker 2 interventions</p> <ul style="list-style-type: none"> • A project’s objective aims to strengthen the voice and participation of organisations of persons with disabilities in health or education sector. • A programme which objective is to reform disability assessments and related allowances and support to persons with disabilities. <p>These interventions are disability-specific.</p>
<p>Disability policy marker 1: Significant (Secondary or disability sensitive)</p>	<p>Inclusion and empowerment of persons with disability is significant objective, but not the principal reason for undertaking the intervention. The activity has other prime objectives but has been formulated or adjusted to help meet the relevant disability concerns.</p> <p>Examples of disability policy marker 1 interventions.</p> <ul style="list-style-type: none"> • A project’s objective is increasing access to WASH facilities for populations who are marginalised and includes persons with disabilities as a target group; disability is part of the indicator framework that also disaggregates on sex, age and disability. • A programme that will provide budget support to a government to improve and green the public transportation network has included accessibility as a key component and analysed the disability dimension of the existing situation in the problem analysis and as a cross-cutting issue.
<p>Non-targeted (score 0)</p>	<p>The activity has been screened against the marker but has not been found relevant or meaningful to target disability inclusion. Example: An intervention’s objective is on reducing road deaths and accidents.</p>

3. Disability policy marker 1 – Core elements

For the disability policy marker to be scored 1, the intervention need to have clear commitment to disability inclusion.

The table below shows how the OECD criteria could be unpacked and integrated in the design of new actions and in the relevant action document sections.

<p>Disability analysis</p>	<p>An analysis of the situation of persons with disabilities is included in the context or problem analysis section or in the mainstreaming approaches.</p> <p>Examples</p> <ul style="list-style-type: none"> • Poverty analysis includes, where available, data on persons with disabilities and their socio-economic and human rights situation • Gender analysis includes statistics and evidence on women and girls (and men) with disabilities. • Sector related analyses (social protection, education, health, employment and jobs, ITC, transport, rural development, climate change adaptation, justice etc.) include assessment of the situation of persons with disabilities and their access to sector related benefits/services.
<p>One or more of project objectives or expected results or related activities are disability-sensitive</p>	<p>At least one of the core elements - Accessibility, Inclusion, Consultation, Empowerment - is included in the project and described in the action document and is not implicit or assumed:</p> <p>Accessibility: project ensures that accessibility and universal design measures have been incorporated into the design so that persons with disabilities can access and participate on an equal basis with others.</p> <p>Examples</p> <ul style="list-style-type: none"> • A project on primary healthcare services for women is designed so that women with disabilities can access reproductive health services, for instance through an accessible mobile clinic that visits the community. • Budget support for pre-primary and primary education in a country comes with stipulation that construction and renovation of schools must be done in accordance with national and international accessibility standards. <p>Inclusion / participation: project provides for measures that ensure persons with disabilities are able to contribute to and benefit from the project equally with others and are able to be active participants of the project.</p> <p>Examples</p> <ul style="list-style-type: none"> • A project on digitalisation to bridge the digital divide and improve job opportunities includes support services and reasonable accommodation for persons with disabilities, such as sign language interpreter for deaf persons or adapted software and assistive technology. Project communication activities include production of accessible material. • Project on health sector provides for community-based care and supports the integration of persons with disabilities from institutional care to communities.

	<p>Consultation: project ensures that persons with disabilities and/or their representing organisations are included in consultations, meetings organised by or for the project/programme.</p> <p>Example:</p> <p>Project provides for reasonable accommodation and ensures that invitations to meetings and consultations related to programme/project design phase or its implementation reaches persons with disabilities and/or their representative organisations. In addition, consultation meetings related to the project are organised in accessible premises.</p> <p>Empowerment: projects that in addition to the main activities build capacity of persons with disabilities or their representative organisations. The capacity building focus can range from additional measures encouraging their participation in the project or involvement and strengthening skills to engage in accessibility and infrastructure projects, to direct support for enhancing advocacy and influencing skills.</p> <p>Examples:</p> <ul style="list-style-type: none"> • A project that includes persons with disabilities in activities to build their professional skills and increase their access to jobs and employment. • A project on strengthening civil society capacities to engage in local decision-making and accountability mechanisms includes additional measures to encourage and empower OPDs to take part in the action.
<p>Relevant funding is planned in budget for accessibility and/or reasonable accommodation</p>	<p>Annex III: Budget of a mainstreamed project includes funding for the inclusion of persons with disabilities.</p> <p>Example:</p> <ul style="list-style-type: none"> • Provision for renting accessible premises to deliver programme. Budget includes funds for accessible transport to attend a training programme or a specific budget to support with assistive technology or to provide sign language interpretation.
<p>Disability related indicators and data disaggregated by disability</p>	<p>Relevant indicators are disaggregated by disability in the logical framework to be able to measure and monitor outputs and outcomes for persons with disabilities. Indicators used for the intervention include disability sensitive indicator(s).</p> <p>Examples:</p> <ul style="list-style-type: none"> • A logical framework of an action on EU green jobs includes the following commitment to disability-disaggregated data: Number of jobs created by the project, disaggregated by sex, age, by location and disability. • Number of people with access to Internet with EU support disaggregated by sex, age, location and disability. • Number/proportion of training/events organised and accessible for persons with disabilities.
<p>Monitoring and Evaluation on inclusion and empowerment of persons with disabilities</p>	<p>Monitoring and Evaluation frameworks provide for tools and indicators to measure outcomes on persons with disabilities and disability inclusive lessons learnt. Evaluation team includes expertise on disability.</p> <p>Example:</p> <ul style="list-style-type: none"> • An evaluation of an education programme includes outputs and outcomes on children with disabilities and lessons learnt on inclusion.

4. A note on disability policy marker 2

Disability policy marker 2 is attributed to programmes and projects that are specifically target-

ing persons with disabilities. These programmes include the core elements of Accessibility, Inclusion, Consultation and Empowerment of persons with disabilities.

Example of disability policy marker 2

- A global partnership for action on disability-inclusive development, led by persons with disabilities. This project will strengthen the voice of Organisations of Persons with Disabilities (OPDs) at regional, national and global levels to advocate for changes in policies, legislations and programmes to ensure they are inclusive of people with disabilities. It will also establish and strengthen mechanisms within the United Nations to deliver on the global goals for persons with disabilities, critical to achieving the promise to leave no one behind.

5. Interventions not targeting disability

The score 0, not targeted, means that the activity has been screened against, but was found not to be relevant or meaningful for disability. Different types of projects can fall into this score and yet they can still have some benefit for persons with disabilities. Examples of this include, having ac-

cess to a vaccine or other public health measures, overall this can benefit persons with disabilities. However, they do not fall within the criteria for the inclusion and empowerment of persons with disabilities and therefore are marked 0.

Example of disability policy marker 0

Support to the World Health Organisation's Global Polio Eradication Initiative. The contribution provides funding and technical assistance for polio surveillance, monitoring, supplementary immunisation campaigns and outbreak responses.

Programme supporting public finance management to improve budget transparency, domestic resource mobilisation and external control of public expenditures and policies in a country.

