



Template: Gender Mainstreaming Toolkit

June 2025

**Template to mainstream gender equality in all areas of
work of your organisation**

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About this document

This document is a template of a Gender Mainstreaming Toolkit. It is for organisations of persons with disabilities and organisations working for the rights of persons with disabilities.

This template is an internal guideline to help the mainstreaming of gender equality and women's rights in your organisation. You can elaborate and modify this template, which is based on EDF's gender mainstreaming toolkit updated in 2023. You can also use it to adopt your own toolkit.

You can credit EDF but keep in mind to remove EDF logo.

This template is part of **EDF's Gender Mainstreaming Package** aimed at increasing gender mainstreaming and women's rights in organisations of persons with disabilities. More information and other tools can be found on EDFs website.

The document can be translated and adapted to the needs and realities of each organisation.

Introduction

Gender and disability are two key issues that for a long period, have been promoted separately by disability and feminist advocates. However, women with disabilities face discrimination based on being women, and also their disability.

This guidance can be used as a mean to support the mainstreaming of the rights of women and girls with disabilities in all **name of your organisation's** work. In combination with training, and support/collaboration with other organisations and our **Women's Committee (if any)**, it will build our capacity to combat the intersectional discrimination faced by women and girls with disabilities in all their diversity.

The document is divided into two main parts. The first part illustrates gender mainstreaming in different work areas by raising a set of key questions on gender inclusivity. The second part is focused on the main subject areas of **name of your organisation**'s work. For each topic, it illustrates the main challenges and existing gaps related to the situation of women and girls with disabilities.

Scope and intersectionality

We acknowledge that gender mainstreaming goes beyond the perspective of women and girls with disabilities only.

We are committed to also addressing the intersectional perspective of LGBTIQ+ persons with disabilities. Beyond the recommendations of our toolkit, we aim to increase the collection of data and experience of non-binary persons with disabilities.

We recall that under the [General comment No.3 on Article 6 – women and girls with disabilities](#) of the UN Committee on the Rights of Persons with Disabilities:

'Women with disabilities are not a homogenous group. They include indigenous women; refugee, migrant, asylum-seeking and internally displaced women; women in detention (hospitals, residential institutions, juvenile or correctional facilities and prisons); women living in poverty; women from different ethnic, religious and racial backgrounds; women with multiple disabilities and high levels of support; women with albinism; and lesbian, bisexual and transgender women, as well as intersex persons. The diversity of women with disabilities also includes all types of impairments, in other words physical, psychosocial, intellectual or sensory conditions that may or may not come with functional limitations.'

Part 1 – Key Questions in Action

The following questions aim to increase the inclusion and visibility of women and girls with disabilities in various areas of **name of your organisation**'s work. Staff can use this section as a checklist when reviewing a policy.

Legal/policy framework

1. Are there references to the international conventions related to women rights?
 - UN Convention on the Elimination of All forms of Discrimination against Women
 - UN Convention on the Rights of the Child
 - the other UN Human Rights Conventions
2. Do we refer specifically to articles 6 and 7 of the UN CRPD?

Data

3. Do the data show gender differences or correlations with other important variables, such as age, poverty, disability, sexual orientation, people in need of high levels of support, ethnic background and race?
4. Have sex-disaggregated data been collected and considered regarding those likely to be affected or referred to in the policy?

For policy work, you can find data on gender equality in the [Gender Equality Index](#) of the European Institute for Gender Equality.

Consultation

5. What are the plans for consultation with the Women's Committee? Has the organisation's relevant policy staff reviewed the proposed policy from a gender perspective?
6. Should we consult with other organisations in the development of this policy?

For example you might want to consult your national women's rights organisation or other organisation working on equality in your country. You can add their contact in your toolkit. If it concerns advocacy towards the EU institutions on general human rights policies, do consider consulting the following networks:

- [European Women's Lobby \(EWL\)](#)
- [International Lesbian, Gay, Bisexual, Trans and Intersex Association \(ILGA\) Europe](#)
- [Organisation Intersex International \(OII\) Europe](#)
- [Age Platform Europe](#)
- [European Network Against Racism \(ENAR\)](#)
- [European Roma Grassroots Organisations \(ERGO\) Network](#)
- [European Youth Forum](#)

Good practice – you can include yours:

Policy content

7. Have specific needs of, or issues faced by, women and girls with disabilities been identified, considered, and integrated in designing this policy document?
8. Have recommendations been provided to ensure that specific situation of women and girls is improved in the policy?

Recommendations may include:

- ✓ Improving upon any previous legislation/public policy/programme that was discriminatory, disadvantageous or ignores women and girls with disabilities
- ✓ Establishing legal and other protection of women and girls with disabilities
- ✓ Calling for gender disaggregated data
- ✓ Calling for direct involvement of women with disabilities and their organisations
- ✓ Increasing women and girls with disabilities access to and control on resources

- ✓ Contributing towards empowerment of women and girls with disabilities in any other way, e.g. specific budget allocation, giving decision-making power, etc.
- ✓ Calling for training of staff in gender equality and disability

Good practice – you can include yours:

Communication

9. Is the language gender sensitive and non-sexist? For example, see the [UNESCO guidelines](#) and the [European Parliament's guidelines](#) on gender neutral language
10. Are the photos gender balanced and non-sexist? (equal representation of women and men, no stereotyping of women or men, creation of positive images of women and girls with disabilities)
11. Are quotes gender balanced? (are we quoting women and men equally? Do quotes highlight issues of women and girls with disabilities?)
12. Do the visual and written content consider all gender identities?
13. Is gender mainstreamed in key campaigns and testimonies?

Good practice (example) – you can include yours: name of your organisation's Communication team commits themselves to systematic review of language in statements to highlight the specific demands of women with disabilities, especially in major statement.

Safeguarding

14. Are we providing comprehensive training and education to staff and volunteers on recognising signs of abuse and creating a culture of vigilance and accountability?
15. How can we empower women with disabilities to advocate for their rights and assert control over their safety and well-being within our organisations?
16. What steps can we take to promote autonomy, self-determination, and decision-making among women and girls with disabilities in safeguarding processes?

17. Are we offering accessible and confidential support services that address the diverse needs and preferences of individuals with disabilities?
18. How can we continually assess and enhance our safeguarding policies and practices to better meet the evolving needs of women and girls with disabilities? Are we soliciting feedback from women and girls with disabilities and incorporating their voices into decision-making processes related to safeguarding?

Good practice – you can include yours:

Event organisation

19. Is gender equality ensured in speakers participating in our panels/events?
20. Do we make sure our organisation does not participate as a speaker in panels which are designed far from gender equality standards?
21. Do we seek to have speakers that will address the specific perspectives of women and girls with disabilities?
22. Are there designated points of contact or support personnel available to assist women with disabilities during the event, including in case of emergencies or unforeseen challenges?

It can be guaranteed through the following:

- **Pre-event:** Include information in event communication materials and practical document about the availability of support personnel and if possible, designate a safeguarding contact person that people can reach out.
- **During the event:** Equip support personnel with easily identifiable badges so that attendees can easily recognise them when seeking assistance. To guarantee higher level of confidentiality and reliability for people to approach, all staff participants might have similar badges. Factors such as sensibility of the topic of the event, its size and attendees can effect choosing the best suited method.
- **Event evaluation:** Document any feedback received from attendee women with disabilities, and LGBTIQ+ with disabilities, as well as any lessons learned, or best practices identified during the event.

Good practices (example) – you can include yours:

- Having specific indicators on reporting and monitoring that shows how many speakers representing **name of your organisation** in external events

were women, and how many policy changes and policy guidance were adopted with a specific focus on gender.

- Sending representatives of the **name of your organisation** Women's Committee as speakers in external events.
- Refusing to participate in all male panels and raising awareness with organisers when they invite us to 'All Male Panels'.
- Providing the possibility to reveal the gender identity and preferred pronoun in all **name of your organisation**'s event registration forms.

Human resource management

23. Are the strategies and tools used by the organisation gender inclusive?
24. Are there internal policies in place that specifically address accommodations, flexible work arrangements, and anti-discrimination measures to promote inclusivity and accessibility for women with disabilities?
25. Is there any policy to consider situation of menopause¹ and or menstrual health² support at work?
26. Is the management team actively promoting career development opportunities for women with disabilities, including mentorship programmes, skills training, and leadership development initiatives?

Good practice – you can include yours:

Fundraising

27. Are any portions of the fundraising activities designated for women's rights and gender equality work?
28. Are gender components included in the projects in general?
29. Does the staff working on fundraising collaborate with organisations and initiatives that focus on the rights and empowerment of women and girls with disabilities to amplify the fundraising efforts and leverage resources?

¹ Consult with the following: Bupa. Nd. Supporting employees through the menopause: a guide for managers. Retrieved from <https://www.bupa.co.uk/~media/Files/MMS/bins-04797.pdf>

² Consult with the following: CIPD. (2023). Menstruation Support Report [PDF file]. Retrieved from <https://www.cipd.org/globalassets/media/knowledge/knowledge-hub/reports/2023-pdfs/8500-menstruation-support-report-nov-23.pdf>

30. Do we transparently communicate the impact of the fundraising efforts on the lives of women and girls with disabilities, including how funds are allocated and the outcomes achieved?

Good practice – you can include yours:

Part 2 - Illustrative topical facts about gender inequality

This section is a subjective and non-exhaustive guideline for content creation.

Eight main areas of work are covered in this chapter: accessibility, artificial intelligence, education, employment, health and reproductive rights, human rights, humanitarian action, and intersectional discrimination.

General tips

- Avoid using general terms and sentences addressing the situation of women and girls with disabilities. Try to include **specific evidence** and **data disaggregated by gender** or add qualitative information, case studies etc., explaining how women and girls with disabilities are specifically affected³.
- Make your own checklist. Based on the subject-field that you are working on, you might recognise specific needs and situations of women and girls with disabilities. You might steadily add it to this document and make your personal toolkit during the time.
- Consult and involve relevant experts in the organisation: this can be experts from your women's committee, the gender focal point in your board, and relevant staff in the organisation's secretariat (human rights or women's rights officers for example).

Accessibility⁴

- Socio-cultural barriers that perpetuate discrimination and exclusion of women, might result in inaccessible environments, such as schools, hospitals and public infrastructures.

³ Consult the following pages regarding data statistics: Eurostat, https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Disability_statistics; Eurostat Database, <https://ec.europa.eu/eurostat/web/disability/database>; European Institute for Gender Equality, <https://eige.europa.eu/gender-statistics/dgs/browse/eige>; for a general image of the situation of women with disabilities, look at: <https://www.unwomen.org/en/what-we-do/women-and-girls-with-disabilities/facts-and-figures>; https://eige.europa.eu/sites/default/files/documents/20181612_mh0418229enn_pdf_0.pdf.

⁴ Refer to: UN Women. (2019). Gender Accessibility Audit. Retrieved from https://eca.unwomen.org/sites/default/files/Field%20Office%20ECA/Attachments/Publications/2019/gender-accessibility-audit-ENG_compressed.pdf; UNICEF. (n.d.). How to improve digital inclusion and accessibility for girls with disabilities. Retrieved from <https://www.unicef.org/media/148981/file/How%20to%20improve%20digital%20inclusion%20and%20accessibility%20for%20girls%20with%20disabilities.pdf>

- Inadequate provision of accessible information and communication technologies (ICTs) such as websites, software, and digital content, might hinder women with disabilities entering the labour market, social activities and accessing healthcare services.
- Lack of accessible public transport can highly affect active presence of women and girls with disabilities, particularly those who live in remote areas, in society. The lack of accessible transport isn't just about mobility. It restricts access to education, healthcare, and economic opportunities. It also affects women with disabilities who are mother/carer of others. It is not only impacting social justice but the economy and development of society. Accessible public transport can also provide a safer environment for women with disabilities against public harassment. It can be ensured by providing specific trainings for transit staff, and giving visibility to female passengers with disabilities by dedicating visible seats, e.g. the front seats and seats with sufficient space for their accessibility equipment or guide and/or assistance animal.

Artificial Intelligence (AI)⁵

- In cases where data collection is based on historical data (such as AI generated data), it is very likely that it will replicate societal biases against women with disabilities. As an example, an AI-powered hiring tool that relies heavily on past employment data may disproportionately favour candidates without disabilities, thus excluding qualified women with disabilities from job opportunities.
- Limited representation and participation of women and girls with disabilities in the design, development, and testing phases of AI technologies, result in overlooked accessibility features. For example, facial recognition technology has a harder time recognising women's faces than men's. This might lead to the

Women Enabled International. (2022). Feminist Accessibility Protocol. Retrieved from <https://womenenabled.org/wp-content/uploads/2022/11/Feminist-Accessibility-Protocol-English.pdf>

⁵ Consult with following references:

Council of the European Union. (2024). Council conclusions on women with disabilities [PDF]. European Union Council. <https://data.consilium.europa.eu/doc/document/ST-5662-2024-INIT/en/pdf>; European Institute for Gender Equality. (2020). Digitalisation and equal rights: The role of AI and algorithms. Retrieved from https://eige.europa.eu/publications-resources/toolkits-guides/gender-equality-index-2020-report/digitalisation-and-equal-rights-role-ai-algorithms?language_content_entity=en#:~:text=Gender%20bias%20in%20AI%20puts,%2C%20ethnicity%2C%20age%20or%20disability. EQUINET's website on AI and equality and non-discrimination: <https://ai.equineteurope.org/>; Fösch-Villaronga, E., & Poulsen, A. (2022). Diversity and inclusion in artificial intelligence. In Information Technology and Law Series (ITLS), Volume 35 (Eds.), Gender Equality Index 2020: Digitalisation and equal rights (pp. 110-130). Springer. https://doi.org/10.1007/978-94-6265-523-2_6/

wrong person being arrested. It is also possible that a voice-controlled AI assistant does not recognise the voice commands of women as well as those of men, particularly where the clarity of words is less due to communication disorders.

- Neural Photo Generation⁶ (Deepfakes) can be a real threat for all women, including women and girls with disabilities. Deepfakes can be used to create fake videos or images depicting women with disabilities engaging in inappropriate or harmful behavior, leading to reputational damage, harassment, or other forms of harm. They may face challenges in defending themselves against false or malicious representations due to communication barriers, cognitive impairments, or other factors. Generating fake non-consensual pornography (revenge porn) using the AI is a form of cyber violence that can hurt women with disabilities and put them in a devastating cycle of psychological trauma and social stigma. Lack of accessibility in judicial reporting systems makes it difficult to register a complain about what happened.
- When it comes to the AI-based healthcare services, it can exacerbate misdiagnosis and increase barriers to accessing care for women with disabilities by mimicking misogynistic beliefs and the use of men's bodies as standard.
- The AI Act also prohibits biometric categorisation to identify or infer emotions and behavioural modification to be used in Europe, except when used for therapeutical use, with the person with disabilities or a legal guardian's consent. This can increase human rights violations and psychiatric violence, especially against persons with psychosocial disabilities. Autistic people will be particularly impacted since they might have different forms to display emotions and are one of the most targeted groups for behavioural modification.

⁶ . For more details about Neural network refer to: IBM. (n.d.). What is a neural network? IBM. Retrieved May 22, 2024, from <https://www.ibm.com/topics/neural-networks>

Education⁷

- Accessibility barriers and lack of adapted resources in educational institutions, including physical barriers such as stairs and inaccessible restrooms, as well as a shortage of materials in alternative formats (such as braille, large print or easy read), affect persons with disabilities. The impact of the scarcity specifically targets women and girls with disabilities when the limited resources prioritise boys schools. It is particularly the case when sex segregated system is implemented.
- Social discrimination and stereotypes on gender and disability direct a big volume of exclusion, bullying, and lower expectations for academic achievement towards girls with disabilities.
- Lack of inclusive educational systems prevent girls from attending school. It is necessary to provide quality training and enrich education systems by including diverse experiences of female teachers with disabilities.

Employment⁸

- Data shows that women with disabilities are more likely to be unemployed than men with disabilities. Those in employment are also significantly more likely to only be working part-time, rather than full-time. It is also considerable that women with disabilities on average earn less than men with disabilities, despite having in general higher educational attainment. The comparison comes with the same result regarding women without disabilities.
- In addition to lack of equal opportunities, discrimination, and inaccessible workplaces, what specifically affects women with disabilities is lack of reasonable accommodations. For example,

⁷ Consult with following references: Humanity & Inclusion. (2021). Girls in Education - Factsheet 2021. https://www.hi.org/sn_uploads/document/factsheet_2021-GirlsInEducation-EN-review-AB.pdf; Light for the World. (n.d.). Eight ways to make sure women and girls with disabilities are not left behind. Retrieved from <https://www.light-for-the-world.org/news/eight-ways-to-make-sure-women-and-girls-with-disabilities-are-not-left-behind>; Women Enabled International. (2021). The Right to Education for Women and Girls with Disabilities. <https://womenenabled.org/wp-content/uploads/2021/06/WEI-The-Right-to-Education-for-Women-and-Girls-with-Disabilities-English-1.pdf>

⁸ E.G. refer to: European Disability Forum. (2022). EDF recommendations on employment of women with disabilities - September 2022. <https://www.edf-feph.org/content/uploads/2022/09/EDF-recommendations-on-employment-of-women-with-disabilities-September-2022-final.pdf>
International Labour Organization. (n.d.). Skills for improved productivity, employment growth and development. https://www.ilo.org/wcmsp5/groups/public/---ed_emp/---ifp_skills/documents/publication/wcms_107918.pdf
A set of tools and policy briefings from World Bank: <https://wbl.worldbank.org/en/disability>

being a mother might put women employees with disabilities in need of reasonable accommodations such as a flexible schedule, remote working option if possible, and access to family-friendly benefits.

- Limited access to education and vocational training, which is driven from socio-cultural stereotypes against women with disabilities, leads to fewer employment opportunities.

Health and reproductive rights⁹

- Limited access to healthcare services due to physical barriers, lack of accessible medical equipment, and discriminatory attitudes from healthcare providers, highly target women with disabilities. Infantilisation frequently happens against women and girls with disabilities in medical centers.
- Inadequate sexual and reproductive health education tailored to the needs of women and girls with disabilities, leading to misconceptions and higher risks of unplanned pregnancies and sexually transmitted infections, gynecological violence as well as harmful childbirth.
- Forced sterilisation and involuntary contraception practices are still prevalent. This violates the reproductive rights of women and girls with disabilities. Adding the fact that lack of awareness and support for sexual and reproductive health decision-making autonomy among women and girls with disabilities, is often led to vulnerability to coercion and abuse.
- Women are more likely than men to receive a misdiagnosis, not being believed or experiencing longer delays in diagnosis and support provision, especially in invisible disabilities and chronic conditions. Most clinical trials, assistive devices, medical products, and medication are studied in men and translated into women's

⁹ Here are some references to consult with on health: BBC Future. (2018, May 23). How gender bias affects your healthcare. BBC. <https://www.bbc.com/future/article/20180523-how-gender-bias-affects-your-healthcare>; BBC Future. (2018, May 21). The health gap: How women experience the medical system. BBC. <https://www.bbc.com/future/article/20180521-the-health-gap-how-women-experience-the-medical-system>; Dusenbery, M. (2018). Doing Harm: The Truth About How Bad Medicine and Lazy Science Leave Women Dismissed, Misdiagnosed, and Sick. HarperOne.; European Disability Forum. Sexual and Reproductive Health and Rights of Women and Girls with Disabilities [PDF]. European Disability Forum. <https://www.edf-feph.org/publications/sexual-and-reproductive-health-and-rights-of-women-and-girls-with-disabilities/>; University of Washington Jackson School of International Studies. (2020). Healthcare for Women with Disabilities [PDF]. University of Washington. https://jsis.washington.edu/wordpress/wp-content/uploads/2020/11/Healthcare-for-Women-with-Disabilities-Final-Version-9_8.pdf

bodies, making them more likely to have medical complications and their symptoms dismissed.

- Inadequate training for healthcare providers on how to address the specific needs and rights of women and girls with disabilities and/or how to respectfully communicate with them, cause their health issues to be neglected, ignored, and not to be revealed.

Human rights¹⁰

- Women and girls with disabilities often face barriers in exercising their right to vote independently, including inaccessible polling stations and lack of accommodations such as braille materials or sign language interpreters. The higher risk for them in this case relates to the socio-cultural stereotypes and stigmas.
- They are at a heightened risk of experiencing violence and abuse, including domestic violence and sexual assault, with limited access to justice due to systemic barriers such as inaccessible legal procedures and negative attitudes from law enforcement.
- Women and girls with disabilities engaged in human rights activism face intersecting forms of discrimination, including ableism, sexism, and marginalization within activist circles. The most recent guideline in this topic launched in February 2024 titled "[Strengthening the Inclusion, Protection, and Wellbeing of Human Rights Defenders with Disabilities](#)".
- Limited access to resources, funding, and networking opportunities for women and girls with disabilities advocating for human rights, exacerbating barriers to participation and influence.
- Women and girls with disabilities face heightened risks during displacement, including barriers to accessing humanitarian aid, lack of accessible shelters, and increased vulnerability to exploitation and abuse. Inadequate inclusion of disability perspectives and participation of women and girls with disabilities in decision-making

¹⁰ Refer to: European Disability Forum. (2021, May). Recommendations on EU policies to combat violence against women and girls with disabilities. Retrieved from <https://www.edf-feph.org/publications/edf-position-paper-on-violence-against-women-and-girls-with-disabilities-in-the-european-union/>; European Disability Forum. (2022, September). Forced sterilisation of persons with disabilities in the European Union. Retrieved from https://www.edf-feph.org/content/uploads/2022/09/EDF_FS_0909-accessible.pdf; UN Women. (2018).

Empowerment of women and girls with disabilities. <https://www.unwomen.org/sites/default/files/Headquarters/Attachments/Sections/Library/Publications/2018/Empowerment-of-women-and-girls-with-disabilities-en.pdf>

processes within refugee camps and host communities is also a big challenge.

- Girls with disabilities experience higher rates of neglect, abuse, and exploitation compared to their non-disabled peers, with limited access to child protection services and support systems.

Humanitarian action¹¹

- Women and girls with disabilities face compounded risks in conflict situations, including heightened vulnerability to violence, displacement, and lack of access to essential services such as healthcare and protection. Barriers to fleeing conflict zones or accessing humanitarian aid due to physical mobility limitations, communication barriers, and discrimination, exacerbating their exposure to harm and deprivation.
- women and girls with disabilities who are institutionalised are more likely left behind, unable to evacuate and are more likely to lose their life, including in medical emergencies as it happened during the pandemic.
- Women and girls with disabilities are disproportionately affected by the impact of climate change, including extreme weather events, food insecurity, and displacement, due to intersecting vulnerabilities and barriers to adaptation. Lack of accessing equal opportunities specifically face them with barriers for decent internal or external migration.
- Limited access to adaptive technologies, emergency preparedness information, and evacuation assistance exacerbates the risks faced by women and girls with disabilities during climate-related disasters, increasing their likelihood of injury, loss of livelihoods, and displacement.
- Women and girls with disabilities are frequently overlooked in post-conflict reconstruction efforts, with limited opportunities for participation in decision-making processes, access to livelihood support, and physical infrastructure reconstruction. It exacerbates pre-existing inequalities and barriers to inclusion.

¹¹ Refer to: Geneva Academy. (n.d.). Academy Briefing 14. Retrieved from <https://www.geneva-academy.ch/joomlatools-files/docman-files/Academy%20Briefing%2014-interactif.pdf>; Office of the United Nations High Commissioner for Human Rights. (n.d.). Women Enabled International. Retrieved from <https://www.ohchr.org/sites/default/files/Documents/HRBodies/CEDAW/GenderRelated/WomenEnabledInternational.pdf>

Intersectional Discrimination¹²

- Women and girls with disabilities face intersecting forms of discrimination based on both gender and disability, resulting in compounded marginalization and exclusion from mainstream society. Women and girls with disabilities from marginalized racial or ethnic backgrounds, LGBTQ+ identities, or low-income households may face even greater levels of discrimination and marginalisation due to the compounded effects of intersecting forms of oppression.
- Stereotypes and societal norms about gender roles and disability can intersect to perpetuate harmful attitudes and beliefs, further marginalising women and girls with disabilities and restricting their opportunities for social inclusion and advancement.
- Legal frameworks and policies often fail to adequately address intersectional discrimination, focusing on single-axis identities rather than recognising the complex and interconnected nature of discrimination experienced by women and girls with disabilities. The same thing often happens in data gathering processes, which leads to a lack of intersectional data collection and analysis.
- Limited awareness and understanding among policymakers, service providers, and society at large about the intersectionality of discrimination may result in inadequate responses and support systems for women and girls with disabilities facing multiple forms of marginalisation.

More information

- [Include your sources](#)
- EDF's webpage on [Women and Gender Equality Policy](#)
- [EDF's Women's Committee](#)

¹² E.G. refer to: UN Women. (2021). Advancing the rights of persons with disabilities through gender-responsive policies and programmes. <https://wrds.unwomen.org/sites/default/files/2021-11/APGOOD~1.PDF>