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Disability in GEDSI analysis: Quick reference guide

Why a quick reference guide?

This quick reference guide is for Gender Equality, Disability and Social Inclusion (GEDSI) advisors and development practitioners who are undertaking GEDSI analysis and looking to ensure that disability equity and rights are adequately addressed.

Good GEDSI analysis is supported by guiding questions and associated frameworks that enable thorough consideration of disability specific issues within GEDSI. This tool aims to assist in applying a disability lens through:

- **A suggested question guide**, which outlines a comprehensive list of questions for practitioners to consider when undertaking their GEDSI analysis to ensure that critical disability-specific issues are appropriately addressed.
- **A data source list**, with suggestions for primary and secondary data sources when undertaking research in relation to the analysis questions.

The guide follows the [Gender at Work Framework](#); however, it can be used as part of any **GEDSI** analysis, whether or not it references or draws on Gender at Work.

Tackling the 'D' in GEDSI

Development practitioners have recognised that **meaningful and targeted efforts are needed to include people facing higher risk of marginalisation** and exclusion, including women; people with disabilities; people with diverse sexual orientation, gender identities and sexual characteristics (SOGIESC); ethnic minorities; people in remote areas; older people; children; Indigenous peoples; and those experiencing other intersecting forms of discrimination.

GEDSI has increasingly been adopted as an approach in effort to streamline and coordinate these efforts. While there are advantages to this, there are also risks that need to be addressed to ensure GEDSI approaches comprehensively include the most marginalised. The following broadly outlines these **risks in relation to people with disabilities in particular and how these can be addressed**:

Risks of exclusion of people with disabilities within GEDSI	Result of applying a strong disability lens and use of disability tools within GEDSI
<p>A generalised GEDSI approach can focus on issues most common or most visible amongst people groups included within GEDSI, and thereby overlook the specific and unique needs of people with disabilities, e.g., assistive technology, accessibility, legislation, support services, deinstitutionalisation.</p> <p>Put another way, GEDSI approaches often look at 'removing barriers' to inclusion and ensuring people with disabilities and other marginalised groups are included in consultations, but often do not consider the essential supports and systems specifically required by people with disabilities to participate equally in society.</p>	<p>Disability-specific issues and requirements are explicitly raised and addressed within GEDSI analysis.</p>
<p>The issues faced by people with disabilities in all their diversity are unique and complex. As the field of GEDSI has grown, many gender and other social inclusion advisors have needed to branch out into advising on GEDSI generally, and may find themselves needing to increase their disability knowledge and capacity.</p>	<p>More technical guidance and input on how to address disability rights and inclusion appropriately within GEDSI analysis.</p>
<p>GEDSI often separates out identity groups under siloes – such as gender, disability, diverse SOGIESC – and thereby overlooks the experiences of many whose lives cut across these. Such people in fact face unique and additional forms of disadvantage due to intersecting discrimination and are at highest risk of being left behind unless development approaches (including GEDSI) intentionally target their inclusion by addressing the drivers of their exclusion.</p>	<p>Disability is considered a cross-cutting factor across all aspects of GEDSI, with other experiences of discrimination addressed within the disability considerations of GEDSI work.</p>
<p>GEDSI analysis will often rely on the best available data and the need to be succinct. This means where data on issues such as gender is readily available and disability less so, disability considerations can often get 'crowded out'.</p>	<p>Data on disability-specific issues is included as is guidance on how to source this.</p>

In response to this context, this guidance aims to provide **supporting guiding questions and frameworks** for applying the disability lens within the GEDSI analysis process.

Before you start....

Some questions are labelled with 'Precondition'

The [Preconditions for Inclusion](#) are a framework of core components that address structural causes of exclusion, so that people with disabilities can participate in programs, services, opportunities and everyday life in their communities. **These components are fundamental to enable people with disabilities' inclusion on an equal basis with others.**

Together, the Preconditions for Inclusion are a useful overarching framework to help organise and prioritise areas to probe and actions coming out of disability analyses.

- This label indicates that the question falls under or contributes to one of the core common components of the '**Preconditions for Inclusion**'.
- Organisations may take an intentional 'Preconditions for Inclusion approach', i.e., recognising the importance of the Preconditions for Inclusion in creating an enabling environment for disability equity, and explicitly prioritising focus and action on these. In this case, practitioners using this guide should **pay particular attention to questions labelled 'precondition'**, e.g., by prioritising researching or asking these questions, drawing upon these findings, etc. As the preconditions are an **interlinked and collective framework**, it is best practice to pay attention to **questions under all the precondition components**, rather than only one or a few.
- Even if your organisation has not actively or explicitly decided to prioritise preconditions within your analysis, many of the questions marked preconditions **will still be highly relevant to your analysis**, and it would be useful to include any of these.



A group of people with intellectual disabilities in Nepal present their scoring on what has changed for them with CBM project support, during a 2024 evaluation.

Remain open and reflective

Our work is strengthened when we continuously **check our own assumptions and biases**, consider how we might be **perpetuating discriminatory beliefs and practices**, and invite those with diverse lived experiences **to challenge us**.

A note on language

Throughout this guide we refer to people within a gender binary of men and women. However, we are mindful that non-binary and gender non-conforming people exist in all contexts and cultures and that 'men and women' include transgender men and women. Questions, discussions, data and findings should therefore be adapted to reflect this where appropriate. This is important, as people with disabilities with diverse gender identity experience unique and increased discrimination and are amongst the most marginalised.

Suggested question list for Disability in GEDSI analysis

The categorisation of these questions incorporates four quadrants of the **Gender at Work analytical framework**, which is often used within GEDSI analysis. More information on Gender at Work can be found at [Gender@Work](#).

1. Demographics and key issues

- What is the **prevalence of people with disabilities** within the population? How does this compare with the WHO estimated **global prevalence rate of 16 percent**? Why might any disparities between data sets exist?
- Is there any available population data disaggregated by disability type, functional difficulty, sex, or age?
- Are there any **particularly prominent issues to consider** in this context, e.g., disaster risks, conflict, extreme poverty? How do diverse people with disabilities experience these issues compared to people without disabilities?

Leaving no one behind

- What groups in the population are most likely to be excluded?** Consider people with different types of disabilities, as well as those experiencing other forms of discrimination or marginalisation, e.g., based on their gender, age, ethnicity, diverse SOGIESC. Is there any data or research on the experiences of these groups?



Golezan, a 60 year old woman from Bangladesh, has a vision impairment and has recently been impacted by flooding.

2. Formal rules and policies

2.1 Disability frameworks, laws, policies, mechanisms

- Has the country **ratified the Convention on the Rights of Persons with Disabilities (CRPD)**?
- To what extent has the country undertaken a review and **harmonised their laws and policies with the CRPD? Precondition: non-discrimination**
- Are there **dedicated disability laws, policies, action plans or strategies** at national and/or relevant state or local levels? What do relevant stakeholders (particularly people with disabilities) say about the strength of these?
Precondition: non-discrimination
- Is **disability specifically protected** in any relevant anti- or non-discrimination laws or policies, including provisions for reasonable accommodations?
Precondition: non-discrimination, accessibility
- Are there **national standards, regulations or codes** regarding accessibility in the built environment, transportation, and/or information and communications? To what extent are these implemented and monitored? **Precondition: accessibility**
- Has the government reported to the **CRPD committee**? If so, what can be drawn from these reports, and any associated **Shadow Reports** from Organisations of Persons with Disabilities (OPDs)?
- Is there a **national reporting mechanism** for disability rights complaints?
- Is there transparency in the **governments' budgets about disability expenditure**?
- If so, what percentage is allocated towards disability expenditure?



2.2 Mainstream formal laws and policies

Consider the following **mainstream programs and services, as most relevant to your analysis**: livelihoods; social protection; education; technical and vocational education and training (TVET); civic and political participation and leadership; health (including mental health, and sexual and reproductive health); housing; access to justice; disaster risk reduction; humanitarian; gender equality; early childhood development programming; and data collection such as national censuses.

- Do laws and policies in relation to these **have specific provisions to ensure inclusion and non-discrimination** for diverse people with disabilities?
Preconditions: non-discrimination. This should include:
 - Specifying and protecting the right to **reasonable accommodations**.
 - **Prohibiting and not causing any direct or indirect discrimination** on the basis of disability.
 - For example, do social protection schemes that provide disability support benefits to address the additional costs of disability remain available to **all people without discrimination**, including in circumstances where they may be receiving general social protection payments (such as poverty payments, age care pension, parenthood payments), or accessing their right to gainful employment?
- Has the country reported **against the Sustainable Development Goals** in relation to sectors relevant to your analysis? If so, has the reporting **considered disability issues or disaggregated data** by disability? What can be drawn from this?



Nelsie (right) is a woman with a disability, an assistive technology user and disability advocate. She is pictured here reading to her two children. Photography by Erin Johnson for Room3.com.au

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- Do **any laws allow restrictions** on people with disabilities' equal rights to vote, right to live in the community, marry, consent to medical treatment, testify in court, care for their children, or otherwise **act with 'legal capacity'**, on the basis of their disabilities?
 - For example, are there mental health laws and/or legal incapacity restrictions which remove rights on the basis of psychosocial or cognitive disability?
Precondition: non-discrimination
- Do relevant **gender laws**, policies and strategies specifically consider and address the **particular issues faced by women and girls with disabilities?** For example, are there protections against forced sterilisation, sexual violence in institutions, or access to support payments or leave relating to caregiving or family violence while on disability benefits?
- Do relevant laws, policies or institutional practices support or inhibit the rights of **children with disabilities to live with family and in communities** and access education?
 - For example, to what extent are **disability supports and services residential/institution-based?** Are children placed in residential settings/institutions on the basis of their disability, and/or because disability services and education services are only available within residential settings (particularly for those with psychosocial or cognitive disabilities)?
- To what extent **has disability been considered within reporting on other human rights conventions**, such as the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW), the Convention on the Rights of the Child (CRC), the International Convention on the Elimination of All Forms of Racial Discrimination (CERD)?

3. Resources

Availability, Accessibility, Acceptability, Affordability Quality Framework (AAAAQ)

When referring to resources/services, consider their:

- Availability:** Are they sufficient in quantity and type?
- Accessibility:** Are they accessible physically, financially, administratively (i.e., what are the processes involved in getting them?), socially (i.e., are there any risks of discrimination or harm, etc in accessing resources/services), and in how information is presented and delivered?
- Acceptability:** Are the services respectful, professional, sensitive to gender, sexual orientation/sex differences, age, disability, and cultural considerations?
- Affordability:** Are basic services free or subsidised at a sliding scale, ensuring affordability, especially for the most marginalised groups?
- Quality:** Is there support for essential staff training, safe and non-discriminatory facilities, and adequate supplies for the resources/services to be provided at an acceptable quality?

3.1 Disability specific resources

What is the status of people with disabilities' access to the following, considering AAAAQ? Importantly, if access is low, what is the impact of this on their equal participation in everyday life, mainstream programs, and opportunities?

- Reasonable accommodations? Precondition: accessibility, non-discrimination**
- Assistive products and devices** (such as wheelchairs, crutches, white canes, screen readers, braille materials, prosthetics, orthotics, hearing aides, glasses)? **Precondition: assistive technology**
- Assistive services** (such as fitting, referral, repair, maintenance of assistive products)? **Precondition: assistive technology**
- Support services including carers, personal assistants, and supported decision making? Precondition: support services**
- Sign language interpreters? Precondition: support services**
- Peer-to-peer support, and informal community support networks? Precondition: support services**
- Community-based inclusive development programs? Precondition: CBID**
- Social protection benefits to address the extra costs of disability? Precondition: social protection**

3.2 General resources

*How much access do people with disabilities have to the following, compared to people without disabilities and considering AAAAQ? **What is the impact of this** on their equal participation in everyday life and opportunities?*

- Resources to receive and share information and connect**, including different modes of communication in formal and non-formal settings, internet, technology and devices, media.
 - Consider particularly whether universal design standards or guidelines for accessibility are followed, and the impact of this. **Precondition: accessibility**
- Built environments, transport and public services** such as mail and cash machines.
 - Consider particularly whether universal design standards or guidelines for accessibility are followed, and impact of this. **Preconditions: accessibility**
- Community, social groups and civil society networks.**
- Income-earning resources**, such as the means to earn money, grow food, sell food, and access tools.
- Purchasing power**, such as money, credit, savings, property, and control of money that is earned or saved.

3.3 Mainstream programs

Consider the following **mainstream programs and services**, as most relevant to your analysis: livelihoods, social protection, education and TVET, civic and political participation and leadership, health (including mental health and sexual and reproductive health), housing, access to justice, disaster risk reduction, humanitarian, gender equality, early childhood development programming, and data collection such as national censuses.

- How much **access** do different people with disabilities have to **mainstream programs and services** as relevant to your analysis compared to people without disabilities, considering AAAAQ? **What is the impact of this** on their equal participation in everyday life and opportunities?
- What are the **barriers** to people with disabilities participating in mainstream programs relevant to your analysis?
- To what extent are mainstream programs incorporating efforts to include people with disabilities on an equal basis as others – including **targeted strategies** where necessary? For example, **ensuring accessibility and reasonable accommodations** for people with disabilities and **involving people with disabilities in all stages of the program decision making, and implementing and promoting the agendas of the local disability movement.**



Bhagirath, 47, is a farmer with a vision impairment in Bihar, India. A CBM-supported project provided him with business counselling as well as mobility and daily living skills training, increasing his independence and participation.

Leaving no one behind

- Do **women and girls with disabilities** access the above resources differently to men and boys with disabilities?
- Do different people with disabilities experience **additional and unique** forms of **discrimination and disadvantage** in accessing these resources? Consider people with disabilities with diverse SOGIESC, from ethnic minorities, from more marginalised disability groups, in remote and rural areas, and older people and children with disabilities.
 - **Is there any evidence of specific strategies** being implemented to overcome the particular barriers to resources faced by more marginalised people with disabilities?
- Are the **disability-specific supports** that are essential **for the participation of more marginalised** people with disabilities **being prioritised**?
 - For example, to what extent is there **access to supported decision making** for people with psychosocial and cognitive disabilities, or sign language interpreters for Deaf and Deafblind people, **compared to access to assistive technology** and personal assistants for people with mobility or vision impairments?

4. Informal norms and exclusionary practices

Preconditions: To the extent that any of these result in norms or practices that discriminate against people with disabilities, they come under the **non-discrimination aspect of preconditions work**.

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The following outlines a range of **norms and roles**. For each question selected, consider:

- To what extent do these differ between men and women with disabilities – compared to each other, and to men and women without disabilities?
- How does age, ethnicity, sexual orientation, type of disability, or other basis for additional or unique disadvantage make a difference?

4.1 Traditional/economic roles

The information gathered here explores some of the underlying norms and practices that **create the barriers** to access and decision making covered in [Disability specific resources](#).

Who is expected to perform the following roles in society and family life? How does it differ between those with and without disabilities, and amongst those with disabilities?

- Paid or informal work**, e.g., formal employment, planting, harvesting crops, street vendors, domestic workers, garment workers, waste pickers.
- Domestic and unpaid care work**, e.g., feeding and care for children, older persons, and people with disabilities, cleaning a house, collecting fuel or water.
- Community roles**, e.g., religious roles, community and village leaders, leadership in recreational groups, responding to crises in community.
- Education**, e.g., attitudes on the value of different children (girls and boys with and without disabilities) attending school to different levels (primary, secondary, vocational, tertiary).

4.2 Political/decision-making power

- What are some common perceptions regarding whether people with disabilities should **have a say in decisions affecting them** in their households, communities or at a national level?
- What are some common perceptions about people with disabilities **holding positions of power or decisions making roles** in households, communities, governments or other key institutions, e.g., courts, police, hospitals, major businesses, schools?

4.3 Violence

*To what extent do different people in society consider the following forms of **violence towards men and women with disabilities** to be 'acceptable' or 'normal', or behave as though they are? How does this differ from those without disabilities, and amongst those with disabilities?*

- Gender-based violence, sexual violence and family violence**, including violence and abuse towards family members with disabilities, elder abuse, child abuse.
- Community violence**, including harassment, bullying, and abuse based on disability.
- Institutional violence**, including institutionalisation in all its forms, shackling, and forced or coerced medical treatments and sterilisation.
- Harmful traditional practices** such as attempting to cure disability, child/early marriage, female genital cutting.

4.4 Marriage and sex

How do the following norms differ between those with and without disabilities? And amongst those with disabilities?

- Marriage**, including the acceptability of marrying a man or a woman with disabilities, and norms around child marriage.
- Divorce**, including the circumstances under which men leave their partners, e.g., if their partner acquires a disability, or has a child born with a disability or who acquires a disability.
- Dowry, inheritance, land ownership**, including whether traditional norms are followed for people with disabilities in this context.
- Sexual relationships, sexuality, taboos**, including perceptions regarding whether men or women with disabilities engage in sexual activity and the effect of this (e.g., on their inclusion in sexual and reproductive health services).



Community-based services transform the lives of people with disabilities and their families in Papua New Guinea. Photography by Erin Johnson for Room3.com.au

4.5 Social inclusion, awareness and stereotypes

*What are common **stereotypes, attitudes and experiences** about people with disabilities? How does this differ amongst people with disabilities, including between those with different types of disabilities?*

- What are community attitudes and practices towards inclusion?** How do stakeholders – particularly those with disabilities – report that people with disabilities are included or excluded in the social life of their community? Are efforts to ensure inclusion perceived as a right or a burden? Are people with disabilities supported primarily only by their family members, or do community members also play a role?
- Are there **any cultural or religious beliefs or perceptions** linked with any disability types? Do these beliefs lead to positive or negative understandings of disability?
- Are people with disabilities prioritised by the community and/or their families **during times of disaster and emergency?** Are their specific needs planned for or responded to? Are their basic needs addressed on an equitable basis with other family members?

5. Consciousness and capabilities

- What do people with disabilities say about their **identity** as a person with disability? Is it overall **positive or negative**?
- What levels of **education and skills** (including literacy) do people with disabilities have? Is there available disaggregated data?
- Do people with disabilities report **having had a say and/or holding leadership roles** within different family and community settings, e.g., village committees, local politics, on specific family issues?

Note: this is about whether people with disabilities report they actually experience having a say, as opposed to [Political/decision-making power](#) which explored community attitudes regarding whether people with disabilities should have a say.

- How well do people with disabilities **understand their disability rights** and entitlements? **Precondition: non-discrimination**
- How well do people with disabilities know their **rights more broadly**, such as under other national laws or other conventions?
- How well do other **community members understand disability rights**? **Precondition: non-discrimination**
- Do other programs, services or investments in the region or sector engage with OPDs in ways that are mutually beneficial for them and not extractive?
- What is the level of independence, capacity, and experience of OPDs in the region?

Leaving no one behind

- How active is the **disability movement** and to what extent is it representative of people with disabilities experiencing **additional and unique forms of discrimination** and disadvantage? What may be barriers to their representation?
- What do people with more **marginalised disability types** say about their **identity** as people with disabilities, or about **holding leadership roles** in their family and community? How does this differ from those with other disability types?
- What are OPDs doing collectively with **other Civil Society Organisations** (e.g., women's rights, SOGIESC rights, Indigenous rights groups etc.) to promote equality? Are there opportunities for collaboration across these groups?
- What rights education, leadership or capacity building programs are there for SOGIESC people with disabilities, women with disabilities, ethnic minority people with disabilities, people with psychosocial and cognitive disabilities, Deaf people, or Deafblind people? **Precondition: non-discrimination**

Suggested data sources for analysis areas

The following are **data sources** for the areas outlined in the suggested question list.

The **secondary data sources** listed, such as databases and reports, are suggested starting points only and are not exhaustive. It is likely that many more sources exist that are more specific and useful to each context, and these may be found through desk review, and importantly collected during consultations. Government focal points, OPDs and program staff may often be able to direct towards useful resources, including existing GEDSI analysis that can be drawn from and updated as needed.

Primary data collection is often needed, as in lower resource settings there is a lack of documented research on the situation of people with disabilities, particularly that which centers their own voices. Refer to guidance and resources on inclusive primary data collection, including:

- CBM-Nossal Partnership (2020) [Research for All: Making Development Research Inclusive](#).
- UNPRPD (2024) [Meaningful Participation of Marginalised and Underrepresented Persons with Disabilities](#).

1. Demographics and key issues

- **Primary data:** Key Informant Interviews (KIIs) and Focus Group Discussions (FGDs) with OPDs and those with lived experience of disability and relevant government/program staff are important, particularly regarding the **likely accuracy of existing demographic data, barriers to collecting this, and key issues in the context**. If existing demographic data is limited, it is recommended that this be noted in the GEDSI analysis report as a limitation.
- **Secondary data:** Helpful sources:
 - [Disability Data Initiative](#)
 - SPC Pacific Community Disability Data: [General database](#), [Country data overview](#), [Thematic area overview](#)
 - Census data, household surveys.
 - Global reports such as [Global Report](#) on Health Equity for Persons with Disabilities also often have statistics.

2. Formal rules and policies

- **Primary data:** KII/FGDs with OPDs and those with lived experience of disability, and relevant government/program staff are important, particularly regarding the **existence of legislation, policies and frameworks, and the status of their implementation.**
- **Secondary data:** Helpful sources:
 - [UN database](#) of countries who have ratified UNCRPD
 - [UN database](#) of countries who have reported to the UNCRPD committee
 - KII/FGDs with OPDs and relevant government/program staff
 - Follow up with desk review of resources that they may refer you to
 - Inclusive education laws and policies can be searched by country in the [UNESCO database](#)
 - [Paclii database](#) of all Pacific Island country legislation (other countries may have similar national databases)
 - [CRPD Independent monitoring systems repository](#) country pages often include useful information.

3. Resources

3.1 Disability specific resources

- **Primary data:** KII/FGDs will be critical here – particularly with OPDs and those with lived experience of disability as well as relevant government/program staff – focusing on the **access to each relevant resource**, and the **impact that lack of access has on their equal participation.**
- **Secondary data:** The following reports may have useful statistics or case studies:
 - WHO (2020) - [Assistive technology procurement study: technical report](#)
 - WHO (2022) - [Global Report on Assistive Technology](#)
 - Centre for Inclusive Policy (2023) '[The Disability Support Gap: Community support systems for persons with disabilities in low- and middle-income countries](#)'
 - PDF (2019) - [Deaf People in the Pacific Island Countries](#)
 - PDF (2018) – [SDG CRPD regional monitoring report](#)
 - UNOHCHR (2020) - [Data sources for outcome indicators on Article 12: Right to recognition everywhere as equal before the law](#) (regarding supported decision making and non-discrimination)

3.2 General resources and Mainstream programs

- **Primary data:** KII/FGDs will be critical here – particularly with OPDs and those with lived experience of disability as well as relevant government/program staff – **regarding extent of access to general resources and mainstream programs being examined, and the impact of this on people with disabilities’ lives.**
- **Secondary data:** Data showing levels of poverty, education achievement, income, employment, health equity, housing, etc. for people with disabilities compared to people without disabilities may be particularly useful to show access to resources and/or the impact of exclusion, depending on focus of program/analysis. The following **databases** may be helpful starting points:
 - National census and other similar data if disaggregated (see sources above under ‘Demographics’)
 - [UNESCO database](#) on education provides data disaggregated by disability across various education indicators, for many countries
 - [ILO database](#) provides an extensive range of data regarding labour, livelihoods, social protection, workforce participation etc, disaggregated by disability for many indicators in many countries.
- The following **reports** may be a starting point for useful **statistics or case studies:**
 - ESCAP (2019) - [Investing in Accessibility in Asia and the Pacific](#)
 - The Pacific Regional Infrastructure Facility (2020) - [‘Improving Accessibility in Transport Infrastructure Projects in the Pacific Islands’](#)
 - UNICEF East Asia and Pacific (2020) [‘Education for every ability: A review and roadmap of disability-inclusive education in East Asia and Pacific’](#)
 - European Union, the International Labour Organization (ILO) and the Organisation for Economic Co-operation and Development (2022) [‘Tapping the potential of persons with disabilities in Asia and the Pacific’](#)
 - UNFPA, CBM Global’s Inclusion Advisory Group (2022) [‘Are people with disabilities being included in the effort to leave no one behind?’ Mapping disability data in Asia and the Pacific’](#)
 - UNOHCHR (2020) [Data sources for outcome indicators on Article 29: Participation in political and public life](#)
 - The United Nations Children’s Fund (UNICEF) (2022) [‘Pacific Regional Inclusive Education Review’](#)
 - UNDRR (2022) [‘Gender responsive and disability inclusive early actions in the Pacific region’](#)
 - Asian Development Bank (2021) [‘Disability and Social Protection in Asia’](#)
 - UNICEF (2021) [‘Mapping of Disability-Inclusive Education Practices in South Asia’](#)
 - WHO (2022) [‘World Report on Health Equity for Persons with Disabilities’](#)

4. Informal norms and exclusionary practices and 5. Consciousness and capabilities

- **Primary data:** As the focus here is exploring informal norms and practices, which have traditionally been under-researched, as well as individuals' experiences (see Gender at Work framework for more), **FGDs/KIIs with OPDs will be critical, as well as FGDs/KIIs with in-country personnel** to complement these. While collecting the data it is important to consider:
 - Do the experiences of this differ for **different disability types?** Does this differ for people with disabilities further marginalised due to gender, age, ethnicity, location, diverse SOGIESC, or another factor causing disadvantage?'
 - How to ensure data is collected in ways that are sensitive, meaningful and follow do no harm practices?
- **Secondary data:** As the focus here is on context-specific norms, practices and experiences, relevant **secondary data will largely rely on studies that have been conducted in the context.** Asking participants in the FGDs and KIIs for references will be a useful starting point.

Further general resources

The following resources related to overarching disability inclusive policy making and analysis may also be helpful.

- [OHCHR SDG-CRPD Resource Package](#): This provides resources to support policymaking and as well as monitoring. Covering a wide range of sectors, as well as overarching policy frameworks, this package aims to providing support so that all actions undertaken for the SDGs are inclusive of people with disabilities and guided by the CRPD.
- [UNPRPD \(undated\) The preconditions necessary to ensure disability inclusion](#): This outlines how the UNPRPD applies the Preconditions for Inclusion framework to its policies, systems and services.
- [Pacific Disability Forum \(PDF\) \(2023\) - Conference Discussion paper](#): PDF's discussion paper outlines a high-level summary of its strategic priorities, as well as strong and concrete recommendations for stakeholders, under each of their Preconditions for Inclusion as they relate to the Pacific context, as well as many key sectoral areas.
- [Special Rapporteur on the Rights of Persons with Disabilities \(2016\) - Report on Disability-Inclusive Policies](#): This report provides guidance on how to ensure policies and strategic frameworks are fully inclusive of people with disabilities, from design and planning through to implementation and monitoring.



The **Inclusion Advisory Group** (IAG) is a global network of advisors, working in partnership with the Disability Movement on catalytic opportunities that have potential to spark broader, systemic change for inclusion. IAG is an initiative of CBM Global Disability Inclusion and our advisory support to external partners is a key element of CBM Global's efforts towards greater inclusion, alongside our field programmes and advocacy work.

IAG acknowledges the Traditional Owners of the lands on which we live, learn and work. We pay our respects to the Wurundjeri people of the Kulin nation as the Traditional Custodians of the unceded land on which our CBM Australia office is located, and extend that respect to the Traditional Owners of the lands where our staff work remotely, travel to, and to all First Nations people. Throughout our work, we acknowledge First Nations people's resilience, contributions and connection to Country and culture, and stand with First Nations' people and their movements.

Contact:

CBM Australia, PO Box 196, Richmond VIC 3121, Australia
cbm@cbm.org.au