

# Children and adults with disabilities





# Preface

The Swedish Policy for Global Development, PGD, is to be permeated by two perspectives: a rights perspective and the perspective of the poor. Persons with disabilities are often among the very poorest people in developing countries. We must see the individual – the disabled woman, child or man – in our work. They must be able to enjoy human rights to the same extent as the rest of the population. This document provides guidance as to how Sida employees in the field and at the head office shall work effectively to promote the human rights of persons with disabilities and improve their living conditions. The position paper has been produced to help in the work of making the situation of persons with disabilities more visible, and it highlights strategic areas for contributions. Contributions in many other areas can be equally important, however. What we must do primarily is to ensure that persons with disabilities are participants, and are not discriminated, in Sida's work. Development cooperation is to be characterised by an equality perspective in which all people are of equal value. This position paper describes how we can work to achieve this, and will hopefully contribute to the elimination of discrimination against persons with disabilities and ensure that all our work at Sida is characterised by this equality perspective.

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# Introduction

The Swedish Policy for Global Development (PGD) adopted by the Swedish Riksdag (Parliament) in 2003 emphasises that all persons are entitled to human rights, regardless of their sex, age, disability, ethnic origin or sexual orientation. Sida's work in this field is guided by the Universal Declaration of Human Rights, international human rights conventions and the UN's Standard Rules for persons with disabilities.

Opportunities for exercising influence and participating in society are often limited for persons with disabilities because of discrimination, negative attitudes and prejudice. Persons with disabilities are also often found among the very poorest people in Sweden's partner countries. This is mainly due to inadequate legislation, ignorance, and a lack of resources.

Sweden's disability policy and national action plan for persons with disabilities stipulates that "government agencies should integrate the disability perspective into their operations". (Bill 1999/2000:79, p.1)

Perspectives on Poverty, Sida's poverty policy, underlines the importance of carrying out thorough poverty analyses that include the situation of persons with disabilities.

It is therefore important to draw attention to the situation of persons with disabilities in development cooperation and work to help them become participants in social development; this is to take place on the basis of the Policy for Global Development, Swedish disability policy and Sida's policies.

# 1 Objective

The living conditions and needs of persons with disabilities shall be taken into consideration and promoted in all Swedish development cooperation with other countries. Sida shall work towards persons with disabilities enjoying human rights to the same extent as those without disabilities.

In planning, implementing and evaluating development contributions, Sida shall strengthen collaboration with persons with disabilities, their organisations and other relevant actors.



## 2 Strategic areas

The rights perspective is fundamental to Swedish policies and shall be integrated into all development cooperation. Persons with disabilities naturally are entitled to the same rights as persons without disabilities.

The special situation of persons with disabilities shall therefore generally be taken into consideration in

Sida's overall development analysis and in planning, implementation, monitoring and evaluation activities.

There are also subject areas of special strategic importance (see below) in improving the situation of persons with disabilities.

### **2.1 Poverty Reduction Strategy Papers (PRSP)**

Disability is both a cause and an effect of poverty. About 10% of the global population consists of persons with disabilities. In developing countries, about 80% of the persons with disabilities live in poverty. Sida shall make demands that the statistics and background analyses on which PRSPs are based describe the situation of adults and children with disabilities and describe ways in which their rights can be provided for.

The statistics should also report differences between girls and boys and men and women with disabilities.

In its dialogue with partner countries, Sida shall emphasise the importance of disabled persons' organisations being invited to participate in the dialogue with

civil society, which is one stage in the preparation of a PRSP.

Their experience and knowledge should be utilised. Such greater participation helps implement the fundamental perspectives: the poverty perspective and the rights perspective defined in the PGD. An important part of the PRSP process are the opportunities of persons with disabilities to work and support themselves.

## **2.2 Schools, education and research**

It is of fundamental importance that girls and boys with disabilities are given the opportunity to go to school. If they are excluded from education, it will be difficult to provide for their human rights in other respects. It will also be more difficult to prevent them from suffering from poverty or help them escape poverty and unacceptable living conditions. Persons with disabilities shall have access to, and be able to take part in, schooling, adult education and higher education on the same terms as others. Efforts to ensure that disabled persons have equal rights to higher education and to participation in research programmes is an important aspect of Sida's development cooperation.

Sida shall promote disability issues in various research fields. It shall be possible to target Sida's research resources on disability issues through specific areas of invitation.

## **2.3 Health and rehabilitation/habilitation**

Persons with disabilities are often excluded from health care, partly because the services are inaccessible to them and partly because persons with disabilities do not receive treatment or suffer discrimination in treatment. Persons with disabilities shall have the same right to health care as others, and have equal opportunities and equal access to health and medical care. Greater awareness on this point is needed. Additionally, they often require rehabilitation and habilitation measures. It is also important to prevent injuries that can lead to disabilities. Special attention shall be paid to persons with disabilities in Sida's health-related contributions.

## **2.4 HIV/AIDS**

Lack of information, added to abuse, makes persons with disabilities particularly vulnerable to HIV/AIDS. Sida shall therefore work to ensure that their rights are safeguarded and that information is made available to them.

It is important that information on HIV/AIDS reaches disabled persons' organisations and persons with disabilities. It is also important that people and organisations working with HIV/AIDS are informed about persons with disabilities and their vulnerability. Girls and women with disabilities are at particular risk of discrimination.

## **2.5 Armed conflicts and humanitarian assistance**

Persons with disabilities are among those most seriously affected by armed conflicts and natural disasters. In turn, wars and disasters have the effect that people are more at risk of injuries that in some cases lead to disabilities. In humanitarian assistance measures, information shall be obtained about the situation of persons with disabilities and, whenever necessary, special measures undertaken; for example, new schools in a refugee camp may have to be made accessible for children with disabilities.

## **2.6 Infrastructure**

In its contributions in the area of the physical environment, Sida shall ensure that implementation contributes to making society accessible to persons with disabilities. In new building projects in particular, the accessibility of the physical environment for persons with disabilities shall be borne in mind. It is always more profitable to make the appropriate adaptations to buildings at the outset, compared to having to make adaptations later.

## **2.7 Information and shaping opinion**

Improvement of the treatment of persons with disabilities and elimination of prejudice are important tasks. Knowledge and changed attitudes are necessary to prevent stigmatisation and exclusion. Bringing out the knowledge and capacity within the disabled population is important.

The mass media have an important role in spreading information, helping to change attitudes towards persons with disabilities, and giving disabled persons' organisations the opportunity to reach out into society. Sida shall contribute to the utilisation of this opportunity, for example, by providing support to disabled persons' organisations when they want to provide information and publicise their messages. National governments also have extensive responsibility for information.

In its support to the production of statistics, Sida shall work to ensure the visibility of women, men, girls and boys with disabilities.

## **2.8 Support to civil society and other networks**

Sida shall respect and take into account what disabled persons' organisations in the partner countries wish to give prominence to, and help provide them with the opportunity to express their views in various contexts. Sida shall also enable persons with disabilities to participate in meetings, courses, etc.

Sida shall work to strengthen organisations that work with equal rights for persons with disabilities. Sida shall support the role of disabled persons' organisations as an arena, and as democratic players in the work of providing persons with disabilities with better living conditions, through their work to establish a dialogue with those in power and influence political developments (for example, legislative change). Furthermore, Sida shall support initiatives enabling people and organisations working with disability issues to form networks and interact with each other. Disability issues shall be raised in networks that work with human rights, the rights of the child, gender, statistics, HIV/AIDS, etc.

# 3 Sida's roles

## 3.1 Analysis

Thorough analyses are essential for effective strategies for poverty reduction at national level and for contributions at project level. Sida's policy *Perspectives on Poverty* sets out that Sida supports analyses of conditions relating to "people with disabilities and the people who care for them". When Sida produces policy documents for different fields, the living conditions and *equal rights* of persons with disabilities shall be integrated/mainstreamed.

The discrimination often experienced by persons with disabilities is rarely the same for women and men. It is more common that girls and women with disabilities are excluded from education, health care and employment, and they are more often subjected to different types of abuse than men and boys. Sida shall therefore work to *particularly address the situation of girls and women*.

Analysis of the situation of persons with disabilities and the equal rights of all shall be based on *reciprocity and participation*. Sida has a great deal to learn from the work on disability issues in certain partner countries. It is important that lessons learned are documented and put to good use.

## 3.2 Dialogue

In bilateral and multilateral dialogue, Sida shall always raise the rights perspective and the situation of the poor, meaning therefore that the situation of persons with dis-

abilities shall also be raised. Circumstances that affect persons with disabilities are also to be taken into account in the dialogue with other donors and with cooperation partners in civil society. Disabled persons' organisations can contribute to an improved basis for dialogue, power analyses and reporting of the human rights situation in the country.

Sida shall continue to develop its dialogue with Swedish NGOs and other relevant players.

The UN's Standard Rules on Equalization of Opportunities for Persons with Disabilities and international conventions on human rights are important points of departure in the dialogue on human rights and disability issues. This dialogue with public authorities and other partners is important regardless of whether cooperation refers to legislation and the production of policy guidelines, shaping opinion and influencing attitudes, institution and competence building, or any other field.

### **3.3 Competence building**

Greater awareness and knowledge in society at large are necessary if the position of persons with disabilities shall be improved. Their situation and equal rights shall be described in Sida's internal training programmes, in training programmes for consultants and Swedish NGOs, and in Sida's international training programmes. Disabled persons' organisations can be an important source and channel of information in this respect.

Furthermore, Sida must ensure that all participants in internal training programmes and Sida-financed training programmes can participate on equal terms, regardless of whether a participant has a disability of some type.

### **3.4 Financing**

Sida's role as a financier of development cooperation programmes takes various forms. In all of these forms – such as humanitarian aid, support within the framework of cooperation strategies and projects, multilateral and bilateral cooperation, research, contract-financed technical cooperation, support to NGOs, etc. – an analysis

must be carried out of the consequences for persons with disabilities. Because persons with disabilities often suffer discrimination and do not enjoy the same rights as others, special financial contributions may be necessary to improve their living conditions. As a rule, persons with disabilities are among the very poorest people and they must also benefit from Sida's contributions in various projects and programmes. This could, for example, involve special measures to make it possible for persons with disabilities to participate in general elections, or microcredits for persons with disabilities to start their own businesses.

# 4 Sida's work processes

## **4.1 Cooperation strategies (formerly country strategies)**

Sweden's Policy for Global Development particularly emphasises that persons with disabilities shall be taken into account in analyses carried out during the production of cooperation strategies. Statistics and data on persons with disabilities must therefore be produced and underpin the work on the analyses and strategies.

## **4.2 The project cycle**

Persons with disabilities and their rights/situations shall be taken into account throughout the programme/project cycle, both in cases of special contributions and in those of contributions that do not directly target adults or children with disabilities. The rights and living conditions of persons with disabilities shall thus be integrated into preparation, implementation, monitoring and evaluation processes. Indicators must be defined in the preparatory process to facilitate monitoring and evaluation of how these issues have been integrated into Sida's work.



# Appendix 1:

## Some basic definitions

*Functional impairment:* The term covers a large number of different functional impairments. People can have a functional impairment that is due to physical or mental impairments, limitations or injuries. The term is related to the individual.

*Disability:* The term is used when a functional impairment brings with it an impediment in relation to the surrounding environment. Not all functional impairments have to cause disability.

*Handicap:* The term “handicap” refers to a loss or limitation in the ability to participate in the life of the community on the same terms as others. The handicap arises when opportunities to participate in the life of the community are limited or non-existent; it is thus relative to the surroundings. A new definition is currently being formulated within the framework of the forthcoming UN Convention on the Rights of Persons with Disabilities.

*Inclusive education:* The term means that children with special needs shall be able to attend regular schools. The children can go into a regular class and, where necessary, receive special support and teaching aids. They can also attend a special class in a regular school. The term “inclusive education” began to be used at the Salamanca Conference in 1994.

*Rehabilitation:* This term refers to measures to regain the best possible physical, intellectual, mental and social

functional ability, including learning new techniques for activities of daily living, after acquiring a reduction in function.

*Habilitation:* This term refers to measures to build compensatory abilities to cope with the difficulties that a disability involves. The term refers to measures early in life, during childhood, and the aim is that the person should be able to function as independently as possible.

*Community based rehabilitation:* CBR refers to rehabilitation and inclusion of persons with disabilities into the local community. The people who participate in this process are the person with the disability, family members, teachers, local politicians and others in the local community.

## Appendix 2:

# The rights of persons with disabilities on the global agenda

### **The Standard Rules on the Equalization of Opportunities for Persons with Disabilities**

The Standard Rules were adopted by the UN General Assembly in 1993. The rules are not legally binding, but they do involve a moral and political undertaking on the part of member states. The purpose of the Standard Rules is to ensure that girls, boys, women and men with disabilities have the same rights and obligations as other citizens in society. The member states are responsible for removing obstacles so that persons with disabilities can participate fully in the life of the community.

Two key terms in the Standard Rules are participation and equalisation of opportunities. Persons with disabilities are entitled to the support that they need through the regular education, health care, employment and social service systems. Disabled persons and their organisations are to play an active role. Four of the 22 Rules are about conditions for participation: Awareness-raising, medical care, rehabilitation, and support services. Eight areas for participation on equal terms are identified: Accessibility, education, employment, income maintenance and social security, family life and personal integrity, culture, religion and recreation and sports.

The Standard Rules also contain ten rules for implementation.

## **The UN Convention on the Rights of the Child and the declaration “A world fit for children”**

The UN Convention on the Rights of the Child, adopted by the UN General Assembly in 1989, mentions disabled children in Article 23. This article states that a mentally or physically disabled child should enjoy a full and decent life, in conditions which ensure dignity, promote self-reliance and facilitate the child's active participation in the community, that the children are entitled to special care and that they and their carers are entitled to the necessary support. This support shall be free of charge where possible. It shall be designed to ensure that the disabled child has effective access to and receives education, training, health care services, rehabilitation and recreation. It is also to be conducive to the greatest possible integration into society. Countries are urged to exchange information on preventive measures, treatment methods, education, etc. Even if the CRC particularly mentions disabled children in Article 23, the rest of the Convention's articles are also relevant for these children. One of the basic principles of the CRC is namely Article 2, which stipulates that no child may be discriminated against, for example, due to functional impairment. The UN General Assembly Special Session on Children in 2002 adopted the declaration “A world fit for children” with an attached Plan of Action. The declaration says, among other things, that all types of discrimination must end and that education must include all girls and boys. The Plan of Action describes access to rehabilitation and health care for disabled children, and special, innovative measures to provide these children with access to education.

## **The Salamanca Statement**

At the world conference on special education held in Salamanca in Spain in 1994, the delegates agreed that every child is entitled to education and that children with special needs are entitled to education within the ordinary school system. The Salamanca Statement urges governments and the international community to promote inclusive education, and include special needs education in all

teacher training. UNESCO is assigned special responsibility for this. Non governmental organisations are urged to involve themselves in education issues for persons with special educational needs.

### **Dakar Framework for Action**

At the Dakar World Education Forum in 2000, it was underlined that the most important challenge is that the vision of education for all as an integrated concept should be reflected in the policy documents of governments and development cooperation agencies. Education for all, “inclusive education”, must take into account the needs of the poor and most marginalised, including children with special educational needs.

### **The Meeting of the Nordic Ministers for Development Cooperation in Copenhagen on 25 August 2005**

The meeting of the Nordic Ministers for Development Cooperation issued a joint Nordic communiqué in which the ministers stressed the importance of increased efforts to ensure that persons with disabilities are a priority in international development cooperation.

#### **The communiqué included the following:**

”The Nordic Ministers are encouraging development agencies and relevant research institutions in the Nordic countries to include the rights and living conditions of disabled people in development research. They also underline that continued support to organisations for and of people with disabilities is an important part of getting this issue high on the agenda at global, regional and country level. The review of Nordic progress supports the view that it is necessary to make more concrete and consolidated plans if mainstreaming is to be achieved. The Nordic countries therefore have decided to work together to identify arenas where Nordic cooperation can lead to increased efforts. The main focus would be on increasing mainstreaming efforts, though targeted approaches could be applied when appropriate. As women with disabilities

often face double discrimination, gender issues need to be included. The relevant ministries in consultation with Nordic DPOs will review the common activities and arenas of cooperation identified at the next Nordic Development Ministers meeting.”

# Appendix 3:

## The rights of persons with disabilities in Swedish governing documents

### **Decision of the Riksdag on 16 December 2003, on Sweden's Policy for Global Development**

Sweden's policy for global development, PGD, emphasises that the work towards fair and sustainable global development is to have two perspectives: a rights perspective and the perspectives of the poor. The rights perspective involves a focus on discriminated, excluded and marginalised individuals and groups. People must be able to enjoy their rights regardless of sex, age, disability, ethnic origin or sexual orientation. It also says that the right to influence, participation and a say in their own lives is often limited for persons with disabilities, not least because of discrimination by those in their surroundings. Another reason to make the rights of disabled people a priority is that persons with disabilities are often among the poorest persons .

The Policy for Global Development emphasises that more work is needed to improve the judicial system in poor countries. Such measures can be extremely important in combating poverty and for gender equality and the rights of children and persons with disabilities . With respect to social development and security, special attention should be paid to groups with special needs, such as the elderly and the disabled. The WHO's work for the health of the disabled is also highlighted. Regarding humanitarian assistance, it is noted that there has been an increase

in assaults on civilians in armed conflicts and that disabled persons are especially vulnerable. In development cooperation, a goal-means analysis is carried out when country strategies [now called cooperation strategies] are being drawn up. The analysis is to cover all dimensions of poverty and result in prioritisation and proposed measures that can be expected to be most effective in helping combat poverty. The situation of children and disabled persons, and gender equality are to be particularly addressed.

### **Government Communication 2003/04:20, Human rights in Swedish foreign policy**

The communication follows up the Government's 1997 communication on human rights, which was the first overall presentation of human rights in Swedish foreign policy. In the section dealing with the rights of disabled persons, it is stressed that Sweden will continue to work to draw attention to the issue of discrimination on grounds of disability in the UN and other international arenas. Sweden was an active participant in the production of the UN Standard Rules. Sweden also acts to highlight the rights of disabled persons in all UN activities, for example, by asking various special rapporteurs to take them into account in country visits and in reports. The Government emphasises that Sweden will continue to be committed to drawing up an international convention to protect the rights of the disabled. Sweden is an active participant in the Ad Hoc Committee appointed by the UN General Assembly in 2001 to consider proposals for an international convention to promote and protect the rights and dignity of the disabled.

### **Government Communication 2001/02:186, A child rights perspective in international development cooperation**

The communication opens with a ten-point programme for the rights of the child in development cooperation. Point four says that "Swedish development cooperation must counteract discrimination. Children with disabilities



and other disadvantaged children must be given the same opportunities as other children.” Point five emphasises that development cooperation must continue to focus on “education for all”. The government emphasises that a child rights perspective in development cooperation means that the basic principles of the Convention on the Rights of the Child are to be guiding. One of these principles is non-discrimination. This means that vulnerable children, such as children with disabilities, are to have special support in order for their rights to be provided for. The government intends to make the following priorities to promote the rights of children with disabilities:

- Measures to enhance knowledge of disabilities in parents and other decision-makers.
- Measures to disseminate information, for example, via mass media.
- Support for analysis of laws and policies based on non-discrimination.
- Increased participation by disabled children and their parents in planning measures.
- Steps to strengthen the reporting of violations of the rights of children and adolescents with disabilities, and implementation of the UN’s Standard Rules for the Equalization of Opportunities for Persons with Disabilities.

### **Sida’s Perspectives on poverty, 2004**

The document “*Perspectives on Poverty*” sums up Sida’s view of how to combat poverty. The aim of the document is to disseminate a joint approach to improve coherence in the work of combating poverty. The Swedish version came into being after the Government had produced the new Policy for Global Development. In agreement with this, Sida emphasises that policy is to be characterised by a rights perspective and the perspective of the poor. Regarding the social and economic dimensions of poverty, Sida’s work includes support to measures that boost the effectiveness of antipoverty work by removing discrimination based on sex, ethnic origin, age, disability or other

types of inequality. Regarding the political dimensions of poverty, Sida supports measures that promote: human rights and democratisation by strengthening the capacity of state and civil society and the cooperation between them; legislation, policies and programmes in the area of human rights; increased participation of the poor in political, economic and social life; reformation of the public administration to achieve efficient delivery of services as well as accountability to the poor; and improvement of freedom of expression. The importance of thorough poverty analyses is emphasised. They should include analyses of the situation of the elderly, children and persons with disabilities and those who care for them. One of the principles for Sida's methodology work stresses the importance of reviewing existing Poverty Reduction Strategy Papers in policy dialogue and country strategy [now called cooperation strategy] processes, and how these have included the interests and views of the poor. The needs and opportunities of categories who are often excluded – including the disabled – are to receive special attention. The country strategy process is to report the choice of contributions with the departure point of the priorities in the country analysis and Swedish knowledge, as well as the comparative advantages and expected effectiveness of resources. Grounds are to be given for the choices made.

## **Health is Wealth, Sida's policy for health and development, 2002**

Sida's health policy formulates two goals for health-related development cooperation. Sweden is to help partner countries achieve better health through improvements in economic, social, cultural and environmental determinants of health, and through sustainable and effective health systems and service delivery to which everyone has access. Regarding access to health care, Sida notes that the needs of vulnerable groups such as adolescents and the disabled must be particularly addressed.

## **Education**

In Sida's policy for development cooperation in the education sector, one of the priorities is "meeting the special needs of children with disabilities, poor health or other learning problems through inclusive education". (Education for All: A Human Right and Basic Need, Sida's Policy for Development Cooperation in the Education Sector, 2001).

A position paper underlines the importance of inclusive education and how this can contribute to a better learning situation because the pupils do not only learn what is being taught by teachers, but learn from each other's differences in the classroom. (Education, Democracy and Human Rights, Position Paper, (2002).

The purpose of the reference paper is to contribute to implementation of support to inclusive education. The right to educational content and educational processes – i.e. access to education, its content and its results – is emphasised. A number of strategic areas are raised, including that sector programmes supported by Sida within the education field are to contain policies and/or strategies for integrated education, teacher training, exchange of experience between countries and cooperation with UNESCO, UNICEF and non-governmental organisations. (The right to education for children, young people, and adults with disabilities and special learning needs, Reference Paper, 2003).

## Appendix 4:

# Some websites of interest

**[www.un.org/esa/socdev/enable](http://www.un.org/esa/socdev/enable)** is the Official website of the UN Secretariat for the Convention of the Rights of Persons with Disabilities.

**[www.unhcr.ch/disability/study.htm](http://www.unhcr.ch/disability/study.htm)** presents the study by Gerard Quinn and Theresia Degener: “Human Rights and Disability: The Current Use and Future Potential of UN Human Rights Instruments in the Context of Disability”

**[www.worldbank.org/disability](http://www.worldbank.org/disability)** is the website for World Bank disability issues. The purpose of this site is to raise awareness of disability and development issues. A wide range of topics will be introduced as well as links to publications and additional resources on this matter.

**[www.ilo.org/employment/disability](http://www.ilo.org/employment/disability)** is the International Labour Organisation’s website on disability.

**[www.africandecade.org](http://www.africandecade.org)** The African Decade for Persons with Disabilities was proclaimed by the African Union Assembly of Heads of State in July 1999. The intention is to enhance the quality of life of disabled persons, through capacity building, policy formulation and advocacy and lobbying.

**www.disabilityworld.org** Disability world is a website dedicated to advancing an exchange of information and research about the international independent living movement of people with disabilities.

**www.edf-feph.org** European Disability Forum. A European umbrella organisation working to ensure disabled citizens' full access to fundamental and human rights.

**www.electionaccess.org** Election Access is the first and only clearinghouse for information on the participation of persons with disabilities in the electoral process.

**www.ifes.org** The International Foundation for Election Systems (IFES) is committed to extending the reach of democracy through technical assistance and support to governmental and nongovernmental organizations in new and emerging democracies.

**www.iddc.org.uk** IDDC is a self-managing group currently consisting of 16 international non-government organisations supporting disability and development work in over 100 countries globally. IDDC's aim is to more effectively and efficiently promote the rights of disabled people through collaboration and sharing of information and expertise. To achieve this aim, IDDC believes development policy and practice should be inclusive.

**www.yorku.ca/drpi** Disability Rights Promotion International (DRPI) is a collaborative human rights project working to establish an international monitoring system for disability rights.

**www.wid.org** World Institute on Disability (WID) is a non-profit research, training and public policy centre promoting the civil rights and the full societal inclusion of persons with disabilities.

**www.worldenable.net** WorldEnable is an Internet accessibility initiative in support of the international goals of equalizing opportunities for, by, and with persons with disabilities.

**www.stakes.fi/english/facts/socialservices.htm** The aim of this website is to provide a platform for sharing information on how to translate global development goals into local action and how people with disabilities can be included as beneficiaries and agents of action in the planning and implementation of poverty reduction strategies. It also shows how it has been done in practice.

**www.shia.se** SHIA – the Swedish Organisations’ of Disabled Persons International Aid Association – is a non-governmental organisation with 26 members, comprising Swedish DPOs actively concerned with international development cooperation. SHIA’s aim is to strengthen the efforts of persons with disabilities to achieve equality and participation. The organisation was formed in 1981, during the United Nations International Year of Disabled Persons. Activities are funded with grants from the member organisations and Sida (the Swedish International Development Cooperation Agency).

**www.handicap-international.org** Handicap International is an organisation with the objective to support people in situations of disability or vulnerability, whatever may be the cause and the environment underlying that situation: extreme poverty, exclusion, deficient social and health systems, serious violation or denial of basic rights, natural disasters, or violence and armed conflict.

**www.internationaldisabilityalliance.org** International Disability Alliance (IDA) is composed by eight international organisations of and for persons with disabilities. The aim is to be a spokesperson for the international disability movement in global policy matters and of facilitating cooperation and exchanges of information between the international disability organisations.

## **IDA member's websites:**

**www.dpi.org** Disabled Peoples' International is a network of national organizations or assemblies of disabled people, established to promote human rights of disabled people through full participation, equalization of opportunities and development.

**www.inclusion-international.org** Inclusion International is a grassroots organization of persons with an intellectual disability and their families which advocates with its member societies in over 115 countries for the inclusion of people who have an intellectual disability in all aspects of their communities, based on shared values of respect, diversity, human rights, solidarity and inclusion

**www.ifhoh.org** The International Federation of Hard of Hearing People consists of National Associations of and for hard of hearing and late deafened people, and parents' and professional organizations. The board members of IFHOH carry out their work on a voluntary basis.

**www.riglobal.org** Rehabilitation International is a worldwide network of people with disabilities, service providers and government agencies working together to improve the quality of life for disabled people and their families

**www.worldblindunion.org** The World Blind Union is the sole voice speaking on behalf of 180 million blind and partially sighted people in over 160 countries, representing approximately 600 organisations. The WBU advocates for human rights of blind and partially sighted people and seeks to strengthen their organizations and advance the participation of women and youth.

**www.wfdeaf.org** World Federation of the Deaf is the international non-governmental organisation representing Deaf people worldwide. A non-profit organization, WFD works for human rights and equal opportunities for Deaf people everywhere.

**www.wfdb.org** World Federation of Deafblind is a non-profit, benevolent society of national organizations of deaf blind persons, of deaf blind individuals, and of other concerned individuals, organized for the purpose of advancing the economic, educational and social welfare of deaf blind persons.

**www.wnusp.org** The World Network of Users and Survivors of Psychiatry is a global forum and voice of users and survivors of psychiatry, to promote their rights and interests.





*Halving poverty by 2015 is one of the greatest challenges of our time, requiring cooperation and sustainability. The partner countries are responsible for their own development. Sida provides resources and develops knowledge and expertise, making the world a richer place.*



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