

ADD INTERNATIONAL GENDER APPROACH.

Promoting gender equality is a core priority of ADD's work. In line with our rights based approach to work, we recognise that everyone is equal in individual value and rights and that specific actions are needed to ensure gender equity and equality of opportunity. We work with organisations which share this approach, and we support our partner DPOs to recognise and address barriers to gender equity in their work.

Gender and Disability: The Facts

An estimated 15% of all world populations are estimated to be living with disabilities, 80% of them in low and middle-income countries¹

About 1 in 5 women live with disabilities with a higher female prevalence (19.2%) than male (12%)²

Double discrimination: Women and girls with disabilities face barriers to full and meaningful participation in society linked to both gender social norms and disability stigma.

Women with disabilities' literacy is much lower globally (estimated at 1%³) than men with disabilities'. The global literacy rate for persons with disabilities is estimated at 3%⁴

Although all persons with disabilities face barriers to employment, women with disabilities are half as likely to be employed than men with disabilities⁵

Women and girls with disabilities are more at risk of violence than women and girls without disabilities both within and out of the household.⁶

19% of women in the EU have experienced violence by their partners; it is estimated that it increases to at least 34% of women with disabilities or severe health issues⁷. Lack of data does not allow us to have a clear picture of the situation globally but various surveys and studies have estimated the figures as much higher in some low and middle-income countries.

WHAT IS GENDER?

- **Gender:** refers to the socially constructed characteristics of women and men – such as norms, roles and relationships of and between groups of women and men. It varies from society to society and can be changed.
- **Gender Equality is about opportunities: The focus here is on** women and men, boys and girls enjoying equal rights, responsibilities and opportunities. Achieving equality does not mean that

¹ WHO/World Bank Report on Disability 2011

² WHO/World Bank Report on Disability 2011

³ Background Paper for Informal Session on Women with Disabilities, Note by the Secretariat, Fifth Session of the Conference of States Parties to the Convention, on the Rights of Persons with Disabilities (New York, 12-14 September 2012), cites: Helander E, Prejudice and dignity: an introduction to community based rehabilitation, 2nd Edition. New York: UNDP, 1998, available at: <http://hrw.org/women/disabled.html>.

⁴ UNDP 1998.

⁵ WHO/World Bank *Ibid*; European Parliament, Directorate General for internal policies (2017) *Discrimination and Access to Employment for Female workers with disabilities*.

⁶ Ortoleva S and Lewis H., *Forgotten Sisters* (2012) A Report on Violence Against Women with Disabilities: An Overview of its Nature, Scope, Causes and Consequences. Northeastern University, School of Law;

⁷ European Union Agency for Fundamental Rights (2017) *Challenges to women's human rights in the EU Gender discrimination, sexist hate speech and gender-based violence against women and girls*.

women and men become 'the same', but that women's and men's rights, responsibilities and opportunities will not depend on whether they are born male or female. For example, where both men and women have the same rights to hold assets, to choose who they marry, or to go to school and receive training.

- **Gender Equity is about outcomes:** The focus here is on fair treatment of women and men so that they can achieve equivalent life outcomes in terms of rights, benefits, obligations and opportunities, recognising their different needs and interests, and requiring a redistribution of power and resources. For example, for girls to attend school, it is important that good sanitation facilities are available at school for menstrual hygiene management. Within DPOs, where women have domestic and caring responsibilities, it is important to schedule meetings at a time and place which makes it safe and convenient for women to participate.
- **Gender discrimination:** The systematic, unfavourable treatment of individuals on the basis of their gender, which denies them rights opportunities or resources. For example, favouring boys' education over girls', or refusing a job to a woman because the employer thinks she will want children and therefore stop working for a while.
- **Gender analysis:** The systematic gathering and examination of information on gender differences, social relations and barriers in order to identify, understand and address gender inequalities. For example, analysing how the typical tasks a man does in a day compares to those done by women in the community; identifying who tends to make decisions about how the earnings are spent in a household; who are making decisions and leading discussions in DPOs?
- **Gender mainstreaming:** An organisational strategy to bring a gender perspective to all aspects of an institution's policy and activities through building gender capacity and accountability. Mainstreaming gender means that an organisation always considers gender issues and actively seeks ways to redress between men and women to provide equal opportunities and equitable outcomes (see above definitions of equality and equity)
- **Patriarchal society (or social system):** a society where men are in authority over women in all aspects of society, i.e. hold the decision-making power within the household, the community, society at large including economic, political and on decision affecting women's free will and self-care.
- **Gender identity:** a person's innate sense of their own gender, whether male, female or something else (...), which may or may not correspond to the sex assigned at birth.⁸

WHY GENDER?

ADD International works in countries where patriarchal social systems still dominate or remain very strong, where models of development aid have typically **not** led to outcomes which benefit both men and women equally, and where women are often still restricted to unpaid domestic and reproductive roles. At best, development interventions have supported women to develop some low skilled productive capacities, but with little control over assets and involvement in decision making⁹. As a result, despite development gains, men and women's roles, responsibilities and opportunities still differ dramatically.

In such contexts, gender status combines with disability to compound the exclusion, discrimination and barriers experienced by women with disabilities, and:

⁸ Stonewall Glossary of terms <http://www.stonewall.org.uk/help-advice/glossary-terms>, last checked on 22 January 2018.

⁹ Turning promises into Progress

- poverty hits women and girls with disabilities harder than their male counterparts because they face greater barriers in accessing opportunities and services (education, health, WASH)¹⁰ and assets, and because of patriarchal property ownership structures. For example, recent research carried out by the Chronic Poverty Research Centre has highlighted the triple discrimination (based on their gender, impairment and poverty) faced by women with disabilities and found that, even when employed, women with disabilities were likely to be in low wage and high insecurity employment, with no alternative options available to them.¹¹
- aid is less likely to reach women and girls with disabilities because they are less likely to have their voices heard or their issues understood, they face barriers to participating fully in society and to competing in situations of scarcity. A recent study by the Chronic Poverty Action Network in Bangladesh showed that public transfers were less likely to reach women with disabilities than men with disabilities which leads these women to resort to selling their assets, if they have any, or to take loans (CPAN, 2017).
- women with disabilities are more at risk of domestic violence than women without disabilities, both intimate partner violence (IPV), and violence from non-partner members of the household. For example, a study by Hasan et al¹² showed that out of a sample of 226 women with disabilities in Bangladesh, 84% had experienced IPV at least once in their life.
- women and girls with disabilities (WGWD) are more at risk of physical, psychological/emotional and sexual violence outside their household.¹³
- girls with disabilities are likely to find their access to education even more limited than girls in general, and then boys with disabilities
- women with disabilities affected by conflicts or natural disasters have fewer resources for survival and are often left behind for lack of accessible humanitarian relief structures¹⁴
- women with disabilities who are sexually abused are likely to have few if any social supports or options to escape abuse or seek redress and access to justice¹⁵.
- women with disabilities are less likely to be accepted as refugees by industrially-advanced countries
- Although international Human rights and development instruments supporting gender equality have been signed and ratified (e.g. CEDAW) or agreed, most countries are still lagging behind; their legislations are not aligned to the Human rights instruments, policies are not developed or their implementation limited through lack of investment. The Agenda 2030 has set a specific goal to achieve gender equality by 2030 (SDG5) to encourage countries to engage more effectively with the issue.

In spite of these identified patterns, we have observed that civil society organisations including some of our DPO partners tend to reproduce the patterns of inequality between men and women that dominate their society. Many will look at addressing the issues of poverty and exclusion through women's livelihoods projects but will not consider the wider barriers faced by women and girls, or seek ways to address the imbalance in participation and opportunities between men and women with disabilities.

¹⁰ Clement, F., Cordier, S., Nicol, A. (eds.), (2017), *Water Justice, Gender and disability*, South Asian Water Studies Journal <http://www.sawasjournal.org/current-issue/>

¹¹ Diwakar V., (2017) *A tale of triple disadvantages: Disability and poverty dynamics amongst women in rural Bangladesh*. Chronic Poverty Advisory Network

¹² Hasan et al (2014), 'Prevalence and Experiences of Intimate Partner Violence Against Women With Disabilities in Bangladesh: Results of an Explanatory Sequential Mixed-Method Study'. *Journal of Interpersonal Violence* 1–22. Sage.

¹³ Ortoleva S and Lewis, H (2012), *Forgotten Sisters*, A Report on Violence Against Women with Disabilities: An Overview of its Nature, Scope, Causes and Consequences

¹⁴ Human Rights Watch report (2010) *As if we weren't human*.

¹⁵ Albrecht, G. L. (Ed.). (2005). *Encyclopedia of disability*. Thousand Oaks, CA: Sage Publications

In 2015 we introduced a gender assessment tool (revised in 2016) to help us work with our DPO partners to analyse and address gender issues within their organisational structure and practice. This has already helped us to identify a number of problems, including:

- a DPO's executive leadership where men hold the position of chair and general secretary while women with disabilities hold the role of deputy chair, treasurer or secretary, with very little power over decision-making.
- women are rarely consulted as to what needs to be in place for them to actively and meaningfully participate in the activities and decision-making of a DPO, unless as members of women-only organisations.
- There is little investment in training which targets women with disabilities, as this is often seen as wasting resources, especially in the case of young women of child-bearing age because it is assumed they will marry and focus on having and raising their children, hence perpetuating patriarchal gender social norms.

Once issues such as these are jointly identified through the gender assessment process, ADD International's role will be to support DPOs to reflect on what needs to be put in place to allow women with disabilities to meaningfully participate and contribute to the work of the DPO so that they and other women with disabilities can benefit equitably.

ADD INTERNATIONAL'S APPROACH TO GENDER

ADD international's vision is a world where all persons with disabilities are free from discrimination and have equal opportunities within an inclusive society irrespective of their gender. This approach is consistent with human rights instruments and the Sustainable Development Goals, and is reflected in ADD's key strategic documents.

HUMAN RIGHTS INSTRUMENTS

Gender equality of opportunities is integral to a rights-based approach. ADD International's work is guided by the UN Human rights instruments and more particularly by the UN Convention on the Rights of Persons with Disabilities. Gender Equality is stated in the **General Principles** of the convention (Article 3):

1. Respect for inherent dignity, individual autonomy including the freedom to make one's own choices, and independence of persons; i.e.
People are free to make their own choices
2. Non-discrimination;
People should not be excluded intentionally from accessing services, employment and participation in social and political life on the grounds on their disability
3. Full and effective participation and inclusion in society;
4. Respect for difference and acceptance of persons with disabilities as part of human diversity and humanity; i.e.
Persons with disabilities have the same rights to be included in society as anybody else
5. Equality of opportunity; i.e. persons with disabilities have the same opportunities in life as their non-disabled peers

6. Accessibility; i.e. services and opportunities for political, social and economic participation should be designed and delivered in ways which are accessible to persons with disabilities on an equal basis with their non-disabled peers.
- 7. Equality between men and women;**
8. Respect for the evolving capacities of children with disabilities and respect for the right of children with disabilities to preserve their identities. i.e. Disabled children should be respected for who they are as they grow up; for example, no medical interventions should be imposed upon them to 'normalise' them and education providers should respect and support the learning of children with disabilities at their own rhythm and according to their abilities by developing appropriate material and invest in training staff.

and reinforced in the article 6 of the same convention.

“Women and girls with disabilities have long been neglected by international and national disability policy and law. Traditionally, policies addressed to women have made disability invisible and policies on disability have forgotten gender, perpetuating the situation of multiple discrimination of women and girls with disabilities(...)Empowering women with disabilities, by raising their self-confidence and increasing their power and authority to take decisions in all areas affecting their lives, is the key and most urgent issue of our times.(...) Women and girls with disabilities are often confronted with intersectional discrimination, which means that several forms of discrimination based on various layers of identity may intersect and produce new forms of discrimination which are unique and cannot be correctly understood by describing them as double or triple discrimination. Intersectionality is a form of multiple discrimination.”¹⁶

SUSTAINABLE DEVELOPMENT GOALS

Goal 5 of the Sustainable Development Goals adopted in 2015 aims to achieve gender equality by 2030 and to empower all women and girls including women and girls with disabilities.

ADD International recognises that gender inequality is another fundamental factor of poverty intersecting with disability, age, ethnicity, location and that women and girls with disabilities cannot be left behind if we want to achieve the Sustainable Development Goals by 2030.

ADD'S STRATEGIC FRAMEWORK

In its strategic framework 2015-2020 ADD International has identified 6 areas of focus and investment to achieve its mission and objectives; one of them being 'reaching the unreached' which include addressing issues related to gender and more particularly inequalities faced by women and girls with disabilities. ADD International sees the participation of persons with disabilities as an essential part of the process of empowerment as well as a mean to build stronger DPOs which represent effectively all groups of persons with disabilities to work together towards an inclusive society. Thus, ADD international will seek to strengthen a disability movement which integrates and promotes women's rights.

¹⁶ UN Committee on the Rights of Persons with Disabilities Draft General Comment on Article 6: Women with disabilities, CRPD/C/14/R.1, 2015

ADD GENDER APPROACH GOALS

ADD International is striving towards the full inclusion and participation of women with disabilities on an equal basis with men with disabilities. To achieve this goal, ADD will implement the strategies below to achieve its goal in 3 stages. ADD will operate a **non-discriminatory** approach and will be inclusive of all persons with disabilities whatever their age, ethnic background, religion, caste, sexual and gender identity, geographical location.



GENDER SENSITIVE

‘Gender sensitivity refers to the aim of understanding and taking account of the societal and cultural factors involved in gender-based exclusion and discrimination in the most diverse spheres of public and private life. It focuses mainly on instances of structural disadvantage in the positions and roles of women’. (European Institute for Gender Equality)

A programme is **gender sensitive** when the gender dimension is systematically integrated into every step of the development and implementation process.

For example, in the context of political and social participation, a gender sensitive project will look at what prevents women to be able to participate meaningfully, and highlights what ought to be in place to address the issue.

GENDER INCLUSIVE

Being gender inclusive requires us to take active steps to identify and address barriers to the full inclusion and participation of women and girls in all aspects of our work, and at all stages of the project cycle. It also includes identifying ways of promoting the empowerment of women and girls with disabilities and their active participation in political, economic, social and cultural life. In order to move from being gender sensitive to being gender inclusive, an organisation needs to scrutinise all programmes and policy positions through a gender lens, in order to identify and challenge gender discrimination, and to introduce programme initiatives or policy recommendations which promote gender equality and equity of outcomes. In the case of political and social participation we would look at how addressing the barriers to participation and equal basis, ensure that by the end of the project, women have their right to participate recognised, by also the means to participate on an equal measure to men, and this not only as a tokenistic measure to include women.

GENDER TRANSFORMATIVE

Gender-transformative approaches aim to permanently transform the power dynamics including social norms, attitudes, behaviours, and social, economic and political structures that reinforce gender inequalities. As such, the impact of gender transformative approaches goes far beyond the immediate project area and lifespan.

‘Gender transformative approaches actively strive to examine, question, and change rigid gender norms and imbalance of power ... Gender-transformative approaches encourage critical awareness among men and women of gender roles and norms; promote the position of women; challenge the distribution of resources and allocation of duties between men and women; and/or address the power relationships between women and others in the community (Rottach et al. 2009)¹⁷. For example, social norms have changed to the extent that women can participate politically and socially without opposition linked to their gender, but on the contrary, are welcome to be candidates for election for example; their skills and competencies are valued and considered perfectly capable on an equal basis to men to represent the interests of their constituents both male and female.

STRATEGIES FOR STRENGTHENING GENDER FOCUS IN ADD’S PROGRAMMES

The priorities to strengthen understanding and practice of gender equality in all ADD International country programmes will be articulated around the following elements:

GENDER FOCAL POINT

All staff are responsible for the promotion of gender inclusion and equality. Country programme directors are accountable for the implementation of the Gender Approach and ensure that their team is aware of ADD values and expectations of their staff to promote and demonstrates positive behaviour that promotes gender equality.

In addition, all country programmes should have a gender focal person to support their colleagues in understanding gender imbalances and in developing and implementing gender sensitive interventions, so that men and women benefit equally from our interventions.

Terms of reference for this role should be developed to elaborate in detail the expectations and skills requirements of the nominated gender focal point and time will be allocated – as well as additional resources when available – to fulfil her/his role.

The gender focal point is remotely supported by ADD’s Gender Advisor through training and regular catch up. The gender focal point is a member of the international gender working group and liaises regularly with her/his counterparts in other programmes and the organisation gender advisor based in the UK to exchange experience and learning.

Strategies will be put in place by the programme’s SMT to ensure the gender focal person is not considered as the sole delivery mechanism on gender equality in country programmes.

A gender audit will be organised by the gender focal person in collaboration with SMT in each programme using the ADD Gender assessment tool developed for our partner DPOs.

STAFF TRAINING

Staff training needs on gender issues will be identified jointly by the gender focal point and the country programme SMT. ALL programmes will need to organise periodically whole team training to ensure a better understanding of gender concepts. These competencies will be reinforced with the development by the UK gender lead of a package including tools and additional resources available to all staff. Some basic gender training will be included in the induction package for all new staff and further, more advanced gender training developed for staff directly involved in project development and implementation. Tailored training

¹⁷ Rottach E, Schuler SR and Hardee K. 2009. Gender perspectives improve reproductive health outcomes: New evidence. Population Reference Bureau. http://www.igwg.org/igwg_media/genderperspectives.pdf

in countries during programmes visits and continuous mentoring/accompaniment will be organised to respond to specific needs

Both the Head of Learning and the Gender Advisor will support the country teams to analyse the impact of ADD interventions on gender equality and equity of outcomes, and draw learning to identify good practice and provide evidence for use in advocacy and policy engagement.

GENDER ANALYSIS

Gender analysis is the critical examination of how differences in gender roles, activities, needs, opportunities and rights/entitlements affect men, women, girls and boys differently in given situations or contexts. Gender analysis examines the relationships between females and males and their access to and control of resources and the constraints they face relative to each other. (UNICEF, UNFPA, UNDP, UN Women.)

Gender analysis has to be applied at all levels of programme and policy work, including planning, implementation, impact assessment including measurement with gender sensitive tools to ensure that inequalities are not exacerbated by the interventions but on the contrary 'greater equality and justice in gender relation are promoted'.

At least one gender analysis tool (gender assessment tool – below) is used in all situational analysis prior to the development of new projects. Other gender analysis tools can be used to complement the information needed to establish the situational analysis. In addition to data disaggregation by sex, the analysis helps looking at the needs and opportunities of both men/boys and women/ girls.

GENDER ASSESSMENT TOOL

The Gender Assessment is one of ADD's core MEL tools and feeds in to one of our global logframe indicators. It has been developed to enable us to work with our DPO partners to carry out joint assessments of progress and challenges in their gender understanding and practice. Based on these assessments we identify priorities for building gender capacity, and agree a programme of capacity building support including training, accompaniment, strategic inputs, and brokering links with external organisations and individuals. The systematic use of the tool should contribute to the prevention of 'evaporation' of the prioritisation of gender inequality issues within the organisation.

DATA DISAGGREGATION:

All data collected even if not related to gender focused projects should be disaggregated by sex (and age where possible). ADD's global logframe indicators require this in relation to DPO membership and PWD accessing goods, services and development opportunities, and this principle should be applied in all project MEL frameworks. DPO partners may need support in establishing and maintaining systems to capture and analyse disaggregated data, and this need should be identified within the overall capacity building plan.

PARTNERSHIP AGREEMENTS

All contracts /partnership agreements should clarify responsibilities and expectations of both ADD International who will support capacity building in relation to gender equality, and the partners, including engaging with and reporting on progress using the gender assessment tool. As set out in our partnership agreements, the Partner Organisation commits to the principles of inclusion with regard to gender; priorities for organisational capacity building will be agreed based on joint assessments carried out by ADD International and Partner Organisation based on Three Circles and Gender Assessment tools. ADD International will provide a package of capacity building support as identified in assessments.

PARTICIPATION AND LEADERSHIP

All staff have responsibility for ensuring that men and women with disabilities are given the opportunity to participate equally and meaningfully in our interventions and benefit from them equitably. To this end, ADD will facilitate women's empowerment by:

- taking into account women's additional burden of unpaid care in all programmes activities; tools to assess how the burden of care (housework, child, disabled or elderly care, unpaid productive work) is affecting women's participation will be used (e.g. Oxfam rapid care analysis tool);
- ensuring that participation in DPOs activities does not put women at risk of violence for example by organising meetings a place or time heightening risks of violence on the way to or from; ask women members what they feel is best in terms of time and place for meetings;
- ensuring that information is accessible to them and promote their participation in DPOs meetings, including decision-making and support and promotion of women to leadership roles;
- ensuring that processes which support meaningful women's participation are in place at all stages of decision making;
- recognising the need to support women's leadership in DPOs at all levels from grassroots to national level of the disability movement;
- recognising that women with disabilities are not a homogenous group, recognising and responding to the different capacity development needs and priorities of diverse groups of women
- being mindful of the potential resistance to challenging current power structures and of the negative impact on women with disabilities which could result.

This list is not exhaustive but represents the minimum standards that ADD is striving towards.

LEARNING

In order to improve our practices, **learning** should be built in the activities and budget of our project proposals. We will identify information gaps in our knowledge and understanding of root causes of additional marginalisation linked to gender and how to improve participation and empowerment of WGWD. When we cannot fill these information gaps through our existing MEL system and assess they need to be examined in further depth, we will develop **purposive learning questions and activities to address these questions** in order to fill these specific gaps. These learning activities will be funded either by building them in to project proposals, or by seeking specific funding for learning projects.

ADVOCACY AND INFLUENCING

All **programme advocacy strategies** need to be gender sensitive. For example, in developing advocacy programmes on different issues affecting persons with disability, we should always consider working together with the women's social movement to exchange learning and support them in developing a disability sensitive approach, while becoming allies in our influencing work to hold duty-bearers to account for policies and interventions which are fully inclusive in terms of both disability and gender.

Furthermore, we will ensure that linkages between the country programmes and the global Policy & Influencing department are strengthened so that the latter:

- Uses a gender lens in developing and implementing all global influencing work on disability issues
- Uses the captured learning and evidence from programmes to support global influencing on gender
- Uses global influencing opportunities to build the capacities of gender activists from DPOs

STRENGTHENING OUR INTERNAL CAPACITY ON GENDER

- By ensuring that specialised functions are in place (ADD programme focal persons and gender advisor) and adequately resourced.
- Recognise that gender understanding is a core area of capacity for all staff and ensure that these capacities are built through induction and training.
- Ensure that all HR policies are gender sensitive; set targets for recruitment, retention of staff and promotion of women in senior leadership position both in programmes and headquarters. This may include affirmative action, training opportunities, flexible working hours and location to allow staff to fulfil caring responsibilities
- By carrying out an internal audit using the ADD gender assessment tool both at country programme and UK levels, to reinforce our understanding of gender equality across the whole organisation and be transparent and accountable to our donors, partners and staff, as well as demonstrate our commitment to all human rights.

STEPS TOWARDS WOMEN WITH DISABILITIES EMPOWERMENT AND GENDER EQUITABLE DPOS

Gender sensitive	Gender inclusive	Gender transformative	ADD international staff has the right skills to support DPOs to be gender sensitive	Gender training to be organised via moodle or skype Understanding of the gender assessment tool
			DPOs trained and accompanied by ADD to be gender sensitive	Use of gender assessment tool for assessment, CB and monitoring
			Women with disabilities in DPO partners are provided with the adequate support to participate meaningfully in DPOs decision making	Training on inclusion incl. most marginalised i.e. women, person with albinism, deaf blind. Support to DPOs to analyse barriers to inclusion and equal participation of men and women.
			Women with disabilities aware of their rights	Support and mentoring on gender equality Analysis of women specific issues
			Women with disabilities specific needs supported/addressed	ADD + DPOs Analysis of women specific issues (e.g. factors of violence, economic empowerment, access to health including SRH)
			Women with disabilities can access services	ADD and DPOs to ensure that duty-bearers are aware and mindful of WAGWD's needs and strives towards making their services accessible to them ADD and DPOs to develop gender sensitive advocacy strategies and measure progress in local and national policies
			Women with disabilities are economically better off and less dependent Girls with disabilities are accessing education and training opportunities Women and girls with disabilities feel included in non-disabled women groups and activities	ADD International works with DPOs to collect evidence that women with disabilities status and situation have improved in their community, disseminate their learning to further influence change
			Women with disabilities are promoted to DPOs leadership roles at various levels (community, district, national)	ADD International works with DPOs to provide training and mentoring in leadership skills to women with disabilities and engage with men of their household/community to support and

				promote women with disabilities to leadership roles
			Women with disabilities can claim their rights to assets	<p>ADD international and DPOs works with men of the community including community leaders for them to recognise and protect the right of women with disabilities to possess and manage assets.</p> <p>ADD International and DPOs collaborate with the women movement to lobby policy makers and the legal institutions for the recognition and implementation and monitoring of women's rights - including women with disabilities whatever their impairment -to possess and manage assets.</p>
			Negative attitudes and stigma towards women and girls including women and girls with disabilities are discussed in the community and addressed through education and the engagement of community groups, including men and boys	ADD international and DPOs works with schools to change attitude and expectations of the role and position of women and girls with disabilities in the community and society
			Shift in allocation of duties to promote more equal and balance relationships between men and women including women with disabilities	ADD International works with communities to promote a positive image of the role, responsibilities and rewards of being a carer to ensure that unpaid care does not only falls on women.