



EVALUATION GUIDANCE

GUIDANCE ON INCLUSION OF PERSONS WITH DISABILITIES IN UN WOMEN EVALUATIONS



GUIDANCE ON INCLUSION OF PERSONS WITH DISABILITIES IN UN WOMEN EVALUATIONS

**UN Women Independent Evaluation,
Audit and Investigation Services (IEAIS)**

Independent Evaluation Service (IES)

UN Women

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Oversight by: Inga Sniukaite, Chief, Independent Evaluation Service

Managed by: Sabrina Evangelista, Regional Evaluation Specialist, Independent Evaluation Service

Authored by: Sally Cobb and Fabio Saini, Independent Consultants

Produced jointly by: UN Women Independent Evaluation, Audit and Investigation Services (IEAIS) and UN Women Regional Office for Asia and the Pacific

OVERVIEW AND STRUCTURE OF THE GUIDE

UN Women commissioned this **Guidance on Disability Inclusion of Persons With Disabilities in UN Women Evaluations** to support the inclusion of the perspectives of persons with disabilities throughout the UN Women evaluation cycle.

The Guide comprises:

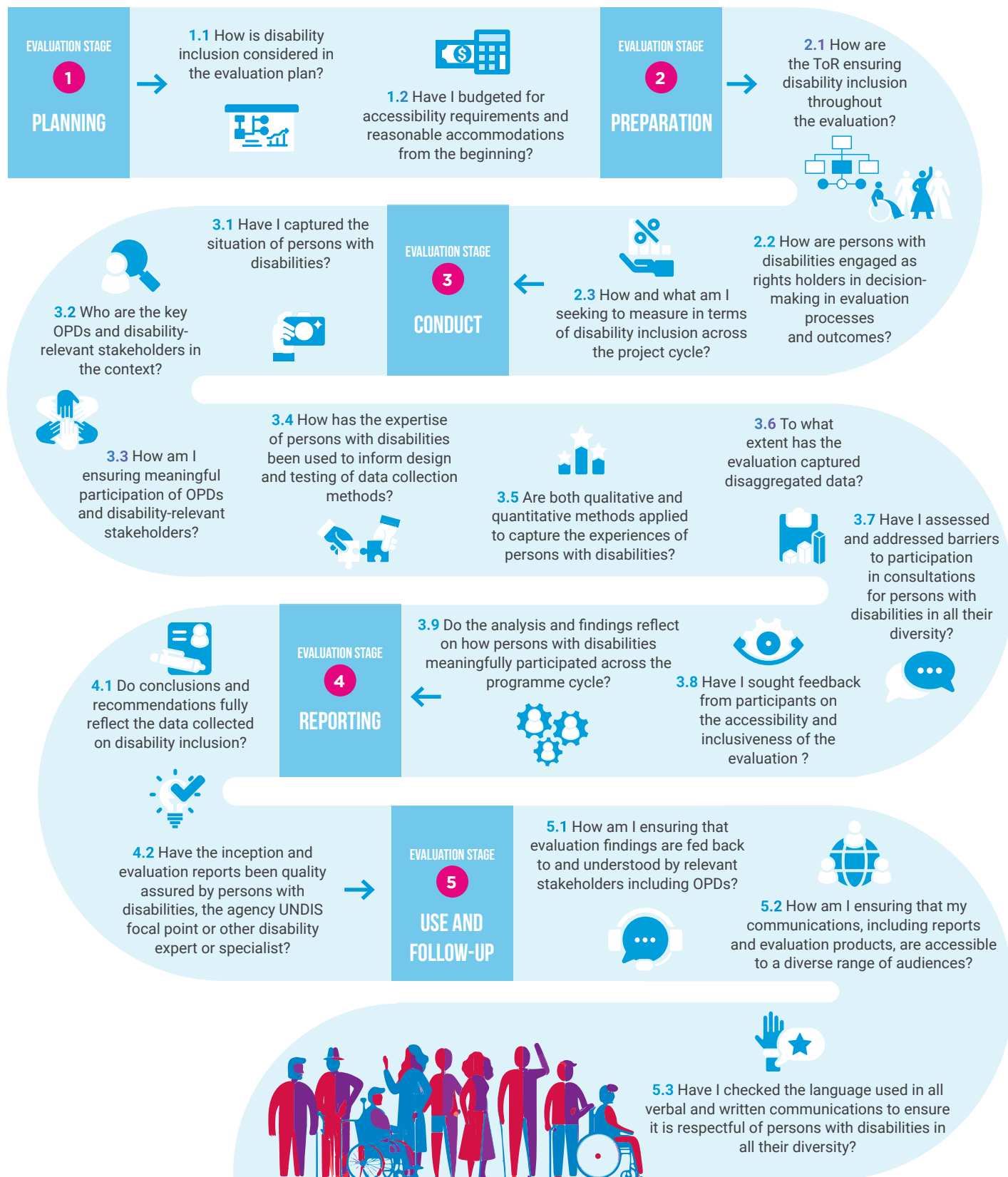
- **An Introduction**, outlining the relevance of the Guide to UN Women's mandate, the purpose and intended audiences, and key considerations for using the Guide to enhance inclusion of the perspectives of persons with disability in UN Women's evaluations.
- An **illustrative Summary Accountability Framework** for the whole evaluation process.
- **Guidance on disability inclusion by evaluation stages.** Developmental indicators are suggested for each stage of the evaluation process to motivate progress but are not part of the official Accountability Framework. Tools, resources and good practices are also identified and referenced.



ACRONYMS

CCA	Common Country Analysis
CRPD	Convention on the Rights of Persons with Disabilities
GDHR	Gender, Disability, and Human Rights
IASC	Inter-Agency Standing Committee
ICT	Information and Communication Technology
ILO	International Labour Organization
LGBTQI+	Lesbian, Gay, Bisexual, Transgender, Queer/Questioning, Intersex, and others
OECD-DAC	Organisation for Economic Co-operation and Development – Development Assistance Committee
OHCHR	Office of the United Nations High Commissioner for Human Rights
OIOS	Office of Internal Oversight Services
OPD	Organization of Persons with Disabilities
SOGIESC	Sexual Orientation, Gender Identity and Expression, and Sex Characteristics
ToR	Terms of Reference
UNCT	United Nations Country Team
UNDIS	United Nations Disability Inclusion Strategy
UNEG	United Nations Evaluation Group
UNPRPD	United Nations Partnership on the Rights of Persons with Disabilities
UN SWAP	United Nations System-wide Action Plan on Gender Equality and the Empowerment of Women

AT A GLANCE | DISABILITY INCLUSION ACROSS THE UN WOMEN EVALUATION CYCLE



INTRODUCTION

RELEVANCE OF DISABILITY INCLUSION TO UN WOMEN'S MANDATE

The Declaration on the Rights of Disabled Persons was adopted by the UN General Assembly on 9 December 1975. The Declaration paved the way for the Convention on the Rights of Persons with Disabilities (CRPD) and its Optional Protocol, which was adopted on 13 December 2006 at United Nations headquarters in New York. As of January 2024, 189 countries are parties to the CRPD, and 105 countries are parties to its Optional Protocol. The United Nations Disability Inclusion Strategy (UNDIS), launched by the UN Secretary General in 2019, provides the current foundation for sustainable and transformative progress on disability inclusion through all pillars of the UN: peace and security, human rights and development. UNDIS enables the UN system to support implementation of the CRPD and other international human rights instruments, as well as the achievement of the Sustainable Development Goals, the Agenda for Humanity and the Sendai Framework for Disaster Risk Reduction. UNDIS outlines the UN's vision, commitment and approach to disability inclusion and creates an institutional framework for implementation of the CRPD. It includes a system-wide policy and accountability framework, with benchmarks to assess process and accelerate change on disability inclusion across four core areas of responsibility: (i) leadership, strategic planning and management; (ii) inclusiveness; (iii) programming; and (iv) organizational culture.

UN Women's specific commitment to mainstreaming disability inclusion is outlined within its 2018 corporate strategy, "The empowerment of women and girls with disabilities: Towards full and effective participation and gender equality".

As a UN entity, the capacity of UN Women to lead the discourse and practice on inclusion of social diversity to address gender inequality as a core driver of marginalization and systemic disadvantage will be essential to achieving its mandate globally, regionally and nationally.

PURPOSE AND INTENDED AUDIENCES

The 2022 UN Evaluation Group's Guidance on Integrating Disability Inclusion in Evaluations and Reporting on the UNDIS Entity Accountability Framework Evaluation Indicator (henceforth referred to as the UNEG Guidance) provides guidance on how to approach, meet and exceed requirements for the UNDIS evaluation indicator. This Guidance on Disability Inclusion of Persons With Disabilities in UN Women Evaluations builds upon and adapts the system-wide UNEG Guidance and builds upon UNEG Guidance on Integrating Human Rights and Gender Equality in Evaluations (2024) to the circumstances, needs and processes of UN Women in relation to managing and conducting evaluations. The Guide herein is intended to support UN Women evaluation managers and evaluators to ensure the inclusion of the full range of diversity of persons with disabilities throughout the evaluation cycle, and to highlight evidence and findings relevant to inclusion across UN Women's priorities.

KEY CONSIDERATIONS IN USING THIS GUIDE

Effective disability inclusion in evaluation requires the following key considerations to be applied at all stages of the evaluation process:

- **Include persons with disabilities, and their representative organizations (organizations of persons with disabilities [OPDs]), as meaningful participants across the evaluation process and beneficiaries of the evaluation outcome.** The identification and overcoming of barriers to meaningful participation of persons with disabilities across evaluation processes, including within planning, preparation, conduct, analysis/reporting and dissemination/use of evaluation findings is essential. Integration of disability within the final evaluation product is also key, which necessarily requires identification and inclusion of priorities relevant to persons with disabilities within evaluation scoping and objectives, terms of reference, evaluation questions, data collection methodology and analysis, and conclusions/recommendations.

INTRODUCTION

➤ Consider the diverse experiences of persons with disabilities throughout the evaluation process, including multiple and intersecting identities.

People with disabilities are not a homogenous group. Heterogeneity must be considered, including the variety of impairments (e.g. physical, psychological, intellectual and sensory impairments) as well as the range of barriers faced (e.g. attitudinal, institutional/policy, information/communication and physical/environmental). Multiple and intersecting identities also need to be reflected. This means considering women with disabilities, LGBTQI+ and diverse SOGIESC with disabilities, children with disabilities (including through age-appropriate assistance), and indigenous persons with disabilities. It also requires attention to underrepresented groups such as persons who are deafblind, persons with intellectual disabilities, and persons with psychosocial disabilities, and other underrepresented groups depending on the context.

➤ Undertake disability inclusive evaluations of all initiatives.

Consistent with UN Women gender-responsive evaluation approaches, and reflecting UN Women's commitment to a "twin-track" approach to disability inclusion, the below entry points and opportunities are applicable across all UN Women initiatives, not just interventions on disability by UN Women. This means considering barriers, structural and other causes of inequalities and power relations in all initiatives (i.e. what the evaluation is examining) regardless of whether the programme being evaluated is inclusive of persons with disabilities.

➤ Apply the twin-track approach to ensure inclusion in evaluations.

Evaluation managers should apply the twin-track approach through the evaluation process itself (i.e. how the evaluation is undertaken). This may include, for example, targeted actions to support and empower persons with disabilities to meaningfully participate in evaluation processes (e.g. as team leaders, team members, reference group participants, informants or otherwise), as well as to support disability sensitivity and inclusion across all aspects and stages of the evaluation.

KEY CONSIDERATIONS TO BE APPLIED AT ALL STAGES OF THE EVALUATION PROCESS



Include persons with disabilities, and their representative organizations, as meaningful participants across the evaluation process and beneficiaries of the evaluation outcome.



Consider the diverse experiences of persons with disabilities throughout the evaluation process, including multiple and intersecting identities



Undertake disability inclusive evaluations of all initiatives.

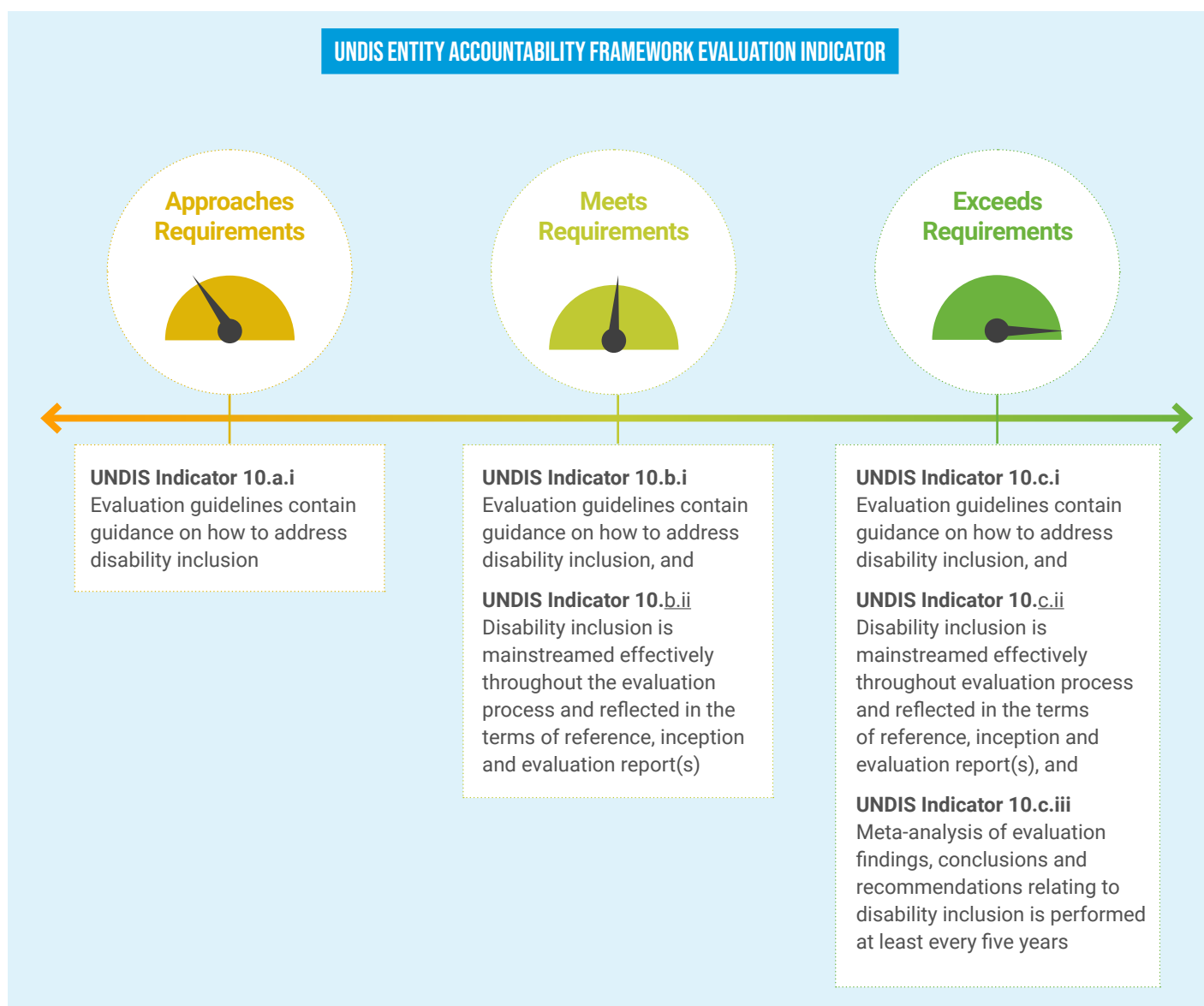


Apply the twin-track approach to ensure inclusion in evaluations.

UNDIS EVALUATION PERFORMANCE INDICATOR

The official UNDIS Entity Accountability Framework Evaluation Indicator is presented below, outlining a scaled rating system to assess how disability inclusion is considered across the evaluation process. Each year, UN Women and all UN entities submit their self-assessment according to this scale.

The guidance presented below is aligned with the requirements in the UNEG Guidance on Integrating Disability Inclusion in Evaluations and Reporting on the UNDIS Entity Accountability Framework Evaluation Indicator and related UNEG guidance, including the [UNEG Guidance on Integrating Human Rights and Gender Equality in Evaluations](#) (2024) and the [UN Women Global Evaluation Report Assessment And Analysis System](#) (GERAAS). This guidance identifies entry points and opportunities for disability inclusion, along with stage-specific developmental indicators to motivate progress in this area. The guidance proposes developmental indicators for each stage of evaluation, which are designed to motivate progress and are not part of an official accountability framework.



1.1 Inclusive Planning and Timeframes

How is disability inclusion considered in the evaluation plan in conjunction with relevant country, multi-country and regional Strategic Notes and Annual Work Plans?

Ensure that work planning and time frames allocated to the evaluation enable the inclusion of persons with disabilities, including by addressing barriers to their participation.

For example:

- Assess accessibility requirements and available accessibility services. In partnership with OPDs, identify, map and cost existing local venues and services (e.g. accessible venues for consultations, ICT support and transcribing services, sign language interpretation services (national or international).
- Ensure pre-planning of adequate time frames for identifying OPDs and provide reasonable accommodation to enable the meaningful participation of persons with disabilities within consultations.
- Allow adequate time for responses and feedback on findings to be made and provide buffers to make adaptations as needed.
- Seek advice from OPDs on appropriate time frames for consultation within the context and any anticipated reasonable accommodations which may need to be planned and budgeted for in advance.

1.2 Inclusive Budgeting

Have I budgeted for accessibility requirements and reasonable accommodations from the beginning?

Plan and allocate appropriate budget for an inclusive and accessible evaluation process from the beginning.

For example:

- Conduct a needs analysis in the early stages of evaluation planning to anticipate barriers and accessibility requirements upfront.
- Include a specific line item within evaluation budgets for reasonable accommodations and adjustments to be made across the evaluation process (e.g. this may include a specific percentage target of the overall evaluation budget (2-3 per cent of programme budget) and/or of the overall programme budget, as appropriate.
- Include specific line item(s) for targeted actions to ensure the inputs and diversity representation of persons with disabilities are identified (e.g. budget for delivery of targeted training/consultations/workshops/focus groups with diverse OPDs).
- Budget for appropriate consulting remuneration and expenses to enable the participation of persons with lived experience (i.e. request and plan for OPD consulting rates, travel and accommodation costs in advance).

References:

- 1) UNDIS Technical Note on Indicator 9, p74
- 2) UNDIS Technical Note on Indicator 6.1, p56
- 3) UNDIS Technical Note on Indicator 7, p62

EVALUATION STAGE

1

PLANNING

2

PREPARATION

3

CONDUCT

4

REPORTING

5

USE AND FOLLOW-UP



EMERGING PRACTICE

- Disability inclusion is considered within **evaluation planning processes** and time frames, but planning is completed without consultation with persons with disabilities/OPD(s).
- Programme/project evaluation **budget** includes mainstreaming across existing actions OR implementation of targeted disability-specific actions (where relevant) but a twin-track approach to the budget is not applied (allowing for both mainstreaming and targeted actions, as well as a specific line-item and flexibility for resourcing of reasonable accommodations/adjustments required along the way).



CONSISTENT PRACTICE

- Inclusive and accessible evaluation is **planned in consultation with OPD(s)** including identification of likely barriers to participation across the evaluation process and strategies to overcome them.
- Adequate programme/project evaluation **budget is allocated from the beginning**, including for mainstreaming across existing actions, implementation of targeted disability-specific activities (where relevant), and a specific line-item for reasonable accommodations and/or adjustments (built in flexibility for adjustments to the budget which may occur along the way but might not yet exist).



LEADING EXAMPLE

- Inclusive and accessible evaluation is **planned in partnership with OPD(s)** from the beginning, including identification of barriers to participation across the evaluation process and design and implementation of strategies to overcome these barriers across all evaluation stages.
- Adequate programme/project evaluation **budget is allocated from the beginning**, including mainstreaming across existing actions, implementation of targeted disability-specific activities, a specific line-item for accessibility requirements and reasonable accommodations as required, and built in flexibility for adjustments to the budget which may occur along the way.

2.1 Inclusive terms of reference (ToR)

*How are the ToR
ensuring disability
inclusion
throughout
the evaluation?*

Pay adequate attention to disability inclusion in evaluation ToR – for both disability-specific and broader evaluations.

For example:

- Draft targeted ToR to ensure the specific perspectives of a diversity of persons with disabilities are garnered, and integrate disability and inclusion across existing ToR (including how disability inclusion will be addressed across background, scope, objectives, questions, methodology and all deliverables, in line with OECD-DAC criteria and reasonable accommodation needs).
- Ensure active participation of persons with disabilities and/or disability specialist(s) in preparation of the ToR.
- Reference key guidance materials which will be drawn upon when integrating disability inclusion into the evaluation.
- Programmes (including those which do not explicitly target persons with disabilities), should always take an intersectional approach to assessing disability inclusion.

References:

- 1) UNDIS Indicator 10.c.ii
- 2) UNDIS Technical Note on Indicator 10, p82
- 3) UNEG, section 3.1
- 4) GERAAS 9.1

2.2 Inclusive evaluation teams

*How are persons
with disabilities
engaged as
rights holders in
decision-making
in evaluation
processes and
outcomes?*

Ensure sufficient experience and/or knowledge of disability inclusion within evaluation teams.

For example:

- Facilitate participation of at least one evaluation team member with lived experience of disability, wherever possible.
- During screening and interviews, identify evaluators with expertise in participatory methodologies and experience in facilitating groups, ensuring they have an understanding of intersecting factors such as social status, disability and other dimensions of diversity, regardless of whether the programme or project has been designed with a focus on disability inclusion.
- Where feasible, ensure at least one team member has specialist disability expertise (including experience in participatory methodologies). Given that evaluation teams are often small, an alternative approach could be to designate a focal point within IES to provide ongoing support across evaluations and collate good practices. Consult with disability experts, including those with lived experience, as part of external reference groups, in analysis processes and/or in testing of findings.
- Engage persons with disabilities as experts and co-facilitators in evaluation workshops and consultation meetings.
- Ensure evaluation team members and evaluation managers have undertaken the required technical training on monitoring and disability inclusion, in line with United Nations Country Team (UNCT) requirements under UNDIS.

References:

- 1) UNDIS Technical Note on Indicator 10, p82
- 2) UNEG, section 3.2
- 3) GERAAS 9.1
- 4) UNCT Accountability Scorecard (10.b. ii / 10.c.ii)

2.3 Evaluation questions

*How and what
am I seeking
to measure in
terms of disability
inclusion across
the programme/
project
management
cycle?*

Pay adequate attention to disability inclusion in evaluation ToR – for both disability-specific and broader evaluations.

For example:

- How did persons with disabilities, especially women and girls with disabilities, meaningfully participate in programme planning and implementation – and what evidence exists (budget, partnerships, reasonable accommodations, or otherwise) of programme efforts to ensure this meaningful participation?
- What proportion of participants in the programme were persons with disabilities across the programme/project cycle (including within the project team, as participants and/or as beneficiaries of a programme/project) – and how is diversity of disability represented across participants and/or beneficiaries?
- How were barriers identified and addressed as part of programme design and implementation (e.g. was a barriers analysis/situational analysis conducted and disability strategy or action planning put in place to address the barriers)?
- How does the programme contribute to preconditions to disability inclusion such as equality and non-discrimination, service delivery, accessibility, CRPD compliant budgeting and financial management, accountability and governance?
- How could future interventions contribute to preconditions on disability inclusion such as equality and non-discrimination, service delivery, accessibility, CRPD compliant budgeting and financial management, accountability and governance?
- What targeted and mainstreaming actions were delivered to meaningfully include persons with disabilities across the programme/project cycle?
- Was the twin-track approach adopted for programme/project activities?

For programmes/projects which do not include disability-specific activities, outputs or outcomes, forward-looking evaluation questions may be useful. For example:

- What disability inclusion strategies could be adopted for future interventions in the areas covered by the programme/project?
- How can the twin-track approach be applied to future interventions?
- What programme results could be planned to contribute to disability inclusion?

References:

- 1) UNEG, section 3.3
- 2) GERAAS 9.2
- 3) UNPRPD, Preconditions to disability inclusion

DEVELOPMENTAL INDICATORS | FOR DISABILITY INCLUSION ACROSS THE UN WOMEN EVALUATION CYCLE

EVALUATION STAGE

1 PLANNING

2 PREPARATION

3 CONDUCT

4 REPORTING

5 USE AND FOLLOW-UP



EMERGING PRACTICE

- **Evaluation ToR** reflect and/or pay adequate attention to disability inclusion.
- At least one **evaluation team member** has knowledge and/or experience of disability inclusion.
- **Evaluation questions** cover different aspects of disability inclusion (UNDIS Indicator 10, How to 'Approach' requirements) and/or include references to disability inclusion (GERAAS 9.1).



CONSISTENT PRACTICE

- **Evaluation ToR** integrate disability inclusion in one or more evaluation stages but falls short of mainstreaming across all evaluation stages.
- One or more persons with lived experience of disability are included (and remunerated) as experts on **evaluation teams** and, where required, reasonable accommodations and adjustments are provided to facilitate the effective delivery of their roles.
- Disability inclusion is effectively mainstreamed throughout the **evaluation questions** and/or one or more targeted questions on disability inclusion is included.



LEADING EXAMPLE

- **Evaluation ToR** integrate disability inclusion across all evaluation processes including in the evaluation's justification, purpose and objectives, methodologies, stakeholder considerations, evaluation questions and evaluations findings, good practices, lessons learned, conclusions and recommendations.
- One or more persons with disabilities are included (and remunerated) in leadership/ decision-making roles (e.g. Team Leader) on **evaluation teams** and, where required, reasonable accommodations and support are provided to facilitate the effective delivery of this role.
- A twin-track approach to **evaluation questions** is applied, including mainstreaming across evaluation questions and inclusion of targeted questions and criteria to adequately capture diverse experiences and impacts on persons with disabilities.

3.1 Desk review

Have I captured the situation of persons with disabilities in the context and how am I using this to inform an inclusive evaluation process and outcomes?

Where appropriate, ensure that the desk review process considers the situation of persons with disabilities in the context.

For example:

- CRPD ratification status
- relevant domestic laws and policies
- systematic barriers faced
- government engagement on disability
- population-based data sources, such as census based data, global reports on disability (e.g. the World Report on Disability) and data from community health programmes, hospitals, community-based rehabilitation and disability services
- education data including from the Ministry of Education, mainstream schools, inclusive education resource facilities and special schools
- data from OPD umbrella organizations and local OPDs
- existing data sources (including disaggregated by sex, gender, age and disability).

Note:

Each UNCT Common Country Analysis (CCA) should include a situational analysis on persons with disabilities, which is updated periodically. Check whether this analysis has been undertaken in your country context and consider drawing on this as a starting point to inform your own situational analysis.

The [UNPRPD preconditions to disability inclusion](#) provide a useful framework for assessing the situation of persons with disabilities in a context, including in relation to: equality and non-discrimination, service delivery, accessibility, CRPD compliant budgeting and financial management, accountability and governance.

3.2 Inclusive stakeholder mapping and analysis

Who are the key OPDs and disability-relevant stakeholders in the context?

Where possible, undertake stakeholder mapping exercises in partnership with OPDs and ensure that women-led OPDs, OPDs representing diversity of disability and other disability-relevant stakeholders are identified.

Persons with disabilities can facilitate identification of disability-relevant stakeholders within the context based on their first-hand experience. For example:

- national and local OPDs
- government focal points on disability
- disability service providers
- self-help organizations.

References:

- 1) UNDIS Technical Note on Indicator 10, p83
- 2) UNDIS Technical Note on Indicator 5
- 3) UNEG, section 3.4
- 4) GERAAS 9.2

3.3 Meaningful stakeholder engagement

How am I ensuring meaningful participation of OPDs and disability-relevant stakeholders in line with “nothing about us without us” principle?

Engage OPDs in a meaningful way across the design, management and conduct of the evaluation (see “evaluation team” above). Key considerations for meaningful consultation outlined in the UNDIS Guidelines: Consulting with Persons with Disabilities (Indicator 5) and which also apply to meaningful engagement across evaluation processes include:

- OPDs should be consulted through a variety of appropriate, context-specific methodologies.
- OPDs should be engaged as partners in the planning, design and implementation of consultations.
- OPDs should be adequately supported in their participation, including through timely information, capacity-building and funding.
- Sampling should be representative of the community, according to global prevalence rates approximately 16 per cent would have a disability and should be reached.
- Consultations should aim to engage with the diversity of the population of persons with disabilities and consider intersectionality.
- Consultations should be accessible and reasonable accommodation provided.
- Consultations should be safe, empowering, respectful and not tokenistic.
- Consultations should be based on transparency, meaningful dialogue and good faith.
- Knowledge and learning generated by consultations should be considered and outcomes should be shared with OPDs.
- As with consultation processes (outlined below), relationships and partnerships with OPDs should take into account the diversity of the population of persons with disabilities, and support meaningful participation of the diversity of persons with disabilities through OPDs, including women with disabilities, LGBTQI+ with disabilities, children with disabilities (including through age-appropriate assistance), indigenous persons with disabilities, persons with deaf blindness, persons with intellectual disabilities and persons with psychosocial disabilities, and other underrepresented groups depending on the context.

References:

- 1) UNDIS Technical Note on Indicator 5, p40
- 2) UNEG, section 3.4

3.4 Designing and testing of inclusive data collection methods

How has the expertise of persons with disabilities been used to inform design and testing of data collection methods?

Where possible, consult with persons with disabilities representing a diversity of experience to design and test data collection methods in advance and to participate in data collection processes. This can support the design of inclusive and accessible methodologies from the beginning to ensure that the diverse perspectives of persons with disabilities can be garnered (including in the format and delivery of the methodology).

For example:

- Identify and select an accessible platform, and ensure all information is in accessible formats.
- Avoid tabular formats for responses where these are not accessible for screen readers.
- Consider verbal, audio, video formats for responses, as an alternative to written responses.
- Use clear and simple language.
- Consider clear examples where open-ended questions are asked.
- Provide clear structure to questionnaires.
- Ensure survey forms are tested by OPDs and your IT department for accessibility.

References:

- 1) UNEG, section 3.4
- 2) GERAAS 9.2

3.5 Application of mixed methods

Are both qualitative and quantitative methods applied to capture the experiences of persons with disabilities?

Apply a mixed methods approach to data collection, ensuring that both the methods chosen (e.g. focus groups, interviews, documentary review etc.) and the ways in which they are applied are gender-sensitive, disability-inclusive and human rights-responsive.

- This may include conducting separate focus groups for persons with disabilities where specific risks and/or particular barriers facing persons with disabilities are identified.
- Intersectional approaches must be considered (e.g. separate focus groups for women with disabilities might be appropriate when considering violence against women where enhanced risk is identified based on both gender and disability).

Reference:

- 1) UNEG, section 3.4

3.6 Data disaggregation

To what extent has the evaluation captured disaggregated data?

Design and apply methods to capture disaggregation of data, including by sex, gender, age and disability.

- This could include developing participation questionnaires based on the Washington Group Short Set of Functioning or other approved methodology for data disaggregation.
- When/if collecting personal data, ensure this is in accordance with human rights-based approaches and do no harm principles. Information on a person's medical condition or impairment should not be disclosed unless this is agreed by the participant and is relevant to the evaluation's content and purpose.

References:

- 1) UNDIS Technical Note on Indicator 2
- 2) (UNEG, section 3.4)
- 3) (GERAAS 9.2)

3.7 Consultation processes – diversity and inclusion

Have I assessed and addressed barriers to participation in consultations for persons with disabilities in all their diversity?

Ensure that OPDs are engaged as key informants and key stakeholders in consultation. Consultation processes should consider the diversity of persons with disabilities and consider intersectionality.

For example:

- Consult with OPDs representing diverse impairment types (sensory, intellectual, psychosocial, physical).
- Ensure diverse intersections are also represented (e.g. women with disabilities, LGBTQI+ with disabilities, children with disabilities [including through age-appropriate assistance], indigenous persons with disabilities, persons with deaf blindness, persons with intellectual disabilities and persons with psychosocial disabilities, and other underrepresented groups within the context).

Reference:

- 1) UNDIS Technical Note on Indicator 5, p37

3.8 Consultation processes – accessibility

Have I sought feedback from participants on the accessibility and inclusiveness of the evaluation and consultation process and documented lessons learned for future evaluations?

Ensure that consultation processes are accessible and inclusive.

For example:

- Ask participants about any accessibility requirements in advance and make adjustments and/or reasonable accommodations as needed.
- Share consultation materials in advance and in accessible formats so that participants can familiarize themselves with material beforehand.
- Conduct accessibility audits on meeting venues/facilities (in consultation with persons with disabilities) and ensure that chosen venues/facilities are physically accessible (including bathroom facilities and transport options to the venue).
- Ensure platforms selected for virtual/online consultations are accessible (e.g. Microsoft Teams).
- Include regular breaks for interpreters and participants.
- Record meetings and offer copies of recordings and transcripts afterwards.
- Apply accessible communications and respectful language to all online and verbal interactions (see “Accessible Communications” and “Respectful Language” below for details).
- Invite participants with disabilities to provide feedback on the inclusion and accessibility of your consultation and apply their advice to future consultations and events.
- Ensure that evaluation budgets allocate resources to meet accessibility requirements from the beginning.

References:

- 1) UNDIS Technical Note on Indicator 5, p38
- 2) UNDIS Technical Note on Indicator 6.1, pp50-56

3.9 Data and evidence on disability inclusion within evaluation findings and analysis

Do the analysis and findings reflect on how persons with disabilities meaningfully participated across the programme cycle (process) as well as the impact of the programme on persons with disabilities (outcome)?

Ensure that information and evidence is collected and analysed regarding inclusion of persons with disabilities as well as the impact of the programme on persons with disabilities.

For example:

- Draw on evaluation participants with disabilities to support analysis of data and testing of findings.
- Identify how persons with disabilities have meaningfully participated in the programme and the evidence which supports this.
- Identify programme outcomes and impacts specific to persons with disabilities.
- Provide an assessment of whether facilities, events, goods and services have identified and addressed barriers or access for persons with disabilities.

References:

- 1) UNEG, section 3.5
- 2) GERAAS 9.3

DEVELOPMENTAL INDICATORS | FOR DISABILITY INCLUSION ACROSS THE UN WOMEN EVALUATION CYCLE

EVALUATION STAGE

1 PLANNING

2 PREPARATION

3 CONDUCT

4 REPORTING

5 USE AND FOLLOW-UP



EMERGING PRACTICE

- **Desk review** includes references to the situation of persons with disabilities but falls short of targeted analysis and/or systematic integration of disability considerations.
- **Evaluation stakeholder mapping and data collection methods** identify and include persons with disabilities and their representative organizations (UNDIS Indicator 10, How to 'Approach' requirements), but this process is not yet completed in consultation with persons with disabilities and/or OPDs.
- **Evaluation methodology** includes references to disability inclusion (GERAAS 9.2).
- Some consideration is given to inclusion and access within evaluation **consultation processes** with ad hoc examples of efforts evident.
- **Evaluations findings** and analysis contain references to disability inclusion (GERAAS 9.3) and provide data and evidence on inclusion for persons with disabilities (UNDIS Indicator 10, How to 'Approach' requirements).
- **Data is disaggregated** by disability, where possible, and the impact of the programme/project on persons with disabilities is identified (UNDIS Indicator 10, How to 'Approach' requirements).



CONSISTENT PRACTICE

- **Desk review** includes targeted analysis of the situation of persons with disabilities in the context (including consideration of the preconditions to disability inclusion and /or the barriers/challenges faced) OR integrates/mainstreams disability inclusion throughout the desk review, as relevant.
- **Evaluation stakeholder mapping and data collection methods** are developed in consultation with persons with disabilities and/or OPDs and identify and include persons with disabilities and their representative organizations.
- **Evaluation methodology** demonstrates mainstreaming and/or targeted actions on disability inclusion, including examples of qualitative and/or quantitative data collection methods and tools capturing the situation of persons with disabilities.
- Barriers analysis is undertaken in planning the **consultation process** and actions taken to enable access of and participation by persons with disabilities.
- **Evaluation findings** reflect comprehensive disability inclusive analysis.
- **Data is disaggregated** by disability (including by impairment type), sex and age as a minimum, and the impact of the programme/project on persons with disabilities is identified.



LEADING EXAMPLE

- **Desk review** includes targeted analysis of the situation of persons with disabilities in the context (including consideration of the preconditions to disability inclusion and /or the barriers/challenges faced), PLUS mainstreams disability inclusion throughout the desk review, as relevant.
- **Evaluation stakeholder mapping and data collection methods** are developed in partnership with and/or led by persons with disabilities and/or OPDs and identify and include persons with disabilities and their representative organizations.
- **Evaluation methodology** demonstrates application of a twin-track approach to disability inclusion, including comprehensive mainstreaming of disability inclusion as well as targeted actions to ensure both qualitative and quantitative data collection methods and tools capturing the situation of persons with disabilities are applied.
- Comprehensive and participatory barriers analysis is undertaken in partnership with OPDs, solutions identified, budgeted for and implemented. Meaningful participation of persons with disabilities is achieved throughout the consultation process as a result.
- **Data is disaggregated** by disability (including by impairment type), sex and age as a minimum. The impact of the programme/project on persons with disabilities is identified and consideration is given to the diverse experiences of persons with disabilities including intersections with other identities.

4.1 Conclusions and/or recommendations on inclusion

*Do conclusions and recommendations fully reflect the data collected on disability inclusion?
How has the expertise of persons with lived experience of disability been used to inform conclusions and recommendations?*

Ensure conclusions and/or recommendations reflect findings on disability inclusion.

For example:

- Ensure all data collected on disability inclusion is fully reflected in conclusions and/or recommendations.
- Ensure that the evaluation management response addresses all recommendations, including those on disability inclusion.

Test draft conclusions and/or recommendations related to disability and inclusion.

For example:

- Test findings with evaluation participants with disability and/or a disability specialist.
- Consult with OPDs to develop potential recommendations from evaluation findings.

References:

- 1) UNEG, section 3.6
- 2) GERAAS 9.3

4.2 Inclusive inception and evaluation reports

Have the inception and evaluation reports been quality assured by persons with disabilities, the agency UNDIS focal point or other disability expert or specialist?

Include a specific section within the report on findings on disability inclusion.

Ensure quality assurance of the inception report and proposed process by participants with disability (wherever possible/appropriate) and/or a disability specialist. When seeking feedback or input on inception and evaluation reports, consider accessibility requirements.

For example:

- Ensure reports and documents are in accessible formats.
- Share in both accessible PDF and word versions (to support preferred accessibility features).
- Consider developing plain language versions of reports to maximize opportunities for feedback.
- Provide a clear overview of the materials you want reviewed and the purpose of the feedback.
- Set realistic deadlines.
- Encourage people to reach out with clarification questions throughout the process (provide contact details) and check-in to provide support along the way.

See also the UN Disability-Inclusive Communications Guidelines, the “Accessible Communications” and “Respectful Language” sections for further tools and guidance on respectful and accessible communication and formatting which can support the accessibility of inception and evaluation reports.

References:

- 1) UNDIS Indicator 10.c.ii
- 2) UNEG section 3
- 3) GERAAS 9.2
- 4) United Nations Disability-Inclusive Communications Guidelines

DEVELOPMENTAL INDICATORS | FOR DISABILITY INCLUSION ACROSS THE UN WOMEN EVALUATION CYCLE

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EMERGING PRACTICE

- **Conclusions and/or recommendations** contain references to disability inclusion (GERAAS 9.3) and fully reflect the evaluation findings on disability inclusion (UNDIS Indicator 10, How to 'Approach' requirements).
- **Inception and/or evaluation reports** contain references to disability inclusion; however, disability inclusion is not yet mainstreamed throughout.
- Management response addresses all recommendations, including those on disability inclusion (UNDIS Indicator 10, How to 'Approach' requirements).



CONSISTENT PRACTICE

- **Conclusions and recommendations** reflect comprehensive disability inclusive analysis and fully reflect the evaluation findings on disability inclusion.
- Disability inclusion is mainstreamed effectively throughout **inception and/or evaluation report(s)** (UNDIS Indicator 10.ii).
- **Management response** addresses all recommendations, including those on disability inclusion (UNDIS Indicator 10, How to 'Approach' requirements).



LEADING EXAMPLE

- **Conclusions and recommendations are developed in partnership with OPDs**, reflect comprehensive disability inclusive analysis and fully reflect the evaluation findings on disability inclusion.
- Disability inclusion is mainstreamed effectively throughout **inception and evaluation report(s)** (UNDIS Indicator 10.ii) PLUS the **evaluation report** provides specific conclusions and recommendations addressing disability inclusion and priorities for action to improve disability inclusion in future interventions.
- **Management response** addresses all recommendations, including specific recommendations and priorities for action to improve disability inclusion in future interventions.

5.1 Inclusive evaluation dissemination strategy and accessible feedback loops

*How am I ensuring that
evaluation findings are fed
back to and understood
by relevant stakeholders
including OPDs?*

Ensure that feedback loops and dissemination strategies target and reach participants with disability, including so that OPDs can be made aware of the outcomes of their engagement and can support use of the findings and recommendations in their own advocacy and accountability work.

For example:

- Disseminate findings widely to support sharing of lessons which can be drawn upon for future inclusive practice.
- Identify stakeholders with disability and their access requirements in relation to evaluation findings and products.
- Ensure findings and recommendations are communicated in accessible formats and using respectful language (see “Accessible Communications” and “Respectful Language” sections below, and UN Disability-Inclusive Communications Guidelines).
- Ensure dissemination events are inclusive and accessible (apply considerations outlined in the “Consultation Processes” section above).
- Plan and work with OPDs to consider if there are other channels and/or formats which would support dissemination/feedback loops on evaluation findings and use of the findings.

5.2 Accessible communications

*How am I ensuring that
my communications,
including reports and
evaluation products, are
accessible to a diverse
range of audiences?*

Ensure that accessible communication methods, including dissemination of evaluation results and findings in accessible formats, are planned, budgeted for and implemented.

For example:

- Apply a range of medium accessible for diverse audiences (e.g. audio, visual, text, easy to read).
- Make images accessible (include Alt Text and image descriptions).
- Consider font size and provide sufficient colour contrast.
- Use simple language.
- Select appropriate fonts (e.g. Arial, Calibri), align text to the left and ensure sufficient white space.
- Apply interpretation options (e.g. closed captions, subtitles, transcripts, sign language interpretation).
- Use the accessibility checker tool (i.e. available in Microsoft Word, Outlook and Excel).
- Consider the end-user when determining your publication format (e.g. accessible PDF, accessible EPUB).
- Follow the Web Content Accessibility Guidelines (WCAG) 2.1 for social media and online content.
- Ensure that costs of accessible communications/publications are budgeted from the beginning.

References:

1) UNDIS Indicator 15, Indicator 6 and Indicator 6.1

2) UNCT Accountability Scorecard on Disability Inclusion, Indicator 14

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5.3 Respectful language

Have I checked the language used in all verbal and written communications to ensure it is respectful of persons with disabilities in all their diversity?

Apply respectful language in all communications (including oral and written) with or regarding persons with disabilities, in line with human rights-based approaches and standards set by the CRPD.

For example:

- use person-first language
- avoid labels and stereotypes
- avoid ableist language
- do not use condescending euphemisms
- use correct, and easy to understand language in oral and informal speech.

Reference:

1) UNDIS Indicator 15

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EMERGING PRACTICE

- **Feedback loops, communication and dissemination strategies** are developed which include accessibility considerations.
- **Disability inclusion in the evaluation report is assessed** as being of insufficient quality ('satisfactory') in the year in question.



CONSISTENT PRACTICE

- **Accessible and inclusive feedback loops, communication and dissemination strategies are developed and implemented** which target and reach participants with disability and/or OPDs, including so that OPDs are made aware of the outcomes of their engagement.
- **Disability inclusion in the evaluation report is assessed** as being of sufficient quality ('good') in the year in question (UNDIS Indicator 10, How to 'Meet' requirements).



LEADING EXAMPLE

- **Accessible and inclusive feedback loops, communication and dissemination strategies are developed and implemented in partnership with OPDs** and target and reach participants with disability and/or OPDs, including so that OPDs can be made aware of the outcomes of their engagement and are enabled to use the findings and recommendations in their own advocacy and accountability work.
- **Disability inclusion in the evaluation report is assessed** as being of high quality ('very good') in the year in question.
- Findings, conclusions and recommendations are considered in a **five-yearly meta-review by UN Women**, assessing the extent to which disability inclusion has been addressed/achieved, and any remedial action taken (UNDIS Indicator 10.iii / UNDIS Indicator 10 'How to 'Exceed' requirements'/UN SWAP Evaluation Performance Indicator [5-8 years]).

ANNEXES

TOOLS, RESOURCES AND GOOD PRACTICE EXAMPLES BY EVALUATION STAGE



TOOLS, RESOURCES AND GOOD PRACTICE EXAMPLES

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Inclusive planning and time frames

- [UNEG GDHR Working Group webinar, Exchange of experiences on integration of disability in evaluations](#) (18 October 2023) emphasizes the significance of planning and inception phases for effective disability inclusive evaluation drawing on practical examples from different UN entities.
- [UNEG Meta-analysis of OHCHR evaluation findings, conclusions and recommendations relating to disability inclusion](#) (2018-2023).
- [OIOS-IED Mainstreaming Guidelines and Checklist for Evaluations \(2023\)](#).
- [UNOIOS-IED Six-point checklist: “Mainstreaming Cross-Cutting Issues in Evaluations”](#), is based on leave no one behind, draws on the [UNEG Guidance](#) and includes five points for inclusion in evaluation planning (as outlined in the UNEG EPE Disability Inclusion and presented in UNEG GDHR Working Group webinar, Exchange of experiences on integration of disability, 18 October 2023, on disability inclusion in evaluations).
- [OHCHR Guidance on the preparation of evaluation reports](#) includes disability inclusion (alongside gender equality) as an integral part of the entire evaluation process, including in the design, purpose, process and methodology (referenced in the [UNEG GDHR Working Group webinar, Exchange of experiences on integration of disability, 18 October 2023, on disability inclusion in evaluations](#)).

Inclusive budgeting

- [UNHCR’s Inclusive Budgeting Tip Sheet](#) (Handout 11) includes considerations and recommendations for inclusive budgets that are accountable to persons with disabilities. While this tip sheet relates to humanitarian settings, it can also be drawn upon more broadly. Considerations identified which are relevant to evaluation processes include physical accessibility, accessible communications and reasonable accommodations.
- [UN Women Policy Brief – Gender and Disability-Inclusive Budgeting: Issues and Policy Options](#) (2023) identifies emerging practices on gender and disability-inclusive budgeting. These include the collection, analysis and use of data and statistics on intersectional discrimination; integration of gender and disability inclusion in laws, policies, systems and institutional practice; integration of gender and disability inclusion in the planning and budgeting cycle; and enhanced participation of women with disabilities in policy, planning and budgeting.

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Inclusive Terms of Reference

- [UNEG Guidance \(section 3.1\)](#) specifies the following considerations for disability inclusive ToR:
 - Background – describes how disability inclusion was taken into account in design and implementation.
 - Purpose and objectives – include assessment of disability inclusion in the evaluation.
 - Scope – specifies that disability inclusion will be included throughout the methodology, deliverables and final report.
 - OECD-DAC criteria – include relevance of disability inclusion within appropriate criteria.
 - Evaluation questions – include a stand-alone evaluation question on disability inclusion or incorporate into broader evaluation questions.
 - Proposed evaluation methodology – specific disability inclusion within data collection, analysis and presentation of findings (reasonable accommodations to be factored into evaluation design from the beginning).
- The [UN Women Evaluation Handbook](#) (Chapter 4, Part C) includes guidance on developing an evaluation ToR (e.g. defining evaluation objectives, key evaluation questions, scope, methodology), which could be used as a starting point for further adaptation to integrate persons with disabilities specifically.
- [ILO's Checklist 4.6: Writing the Evaluation ToR](#) (March 2021, v3) includes a sample checklist for preparing ToR for independent projects which has been revised to cover gender equality related issues, disability inclusion and theories of change.
- OHCHR's Model Terms of Reference for Evaluations, revised in November 2019, includes addressing disability inclusion as part of seven evaluation criteria. The ToR integrate disability inclusion in all evaluation processes including in the evaluation's justification, purpose and objectives, methodologies, stakeholder considerations, evaluation questions, evaluations findings, good practices, lessons learned, conclusions and recommendations. This good practice resource is highlighted in the [UNEG GDHR Working Group webinar, Exchange of experiences on integration of disability \(18 October 2023\) on disability inclusion in evaluations](#).
- [OHCHR's Meta-analysis Report: Analysis of Evaluation Findings, Conclusions and Recommendations relating to Disability Inclusion \(2018-2023\)](#), provides examples of how disability inclusion has been included alongside gender and human rights integration as a criterion in OHCHR evaluations. It makes recommendations for inclusion across ToR to meet UNDIS disability inclusion requirements.
- [OHCHR's 2017-2020 Cambodia country programme](#) has been identified as a good practice example due to the integration of disability inclusion as a specific evaluation criterion, and the inclusion of specific questions, consultation with OPDs and overall integration of disability considerations throughout all aspects of the evaluation. This programme received a rating of "fully integrated" in the OIOS Biennial review (2020–2021) (presented in the UNEG GDHR Working Group webinar, Exchange of experiences on integration of disability, 18 October 2023, on disability inclusion in evaluations).
- [Inter-Agency Humanitarian Evaluation of the response to Cyclone Idai in Mozambique](#) (2020) has been identified as a good practice example: disability is included as criteria, results were disaggregated, specific questions were raised on experiences of persons with disabilities in consultations and disability issues were reflected throughout the evaluation report. It was presented in UNEG GDHR Working Group webinar, Exchange of experiences on integration of disability (18 October 2023) on disability inclusion in evaluations.

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Inclusive evaluation teams

- [The International Disability Alliance Helpdesk](#) could be a potential avenue for identifying expertise of persons with lived experience with disabilities, including as potential representatives on an evaluation reference group.
- [UNEG Guidance \(section 3.2\)](#) includes the following considerations to ensure evaluation teams have appropriate knowledge and/or experience:
 - Maintain a database/mailling list of evaluators with disability inclusion knowledge/experience.
 - Include knowledge/experience requirements within profiles for selection/recruitment of evaluation team members.
 - Include disability inclusion knowledge/expertise within screening/interviewing of consultants.
 - Consult with agency UNDIS focal point or other disability expert in preparing evaluation ToR and as part of the reference groups.
- The [UN Women Evaluation Handbook](#) (Chapter 4, Part D) includes guidance on developing and selecting an evaluation team, which could be used as a starting point for further adaptation to integrate persons with lived experience of disability and/or persons with adequate disability knowledge and expertise.
- The [UNCT Accountability Scorecard on Disability Inclusion](#) includes a specific indicator which recognizes the need for disability inclusion expertise. Indicator 10.b.ii / 10.c.ii, states, “The M&E group or equivalent receives technical training on data/indicators to measure disability inclusion at least once in the Cooperation Framework cycle”.
- [OHCHR’s Meta-analysis Report: Analysis of Evaluation Findings, Conclusions and Recommendations relating to Disability Inclusion](#) (2018-2023), provides examples of knowledge and experience requirements for integration of disability in evaluations, as well as an overview of a database mapping exercise undertaken on evaluators with knowledge and experience on integrating disability issues into evaluations, programmes and/or projects with UN agencies. The meta-analysis makes recommendations for inclusion across evaluation teams to meet UNDIS requirements and to ensure disability inclusion is fully integrated in evaluations.
- UN Women’s Nepal Country Office Disability Advisory Board and the United Nations Partnership on the Rights of Persons with Disabilities joint programming has supported the Country Office to access disability expertise and promote disability rights through this inter-agency coordination platform. The Country Office had a staff member with disability funded under the UNPRPD joint programme. Her expertise on disability inclusion significantly contributed to the integration of disability inclusion into the Country Office’s programming interventions and beyond. The Country Office also positioned itself as a go-to agency when it comes to diversity and social inclusion, including disability inclusion. For example, it co-led the development of the Essential Accessibility Checklist, which was annexed to the Diversity in Dialogue Pledge, endorsed by UNCT Nepal along with 11 other development partners. The Disability Advisory Board was established at UNCT level and UN Women is an active member. The UN Women Country Office also established an internal diversity and inclusion task team to facilitate implementation of its Diversity Strategy.
- The Disability Inclusion Task Team within the UN Women Bangladesh Country Office is an internal mechanism to strengthen disability inclusion. It includes at least one person with lived experience of disability, who is also a member of the UNCT Disability Inclusion Task Team (an external, UN-wide mechanism for advancing disability inclusion in Bangladesh). While the knowledge and expertise of persons with lived experience of disability is not yet fully drawn upon to facilitate inclusion in evaluation, representation in these forums is a significant step towards inclusion and is anticipated to support effective mainstreaming within evaluations in the future.

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Evaluation questions

- [UNEG Guidance on Integrating Disability Inclusion in Evaluations and Reporting on the UNDIS Entity Accountability Framework Evaluation Indicator \(2022\)](#) (section 3.3, Table 2) sets out a list of indicative evaluation questions from different resources integrating considerations for persons with disabilities grouped according to the OECD-DAC evaluation criteria (including relevance, coherence, efficiency, effectiveness, sustainability, impact). These questions can be used as a starting point for adaptation according to the particular evaluation exercise in question.
- [UNDIS Technical Note on Indicator 10](#) provides the following example evaluation questions covering different aspects of disability inclusion:
 - Were persons with disabilities consulted and meaningfully involved in programme planning and implementation?
 - What proportion of the beneficiaries of a programme were persons with disabilities?
 - What barriers did persons with disabilities face?
 - Was a twin-track approach adopted?
- [UNEG Guidance on Integrating Human Rights and Gender Equality in Evaluations](#) (2024) references examples of good practices on the use of evaluation questions, applying an integrated human rights, gender equality and disability inclusion approach.
- The [UN Women Evaluation Handbook](#) (Chapter 4, Part C) includes guidance on defining key evaluation questions, which could be adapted with the application of a disability lens to integrate disability inclusion considerations specifically.
- [OHCHR's Meta-analysis Report: Analysis of Evaluation Findings, Conclusions and Recommendations relating to Disability Inclusion](#) (2018-2023) found that evaluations which included specific questions on disability inclusion produced more in-depth results to those that mainstreamed disability inclusion across other criteria. It provides a list of recent evaluations that have incorporated questions on disability inclusion and provides a summary list of the questions incorporated into these evaluations.

This resource also outlines as good practice six specific questions on gender and human rights (disability inclusion) from OHCHR's model of evaluation TOR (2022), as well as good practice examples of evaluations that included forward-looking evaluation questions, which could be useful for programmes/projects that do not have activities, outputs or outcomes which are explicitly geared towards disability inclusion. The meta-analysis makes recommendations for inclusion across evaluation questions to meet UNDIS requirements and ensure disability inclusion is fully integrated in evaluations.

- [ILO's Checklist 4.6: Writing the Evaluation ToR](#) (March 2021, v3) includes sample questions for examining a project's responsiveness to issues relating to gender equality and disability inclusion.
- [IASC's Guidelines on Inclusion of Persons with Disabilities in Humanitarian Action](#) sets out evaluation criteria using OECD-DAC criteria definitions and applies them from a disability-related perspective.
- [CBM International's Disability and Gender Analysis Toolkit](#) (2019) includes resources to support the analysis of disability and gender equality in a project or programme across the project cycle. A list of sample questions is provided for evaluation purposes.
- [UNOIOS-IED Six-point checklist: Mainstreaming Cross-Cutting Issues in Evaluations](#) suggests embedding evaluation questions related to disability inclusion directly into existing evaluation questions or integrating new or separate questions. Examples include:
 - Specific question: To what extent is this entity factoring in consideration of impacts on natural systems?
 - Overarching question: What, if any, tangible results have been achieved through the integration of mainstreaming issues into the work of the entity?
 - Embedded question: What were the main results achieved by the project? To what extent have these results reached women, persons with disabilities and youth?

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Desk review

- [UNPRPD's 'The preconditions necessary to ensure disability inclusion across policies, services, and other interventions'](#) outlines foundational aspects that are indispensable in addressing the requirements for disability inclusion and views of persons with disabilities and which should be considered in public policy making and programming across all sectors.
- [UNPRPD's 2023 Guidance for Conducting a Situational Country Analysis of the Rights of Persons with Disabilities](#) outlines a framework and guidance for undertaking country-level analysis, including preconditions for disability inclusion, which can be drawn upon to analyse the situation of persons with disabilities in a country context. UNPRPD's 2023 Guidance Note on Inclusive Gender Transformative Approach includes a list of questions to inform situational analysis from a gender transformative and disability rights perspective.
- The [UNCT Accountability Scorecard on Disability](#) outlines requirements for disability inclusive CCAs which may be drawn upon to inform the desk review process. These include: Indicator 2.a.1/2.b.1/2.c.1, "the CCA includes analysis of the situation of persons with disabilities"; Indicator 2.b.ii/2.c.ii, "the CCA includes analysis of the situation of persons with disabilities in at least one of its thematic areas"; and Indicator 2.c.iii, "any periodic update of the CCA includes data and analysis on the situation of persons with disabilities".
- UNPRPD and UN Women's gender-responsive research on existing legislation on women with disabilities in Bangladesh, including the Rights and Protection of Persons with Disabilities Act 2013, is one example of analysis applying an intersectional approach.

Inclusive stakeholder mapping and analysis

- [UNEG Guidance](#) (section 3.4) identifies key considerations for the inclusion of diverse participants in evaluations including:
 - collaborating with gatekeepers to locate and recruit hard-to-reach participants;
 - ensuring evaluations seek representative samples of the community;
 - seeking to ensure awareness of cultural norms and community practices to ensure that targeting persons with disabilities does not put participants at risk; and
 - ensuring consent forms are in accessible formats.
- [OHCHR's Meta-analysis Report: Analysis of Evaluation Findings, Conclusions and Recommendations relating to Disability Inclusion](#) (2018-2023) found that attention to stakeholder mapping, participation and data collection methodologies is needed to ensure disability is adequately mainstreamed in evaluations. The meta-analysis made recommendations for inclusion across stakeholder mapping and data collection methods to meet UNDIS requirements and ensure disability inclusion is fully integrated.
- The [Interim Evaluation of the OHCHR Youth and Human Rights Project](#) (2022) is referenced as good practice. It included two focus group interviews conducted with local stakeholders, including 13 participants in total, six of whom were young women and six were persons with disabilities. This evaluation is also identified as having the "most comprehensive and exemplary findings on disability inclusion".
- UN Women's Latin America programme evaluation recently considered and analysed engagement with priority groups, including persons with disabilities in existing engagement and partnerships between UN Women and civil society. Findings and recommendations reference disability. The evaluation found that although youth and women with disabilities were targeted, UN Women's support to their organizations and collectives remain nascent. Internal reflection and learning sessions were recommended to explore different office-level strategic and programmatic approaches for engaging with priority groups, including women with disabilities.

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Meaningful stakeholder engagement

- [UNDIS Guidelines: Consulting with Persons with Disabilities \(Indicator 5\)](#) provides guidance on how to consult with and actively involve persons with disabilities and their representative organizations in all disability-specific and general decision-making processes, to enhance the participation of persons with disabilities and leave no one behind.
- [IDA's 2020 Global Survey Report "Increasingly Consulted, but not yet Participating"](#) outlines the distinction between tokenism or mere consultation and meaningful participation and makes practical recommendations to the UN specifically to enable the meaningful participation of OPDs.
- [UNRPD's Guidance Note on Inclusive Gender Transformative Approach](#) includes an overview of meaningful engagement and a summary of preconditions to ensure that engagement with OPDs and persons with disabilities is not tokenistic.
- [IASC's Guidelines on Inclusion of Persons with Disabilities in Humanitarian Action](#) provides guidance and tools on partnering with OPDs, including options for engaging when no local OPD exists or does not adequately reflect all persons with disabilities in a population.
- The UN Women Nepal Country Office's Disability Inclusion Project has applied a consortium approach to successfully engage a number of OPDs. This project also involved strengthening the institutional capacity of OPDs for leadership and advocacy roles, to support them to fulfill their mandates. This consortium approach is referenced in the UN Women Country Portfolio Evaluation: Nepal (2022).
- UN Women's Closing the Justice Gap Evaluation enabled engagement of Transforming Communities for Inclusion (an independent global OPD focusing on the rights of persons with psychosocial disabilities) as a representative on the evaluation reference group. The contract arrangement was with the International Disability Alliance, which then subcontracted Transforming Communities for Inclusion. This subcontracting approach enabled engagement with the OPD, which would not otherwise have satisfied UN Women's procurement processes.
- OHCHR's review of Disability Inclusion in Evaluation Reports found that it is still possible to include persons with disabilities as stakeholders in the evaluation consultation process even when a programme fails to plan for disability inclusion (referenced in [UNEG GDHR Working Group webinar, Exchange of experiences on integration of disability, 18 October 2023, on disability inclusion in evaluations](#)).
- [UNFPA Guidance Note for UN Country Teams: Meaningful Engagement with Young Persons with Disabilities](#)
- [UN Disability Inclusive Communications Guidelines contains advice on accessibility, terminology etc.](#)

Designing and testing of inclusive data collection methods

- [IASC's Guidelines on Inclusion of Persons with Disabilities in Humanitarian Action](#) provides guidance and tools on data and information management including key steps to collecting and using data on persons with disabilities.
- [UNOIOS-IED Six-point checklist: Mainstreaming Cross-Cutting Issues in Evaluations](#) discusses mainstreaming of issues into instrumentation and data disaggregation, conducting accessible data collection, ensuring inclusive consultations and adhering to ethical standards. This checklist was presented in the UNEG GDHR Working Group webinar, Exchange of experiences on integration of disability (18 October 2023) on disability inclusion in evaluations.
- [UNDIS Guidelines: Consulting with Persons with Disabilities \(Indicator 5\)](#) includes a Checklist of elements to consider for type of consultation, with particular consideration of gathering information from OPD representatives and persons with disabilities.

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Application of mixed methods

- [IASC's Guidelines on Inclusion of Persons with Disabilities in Humanitarian Action](#) provides guidance and tools on data and information management, including a summary of the different types of data and why they are appropriate (including quantitative and qualitative).
- [The Thematic Evaluation of UN Women Bangladesh Humanitarian Portfolio in Cox's Bazaar](#) (2023) includes specific ToR objectives to "assess how the human rights-based approach, gender equality principles and the

participation of socially marginalized groups, including persons with disabilities and gender diverse groups, were integrated in the design and the implementation of the project". The evaluation references disability within lines of enquiry to its evaluation questions. It included one of three targeted in-depth interviews with a woman with disability and references disability within its evaluation findings, conclusions and recommendations.

Data disaggregation

- [UNDIS Technical Notes](#) provide guidance on disaggregation of data, which can be adapted to evaluation processes. For example, Indicator 2 notes that "Data should be disaggregated by disability and sex whenever data are collected on individuals or populations... Disability data should be collected using internationally recognized methods, such as the Washington Group tools... Where it is not possible to disaggregate data by disability, this should be stated clearly, and measures should be proposed for disaggregating data in the future". Indicator 10 explains that "Evaluations should collect information and evidence on inclusion of persons with disabilities; disaggregate data by disability wherever possible; and identify the impact of programmes on persons with disabilities".
- The [Washington Group on Disability Statistics Short Set Tool](#) contains six questions which can be inserted in censuses and surveys. The questions generate internationally comparable prevalence data on persons with disabilities (although the tool does not include mental health considerations or identify barriers faced by persons with disabilities)
- The [Washington Group Extended Set Tool](#) (2020) contains additional questions (37 in total) that capture anxiety and depression, pain, fatigue, use of assistive devices, age onset of disability and environmental factors
- [UNICEF-Washington Group Child Functioning Module](#) is intended for use in censuses and surveys to estimate the number and proportion of children with functional difficulties. It conforms to the biopsychosocial model of disability, focusing on the presence and extent of functional difficulties rather than on body structure or conditions.
- [IASC's Guidelines on Inclusion of Persons with Disabilities in Humanitarian Action](#) provides guidance and tools on data and information management, including an analysis of tools for disaggregating data by disability.
- [UNOHCHR's Guidance Note "A Human Rights-Based Approach to Data: Leaving No One Behind in the 2030 Agenda for Sustainable Development"](#) provides general guidance on a human rights-based approach to data focusing on issues of data collection and disaggregation. Principles, recommendations and good practices are formulated across participation, data disaggregation, self-identification, transparency, privacy and accountability.
- The UN Women Nepal Country Office's Strategic Note includes a strong focus on gender equality and social inclusion, and supports targeted interventions/projects for excluded/marginalized groups, including persons with disabilities.

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Consultation processes – diversity and inclusion

- [UNDIS Technical Note on Indicator 5: Consultation with Persons with Disabilities](#) outlines UNDIS requirements for entities to systematically consult and involve organizations of persons with disabilities on all disability-specific issues. This includes requirements for consultation processes to consider the diversity of persons with disabilities and consider intersectionality.
- [UNDIS Guidelines: Consulting with Persons with Disabilities \(Indicator 5\)](#) reiterates the need to recognize and ensure representation of diverse disability constituencies and intersectionality within consultations (see above section Meaningful Stakeholder Engagement for further relevance of this resource). It also considers potential age-appropriate accommodations for consulting children and young people with disabilities.
- The UN Women Nepal Country Office's Internal Diversity Strategy considers diversity and inclusion across personnel (advocating for diversity in the UNCT), partnerships (diversifying partners and supporting them to achieve diversity and inclusion within their organizations,

including with Dalit women's organizations and OPDs), procurement (including gender-responsive procurement practices and promotion of accessibility in event venues, virtual tools, documents and materials) and participants (applying an intersectional lens to project participants). As mentioned above, this strategy is being revised and adjusted to the changing context. For example, advocacy efforts at UNCT level for staff diversity including data tracking on staff with disabilities. The UN Women Nepal Country Office has been leading the tracking of gender parity and diversity data among UN personnel in Nepal and making recommendations (on behalf of the Operations Management Team/HR Task Team) to the UNCT.

- The [UN Women/UNPRPD Intersectionality Resource Guide and Toolkit](#) provides a practical framework and tools to contribute to understanding of intersectionality and to support practitioners embed an intersectional mindset as part of their policies, programmes and services.

Consultation processes – accessibility

- The [UN Accessibility Checklist](#) provides an example tool for assessing accessibility of the physical environment and outlines 10 minimum requirements to consider when determining if an environment is accessible.
- [UNDIS Guidelines: Consulting with Persons with Disabilities \(Indicator 5\)](#) includes a Checklist of elements to consider for type of consultation, e.g. in-person open public meetings, in-person workshops or focus groups, and online consultations and meetings.
- The UN Women Nepal Country Office's Essential Accessibility Checklist for Organizing Events provides guidelines on basic accessibility requirements to assist with planning of inclusive and accessible events.
- [UNEG Guidance](#) provides a brief checklist for online surveys to support accessibility, as well as several principles of universal design "to consider the breadth

of human diversity across the lifespan to create design solutions that work for all users", which may inform solutions to access in evaluation consultations.

- [UNDIS Technical Note](#) on Indicator 6.1: Accessibility of Conferences and Events outlines considerations for holding conferences and events in line with UNDIS Indicator 6.1, which can be used to inform accessible consultation processes.
- Also see "Accessible Communications" and "Respectful Language" below for relevant resources on accessible and respectful communication to be applied throughout consultation processes (including in relation to written and verbal communications, presentations and ICT/digital accessibility).

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Data and evidence on disability inclusion within evaluation findings and analysis

- [UNOIOS-IED Six-point checklist: “Mainstreaming Cross-Cutting Issues in Evaluations”](#) reinforces the need for triangulation of data across different modes, disaggregating wherever possible, and considers conducting of power analysis as part of this process. This resource was presented in the UNEG GDHR Working Group webinar, Exchange of experiences on integration of disability (18 October 2023) on disability inclusion in evaluations.
- [OHCHR’s Meta-analysis Report: Analysis of Evaluation Findings, Conclusions and Recommendations relating to Disability Inclusion \(2018-2023\)](#) outlines a number of OHCHR evaluations whose evaluation findings and analysis provide data and evidence on disability inclusion. For example, the Interim Evaluation of the OHCHR Youth and Human Rights Project (2022) has been assessed

as demonstrating, through an intersectional approach “comprehensive and exemplary findings on disability inclusion”. Although the evaluation did not find a specific focus on integrating disability inclusion at the global level, and no persons with disabilities were recruited under the project, this was not viewed as problematic. Instead, it was seen as an opportunity for further integration and enhancement of disability inclusion within the project. The meta-analysis also made recommendations for inclusion across evaluation findings and analysis to meet UNDIS requirements and ensure disability inclusion is fully integrated in evaluations. This includes through assessment of whether facilities, infrastructure, goods and services have considered accessibility for persons with disabilities.

TOOLS, RESOURCES AND GOOD PRACTICE EXAMPLES

EVALUATION STAGE

1

PLANNING

2

PREPARATION

3

CONDUCT

4

REPORTING

5

USE AND FOLLOW-UP

Conclusions and/or recommendations on inclusion

- [UNDIS Technical Note on Indicator 10](#) explains that conclusions and/or recommendations of evaluations should fully reflect the data they have collected on disability inclusion. It states that the evaluation management response “should address all recommendations, including those on disability inclusion”.
- [UNOIOS-IED Six-point checklist: “Mainstreaming Cross-Cutting Issues in Evaluations”](#) focuses on making sure that findings on disability inclusion are raised (i.e. through

an overall results statement or finding on disability inclusion) – including where findings are limited. This includes stand-alone recommendations, where relevant, and providing supplemental analysis where this is useful. This resource was presented in UNEG GDHR Working Group webinar, Exchange of experiences on integration of disability (18 October 2023) on disability inclusion in evaluations.

Inclusive inception and evaluation reports

- [UNDIS Guidelines: Consulting with Persons with Disabilities \(Indicator 5\)](#) includes in its Checklist of elements to consider for type of consultation, specific considerations when seeking written input and feedback on documents and reports from OPDs and persons with disabilities.
- Also see below sections on “Accessible Communications” and “Respectful Language” for further tools and guidance on respectful and accessible communication and formatting that supports the accessibility of inception and evaluation reports.
- [United Nations Disability-Inclusive Communications Guidelines](#) (2021)

TOOLS, RESOURCES AND GOOD PRACTICE EXAMPLES

EVALUATION STAGE

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Inclusive evaluation dissemination strategy and accessible feedback loops

- The [UN Women Evaluation Handbook Tool 15: How do you develop an evaluation dissemination strategy?](#) outlines key steps in preparing and implementing evaluation dissemination strategies. This includes consideration of budgeting for accessibility of information; identification of stakeholder/audience needs with regards to receiving the evaluation products; and incorporation of a dissemination strategy within the ToR. Opportunity exists to develop this checklist even further to enhance the inclusion and accessibility of dissemination processes.
- The [UN Women Evaluation Handbook Tool 15A: Evaluation dissemination strategy and calendar matrix](#) includes an example evaluation dissemination strategy and matrix, which can be expanded to integrate inclusion and accessibility considerations, including within dissemination events and venues.

Accessible communications

- The [UN Disability-Inclusive Communications Guidelines](#) were developed in consultation with the International Disability Alliance to drive cultural change and to assist UN personnel in ensuring all communications are disability-inclusive and accessible (in line with UNDIS Indicators 15, 6 and 6.1 and UNCT Accountability Scorecard on Disability Inclusion, Indicator 14).
- Additional tools and resources on accessible communication available online include:
 - [UN tips to craft and edit Alt Text for accessible e-books](#)
 - [CBM Digital Accessibility Toolkit](#)
 - [ITU ICT / digital accessibility](#)
 - [ITU Video-tutorials on the creation of accessible digital documents](#)
 - [Worldwide Web Consortium \(W3C\) Web Content Accessibility Guidelines \(WCAG\) 2.1](#)
 - [W3C Web Accessibility Initiative, Web Accessibility Principles](#)
 - [W3C Web Accessibility Initiative, Making Audio and Video Media Accessible](#)
 - [HLCM, UNDIS Implementation Guideline, Indicator 8 on Procurement, section 3.3.1.](#)

Respectful language

- As noted above, the [UN Disability-Inclusive Communications Guidelines \(2022\)](#) were developed in consultation with the International Disability Alliance to drive cultural change and assist UN personnel in ensuring all communications are disability-inclusive and accessible. This resource includes guidance on both inclusive and accessible communication, including in relation to the use of respectful language.
- The UN Disability-Inclusive Language Guidelines prepared as part of efforts to implement the UNDIS, provide guidance for progressing Indicator 15 on Communication (which requires that internal and external communications are respectful of persons with disabilities).
- [UNDIS Technical Note on Indicator 15](#) (Communication) outlines the elements required to ensure that internal and external communications are respectful of persons with disabilities.

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220 East 42nd Street
New York, New York 10017, USA
Tel: 212-906-6400
Fax: 212-906-6705

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