



United Nations

Division for Social Policy Development (DSPD)
Department of Economic and Social Affairs (DESA)



Toolkit on
DISABILITY for **AFRICA**

DISABILITY-INCLUSIVE DEVELOPMENT

Toolkit on disability for AFRICA



DISABILITY-INCLUSIVE DEVELOPMENT

TABLE OF CONTENTS

1. OVERVIEW	1
2. TECHNICAL CONTENT	3
2.A Background.....	3
2.B Review of the Legal Framework.....	5
2.C Planning for Disability-Inclusive Development.....	9
2.D International Cooperation and Disability-Inclusive Development.....	13
Country Checkpoint.....	16
3. SUMMARY & KEY LEARNING POINTS	17
4. USEFUL RESOURCES	18
5. LEARNING ACTIVITIES	19
Session Sheet for the Trainer – Disability-Inclusive Development, Session 1.....	20
Learning Activity 2.C: The SDGs & the CRPD.....	21
Handout: The 2030 Sustainable Development Goals.....	22
Session Sheet for the Trainer – Disability-Inclusive Development, Session 2.....	23
Learning Activity 2.D: Inclusive Development.....	24



Acknowledgements

The Division for Social Policy and Development (DSPD) would like to thank all those who contributed to the Toolkit on Disability for Africa, including the United Nations Office for the High Commissioner for Human Rights (OHCHR), the Economic Commission for Africa (ECA), the International Labour Office (ILO), the International Training Center - ILO (ITC-ILO), the World Health Organization (WHO), the African Union and the governments of Kenya, South Africa and Zambia. DSPD also wishes to thank the Government of Italy for its financial support and the numerous African Disabled Peoples Organizations (DPOs) who contributed substantial input to the Toolkit.

List of acronyms

AT	Assistive Technology
CEDAW	Committee on the Elimination of Discrimination against Women
CEDAW	Convention on the Elimination of All Forms of Discrimination against Women
CESCR	Committee on Economic, Social and Cultural Rights
CRPD	Convention on the Rights of Persons with Disabilities
CRPD	Committee on the Rights of Persons with Disabilities
CRC	Committee on the Rights of the Child
CRC	Convention on the Rights of the Child
CRC	Convention on the Rights of the Child
DFIs	Development Financing Institutions
DPOs	Disabled Persons Organizations
DSPD	Division for Social Policy and Development/UNDESA
EC	European Commission
G3ICT	Global Initiative for Inclusive ICTs
HIV/AIDS	Human Immunodeficiency virus / Acquired Immunodeficiency Syndrome
ICCPR	International Covenant on Civil and Political Rights
ICESCR	International Covenant on Economic and Cultural Rights
ICF	International Classification of Function, The World Health Organization
ICT	Information and Communication Technology
ILO	International Labour Organization
ITCILO	International Training Centre of the ILO
IPU	Inter-Parliamentary Union
ITC	Information and Communication Technology
ITU	International Telecommunication Union
MDGs	Millennium Development Goals
MFI	Microfinance institutions
MSPs	Multi-stakeholder Partnerships
NAPs	National Action Plans
NGO	Non-Governmental Organization
NVDA	Non Visual Desktop Access
OHCHR	Office of the High Commissioner for Human Rights
OSISA	Open Society Initiative for Southern Africa

PCM	Project Cycle Management
PRP	Protracted Relief Programme
SABE	Self-Advocates Becoming Empowered
SDGs	Sustainable Development Goals
UDHR	Universal Declaration of Human Rights
UN	United Nations
UN DESA	United Nations Department of Economic and Social Affairs
UNAIDS	Joint United Nations Programme on HIV/AIDS
UNDP	United Nations Development Fund
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development
VOCA	Voice Output Communication Aids
WHO	World Health Organization



1. OVERVIEW

This Module explores the links between disability and development, as well as how the Convention on the Rights of Persons with Disabilities provides for disability-inclusive development. It also sets out approaches for ensuring that all aspects of national development efforts are inclusive of persons with disabilities.

The overview provides information on the module objective, the target audience, the module content, learning outcomes and the module map.

Module objectives

- ▶ To identify key concepts relating to disability-inclusive development within the provisions of the CRPD; to describe the relationship between the CRPD and the Sustainable Development Goals; to set out approaches to achieving disability-inclusive development; and to explore the role of international cooperation in this regard.

Who is this module for?

This Module is relevant to everyone who has an interest in disability or a responsibility for addressing issues of disability because of the nature of their work, including persons with or without disabilities in civil society, civil and public service, national human rights institutions, parliaments, development agencies, universities and the private sector.

What is this module about?

The content of this module:

- ▶ outlines the link between poverty, exclusion and disability which is crucial to understanding disability-inclusive development;



© ILO / A. Florente

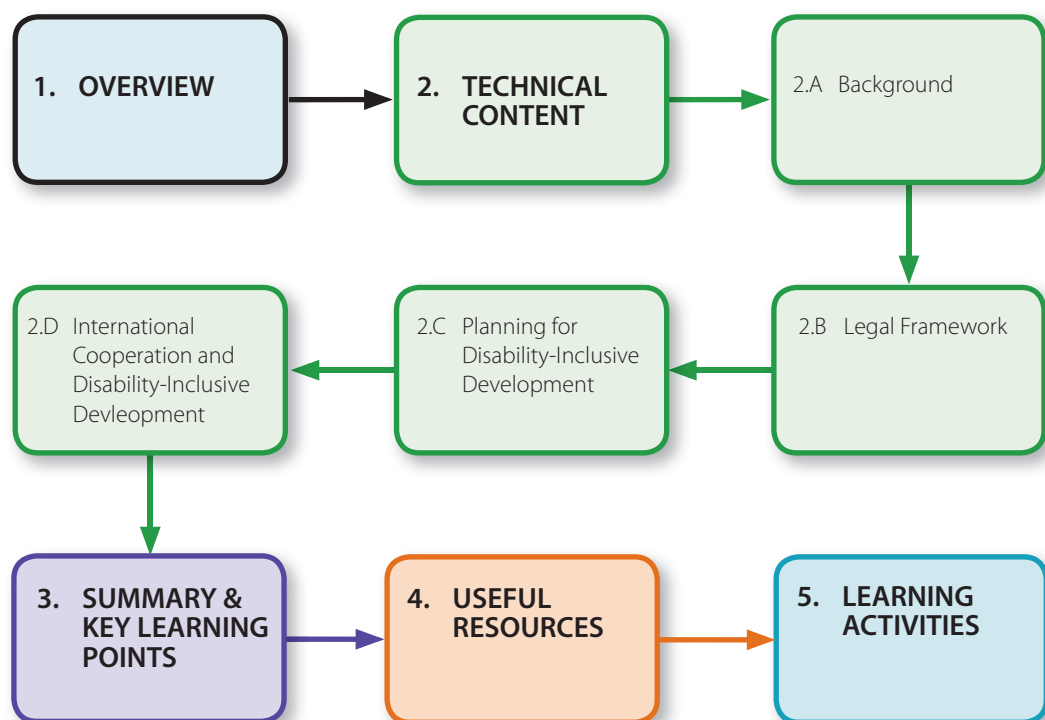
- ▶ explains concepts relating to disability and inclusive development;
- ▶ reviews the provisions on disability-inclusive development and international cooperation in the Convention on the Rights of Persons with Disabilities (CRPD);
- ▶ provides practical strategies for ensuring that all aspects of national development efforts are inclusive of persons with disabilities;
- ▶ reviews how international cooperation can support implementation of the CRPD in African countries;
- ▶ includes learning exercises to accompany the material; *and*
- ▶ lists useful resources for additional reference.

Learning objectives

On completion of this module, participants will have:

1. discussed disability-inclusive development;
2. contextualised the CRPD as a development instrument in Africa;
3. used key concepts of the CRPD to advance disability-inclusive development.

Module map





2. TECHNICAL CONTENT

2.A Background

Disability-inclusive development means that all stages of development processes are inclusive of and accessible to persons with disabilities. It requires that all persons be afforded equal access to education, health care services, work and employment, and social protection, among others.

In both developed and developing countries, the world's more than one billion persons with disabilities are more likely to experience poverty and exclusion than persons without disabilities. Attitudinal and environmental barriers to participation have profound social, economic and cultural effects on persons with disabilities, resulting in exclusion and creating often insurmountable obstacles in relation to health services, education and employment. Such exclusion and discrimination in turn contributes to poverty and prevents persons with disabilities from participating in public discourse or in development decision-making. As a result the interests and needs of persons with disabilities are frequently neglected by society. Women and girls with disabilities, who experience discrimination on the basis of multiple aspects of their identities, often face heightened levels of exclusion in this regard.

Although not all persons with disabilities experience poverty and not all persons living in poverty become disabled, poverty and disability are nonetheless linked.

Disability can lead to poverty. For example:

- ▶ persons with disabilities may lack access to education and skills development opportunities, thus reducing or eliminating their chances of engaging in gainful employment;
- ▶ disability often leads to a decrease in family income, for example when the need for a parent or other family member to care for a child with a disability prevents them from drawing an income;
- ▶ persons with disabilities may incur additional expenses and face other challenges that contribute to economic hardship.

Poverty can also increase the likelihood of disability in a number of ways. For example:

- ▶ persons living in poverty have limited job opportunities, putting them at risk of working in unsafe conditions where workplace accidents are more likely to occur;
- ▶ lack of access to health care can cause even mild or treatable health conditions to develop into permanent disabilities;
- ▶ lack of access to adequate food, safe water and sanitation can lead to malnutrition and vitamin deficiency and increased exposure to diseases, which in turn can cause developmental disabilities;
- ▶ poorer communities are often disproportionately burdened by environmental contamination such as polluted water, which can lead to adverse health outcomes and to disability;

- ▶ members of poorer communities face higher risks in conflict situations, as well as in situations of natural disasters, both of which give rise to increased risk of injury or disability.

Because of the relationship between disability and poverty, the integration of disability issues in development is critical for the elimination of poverty, achievement of social inclusion and equitable, fair and sustainable development. Indeed, as has been emphasized by the United Nations General Assembly, it is impossible to genuinely achieve internationally agreed development goals without the inclusion and integration of the rights, well-being and perspective of persons with disabilities in development efforts at national, regional and international levels.¹

Elements of Disability-Inclusion in Key Development Sectors

Inclusive education requires *inter alia* that children with disabilities be included in general education, as well as in early childhood quality learning, and that accessibility of educational infrastructure and provision of reasonable accommodation be ensured.

Inclusive health services require *inter alia* accessible buildings and equipment, appropriately trained health care providers and accessible information. In the case of children with disabilities, comprehensive early assessments should be provided, and identification and referral systems should be in place.

Access to **decent work and employment** for persons with disabilities requires access to vocational training, skills development and other employment-support programmes funded by governments. Decent work opportunities in the rural and informal economies, where persons with disabilities frequently seek their livelihoods, should also be improved.

Inclusive social protection requires availability to persons with disabilities on an equal basis with others, and that social protection floors and systems take the specific requirements of persons with disabilities into account in defining benefits.

Inclusive development engenders empowerment, through which persons with disabilities move from being considered “vulnerable groups” to becoming resource groups in society and contributors to development². There is growing recognition that disability-inclusive development benefits not only persons with disabilities and their families, but also societies as a whole.

Disabled person organizations and their allies are working hard to ensure that development processes at all levels become more inclusive of the voices and needs of persons with disabilities. Their goal is that persons with disabilities should, at all stages of life, realize their rights and participate in all aspects of society and development on an equal basis with others.

¹ A/RES/63/150

² United Nations High-level Meeting on Disability and Development, Background paper for Round Table 2: The post-2015 development agenda and inclusive development for persons with disabilities, prepared by the Secretariat for the Convention on the Rights of Persons with Disabilities (2013).

2.B Review of Legal Framework

In drafting the Convention on the Rights of Persons with Disabilities, the international community made clear the need for disability-inclusive development. Indeed, the Convention was, from its inception, envisaged as a human rights and development instrument.³ Although all provisions of the CRPD are relevant to disability-inclusive development, several are of particular importance. They include the following:

Participation

The full and effective participation of persons with disabilities is both a general principle (Article 3) and a general obligation (Article 4) of the CRPD. The Convention's emphasis on participation underscores the need for persons with disabilities to be included – both as agents and beneficiaries – in all phases of development efforts, including planning, formulation, implementation, monitoring and evaluation of development policies, strategies and programmes.

Non-Discrimination

Non-discrimination is a general principle of the CRPD, underlying the implementation of all its provisions, and is also addressed as a stand-alone article (Article 5). The CRPD requires the elimination of all forms of discrimination. In relation to development this covers direct discrimination consisting of measures or approaches that treat persons with disabilities less favorably than other persons. It also includes indirect discrimination, which occurs when laws, policies, programmes or practices that appear to be neutral in practice fail to take to account the situation of persons with disabilities and, as a result, cause or contribute to exclusion or limitation of the ability of persons with disabilities to fully enjoy their rights.

Some persons with disabilities, including those with mental, intellectual or psychosocial disabilities, face heightened levels of disability-based discrimination. In some cases, persons with disabilities also face multiple forms of discrimination on the basis of disability coupled with other aspects of their identity, such as gender (see below), age, ethnicity, race, indigenous or minority status, or other grounds. In working to achieve disability-inclusive development, measures should be taken to ensure that efforts benefit all persons with disabilities equally.

Accessibility

Accessibility, which is both a general principle and stand-alone article (article 9) of the CRPD, is both an end in itself and a prerequisite for the realization of disability-inclusive development and the enjoyment of all rights. The CRPD requires State parties to take measures to identify and eliminate barriers to accessibility, including those relating to physical environments, transportation, and information and communications. The removal of barriers to the participation of persons with disabilities, including in remote or rural areas, is also key for enabling societies and communities to achieve their human and productive potential.

³ Statement by President Vincente Fox of Mexico to the General Assembly at its fifty-sixth session in 2001.

Women with Disabilities

Women with disabilities face multiple forms of discrimination, which places them at higher risk of gender-based violence, sexual abuse, neglect, maltreatment and exploitation. They also experience heightened levels of exclusion from development, and are often among the most marginalized segments within societies, facing significant difficulties in attaining access to adequate housing, health services, education, vocational training and employment. It has been broadly recognized by the international community that the achievement of gender equality is critical to sustainable development. Equality between men and women is a fundamental principle of the CRPD (article 3(g)), which further specifies that State parties are to take all appropriate measures to ensure the full development, advancement and empowerment of women, for the purpose of guaranteeing them the exercise and enjoyment of human rights and fundamental freedoms (Article 6).

Sector-specific Guidance

The human rights enshrined in the CRPD are interrelated, interdependent and indivisible and, as such, all have a bearing on the achievement of disability-inclusive development. A number of key provisions in relation to development are as follows:

- ▶ **Adequate standard of living and social protection** (Article 28). The CRPD recognizes the right of persons with disabilities to an adequate standard of living for themselves and their families, including adequate food, clothing and housing, and to the continuous improvement of living conditions. It further recognizes the right of persons with disabilities to social protection and sets out steps that State parties are to take to safeguard and promote the realization of this right, including measures to ensure:
 - equal access by persons with disabilities to clean water services, and access to appropriate and affordable services, devices and other assistance for disability-related needs;
 - access by persons with disabilities, in particular women and girls with disabilities and older persons with disabilities, to social protection programmes and poverty reduction programmes;
 - access by persons with disabilities and their families living in situations of poverty to assistance from the State with disability-related expenses, including adequate training, counselling, financial assistance and respite care;
 - access by persons with disabilities to public housing programmes;
 - equal access by persons with disabilities to retirement benefits and programmes.
- ▶ **Education** (Article 24). The CRPD calls upon State parties to ensure an inclusive education system at all levels and life-long learning directed to the full development of human potential and sense of dignity and self-worth.
- ▶ **Health** (Article 25). The CRPD recognizes that persons with disabilities have the right to the enjoyment of the highest attainable standard of health and requires State parties to take all appropriate measures to ensure access for persons with disabilities to health services, including the provision of the same range, quality and standard of free or affordable health care and programmes as that provided to other persons, including in the area of sexual and reproductive health and population-based public health programmes.

- ▶ **Work and employment** (Article 27). The CRPD recognizes the right of persons with disabilities to work on an equal basis with others. This includes the right to the opportunity to gain a living from work freely chosen or accepted in a labour market and work environment that is open, inclusive and accessible to persons with disabilities. State parties are to safeguard and promote the realization of the right to work, including for those who acquire a disability during the course of employment, by taking appropriate steps, further detailed in Article 27.

International Cooperation

The Convention recognizes that international cooperation has a role in promoting, protecting and ensuring the rights and inclusion of persons with disabilities. Indeed, the CRPD is the first human rights Convention to include a stand-alone provision, Article 32, on international cooperation. Article 32 emphasizes the importance of international cooperation in support of national efforts to implement treaty obligations and applies broadly, including cooperation between States and cooperation in partnership with international organizations /or civil society organizations.

Article 32 identifies a range of measures that can be taken within the framework of international cooperation, including the following:

- ▶ Ensuring that international cooperation is accessible to and inclusive of persons with disabilities
- ▶ Facilitating and supporting capacity-building programmes, including through the exchange and sharing of information, experiences, training programmes and best practices;
- ▶ Facilitating cooperation in research access to scientific and technical knowledge; and
- ▶ Providing technical and economic assistance, including the facilitation of access to accessible and assistive technologies.

Article 32 further specifies that its provisions are without prejudice to the obligations of each State party to fulfil its obligations under the present Convention, meaning that State parties are under an obligation to implement the Convention, regardless of whether or not they receive international cooperation.

Disability and the Sustainable Development Goals

In spite of the close relationship between disability and poverty, disability has historically been invisible in the international development agenda. For example, the Millennium Development Goals, which served as the United Nations' overarching "blueprint" for development from 2000 to 2015, did not include disability either among their goals or in their operationalizing targets and indicators. As a result disability was largely invisible in their implementation, rarely included in national policies or programmes related to the Millennium Development Goals or in monitoring and evaluation efforts.

In September 2015 the Member States of the United Nations adopted the 2030 Agenda for Sustainable Development, which includes seventeen Sustainable Development Goals (SDGs) and 169 targets⁴ to guide international development efforts between 2016 and 2030. The SDGs represent a significant step forward in terms of the inclusion of disability in internationally-agreed development goals. An emphasis of the Agenda and the SDGs is to "leave no-one behind." There are eleven references to disability or persons with disabilities in the Agenda. Three of these are contained in the introductory text of the Declaration, in relation to human rights (para. 19), vulnerable groups (para. 23) and education (para. 25). Seven are included in the SDGs and their targets in relation to education (Goal 4), employment (Goal 8), reducing inequalities (Goal 10), inclusive cities (Goal 11) and means of implementation (Goal 17). A final explicit reference is made in the follow-up and review portion of the Agenda, in relation to data disaggregation (para. 74g). Beyond explicit references, persons with disabilities are included as members of "vulnerable" groups (para. 23), which are then referenced an additional eighteen times throughout the Agenda.

The Sustainable Development Goals can and should be interpreted consistently with the Convention on the Rights of Persons with Disabilities. For example, Goal 4 on ensuring "quality and inclusive education," can be linked to CRPD Article 24 on education.

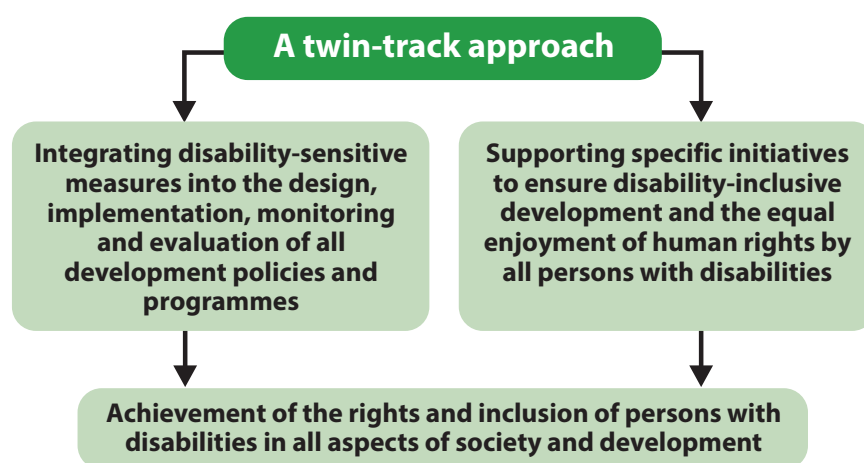
National responses to the SDGs provide an additional avenue through which States and other stakeholders can work to achieve disability-inclusive development.

⁴ A/RES/70/1, Transforming our world: the 2030 Agenda for Sustainable Development

2.C Planning for Disability-Inclusive Development

The United Nations promotes integration of disability-sensitive measures into the design, implementation, monitoring and evaluation of all development policies and programmes. This approach is known as “mainstreaming.” At the same time it is recognized that disability-specific policies, programmes and initiatives are often also necessary to ensure the inclusion and full enjoyment of human rights by persons with disabilities. Taken together, mainstreaming disability while simultaneously undertaking targeted measures is known as the “twin-track approach” to advancing disability-inclusive development. The goal of both mainstreaming and targeted efforts is the same, namely to achieve the rights and inclusion of persons with disabilities in all aspects of development.

Twin-Track Approach to Disability-Inclusive Development (**adapted from DFID, Disability, Policy and Development (2000), p. 4.**)



(Adapted from DFID, Disability, Policy and Development (2000), p. 4.)

Mainstreaming

Defining Mainstreaming

Mainstreaming is a method for making the concerns and experiences of persons with disabilities an integral dimension of the design, implementation and evaluation of laws, policies and programmes in all political, economic and societal spheres so that people with disabilities benefit equally and inequality is not perpetuated.

(Adapted from ECOSOC Agreed Conclusions, 1997/2 on mainstreaming gender)

The concept of mainstreaming disability in development is broadly defined as the inclusion of persons with disabilities in all aspects of development efforts. Mainstreaming is a method of ensuring that persons with disabilities can participate on an equal basis in all services or activities intended for the general population, including education, health, employment and social services.

Mainstreaming requires a paradigm shift – or a new way of thinking – in approaches to disability and to all development planning. There are many benefits to adopting this approach, as mainstreaming is recognized as the most cost-effective and efficient way of

achieving equality for persons with disabilities.⁵ Indeed, persons with disabilities can be included in mainstream programmes with minimal adaptation.⁶

Examples of mainstreaming disability in development include the following:

- ▶ consultations with and participation of persons with disabilities and their representative organizations in the formulation, implementation and monitoring and evaluation of a national development plan or strategy;
- ▶ the inclusion and implementation of accessibility measures in all building codes;
- ▶ the availability of accessible teaching materials to all teachers, students and schools.

Providing Disability-Specific Policies, Programmes, Initiatives

To achieve the full inclusion and participation of persons with disabilities in development, it is often necessary to provide targeted support to ensure the inclusion of persons with disabilities on an equal basis with others. For this reason many governments have for example dedicated laws or policies to addressing the rights and inclusion of persons with disabilities, and many have designated or established a ministry or other government office to serve as a governmental focal point on disability issues. Indeed, Article 33 of the CRPD requires State parties to designate one or more focal points in relation to the implementation of the Convention. Frequently targeted measures to address the situation of persons with disabilities will also be taken in different sectors.

Examples of disability-specific measures include provision of:

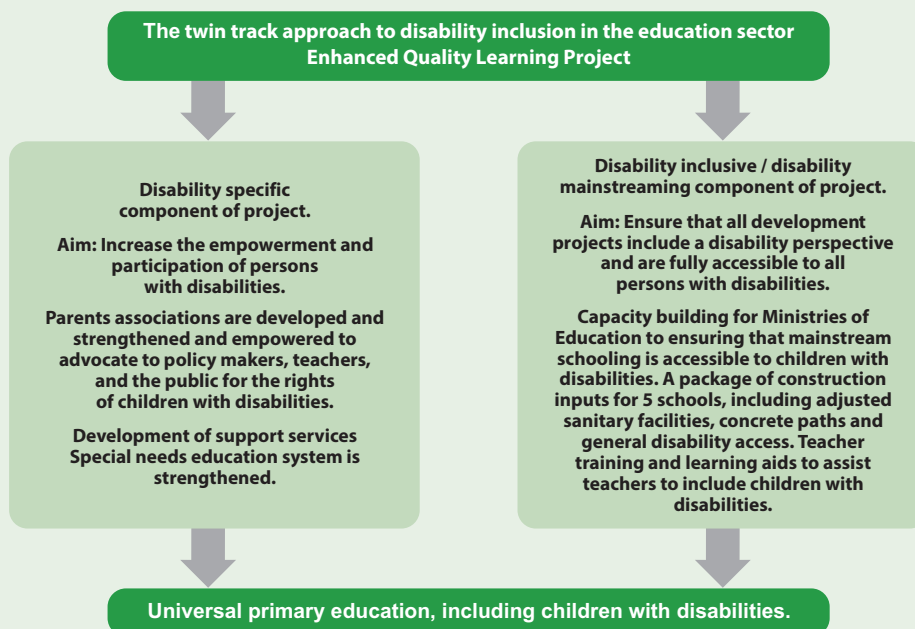
- ▶ vocational training programmes for persons with disabilities, to promote access to employment;
- ▶ support for the capacity development of organizations of persons with disabilities;
- ▶ assistive technologies such as wheelchairs and hearing aids to increase the independence of persons with disabilities.

⁵ Mainstreaming disability in the development agenda, Note by the Secretariat to the forty-sixth session of the Commission for Social Development to the, 6-15 February 2008 (E/CN.5/2008/6), p.2.

⁶ Nora Ellen Groce and Jean-François Trani, 'Millennium Development Goals and People with Disabilities', *The Lancet*, Vol. 374, No. 9704, Nov. 28-Dec. 4, 2009, pp. 1800-01.

“Enhanced Quality Learning Project” as an example of the twin-track approach. A case study from Somaliland and Puntland

The following table, prepared by International Aid Services in relation to cooperation with Somaliland and Puntland, sets out an example of a twin-track approach to achieving inclusive education.



(Enhanced Quality Learning Project implemented by International Aid Services (IAS) in Somaliland and Puntland, described in Making development Inclusive, CBM and IDDC, available at: <http://www.inclusive-development.org/cbmtools/part1/twin.htm>)

Approaches to Mainstreaming

There are a number of approaches that can facilitate the successful mainstreaming of disability in national contexts. In accordance with the CRPD such efforts should be carried out on the basis of the human-rights based approach to development. In other words each mainstreaming initiative should contribute systematically to the implementation of the CRPD, which aims to promote, protect and ensure the full and equal enjoyment of all human rights and fundamental freedoms by all persons with disabilities, and to promote respect for their inherent dignity. In addition, all mainstreaming efforts should be **conducted in an accessible and participatory manner, involving genuine consultation with and involvement of persons with disabilities and their representative organizations at all stages.**

Steps towards mainstreaming include the following:

1. Budget for disability mainstreaming, which means that the annual budget process must take the concerns and problems of persons with disabilities into consideration. In the context of disability mainstreaming, this includes consideration of the costs of required measures to ensure that persons with disabilities equally benefit and participate in relevant national plans and programmes. Resources allocated for public goods and services such as infrastructure, communications and buildings, among others, should be mobilized to advance inclusivity. The costs of disability-specific programmes must also be addressed.

2. Develop national capacity, including that of government officials, civil society and other relevant actors for effective mainstreaming, including through the provision of information and training.
3. Analyze and understand the socio-economic situation of persons with disabilities at national or local levels in relation to development generally and also in relation to specific sectors, making use of both quantitative and qualitative data.
4. Evaluate the impact of all laws, policies and programmes, including national development plans and strategies, on persons with disabilities. This includes reviewing and where necessary revising existing laws, policies and programmes to ensure and reflect the participation and concerns of persons with disabilities. In addition impact analyses should be conducted for new legislation, policies and programmes that will affect persons with disabilities.
5. Develop effective mechanisms within government to support mainstreaming. This can include, for example, the establishment of a coordination mechanism (as suggested by article 33 of the CRPD, addressed in depth in Module 2 of the present Toolkit) or the establishment of focal points on disability in all relevant government offices, as has been done by South Africa and Zambia, to facilitate mainstreaming efforts across ministries and sectors.
6. Develop performance indicators or benchmarks for monitoring, to measure periodically improvements (or a lack of improvement) experienced by persons with disabilities as a result of the mainstreaming of disability in particular policies or programmes. The findings of such evaluations can then be used to evaluate the success, or need for modification, of specific policies or programmes. To fully understand the impact of mainstreaming efforts, data gathered in the course of monitoring should be disaggregated by sex and by type of disability.
7. Create a framework for monitoring the impact of mainstreaming of disability in development efforts and in different sectors. Focal points in ministries and agencies, as well as independent bodies, such as national human rights institutions, ombudsmen or civil society, particularly DPOs, have an important role to play in this regard. The framework should encourage the participation of and create a space for persons with disabilities and other stakeholders in monitoring, as well as in providing feedback on mainstreaming efforts.

Mainstreaming is NOT...

- inserting persons with disabilities into one component of a national strategy or development plan;
- adding the words “and persons with disabilities” in various parts of a policy document with no corresponding activities or budgetary allocation.

See Learning Activity 2.C. titled *SDGs & the CRPD*.

Disability-inclusive development requires efforts at all levels, including mainstreaming disability in local, community, and rural development plans.



2.D International Cooperation and Disability-Inclusive Development

As detailed above, Article 32 of the CRPD recognizes the importance of international cooperation in advancing disability-inclusive development in line with the Convention. While, historically, there has been overall ‘a low number of people with disabilities who have experienced progress through development aid,’⁷ since the adoption of the CRPD, many State parties have reported a significant amount of international cooperation to support disability-inclusive development.⁸ In addition to cooperation between States, cooperation also increasingly takes place between international or regional inter-governmental organizations or NGOs and national governments or civil society, including disabled persons’ organizations.

Examples of how different forms of international cooperation can support the implementation of the CRPD in African States – including both targeted and mainstreaming approaches – are described below:

► Cooperation with States

- Norway has provided cooperation to Uganda’s Ministry of Finance, Planning and Economic Development to support the strengthening of health care for persons with disabilities.⁹
- In Sudan, Italian Cooperation has provided support for vocational training and paediatric rehabilitation centers, which seek to contribute to the development of a social service structure, with a focus on rehabilitation and social inclusion of persons with disabilities, particularly children and teenagers.¹⁰
- In Ethiopia USAID has developed a policy on disability mainstreaming and has cooperated with a DPO to provide relevant training for its staff. There is now a requirement that all grantees include a disability dimension in USAID-supported projects.

► Cooperation with International Organizations

- The present “Toolkit on Disability for Africa,” which supports implementation of the CRPD, was prepared by the United Nations Department of Economic and Social Affairs, working in partnership with the governments of Ethiopia, Kenya, South Africa and Zambia, as well as with organizations of persons with disabilities and other key stakeholders from these countries. The Toolkit has been used to carry out trainings for policy makers and representatives of organizations of persons with disabilities in the partner countries, as well as sub-regionally, for participants from East and West Africa.
- In Togo, with the support of the United Nations’ Multi-Partner Trust Fund of United Nations Partnership on the Rights of Persons with Disabilities, OHCHR, UNICEF and WHO implemented a joint programme on inclusive education. Under this programme Braille and sign language manuals were developed and

⁷ NORAD, Report: Mainstreaming Disability in Development Cooperation, Oslo, 27-29 March 2011, www.norad.no/_attachment/380926/binary/192749?download=true (last accessed August 2011).

⁸ See, for example, A/69/187, Realization of the Millennium Development Goals and other internationally agreed development goals for persons with disabilities: A disability-inclusive development agenda towards 2015 and beyond.

⁹ Norad, Mainstreaming disability in the new development paradigm: Evaluation of Norwegian support to promote the rights of persons with disabilities: Uganda country report, (2012).

¹⁰ <http://www.coopitsudan.org/en/author/amministratore/page/2/>

tested together with a training manual on inclusive education endorsed by the Ministry of Education and were used to train teachers and administrators. As a result of the support provided by the project, primary and pre-primary enrolment rates in the schools monitored under the programme went up. The Education Sector Development Plan was revised in 2013 and, for the first time, contains inclusive education as an objective. A full set of recommendations on harmonizing the Child Code with the CRPD was developed in collaboration with the Togolese Federation of Persons with Disabilities.

Partnerships for Cooperation

In some instances, donor countries and international organizations may form partnerships for the development and delivery of cooperation. For example, the ILO-Irish Aid Partnership Programme funds projects that focus on the specific needs of people with disabilities. Examples of such cooperation include efforts in Ethiopia, where Irish Aid and the ILO worked in partnership with national and local organizations including the Federation of Ethiopian National Association of Persons with Disabilities, the Tigray Disabled Veteran's Association and the Ethiopian National Disability Action Network to provide and promote entrepreneurship training for women with disabilities. Through the programme, which was designed and implemented in consultation with training providers, micro-finance institutions, and national and local governmental authorities, women with disabilities in Ethiopia gained skills for realising their potential and contributing to their families and local communities¹¹.

► Cooperation with International and Regional NGOs and DPOs

- In Kenya, the Open Society Institute has supported organizations in raising awareness among DPOs on reporting and monitoring mechanisms under the Convention on the Rights of Persons with Disabilities.¹²
- DPOs, AIDS Service Organizations and communities from Botswana, Malawi, Zambia and Zimbabwe have worked in partnership with the Disability, HIV and AIDS Trust (DHAT), a Southern Africa regional non-profit organization that promotes HIV and AIDS responses that address the needs and empowerment of persons with disabilities. Together with its partners DHAT promotes South-South learning and facilitates evidence-based advocacy for influencing legislation, policies and research developed at different levels.

► Triangular Cooperation

Triangular cooperation is a form of international cooperation in which three or more countries or organizations collaborate to maximize the use of resources and experience. One such example is as follows:

- In Uganda, with support from the Norwegian Association of Disabled (NAD), the National Union of Disabled Persons in Uganda (NUDIPU) launched the "Mobilizing Savings Groups through the Disability Community/Organizations in Uganda." This programme has mobilized groups of men and women with disabilities, as well as caretakers and community members in rural villages in 13 districts in Uganda, and has created sustainable groups and strong savers. The

¹¹ ILO, Ethiopia: Women with disabilities harness the power of entrepreneurship (2011), further information available at: http://www.ilo.org/skills/pubs/WCMS_168819/lang-en/index.htm

¹² CRPD/C/KEN/1, para. 291

programme has 846 groups and 24,280 members of whom 15,295 (63 percent) are women and 14,978 (62 percent) have disabilities, respectively.¹³

The Federation of Disability Organizations in Malawi (FEDOMA) is now engaging in cooperation with the National Union of Disabled Persons in Uganda (NUDIPU) and Norwegian Association of Disabled (NAD) with the aim of building the confidence of persons with disabilities in Malawi to mobilize resources, establish enterprises and increase their income through the promotion of inclusive savings and credit groups based on the successful inclusive Uganda model. Two officers from FEDOMA undertook a study tour in Uganda, sponsored by NAD, to learn directly from the experiences of NUDIPU in relation to inclusive savings and credit groups. FEDOMA is going to implement a long-term plan for 2016-2019 which includes Economic Empowerment. Under the plan, persons with disabilities will be in charge of and own their sustainable and independent savings groups, and manage the deposits and credit involved in the groups' operations, as has been done in Uganda.

The Role of Beneficiary Countries and NGOs in Promoting Disability-Inclusive International Cooperation

Beneficiary countries and NGOs, rather than donors, are increasingly defining priorities for international cooperation. The obligation to ensure that international cooperation supports disability-inclusive development is therefore a shared responsibility between donors and partners.¹⁴ In working with donor partners the following considerations should be taken into account by beneficiary governments and NGOs:

- ▶ Mainstreaming disability in all cooperation efforts. International cooperation, like national approaches to disability-inclusive development, should apply a twin-track approach, meaning that some initiatives may be disability-specific, but that disability should also be mainstreamed into broader development efforts supported by international cooperation. Mainstreaming is particularly important because, if disability is not taken into account, international cooperation can be used to support projects that not only fail to advance disability-inclusive development but that exacerbate or further contribute to the exclusion of persons with disabilities. This can be the case, for example, where cooperation is used to support the development of transportation or communications infrastructure or the construction of educational or medical facilities that are not accessible to persons with disabilities. In such instances the development gap between persons with disabilities and persons without disabilities will continue to grow.

Inclusion

Inclusion must reach all sectors of development, as all sectors of development are relevant for persons with disabilities.

¹³ Remarks of Joshua Goldstein, Center for Financial Inclusion, at the Inclusive Microfinance Conference, Kampala, Uganda, November 11, 2014, available at: https://centerforfinancialinclusionblog.files.wordpress.com/2014/11/josh_goldstein_keynote_uganda_11-14.pdf

¹⁴ Submission of the International Disability Alliance to the Office of the High Commissioner for Human Rights thematic consultation on Article 32 of the CRPD (2010)

- ▶ **Cooperation in line with the CRPD.** Initiatives supported by international cooperation should be in compliance with the Convention on the Rights of Persons with Disabilities. In some cases donors may seek to support disability-related initiatives while employing approaches inconsistent with the Convention, for example, supporting projects based on the charity model rather than on the social and human rights models embodied by the CRPD.
- ▶ **Participation of Persons with Disabilities in International Cooperation.** In line with the general principles of the CRPD, both donor and beneficiary governments should seek the participation of persons with disabilities in the development, implementation and monitoring of international cooperation initiatives.

Other Forms of International Cooperation

Finally, it is important to note that, as set out in Article 32 of the CRPD, international cooperation can include not only economic assistance but also other forms of cooperation such as the exchange of information and best practice. In this way governments and DPOs that may not be in a position to offer financial support for implementation work in other countries may still make important contributions to such efforts. South-South exchange of information can allow countries facing similar concerns and challenges to learn from one another's experiences. It can also support the creation of contacts and networks between actors in different countries that can support one another, thus maximizing regional or sub-regional expertise and resources.



See Learning Activity 2.D. titled *Inclusive Development*.

Country Checkpoint

- Has your office/organization been directly engaged in international cooperation as either a donor or a partner?
- Do you know whether international cooperation has supported disability-inclusive development in your country? If so, have efforts been focused on mainstreaming or on disability-specific approaches?

In what ways might your office or organization be able to support disability-inclusive development in other countries?

3. SUMMARY & KEY LEARNING POINTS



The unanimous adoption of the CRPD in 2006 by the United Nations General Assembly demonstrated a global consensus on the need for disability-inclusive development. The Convention, which is both a human rights and a development instrument, sets out principles in relation to disability-inclusive development and also provides sector-specific guidance on its realization. Governments and key stakeholders can advance disability-inclusive development by mainstreaming disability into the design, implementation, monitoring and evaluation of all development policies and programmes, as well as by taking targeted measures to advance the rights and inclusion of persons with disabilities. As recognized by the CRPD international cooperation can play an important role in supporting such efforts.

In September 2015 Member States of the United Nations adopted the Sustainable Development Goals (SDGs). Through the SDGs governments have agreed to achieve sustainable development by creating greater opportunities for all, reducing inequalities and fostering equitable social development and inclusion. National responses to the SDGs, which should be prepared and implemented in a manner consistent with the CRPD, provide an important avenue through which States and other stakeholders can work to achieve disability-inclusive development.



4. USEFUL RESOURCES

-  Forthcoming: UNDESA, *Global Status Report on Disability and Development*, 2015
-  UNDESA, *Disability and the Millennium Development Goals: A Review of the MDG Process and Strategies for Inclusion of Disability Issues in Millennium Development Goal Efforts* (2011)
-  World Bank and World Health Organization, *World Report on Disability* (2011).
-  Christian Blind Mission, *Make Development Inclusive: How to Include the Perspectives of Persons with Disabilities in the Project Cycle Management Guidelines of the EC: Concepts and Guiding Principles a Practical Guide*, available at:
<http://www.make-development-inclusive.org/toolsen/pcm1.pdf>
-  Christian Blind Mission, *Make Development Inclusive: How to Include the Perspectives of Persons with Disabilities in the Project Cycle Management Guidelines of the EC: A Practical Guide*, available at:
http://www.cbm.org/article/downloads/54741/Make_Development_Inclusive_A_Practical_Guide_PCM.pdf
-  AusAID (2008), *Development for All: Towards a Disability-Inclusive Australian Aid Program 2009-2014* (2008) [hereinafter AusAID Disability Strategy], available in a range of formats at: <http://www.aisaid.gov.au/keyaid/disability.cfm>
-  DFID, *How to Note: Working on disability in country programmes* (2007), available at:
<http://www.make-development-inclusive.org/docsen/howtonotedfid.pdf>
-  Commission (EC), *Guidance Note on Disability and Development*, European Commission, July 2004, available at:
http://ec.europa.eu/development/body/publications/docs/Disability_en.pdf
-  DFID, *Disability, poverty and development* (2002), available at:
<http://www.dfid.gov.uk/pubs/files/disability.pdf>
-  Ronald Wiman (ed) *Disability Dimension in Development Planning* (STAKES 1996, 2000, 2003).
-  STAKES National Research and Development Centre for Welfare and Health, *Label us able: A proactive evaluation of Finnish development co-operation from the disability perspective*, 2003. Available at: <http://global.finland.fi/evaluations/labelable.pdf>



5. LEARNING ACTIVITIES

Session Sheet for the Trainer: Disability-Inclusive Development, Session 1

Session Sheet for the Trainer: Disability-Inclusive Development, Session 1

Learning Activity 2.C.: The SDGs & the CRPD

Handout: The 2030 Sustainable Development Goals









Online material: <https://sustainabledevelopment.un.org/sdgs>

Session Sheet for the Trainer: Disability-Inclusive Development, Session 2

Technical Content 2.D: International Cooperation and Disability-Inclusive Development

Learning Activity 2.D.: Inclusive Development

Session Sheet for the Trainer – Disability-Inclusive Development, Session 1

	Key Messages	<p>The aim of both mainstreaming and targeted efforts is the same: to achieve the rights and inclusion of persons with disabilities in all aspects of development.</p> <p>The 2030 Sustainable Development Goals provide a platform for furthering this aim. It is important to understand how the CRPD can inform the SDGs and vice versa for an integrated approach to disability-inclusive development.</p>
	Objectives	<p>By the end of this session, participants will have:</p> <ul style="list-style-type: none"> - contextualized the crpd as a development instrument in Africa; - used key concepts of the CRPD to advance disability-inclusive development.
	Room Arrangement	Tables for small group work.
	Activity	<p>40 mins – Group work around SDGs</p> <p>40 mins – Group “micro-teaching” sessions in plenary</p> <p>10 mins – Plenary feedback and discussion.</p>
	Duration	90 minutes
	Notes for a Training Team	Divide participants into 3 Groups and distribute the handout on the sdgs. assign each group with 6 sdgs (example: group 1 get sdgs 1-6, group 2 gets SDGs 7-12...) Next, distribute the task sheet. Groups are expected to research the SDGs and reflect upon the questions before presenting or “micro-teaching” to their colleagues. Ensure there is time for a plenary feedback and wrap-up.
	Task Sheets	Learning Activity 2.C.: The SDGs & the CRPD
	Handouts	Handout: The 2030 Sustainable Development Goals



Learning Activity 2.C: The SDGs & the CRPD

Objective: To contextualized the CRPD as a development instrument in Africa. To use key concepts of the CRPD to advance disability-inclusive development.

The 2030 Sustainable Development Goals provide a platform for achieving disability-inclusive development. It is important to understand how the CRPD can inform the SDGs and vice versa for an integrated approach to disability-inclusive development.

Part 1

In your groups, you have been assigned 5-6 Sustainable Development Goals. Pick two which you believe are most relevant to the CRPD. Research the two SDGs you have chosen to understand their objectives and the targets they seek to achieve.

Part 2

Next, answer the following questions:

- 1. Which CRPD provisions are most relevant to this goal?
- 2. What actions would be necessary to implement this goal in line with the CRPD?

Part 3

You are asked to present the SDGs you have chosen and the answers to your fellow participants in form of a “mini-teaching session.”

You have 40 minutes to complete this activity and to prepare your presentation. Your presentation should last no longer than 10 minutes including Q&A.













Handout: Phases for the Development of NAPs



1. **Poverty** - End poverty in all its forms everywhere.
2. **Food** - End hunger, achieve food security and improved nutrition and promote sustainable agriculture.
3. **Health** - Ensure healthy lives and promote well-being for all at all ages.
4. **Education** - Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.
5. **Women** - Achieve gender equality and empower all women and girls.
6. **Water** - Ensure availability and sustainable management of water and sanitation for all.
7. **Energy** - Ensure access to affordable, reliable, sustainable and clean energy for all.
8. **Economy** - Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all.
9. **Infrastructure** - Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation.
10. **Inequality** - Reduce inequality within and among countries.
11. **Habitation** - Make cities and human settlements inclusive, safe, resilient and sustainable.
12. **Consumption** - Ensure sustainable consumption and production patterns.
13. **Climate** - Take urgent action to combat climate change and its impacts.
14. **Marine-ecosystems** - Conserve and sustainably use the oceans, seas and marine resources for sustainable development.
15. **Ecosystems** - Protect, restore and promote sustainable use of terrestrial ecosystems, manage forests sustainably, combat desertification, halt and reverse land degradation, and halt biodiversity loss.
16. **Institutions** - Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.
17. **Sustainability** - Strengthen the means of implementation and revitalize the global partnership for sustainable development.

For more information: <https://sustainabledevelopment.un.org/sdgsSessionSheetfortheTrainer-Culture,Beliefs,andDisability,Session2>

Session Sheet for the Trainer – Disability-Inclusive Development, Part 2

	Key Messages	Since the adoption of the CRPD, many State parties have reported a significant amount of international cooperation to support disability-inclusive development. In addition to cooperation between States, cooperation also increasingly takes place between international or regional inter-governmental organizations or NGOs and national governments and/or civil society, including organizations of persons with disabilities.
	Objectives	By the end of this session, participants will have: <ul style="list-style-type: none"> - explored a variety of approaches to inclusive development; - used key concepts of the CRPD to advance disability-inclusive development.
	Room Arrangement	Panel style with a long table for the panelists according to number. Circle of chairs in front of the panel for the audience.
	Activity	15 mins – Preparation time for the two groups 20 mins – Panel TV Show with Q&A from audience 20 mins – Report writing on flipchart paper 20 mins – Smaller group discussion on what was learned and what it would mean in the participants' localities 15 mins – Feedback on Post-it notes on the wall
	Duration	90 minutes
	Notes for a Training Team	Divide the participants into the two groups outlined on the task sheet. Hold a 20-minute Q&A activity in which the audience asks the panel to clarify how they intend to improve inclusivity in their area. Ensure that you manage the panel role play by indicating how many minutes the panelists can talk for, so as to finish on time. For Part 2, groups should stay together before breaking into smaller groups for a discussion on what was learned. Wrap-up with a brief summary key learning from the participants on post-it notes.
	Task Sheets	Learning Activity 2.D.: Inclusive Development
	Handouts	N/A



Learning Activity 2.D: Inclusive Development

Objective: To explore a variety of approaches to inclusive development. To use key concepts of the CRPD to advance disability-inclusive development.

“Inclusion must reach all sectors of development, as all sectors of development are relevant for persons with disabilities.”

You are going to take part in a televised panel show. You have been assigned to one of the following two groups:

1. **Group One:** Representative Stakeholders who can explain the benefits of mainstreaming and obstacles to mainstreaming from their point of view. There should be at least three politicians, donors, support agencies, community representatives, or NGOs. It is not required that you agree.
2. **Group Two:** An audience that is angry that disability is not being addressed in their area and want to know what the panel intends to do to improve inclusivity.

Part 1

You have 15 minutes in your groups to prepare your strategy for the panel discussion. The discussion will then last 20 minutes.

Part 2

In your groups, create a publicity report on what has happened 6 months after the TV show. Include all the solutions created and problems that have been faced in that time period.

Part 3

In smaller working groups discuss what was learned and what this would mean in your own contexts. Write your key learning on post-it notes to share in plenary during the summary discussion.



Part 1 will take a total of 35 minutes. You have 20 minutes to complete Part 2 of the task, and 20 minutes to complete Part 3.

