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

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FOREWORD

WHY INCLUDE A DISABILITY PERSPECTIVE IN DEVELOPMENT PROJECTS?

Many people working in the field of development cooperation think that their work has no direct link to persons with disabilities. While producing this manual we discovered certain commonly held beliefs which lead development professionals to consider it unnecessary to include a disability perspective in their work. These commonly held beliefs are often based on false assumptions or limited information.

ASSUMPTION: "THERE ARE NOT SO MANY PERSONS WITH DISABILITY: WHY SHOULD I MAKE ALL THIS EXTRA EFFORT FOR JUST A FEW PEOPLE?"

The facts: There are about 600 million persons with disabilities in the world; 80% living in developing countries. Depending on the context, living conditions and the definition of disability used, 10 to 20% of the population have a disability[1]. A common approach to measuring the prevalence of disability in an internationally comparable way has been developed by the UN Washington Group on Disability Statistics[2]. According to these statistics, 19.4% live with a disability in the United States; 18.5% in Canada, 14.5% in Brazil 13.1% in Zambia and 10.3% in Nicaragua[3]. In Europe, the prevalence of disability is estimated to be 15% of the population[4].

In addition, the prevalence of disability is expected to increase rapidly (by 39% in developed countries; and by 46% elsewhere) because of factors such as violent conflicts; accidents, HIV&AIDS, environmental pollution and an ageing population[5].
Living with a disability not only affects the individual concerned; it also increases the vulnerability of entire families. In fact, the lives of 25% of the population in the Asia-Pacific region are estimated to be affected by disability[6]. Therefore, considering the perspectives of persons with disabilities in your work does not only address the needs of just a few people.

ASSUMPTION: "INCLUDING A DISABILITY PERSPECTIVE REQUIRES SPECIFIC EXPERTISE AND EFFORT: I AM NOT A SPECIALIST, I HAVE RESOURCE CONSTRAINTS AND MANY OTHER PRIORITIES".

The facts: Persons with disabilities are part of every target group. Most persons with disabilities do not need special facilities; their needs can be met by ordinary services with increased awareness, change in attitudes, and only minor practical adjustments. They are people first; having rights, needs, and expectations. Most importantly, persons with disabilities are amongst the poorest, most marginalised, voiceless and disadvantaged in society. They have the same rights related to access to health, education or decent transport services as any other target group. Therefore, when programmes and services are being developed, persons with disabilities should be included and consulted as part of the target population on the same basis as every other person.
Furthermore, including persons with disabilities in a development project does not necessarily require that many extra resources. Surveys demonstrate for example that the cost impact to ensure that new buildings are accessible to persons with disabilities is 1.12% on average, ranging from 0.1% for public building to 3% for individual homes[7].

[1] STAKES: Lable Us Able: A Pro-Active Evaluation of Finish Development Cooperation from a Disability Perspective. p. 27. www.dfid.gov.uk/pubs/files/disability/dfid-and-disability.pdf
[2] (http://www.cdc.gov/nchs/citygroup.htm)
[3] http//www.worldbank.org
[4] EC: Equal opportunities for people with disabilities in the EU. Communication from the European Commission on establishing equal opportunities for people with disabilities: a European action plan (COM/2003/650) 2003. http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2003:0650:FIN:EN:PDF
[5] Wiman R, et al: Meeting the needs of people with disabilities. A technical note for the World Bank Poverty Reduction Sourcebook. 2002
[6] Asian Development Bank (ADB) 2002, Regional workshop on Disability and Development – draft recommendations on Disability, Manila, October 2002
[7] EC/ECHO: Review of Core Cross-Cutting Issues and Key Objectives affecting Persons in Humanitarian Crises. 2005. p. 48

The main effort required to include persons with disabilities is to be aware of the need to include a disability perspective and to engage the disability stakeholders throughout the project management cycle to ensure that programmes, projects and resultant processes and services are accessible to them on a similar basis to what is available for others[8].

INCLUDING DISABILITY IN YOUR PROJECTS WILL BRING YOU BETTER RESULTS AND IMPACT

You are involved in development project management, developing programmes and services for the well-being of populations in various countries. You want to reach better project results and higher impacts. Including the perspectives of persons with disabilities in your work will help you to do so.

This manual offers suggestions on how projects addressed to a population in general can also benefit persons with disabilities, without or with comparatively little additional resources, and without being a specialist.

[8] op. cit

INTRODUCTION- THE PURPOSE OF THIS MANUAL AND HOW TO USE IT

Disability is often seen as a "specialist" issue which is difficult to deal with. This manual is not designed to make you a disability specialist. It aims to provide the basic information that you need to include a disability perspective in your daily work, with a specific focus on including a disability dimension in Project Cycle Management (PCM).

WHAT IS THE PURPOSE OF THIS MANUAL?

To give practical guidance and practical tools to operational staff of the European Commission (EC) to include a disability perspective in project cycle management.

Thus, this manual is clearly based on the EC's own PCM guidelines and tools. It aims to support the inclusion of the perspectives of persons with disabilities throughout the project management cycle; from programming through to evaluation.

The general political and legal framework on disability is given by the UN Convention on the Rights of Persons with Disabilities (UNCRPD)[1] and the EC's Guidance Note on Disability and Development[2]. More specifically, the European Parliament resolution on disability and development[3] (P6_TA(2006)0033) stresses "that disability issues should be reflected in the Commission's development policies and in its specific programmes" and calls on the Commission to develop "a detailed, technical implementation action plan to implement its Guidance Note, including guidelines on (…) an inclusive Project Cycle Management handbook"[4]. This manual will contribute to the EC's efforts to make these guiding texts operational.

Since this manual is addressed to all operational staff of the EC experienced in using the PCM guidelines both at Brussels and at Delegation level, it does not describe in detail what the PCM principles are. For readers unfamiliar with the EC PCM Guidelines, these can be downloaded from the EC web-site[5]. Tools developed in Part II specifically follow the PCM internal guidelines used by EC staff and directly refer to sections of the PCM guidelines.

To assist other stakeholders concerned with inclusion of a disability perspective in development projects.

While the manual is specifically designed to accompany the PCM of the EC it can also assist other stakeholders such as Civil Society Organisations, or consultants engaged in the design and delivery of EC supported projects and programmes; they can either use the guidance or practical tools themselves, or share them with their interlocutors in Delegations.

[1] http://www.un.org/esa/socdev/enable/rights/convtexte.htm
[2] http://ec.europa.eu/development/body/publications/docs/Disability_en.pdf
[3] http://www.guengl.eu/upload/docs/P6_RC(2006)0031_EN.doc
[4] (P6_TA(2006)0033) - http://www.europarl.europa.eu/sides/getDoc.do?pubRef=-//EP//TEXT+TA+P6-TA-2006-0033+0+DOC+XML+V0//FR
[5] http://ec.europa.eu/europeaid/multimedia/publications/documents/tools/europeaid_adm_pcm_guidelines_2004_en.pdf

WHAT WILL THIS MANUAL NOT COVER?

This manual is developed by **cbm** within the framework of the project 'Breaking the Cycle of Poverty and Disability in Development Cooperation' financed by the EC, DG Employment and Social Affairs, and coordinated by members of the International Development and Disability Consortium (IDDC).
(see: www.make-development-inclusive.org)
Due to time limitations and activity constraints, this manual cannot cover all areas where a disability perspective should be included. This first edition is limited to the EC's project cycle management and some specific, high priority sectors.

The manual does not cover other aid instruments of the EC such as global budget support and sector policy support programmes. In the future, the IDDC does intend to develop specific guidance for supporting disability-inclusive practices for other major aid instruments.
The manual does not cover PRSPs or other broader national frameworks, except for those directly related to the PCM: Country Strategy Papers (CSPs), National Indicative Programmes (NIPs) and Regional Strategy Papers (RSPs). An overview of existing guidelines and manuals in relation to these frameworks can be found in the section "Resources on disability and development". Nevertheless, you will find in the on-line tool-box, practical disability-inclusion tools that can also applied in other contexts. (see: Tools for planning and programming for general use)

HOW TO USE THIS MANUAL?

The manual is divided into three parts; the first one provides concepts and guiding principles related to including the perspectives of persons with disabilities in development projects. The second one gives the practical tools and guiding steps for a disability-inclusive management of the project cycle. All tools mentioned in the manual are only available online and can be downloaded in pdf format from the online toolbox on www.make-development.inclusive.org

■ **Part I -** "Concepts and Guiding Principles "
Concepts and guiding principles are presented in concise form, with only one or two pages per concept. At a glance, this part will give you the key messages and information you need to know for including a disability perspective in your project. Throughout the first part you will find examples, resources and web links. This allows you to link concepts on disability inclusion with practical tools (see Part II and Part III, the Online Toolbox).

■ **Part II -** "A Practical Guide"
This section directly refers to the PCM Guidelines. Thus, it aims to support inclusive practices throughout the project management cycle, from programming, through identification and formulation, to implementation and evaluation. The second part has been designed to correspond with the phase of the project cycle you are concerned with; and you have the option to download the relevant tools. For each phase of the PCM you will find basic information on inclusion of a disability perspective, its purpose, expected results and possible difficulties you may encounter, as well as the cost implications. Case studies illustrate at each phase how the perspectives of persons with disabilities can be included in practice.

■ **Part III -** The Online Toolbox
The third part is available on the project website www.make-development-inclusive.org. It contains the downloadable practical tools which can be used during the different phases of the project cycle. There is also a quick guide to the online toolbox. Our intention is to adapt, change and expand this on-line toolbox in the future in accordance with user feedback.

WHAT IS DISABILITY- A WORKING DEFINITION FOR THIS MANUAL

Disability is not something that a person possesses. A physical, intellectual, mental or sensory impairment can be more or less disabling depending on the context in which it occurs. Disability is not an 'all-or-nothing' matter. We often use one single word, "disability", to cover many situations. Some disabilities can be highly visible, some are not; some are mild, others are more severe. Some forms of impairment or health conditions may result in temporary loss of function, while others are permanent in nature. Some disabilities are present at birth; others may occur at any time. During his/her life-cycle a person may experience any or all of these situations.

A WORKING DEFINITION OF DISABILITY FOR THIS MANUAL

Definitions of disability are diverse, and usually designed according to their purpose (depending upon whether the definition of disability is needed, for example, in order to plan social security /disability benefits, for education or for addressing discrimination cases on disability grounds). For this reason, we propose a definition of disability for this manual which is also 'fit for purpose'. The purpose of this manual is to support the inclusion of the perspectives of persons with disabilities in the management of the project cycle. Therefore the definition of disability which we propose is not 'fit for all purposes' but only for this purpose: to capture the aspects of disability which lead to persons with disabilities being excluded in the management of the project cycle.

Since we are addressing the exclusion of the perspectives of persons with disabilities; we will begin by defining who we mean, using the definition of persons with disabilities from the UNCRPD: 'Persons with disabilities include those who have long-term physical, mental, intellectual, or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others'.[1]

'WHAT IS DISABILITY?'

Maya is 34 and lives in a rural area of India. In a road traffic accident she injured her back. She was taken to hospital and diagnosed as having a spinal cord injury (**health condition or physical impairment**). She cannot move her legs; she can sit up, but cannot walk (**difficulty in functioning**). Her family takes her home as they cannot afford further rehabilitation or hospital based care (**her economic situation is a barrier**) - there is no system in place to ensure her costs would be covered through social welfare, etc (**the policy environment is a barrier**). Maya is given a wheelchair but her home is on a hill, with steps leading up to it, so she cannot independently move around herself (**the physical environment is a barrier**). While she is physically able to sit up and can do many things, she often stays at home; the perception of her community is that she can no longer take part in many community activities (**the attitudes in her environment are a barrier to her participation**). Maya has a disability which is a combination of all these factors.
An impairment or health condition can be more or less disabling depending on the context in which it occurs.

[1] http://www.un.org/disabilities/default.asp?navid=12&pid=150

For our current purpose, we define disability itself as a difficulty in functioning at the body, person, or societal levels, in one or more life domains, as experienced by an individual with a health condition or impairment in interaction with contextual factors[2].

DISABILITY IS AN EVOLVING CONCEPT

While in the past disability was considered to be a purely medical or individualised concept, it is now largely accepted that this medical or individual model does not accurately describe the concept of disability; it neglects the highly important contextual factors which may greatly increase the functional limitations a person with disability experiences. Maintaining medical or individual views of disability will, therefore, not result in the inclusion of persons with disabilities in society. **In order to include the perspectives of persons with disabilities in any process the contextual factors which serve to exclude person with disabilities need to be recognised and addressed.**

CONTEXTUAL FACTORS WHICH ARE DISABLING BARRIERS

■ Physical barriers:
Inaccessible buildings, schools, clinics (high concrete platforms, steps, narrow entrances, slippery floors, etc.), transport, roads and infrastructures.

■ Institutional barriers:
Lack of consultation with persons with disabilities and their representative groups, legislation, policies and strategies that discriminate against persons with disabilities, (or absence of anti-discrimination legislation policies and strategies), disability seen as a “specialist” or welfare issue

■ Attitudes and social barriers:
Negative behaviour of family, community, authorities; prejudice, pity, overprotection; social stigma and discrimination against persons with disability and their families (e.g.: the whole family may be ostracised or isolated for having a family member with disability)

DIFFERENT TYPES OF IMPAIRMENTS

Defining disability by referring to impairment reflects a view of disability that resonates with the medical model we mentioned above. However, for the purpose of planning development activities it is worth knowing the different functional limitations that persons with disabilities can have, in order to be able to understand the ways in which situations need to be adapted.
Ronald Wiman and al. define the different types of impairment as follows[3]:

Difficulties in moving

Approximately 40% of all people with a disability have some difficulties in moving (prevalence: 20-25 / 1000).

Neurological conditions

Constitute the second category in prevalence. This category includes intellectual disability, mental illness and epilepsy. This group of disabilities covers 30% of all people with disability (9-15 / 1000).

Visual and hearing or speech difficulties

Third and fourth common categories, with a prevalence of 15% in population with disability; 5-8/1000 in the general population)

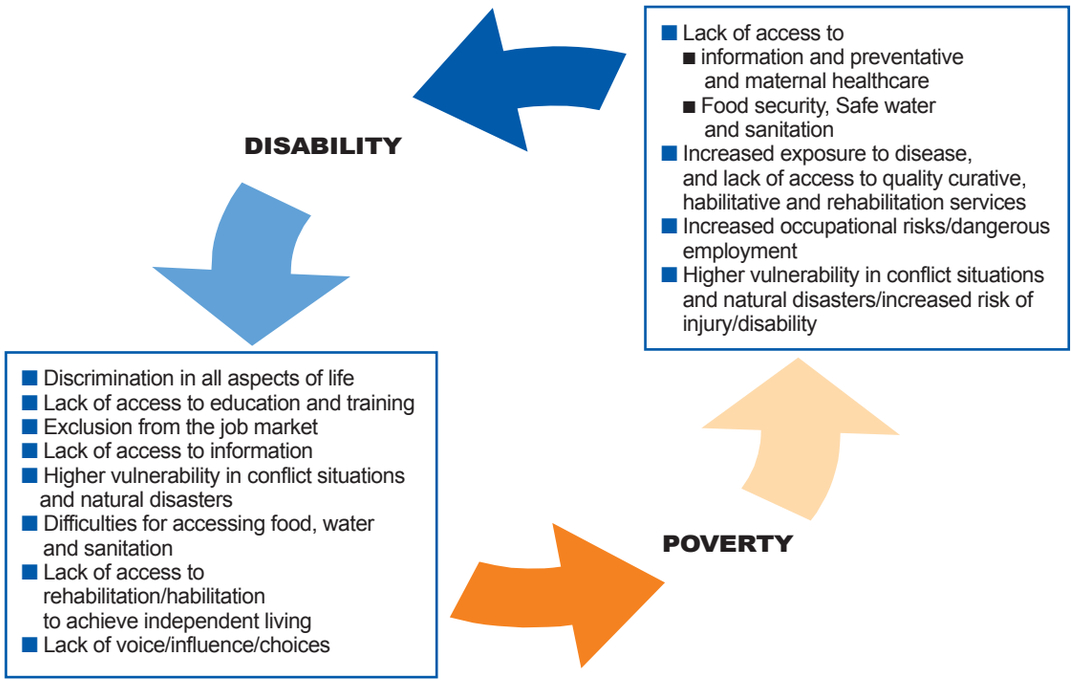
[2] The Lancet, ‘The Definition of disability: what’s in a name?’ Volume 368, Number 9543, 7 October 2006 http://www.thelancet.com/journals/lancet/article/PIIS0140673606694981/abstract
[3] STAKES: Label us able. www.dfid.gov.uk/pubs/files/disability/dfid-and-disability.pdf and Wiman R. et al : Meeting the needs of people with disabilities – a technical note for the World Bank Poverty reduction sourcebook. 2002

WHY A DISABILITY PERSPECTIVE SHOULD BE INCLUDED IN ALL POVERTY REDUCTION PROJECTS

This section aims to demonstrate that including the perspectives of persons with disabilities is crucial to success of any projects aimed at fighting poverty; firstly, because of the intractable link between poverty and disability, and secondly, because the Millennium Development Goals(MDGs) cannot be achieved without addressing disability[1].

Of the estimated over 600 million persons with disabilities worldwide, about 80% live in Developing Countries and 82% live below the poverty line[2].The World Bank estimates that persons with disabilities comprise about 20% of the poorest of the poor[3]. The relationship has often been described in the literature as a vicious circle, with poverty leading to disability, and disability leading to, and deepening poverty.

The relationship between poverty and disability



[1] DFID: How to note, a DFID Practice Paper ; working on Disability in Country Programmes. 2007. http://www.dfid.gov.uk/pubs/files/DisguideDFID.pdf
[2] Hope, T: Disabilities : Aid groups call for a UN Convention to protect rights', UNWire. 2003
[3] Elwan, A.: Poverty and Disability : a survey of literature. World Bank. 1999

POVERTY AS A CAUSE OF DISABILITY

According to WHO, DfID and World Bank estimates (2000), 50% of impairments leading to disabilities are preventable and directly related to poverty. In 2006, 100 million people in the world acquired a disability due to malnutrition; malnutrition and disability and poverty are inextricably intertwined[4].

DISABILITY LEADS TO POVERTY AND DEEPENS POVERTY AT INDIVIDUAL AND FAMILY LEVEL, AT THE COMMUNITY LEVEL, AND AT THE GLOBAL LEVEL

Disability and poverty at the individual level

- People living in poor communities are more at risk of impairment leading to disability because of lack of access to adequate nutrition, preventative, curative and maternal health care, water and sanitation, safe employment or security in conflict and natural disasters.
- An adult or child living with a disability is likely to be discriminated against and denied their right to education which leads to exclusion from the social and economic life of the community and eventual unemployment, which deepens poverty. Importantly, persons with disabilities rarely get the opportunity to voice their views and influence decisions affecting their lives. As they are often excluded from development programmes they face difficulties in breaking out of the circle of poverty and disability.
- From an economic point of view, an individual experiences a doubling of the cost of disability: Firstly, there are direct costs for treatment or rehabilitation, including user fees and transport costs. Secondly, income is foregone- potentially both for the person with disability and their assistants or families.

Disability and poverty at family and community level

- It is estimated that one out of four persons has a family member with a disability; the lives of 25% of the population in the Asia-Pacific region are believed to be impacted by disability[5]. Rates of poverty are known to be higher in households with a person with disability. Household members spend time and money taking care of their family member who needs personal assistance and has not had access to support services or rehabilitation which would lead to independent living. Family members may be kept from economic activities, school, etc[6].

Disability and poverty at the global level

- In 1993, the UN estimated that 25% of the entire population is adversely affected as a result of disabilities[7]. World Bank studies estimated the global GDP loss due to disability from $1.71 trillion to $2.23 trillion annually[8] and that developing countries experience from 12- to 20% of their population as non-productive due to disability[9].

[4] DFID: Disability, poverty and development. 2000. www.dfid.gov.uk/pubs/files/disabilities.pdf
[5] Asian Development Bank (ADB): Regional workshop on Disability and Development – draft recommendations on Disability, Manila, October 2002
[6] The World Bank: Social Analysis and Disability: a guidance note. Incorporating disability-inclusive development into Bank-supported projects; 2007, p. 10
[7] DfID. 2000 (op. cit)
[8] Berman Bieler, R.: The MDGs, Disability &Inclusive Development World, Inter-American Institute on Disability & Inclusive Development, October 2006, Presentation. http://siteresources.worldbank.org/DISABILITY/Resources/News—Events/463933-1163109717105/RBB_WCCD.pdf
[9] Source: The World Bank. 2007(op. cit)

Disability and MDGs[10]

The MDGs cannot be achieved without including persons with disability.

■ MDG 1: Eradicate Hunger and Poverty

Persons with disabilities make up as much as one-fifth of the people living in poverty worldwide[11]. If we ignore persons with disability in poverty reduction projects and programmes, we ignore 20% of the world's poorest most excluded people.

■ MDG 2: Achieve Universal Primary Education (UPE)

The EFA Global Monitoring report[12] states that one third of out of school children has a disability. How will UPE be reached without a concerted effort to get children with disability to school?

■ MDG 3: Promote Gender Equality and Empower Women

Women and girls with disabilities are more likely to be victims of sexual abuse. Only one percent of women with disabilities is estimated to be literate. The fight for gender equality should emphasise achieving gender equality for the most discriminated against women.

■ MDG 4: Reduce Child Mortality

Mortality for children with disabilities can be as high as 80% even in countries where under-five mortality is below 20%[13]. All efforts to reduce child mortality should pay particular attention to the most disadvantaged children.

■ MDG 5: Improve Maternal Health

UNFPA estimates that as many as 20 million women per year develop a disability or long-term complications as a result of pregnancy and childbirth[14]. Abnormal pre-natal or peri-natal events are a major cause of disability in children. A large number of peri-natal disabilities in children can be prevented by training midwives and birth attendants[15]. Improved maternal healthcare will reduce disability both for women and for children.

■ MDG 6: Combat HIV/AIDS, Malaria, TB and other Diseases

In the global flight against HIV AIDS, TB and other diseases, persons with disabilities are largely excluded; both from prevention and treatment. Persons with disabilities make up 10% of any given population (WHO) and they are more exposed to every risk factor for HIV and AIDS[16]. How can they still be excluded from reproductive health and disease prevention programmes?

■ MDG 7: Ensure Environmental Sustainability

Access to natural resources and the impact of climate change affects persons with disabilities as part of the overall population. Given their often marginalised position in society, the impact on persons with disabilities can be even greater.

■ MDG 8: Develop a Global Partnership for Development

If the Global Partnership for Development is aimed at poverty reduction- then it is essential that persons with disabilities are involved.

[10] Adapted from: The World Bank: Social Analysis and Disability (op. cit) and Guernsey, N. et al: Make inclusion operational, the World Bank, Legal and Institutional Resources for World Bank Staff on the Inclusion of Disability Issues in Investment Projects. 2006
[11] Elwan, A.: Poverty and Disability; A survey of the Literature. The World Bank. 1999. http://siteresources.worldbank.org/INTPOVERTY/Resources/WDR/Background/elwan.pdf
[12] UNESCO: EFA Global Monitoring Report 2007 features early childhood care and education. http://unesdoc.unesco.org/images/0014/001477/147794E.pdf
[13] DFID: 2000 (op.cit.)
[14] UN Population Fund (UNFPA): UNFPA Promotes Safe Motherhood. http://www.unfpa.org/rh/mothers/index.htm , cited in ACFID: ACFID Issues Paper. Disability and the Millennium Development Goals. 2007. http://www.acfid.asn.au/what-we-do/docs_what-we-do/docs_issues/docs_disability-and-development/disability-and-mdgs.pdf
[15] INFPA, cited in ADFID 2007 (op. cit.)
[16] Yale/World Bank Global Survey on HIV/AIDS and Disability http://cira.med.yale.edu/globalsurvey

IS DISABILITY INCLUSION RELEVANT IN YOUR PROJECT?

WHY SHOULD DEVELOPMENT PROJECTS INCLUDE THE PERSPECTIVES OF PERSONS WITH DISABILITIES?

The last section argued that when strategies and projects are developed with the aim of reducing poverty and improving the well-being of the population, then they are relevant for persons with disabilities.

Persons with disabilities are children, women and men of all ages, with diverse impairments and life contexts. Like ever other person, they should enjoy equal rights, including the right to participate in matters that concern them. They may experience multiple forms of discrimination, for being female, being older, being from an ethnic minority, or living with HIV&AIDS. One single solution does not suit all of these people in each of their situations. Therefore, persons with disabilities cannot be considered as a homogenous group whose rights will be addressed by only developing specific and separate disability support projects.

Persons with disabilities are part of every population a project may target.

WHAT DO WE MEAN BY 'THE INCLUSION OF A DISABILITY PERSPECTIVE'?

Inclusion of a disability perspective is, from the manager's point of view, a process of change. Nevertheless, change does not signify revision of the main activity. This process of change mainly involves taking the perspectives of persons with disabilities into consideration at each stage of the project cycle. It can be seen as a shift from classical development work to inclusive development.

The World Bank[1] defines inclusive development as the result of a combination of principles and processes:

- **Inclusion:** persons with disabilities should be accepted as equal partners in development and included as full participants in all development activities
- **Equity:** persons with disabilities should enjoy equitable access to the benefits resulting from development activities. In addition, development activities should promote non-discrimination and equal opportunities for persons with disabilities to participate in every facet of life – civil, political, economic, social and cultural
- **Access:** persons with disabilities should enjoy access to the built environment, transportation, information, and communications infrastructure, so that they can participate in all aspects of life and thus enjoy the full range of human rights.

[1] Guernsey, K. et al: Making Inclusion Operational. Legal and Institutional Resources for World Bank Staff on the Inclusion of Disability Issues in Investments Projects. 2006. http://siteresources.worldbank.org/DISABILITY/Resources/280658-1172611505565/MakingInclusionOp.pdf . p. 11

CHECKLIST[2]: IS DISABILITY INCLUSION RELEVANT TO YOUR FIELD OF WORK?

Does the planned development activity contain one or more of the following elements?

- Design and construction of the built environment, particularly public buildings, facilities and housing;
- Development of infrastructure, including transport systems, telecommunications, water supply and sanitation facilities
- Development of small scale industries and enterprises
- Urban/rural community development
- Development of health care and social services systems facilities
- Human resources development, including:
  - Pre-school, primary and secondary education
  - Higher education
  - Adult education
  - Vocational training
  - Public education campaigns
- Income generation, with special emphasis on improving the situation of the poorest segments of society
- Training of development policy, programme and project personnel.
- Human rights
- Enhancing the capacity of civil society organisations
- Gender equality
- Childrens rights
- Improving governance

If a development activity includes **one or more** of the above elements, then the activity **is relevant** from the perspective of persons with disabilities and their families/ or their communities.

[2] Wiman, R. The Disability Dimension in Development Action. Manual on Inclusive Planning. Revised on-line version 2003. p. 15. http://www.un.org/esa/socdev/enable/publications/FF-DisalibilityDim0103_b1.pdf

DIFFERENT DEGREES OF DISABILITY INCLUSION

Inclusion is not an 'all-or-nothing' matter. Depending on your context, and on the development issues you deal with, the degree of disability inclusion required will vary.

HOW TO DETERMINE THE DEGREE OF INCLUSION REQUIRED FOR YOUR PROJECT– AN ASSESSMENT SCALE[1]

Here we propose an assessment scale, illustrated by examples. This will support you in determining what degree of disability inclusion is required for any given project. The scale goes from 1 (low degree of inclusion required) to 3 (high level of disability inclusion required). For each degree of disability inclusion, you will find indicators which tell which level is appropriate and examples of specific sectors. You will find practical guidance and recommendations for ensuring a minimum standard of participation of persons with disability in Part II, A Practical Guide.

In general, for strategies and projects which are developed to reduce poverty and to improve the well-being of groups of a population, the perspectives of persons with disabilities need to be included. They are part of each target group: women, children, target populations of HIV&AIDS and health programmes etc.

DEGREE 1 – LOW DEGREE OF DISABILITY INCLUSION REQUIRED

- For projects that do not target people or intend to improve living conditions
- For projects that support related institutions

Examples of concerned sectors:

- Veterinary services
- Tax administration, taxpayer's management and effective exchange of information
- Anti-corruption, anti-money laundering and counter-terrorist financing, etc

DEGREE 2 – MEDIUM DEGREE OF DISABILITY INCLUSION

- For projects that address the wellbeing of all people (i.e. the whole population or subgroup in the area)
- For projects that focus on essential / basic services
- For projects supporting institutions which implement the types of project mentioned above
- For any of the identified problems/strategies that have a direct or indirect impact on persons with disabilities, their living conditions or prevention of disability.

Examples of concerned sectors:

- Research, science and technology, Climate change, Disaster risk reduction
- Territorial development, etc Private sector development
- Sustainable land management

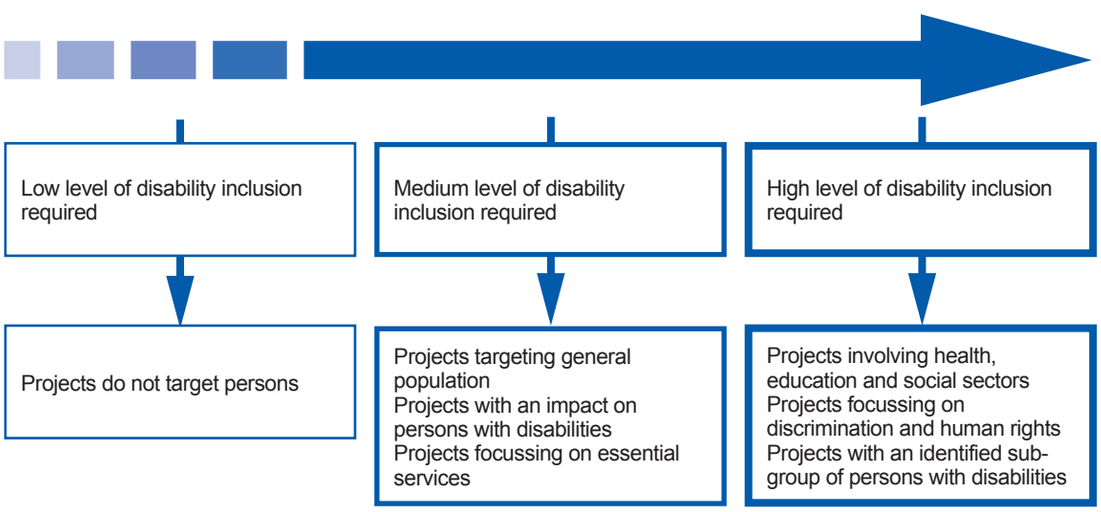
[1] Adapted from Wiman, R.: The Disability Dimension in Development Action. Manual on Inclusive Planning. Revised on-line version 2003; http://www.un.org/esa/socdev/enable/publications/FF-DisalibilityDim0103_b1.pdf

DEGREE 3 – HIGH DEGREE OF DISABILITY INCLUSION REQUIRED

- For projects that involve social, health and education sector components
- For projects concerned with discrimination and human rights
- For projects with a subgroup of persons with disabilities in the target group
- For projects that contain a specific disability component in addition to more general activities
- For projects supporting institutions aiming at implementing one of the types of project mentioned above.

Examples of concerned sectors:

- Health, including HIV and AIDS
- Education
- Social sector and housing
- Urban development including transport, Water and sanitation
- Democratisation and human rights
- Information and communication technologies
- Social cohesion and employment
- Energy, Food security
- Governance, Conflict prevention



DISABILITY SPECIFIC PROJECTS

In this manual we are primarily discussing the inclusion of a disability perspective in development projects in general (sometimes called 'mainstreaming'). Another approach is to have 'disability specific' projects. Disability specific projects are designed to empower persons with disabilities. While this manual deals with the disability-inclusive approach, in most situations, because of the inequality faced by persons with disabilities, disability specific projects are also necessary.

WHEN ARE DISABILITY SPECIFIC APPROACHES USED?

- For projects that specifically focus on persons with disabilities
- For projects supporting institutions that implement these types of projects

Examples of concerned sectors and activities:

Projects to enhance the capacity/ the empowerment of disabled people's organisations
Projects developed to create equitable access to health/ education/ habilitation/ rehabilitation for persons with disabilities.

THE LEGAL AND POLICY FRAMEWORK FOR DISABILITY INCLUSION IN EC DEVELOPMENT COOPERATION

This section provides guiding references to the essential legal and political documents which support, justify and provide the foundation for action to advance the inclusion of persons with disabilities within development projects/programmes of the EC. The texts mentioned below are directly applicable to the EC. For each of the texts you will find:
- **the key message of the text**
- **how and in which context the text can be used to support disability inclusion**
- **the electronic source for the text.**

THE EUROPEAN FRAMEWORK

EU TREATIES

The EU Treaty (Article 6 (ex Article F) and Article 181 bis) sets down human rights as a transversal objective of all of the EU's external activities as well as its internal activities. Article 13 of the EC Treaty provides that the EC may, subject to a unanimous decision of the Council, act to combat discrimination based on disability among other grounds.

GUIDANCE NOTE ON DISABILITY AND DEVELOPMENT (2004)

- **Key message:** The Millennium Development Goals cannot be achieved without taking into consideration and empowering persons with disabilities.
- **How to use it:** For any project/ programme related to poverty reduction and the achievement of MDGs
- **Source:** http://ec.europa.eu/development/body/publications/docs/Disability_en.pdf

THE DEVELOPMENT COOPERATION INSTRUMENT (DCI) (18.12.2006)

- **Key message:** The Regulation calls for involvement of all sections of society, including persons with disabilities and requires the ECs financial support for measures which increase access to and provision of health services for persons with disabilities. It also supports actions on universal primary education by 2015, and, actions to fight against poverty, inequality, exclusion of disadvantaged and marginalised groups.
- **How to use it:** For any project/ programme related to poverty reduction/the achievement of MDGs.
- **Source:** http://europa.eu/scadplus/leg/en/lvb/l14173.htm

THE JOINT AFRICA-EU STRATEGY AND ACTION PLANS (SIGNED DECEMBER 2007- LAUNCH ACTION PLANS 2008)

- **Key message:** The strategy and actions plans include disability in the health and education sector in particular. The Action Plan on the MDGs has specific objectives on achieving access to education and access to healthcare and rehabilitation for persons with disabilities.
- **How to use it:** For any project / programme related to poverty reduction and the achievement of MDGs in Africa.
- **Source:** http://www.eu2007.pt/NR/rdonlyres/D449546C-BF42-4CB3-B566-407591845C43/0/071206jsapenlogos_formatado.pdf

THE INVESTING IN PEOPLE – STRATEGY PAPER FOR THE THEMATIC PROGRAMME 2007 – 2013

- **Key message:** The perspective of persons with disabilities is considered as a cross cutting issue in the four main areas: good health for all, education knowledge and skills, gender equality, other areas.
- **How to use it:** For any Human and Social Development project / programme
- **Source:** http://ec.europa.eu/development/Policies/9Interventionareas/HumanDev_en.cfm

EC REGULATION ON ESTABLISHING A FINANCING INSTRUMENT FOR THE PROMOTION OF DEMOCRACY AND HUMAN RIGHTS WORLDWIDE

- **Key message:** Provides explicit language in support of advancing the human rights of persons with disabilities in EC human rights activities across the world (reference Article 2 (Scope) which includes a specific clause on the Rights of Persons with Disabilities (Article 2.1(b)(vii)).
- **How to use it:** For any Human Rights initiatives including capacity building of organisations of persons with disabilities
- **Source:** Regulation (EC) No 1905/2006of the European Parlimanet and the Council of 18 December 2006. http://eur-lex.europa.eu/lex/LexUriServ/LexUriServ.do?uri=OJ:L:2006:378:0041:0071:EN:PDF

THE EUROPEAN INSTRUMENT FOR DEMOCRACY AND HUMAN RIGHTS (EIDHR) 2007-2010: THE STRATEGY PAPER

This strategy document complements the geographical and thematic programmes of the EC, providing support at national, regional and international level, outside Europe.

- **Key message:** Promotes the mainstreaming of the rights of people with disabilities and gives specific capacity building support to disability NGOs working on human rights and political participation and representation.
- **How to use it:** For any Human Rights project / programme
- **Source:** http://ec.europa.eu/europeaid/where/worldwide/eidhr/index_en.htm

EUROPEAN PARLIAMENT RESOLUTION ON DISABILITY AND DEVELOPMENT (2006)

This resolution was adopted by the European Parliament Plenary in January 2006.

- **Key message:** the European Parliament calls for disability issues to be reflected in the ECs development policies and programmes and requests that disability issues must be mainstreamed at all levels from policy development to evaluation.
- **How to use it:** For any development project / programme
- **Source:** P6_TA-PROV(2006)0033 – 19 January 2006
  http://www.europarl.europa.eu/sides/getDoc.do?pubRef=-//EP//TEXT+TA+P6-TA-2006-0033+0+DOC+XML+V0//EN

COMMUNICATION FROM THE COMMISSION: 'A SPECIAL PLACE FOR CHILDREN IN EXTERNAL ACTION' AND ANNEX 'CHILDREN IN EMERGENCY AND CRISIS SITUATIONS'

- **Key message:** In the Communication it is recognized that there are children who are at particular risk and who require special attention, including children with disabilities. In the Working Paper 'Children in Emergency and Conflict Situations' an analysis is made of the particular vulnerability of children with disabilities in conflict and emergencies and their inclusion in the response strategy is emphasized in particular for education in emergencies.
- **How to use it:** for all external actions concerning children.
- **Source:** http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2008:0055:FIN:EN:PDF

EU-ACP JOINT PARLIAMENTARY RESOLUTION ON PERSONS WITH DISABILITIES[1] (2.4.2002)

- **Key message:** Within all development initiatives, the principles of equalization of opportunities and the full and equal participation of persons with disabilities in society should be promoted.
- **How to use it:** For any development programme in the Africa Caribbean Pacific region
- **Source:** http://www.iddc.org.uk/dis_dev/mainstreaming/acp_rights.doc
  ACP-EU JPA website: http://www.europarl.europa.eu/intcoop/acp/10_01/default_en.htm

THE INTERNATIONAL FRAMEWORK

Two essential texts which are recognized by the European Union and which establish the international framework for disability rights and disability inclusion are: **the UN Standard Rules on the Equalization of Opportunities for Persons with Disabilities**[2] (1993) and the recently adopted **UN Convention on the Rights of Persons with Disabilities** (UNCRPD) adopted on 13 December 2006[3], signed in March 2007 by the European Communities and came into force on May 3rd 2008.

- **Key message of the UNCRPD:** All persons with all types of disabilities/impairments enjoy all human rights and fundamental freedoms. It identifies areas where adaptations have to be made for persons with disabilities to effectively exercise their rights.
- **How to use it:** Depending on programmes and their focus, one (or more) of the eight guiding principles underlying the UNCRPD can be utilized to ensure the inclusion of persons with disabilities. **Article 32 specifically demands the inclusion of persons with disabilities in International Cooperation, and Article 11 in Situations of Risk and Humanitarian Disasters.**
  If the partner country has signed the UNCRPD, this is an excellent basis for encouraging governments to ensure that persons with disabilities are included in all aspects of policy making and development planning. Countries that have not yet ratified the UNCRPD are equally under an obligation to ensure the full and effective enjoyment of all human rights for all persons, including persons with disabilities.
- **Source:** UNCRPD http://www.un.org/disabilities/convention/conventionfull.shtml
  UN Standard Rules http://www.un.org/esa/socdev/enable/dissre00.htm

[1] ACP-EU 3313/01/final and ACP-EU 3398/02/final - c_07820020402en00220083-ACP-JPA Resolution on Disability and Older People.pdf
[2] http://www.un.org/esa/socdev/enable/dissre00.htm
[3] http://www.un.org/disabilities/convention/conventionfull.shtml

WHO ARE THE STAKEHOLDERS FOR DISABILITY INCLUSION?

The Project Cycle Management Guidelines (among other development methodologies) promote the participation and ownership of stakeholders in the development process; participation and ownership are keys to success; ensuring relevance, effectiveness and sustainability.

In order to include the perspectives of persons with disabilities throughout the project cycle it is crucial to understand and involve the stakeholders concerned. From national to local government, and from private to public spheres, stakeholders for disability inclusion include the following:

GOVERNMENT: AT NATIONAL AND LOCAL LEVEL

GOVERNMENT DEPARTMENTS AND MINISTRIES

Disability issues should concern all government departments and ministries. Till now in many countries the leading ministry is often the Ministry of Health and/or the Ministry of Social Affairs. Technically, the Ministry of Health focuses more generally on staff involved in healthcare and rehabilitation services (physiotherapists, doctors, surgeons), while rehabilitation and social services (like rehabilitation centres and community based rehabilitation services) are under the responsibility of the Ministry of Social Affairs. However, when we consider promoting the inclusion of persons with disabilities in society it is clear that other Ministries are also concerned, such as education, employment, woman's affairs, transport, finance, planning, etc.

LOCAL GOVERNMENTS AND MUNICIPALITIES

They may have specific responsibilities for local development initiatives and services.

Key roles and functions of governments[1]:

- Set standards for rights and entitlements and monitor implementation (the judiciary is responsible for defining rights and entitlements through legislative and policy framework)
- Provide resources as much as economic development permits
- Ensure that all public services are accessible to persons with disabilities

Examples of varying government division of labour in terms of disability:

In Burkina Faso, the Ministry of Health is responsible for developing and structuring rehabilitation services.
In Mali, this responsibility is under the Ministry of Social Affairs
In South Africa, The Office of the Status of Disabled Persons was established after 1996 and there is one office in each of the nine Premier's office provinces. A process of establishing Disability Desks and Units in local municipality offices is on-going. The responsibility of the office, from national to municipal level, is to coordinate, facilitate and monitor the Mainstreaming/Inclusion of Disability issues into all sectors within the Government.

[1] Inspired by Thomas, P: Disability, Poverty and the Millenium Development Goals: Relevance, Challenges and Opportunities for DFID. June 2005 ; http://www.disabilitykar.net/docs/policy_final.doc

NATIONAL DISABILITY COUNCILS (NDCS)

Some countries have councils or committees focusing on disability issues. These mixed commissions are usually composed of NGOs, Disabled People Organisations and governmental bodies.

Key roles and functions of NDCs:

- Coordinating and promoting effective cross sectoral/ cross ministerial action on disability in the country
- Developing capacities amongst all disability stakeholders

Examples:

In Cambodia, the 'Disability Action Council' includes members of government, national and international organisations and disabled peoples organisations. www.dac.org.kh
In certain countries in Africa- 'African Decade Steering Committees'[2]

DISABLED PEOPLES ORGANISATIONS (DPOS)

The main characteristic of DPOs is that the leadership are persons with disabilities who set up an organisation representing the interests and demands of its members. DPOs have a mandate to represent the perspectives of persons with disabilities.

Key roles and functions of DPOs[3]:

- Represent the interests of persons with disabilities
- Advocate and lobby for the rights of persons with disabilities
- Ensure that the government and service providers are responsive to rights of persons with disabilities
- DPOs may also provide information and other services to their members

However, the disability community is also quite diverse; there are different types of disability representatives in most countries:

- DPO representatives: should be involved in their official capacity as representatives of persons with disability.
- Disability activists: generally persons with disabilities who are not representing a group as such, but are involved for their individual perspectives, commitment and involvement in wider disability debates and policy processes
- Persons with disabilities from the target population of any area can give a grassroots perspective and act as any other population sample.

Source: VSO (2006)

There are many different types of DPO, ranging from 'impairment specific' (with members who are concerned by or who have one particular impairment/ disability) to cross-disability (with members with all types of impairment/ disability), from grass roots to global. There are also DPOs focused on gender, or groups who speak up for others- such as, for example, parents groups. Here are some examples, to demonstrate the diversity of the DPO community:

Impairment specific- national level	DEAFSA, Deaf Federation of South Africa or Malaysian Spinal Injuries Association.
Impairment specific- global level	World Federation of the Deaf or World Blind Union
Cross disability- national level	Albanian Disability Rights Foundation
Cross-disability, regional level	Southern African Federation of the Disabled
Cross disability, global/international	Disabled Peoples International
Grass roots/ self help groups	Clarendon Group for the Disabled, local group working at community level in Jamaica
Parents organisations	RBU, the Swedish Association for Children and Young People with Mobility Impairments
Women with disabilities	AWWD Association for Women with Disabilities, India

[1] http://www.africandecade.org/document-repository/guidelines%20DSC%20final.doc/view?searchterm=dsc
[2] Thomas, P: 2005 (op.cit.)

A SPECIAL NOTE ON WOMEN WITH DISABILITIES:

Women with disabilities are doubly discriminated against and often their voices are not heard in either the disability sector or the gender movement. Pay particular attention that women with disabilities and their representative organisations are included in the stakeholder analysis of the disability sector.

To search for specific DPOs see the online tool 'How to find DPOs on the web', to be found on www.make-development-inclusive.org

DISABILITY SERVICE PROVIDERS

They are agencies such development NGOs, faith based organisations, DPOs or private companies which provide services for persons with disability. They can provide specialised services (e.g.: rehabilitation services and fitting of prosthetics) or inclusive services (e.g., livelihood or health services which are accessible to people with disabilities).

Key roles and functions of Disability service providers[4]:

- Reduce the impact of impairments (through support to provision of healthcare, rehabilitation, habilitation, educational or livelihood services, improving environmental accessibility, research and development, advocacy)
- Enable persons with disabilities to access their rights

Examples:

DeafSA in South Africa or the Blind Persons Association in Gujarat India; both are DPOs and also provide services to its members. Handicap International and CBM are development NGOs focussing on focussing on disability but are not created by and led by persons with disabilities, so are classified as service providers or disability and development organisations.

AT INTERNATIONAL LEVEL

International organisations, multilateral and bilateral donors

These bodies often play multiple roles. They often provide data and general guidance (ex: WHO, UNFPA, World Bank, DfID), they may also grant funds and promote disability –inclusive- development (World Bank, DfiD, Finnish Cooperation, etc.)

Certain UN agencies also have very specific mandates in the field of disability. UN DESA and the OHCHR together comprise the UN Convention Secretariat, and are an excellent source of information on the UNCRPD. UNICEF has recently developed its own policy paper on promoting the rights of children with disabilities. The WHO Disability and Rehabilitation Unit is mandated to implement the World Health Assembly Resolution on Disability including prevention, management and rehabilitation.

[4] Thomas, P: 2005 (op.cit.)

SPECIFIC SUPPORT TO STAKEHOLDERS FOR DISABILITY INCLUSION

According to the EC's PCM Guidelines (p. 118), [1]the four pillars of participation are: Empowerment, Capacity Building, Effectiveness, and Efficiency. In addition, Empowerment and Capacity building are a pre-condition for effectiveness, efficiency and the sustainability of development initiatives.

The capacities of stakeholders for disability inclusion in general, and disabled people's organisations (DPOs) in particular, should be enhanced to ensure that they can effectively participate in development dialogue and have their perspectives included throughout the project cycle[2].

The reinforcement of specific services is also essential to enable persons with disability to equally participate in the project dialogue. These are services which remove barriers and empower persons with disabilities to participate, and include sign language interpretation; Braille and large printing; adaptation of buildings; audio texts, etc.

However, the first step is to recognise the importance of including the disability stakeholders. Once you initiate a project you can assess together with them what support may be needed.

POSSIBLE AREAS OF SUPPORT FOR STAKEHOLDERS FOR DISABILITY INCLUSION

This section divides the stakeholders for disability inclusion according to the levels described in the last section 'who are the stakeholders for disability inclusion', and gives examples of possible areas of support at each level

1 - Support of government departments and ministries

Ex: Ministry of Social affairs / Ministry of Health/ Ministry of Education, National Department of Statistics

Example of key roles and functions that require support[3]:

- For setting standards and monitoring implementation in terms of the rights of persons with disabilities
- For ensuring that public services are accessible to persons with disability (eg health, education, social welfare and housing, transport, judicial services, etc)
- For developing the national data and statistics system, including a disability dimension

2 - Support to local governments and municipalities for developing disability inclusive services

Example of key roles and functions that may require support[4]:

- For developing and improving services for persons with disabilities that reduce the impact of impairments (such as rehabilitation services, educational or livelihood services)
- For developing and providing general services free of barriers and thus fully accessible to persons with disabilities

[1] http://ec.europa.eu/europeaid/multimedia/publications/documents/tools/europeaid_adm_pcm_guidelines_2004_en.pdf
[2] DFID: How to note, a DFID Practice Paper ; Working on Disability in Country Programmes. 2007. http://www.dfid.gov.uk/pubs/files/DisguideDFID.pdf
[3] Inspired from Thomas, P: Disability, Poverty and the Millenium Development Goals: Relevance, Challenges and Opportunities for DFID. June 2005. http://www.disabilitykar.net/docs/policy_final.doc
[4] Thomas, P: 2005 (op.cit.)

3 - Support to DPOs for representation of their constituencies and participating in the project cycle dialogue

Example of key roles and functions that may require support[5]:

- For representing persons with disabilities
- For advocating and lobbying for the rights of persons with disabilities
- For being part of the dialogue with the different types of stakeholders, from international to national/ local level.

4 - Support services

Participation of persons with disabilities may require the development or reinforcement of existing support services. The absence of sign language interpretation for instance can dramatically reduce the chances for people who are Deaf or hearing impaired to participate in activities or to access services.

Other examples of support services are Braille printing, audio texts, adaptation of buildings and accessible transport. Development of support services can also be seen as an opportunity to promote of small-scale firms and job creation.

SIGN LANGUAGE – THE RIGHT TO COMMUNICATE

Without disability support services persons with disabilities may not be able to exercise their rights on an equal basis with others:

'Deafness is not a visible impairment; while Blindness or physical impairment is visible. People don't believe that I am deaf when they see me; as I look "normal". One day, I have been arrested by the police. They thought I was making fun of them and wanted to lie when I started to explain with my hands that I am deaf. They arrested me, with no reason. Just because they were thinking that I was lying. When we arrived at the police station, they treated me badly. Fortunately, I could give them the name of a hearing person who knows sign language. She came and translated with the policemen. This situation is happening everyday with young deaf men.'

Sabelo, member of DeafSA, Eastern Cape – South Africa

CASE STUDIES FOUND IN PART II A PRACTICAL GUIDE:

Case study –Support to DPOS- Balkans and Madagascar

Case study – Including persons with disabilities in National Statistics: Morocco

[5] Thomas, P: 2005 (op.cit.)

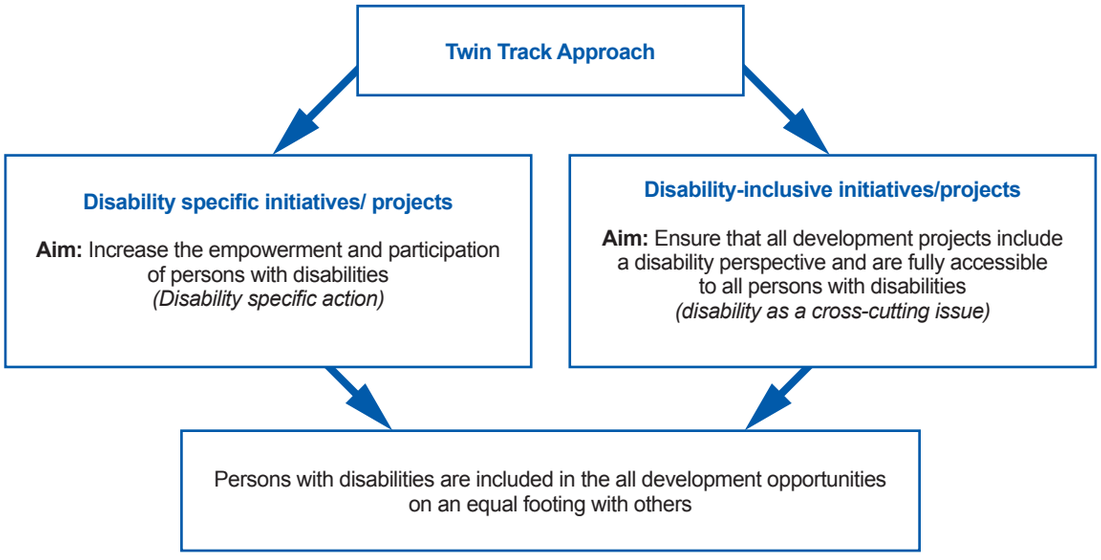
THE TWIN-TRACK APPROACH

Disability inclusion is relevant in the majority of development projects; thus a disability perspective should be part of almost any project or programme. The degree of disability inclusion will vary, according to the type of project. Once you have defined the degree of disability inclusion for your project, it is time to define your strategy to ensure that a disability perspective is fully incorporated in your project. The ideal approach within a development project is that persons with disabilities are fully included on an equal basis with others. This is what we call here 'including a disability perspective'; it is also called 'disability mainstreaming' or 'treating disability as a cross cutting issue'.

However, in order for full inclusion and participation to be possible, it is often necessary to provide specific support to persons with disabilities in parallel, to ensure that they are empowered to participate on an equal basis with others. This combination of 'disability inclusion' with projects or components of projects which target persons with disabilities specifically is called the 'twin track approach'; in practice it means:

- The inclusion of a disability perspective an all development projects
- At the same time, support, where appropriate, initiatives aimed directly at the empowerment of persons with disabilities.

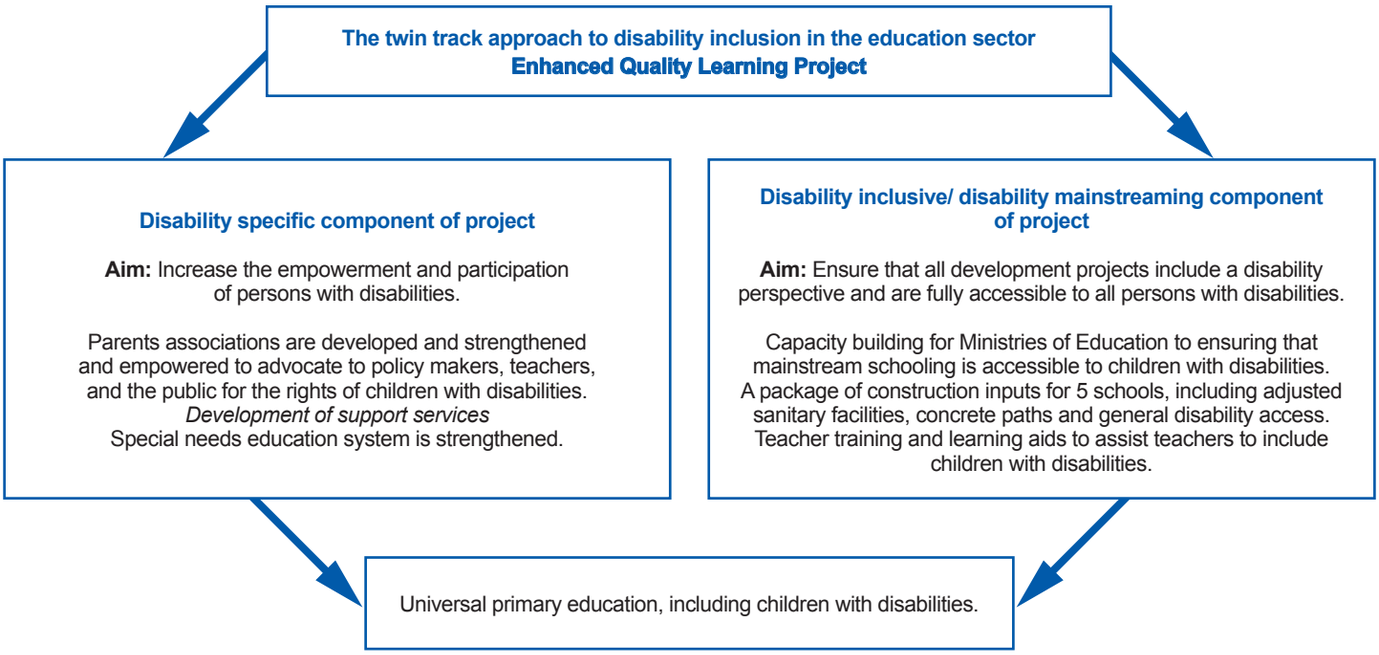
The twin track approach is largely accepted by many international donors (for example the World Bank, DfID, the German Cooperation; the EC, the Finnish Cooperation) and NGOs. From a PCM perspective, using the twin track approach implies including the perspectives of persons with disabilities into all relevant development projects, while at the same time empowering persons with disabilities through disability specific projects, or components of projects.



Case study to demonstrate the twin track approach: Enhanced Quality Learning Project in Somaliland and Puntland (www.make-development-inclusive.org)

'ENHANCED QUALITY LEARNING PROJECT' AS AN EXAMPLE OF THE TWIN TRACK APPROACH: A CASE STUDY FROM SOMALILAND AND PUNTLAND

International Aid Services (IAS) has recently received EC funding of €600,000 for a project they are implementing with partners in Somaliland and Puntland. The project is 'twin track' in the sense that general support to the educational system will be provided which will benefit all children and make schooling accessible to all children, targeting increased access to education for girls and for children with disabilities. The project aims to have the maximum number of children with disabilities included in mainstream school with adequate support provided. Specific support will be given to special education units, and all staffing for the educational units will be covered by the Ministry Of Health. IAS will work in partnership with the Somali Association for Special Education (SASE) and the Ministries of Education in Somaliland and Puntland.
At the same time as working on inclusion of children with disabilities in the mainstream system, IAS is working on empowerment of children with disabilities and their parents. They are supporting the development of parents associations in order for them to advocate, with their children, for the rights of their children with disabilities in the educational system, and in society as a whole.



‘ENHANCED QUALITY LEARNING PROJECT’ AS AN EXAMPLE OF THE TWIN TRACK APPROACH: A CASE STUDY FROM SOMALILAND AND PUNTLAND

Inclusive Education for children with disabilities can contribute to the quality of education for all children by improving the capacity of the education system to respond flexibly and creatively to the individual needs of the children, through teacher training and learning aids. This project will include a package of construction inputs for 5 schools, including adjusted sanitary facilities, concrete paths and general disability access. The construction of separate latrines will also encourage more girls to attend school, as this was identified as a key constraint to girls taking up formal education.

© IAS

In situations of extreme poverty, as in much of Somaliland, children with disabilities are extremely marginalised: their numbers and needs are exacerbated and they are seldom prioritised in the allocation of scarce resources. In addition to working on including children with disabilities within the mainstream educational system, this project tackles underlying causes for children with disabilities being excluded. Parents associations are being developed and strengthened to work with their children to advocate to policy makers, managers, teachers, and the public for the rights of children with disabilities. These associations are mobilizing to challenge public opinion on children with disabilities and build a society where children with disabilities are accepted on an equal footing with others.

Children with disabilities mobilise on World Disability Day

LESSONS LEARNED AND HOW THIS IS AN EXAMPLE OF THE TWIN TRACK APPROACH

- The project targets the education sector as a whole and aims to develop sustainable improvements in educational quality for all children
- The project specifically addresses the accessibility of the mainstream school system for children with disabilities (including a disability perspective in the education sector)
- The project also includes disability specific components, needed to ensure the equalisation of opportunities for children with disabilities
- The project specifically empowers parents associations and children to advocate for the rights of children with disabilities and promote sustainable change in how the educational system, and society in general, treats children with disabilities
- The cooperation between NGOs, government agencies, special needs education associations, and parents associations supported by the EC shows how the twin-track approach is by nature multi-stakeholder

For further information please contact:

International Aid Services
Andreas Zetterlund
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Siktgatan 8
162 88 Vällingby
Sweden
info@ias.nu
Or check online: www.ias.nu
IAS is also a member of EU CORD, based in Brussels: http://www.eu-cord.org/

ABBREVIATIONS

ACP ..... Africa, the Caribbean and the Pacific
CRIS ..... Common Relex Information System
CSP ..... Country Strategy Paper
DCI ..... Development Cooperation Instrument
DNSA ..... Disability non-state actors
DPO ..... Disabled people's organisation
EC ..... European Commission
ECOFIN ..... Economic and Financial Affairs Council
EIDHR ..... European Instrument for Democracy and Human Rights
M&E ..... Monitoring and Evaluation
MDGs ..... Millennium Development Goals
NIP ..... National Indicative Programme
PCM ..... Project Cycle Management
PRSP ..... Poverty Reduction Strategy Paper
RSP ..... Regional Strategy Paper
ToR ..... Terms of References
UNCRPD ..... UN Convention on the Rights of Persons with Disabilities
UPE ..... Universal primary education
VCT ..... Voluntary Counseling and Testing
WATSAN ..... Water and Sanitation

ORGANISATIONS

DAC ..... Disability Action Council
DANIDA ..... Ministry of Foreign Affairs of Denmark
DEAFSA ..... Deaf Federation of South Africa
DfID ..... (UK) Department International Development
DG Dev ..... Development Directorate-General (European Commission)
DG RELEX ..... External Relations Directorate-General (European Commission)
DPI ..... Disabled Peoples International
EC ..... European Commission
ECHO ..... European Commission Humanitarian Office
EDF ..... European Disability Forum
10th EDF ..... 10th European Development Fund
EuropeAid ..... EuropeAid Co-operation Office (European Commission)
FIDIDA ..... Finish Disabled People's International Development Association
FINIDA ..... Finish International Development Agency
HI ..... Handicap international
IDDC ..... International Development and Disability Consortium
LCD ..... Leonard Cheshire Disability
LftW ..... Light for the World
NDC ..... National Disability Council
NUDIPU ..... National Union of Disabled Persons in Uganda
OHCHR ..... Office of the High Commissioner for Human Rights
SAFOD ..... Southern African Federation of the Disabled
UN DESA ..... UN Department of Economic and Social Affairs
UNFPA ..... UN Population Fund
UNICEF ..... UN Children's Fund
VSO ..... Voluntary Services Overseas
WBU ..... World Blind Union
WHO ..... World Health Organisation

ON-LINE RESOURCES ON INCLUDING A DISABILITY PERSPECTIVE IN DEVELOPMENT PROJECTS

For a more extensive list of resources on disability and development see our full reference list on-line at www.make-development-inclusive.org

Including a disability perspective in development projects:

- DFID: Disability, poverty and development. 2000/ www.dfid.gov.uk/pubs/files/disabilities.pdf
- EDF policy paper: development cooperation and disability. 2003/ www.iddc.org.uk/dis_dev/mainstreaming/edf_policy.pdf
- EC: Guidance Note on Disability and Development for European Union Delegations and Services. July 2004/ http://ec.europa.eu/development/body/publications/docs/Disability_en.pdf
- Guernsey, K. et al: Making Inclusion Operational. Legal and Institutional Resources for World Bank Staff on the Inclusion of Disability Issues in Investments Projects. 2006/ http://siteresources.worldbank.org/DISABILITY/Resources/280658-1172611505565/MakingInclusionOp.pdf
- HI, CBM: Disability in Development. Experiences in Inclusive Practices. 2006/ www.handicap-international.fr/fileadmin/documents/publications/DisabilityInDevelopment.pdf
- Handicap International/ CBM: Making PRSP Inclusive. January 2001/ www.handicap-international.de/images/pdfs_multimedia/prsp_manual_eng_1.pdf
- MIUSA: Building an Inclusive Development Community: A Manual on Including People with Disabilities in International Development Programs. 2004/ http://www.miusa.org/publications/freeresources/mti/chaper2
- STAKES, National Research and Development Centre for Welfare and Health: Lable Us Able: A Pro-Active Evaluation of Finish Development Cooperation from a Disability Perspective. 2003/ http://formin.finland.fi/public/download.aspx?ID=13528&GUID={C2043295-F121-4ED1-984D-B394F821C13D}
- Thomas, P.: DFID and Disability. A Mapping of the Department for International Development and Disability Issues. June 2004/ http://www.disabilitykar.net/karreport/summer2004/mappingdfid.html
- Thomas, P: Disability, Poverty and the Millenium Development Goals: Relevance, Challenges and Opportunities for DFID. June 2005/ http://www.disabilitykar.net/docs/policy_final.doc
- Wiman, R. The Disability Dimension in Development Action. Manual on Inclusive Planning. Revised on-line version 2003/ http://www.un.org/esa/socdev/enable/publications/FF-DisalibilityDim0103_b1.pdf
- Wiman, R. Rapid Handicap Analysis: An Instrument for Inclusive Project Design. STAKES, National Research and Development Centre for Welfare and Health. Helsinki 2001/ www.stakes.fi/sfa/rhachecklist.htm

■ World Bank: Social Analysis and Disability: A Guidance Note. Incorporating Disability- Inclusive Development into Bank-Supported Projects. March 2007/
http://siteresources.worldbank.org/EXTSOCIALDEV/Resources/3177394-1175102311639/3615048-1175607868848/SocialAnalysis&Disability-Full.pdf

Accessibility in Infrastructure, transport and Urban/ Rural Development

■ Links for Design for all/
www.design-for-all.org/
www.design.ncsu.edu/cud/
www.un.org/esa/socdev/enable/designm/AD3-01.htm
http://trace.wisc.edu/world/gen_ud.html
■ DFID: Enhanced Accessibility for People with Disabilities Living in Urban Areas/
www.globalride-sf.org/images/DFID.pdf
■ DFID: Enhancing the mobility of disabled people: guidelines for practitioners, Overseas Road Note 21, TRL Limited, 2004/
http://www.transport-links.org/transport_links/filearea/publications/1_831_ORN%2021.pdf
■ UN: Accessibility for the Disabled: A Design Manual for a Barrier Free Environment/
http://www.un.org/esa/socdev/enable/designm/

Education

■ The Enabling Education Network/
http://www.eenet.org.uk/
■ United Nations Educational, Scientific and Cultural Organization (UNESCO): The Salamanca statement and framework for action on special needs education/
http://inclusion.uwe.ac.uk/csie/slmca.htm
■ UNESCO: Towards Inclusion website/
www.unesco.org/education/inclusive/
■ UNESCO: EFA Global Monitoring Report 2007 features early childhood care and education/
http://unesdoc.unesco.org/images/0014/001477/147794E.pdf

Gender

■ Rousso, H.: Education for all: A Gender and Disability Perspective, CSW, Disabilities Unlimited/
http://siteresources.worldbank.org/DISABILITY/Resources/280658-1172610312075/EducationforAllRousso.pdf
■ The World Bank : Gender and Disability/
http://web.worldbank.org/WBSITE/EXTERNAL/TOPICS/EXTSOCIALPROTECTION/EXTDISABILITY/0,,contentMDK:20193528~menuPK:418895~pagePK:148956~piPK:216618~theSitePK:282699,00.html
■ Mobility International (MIUSA): Gender and Disability: A Survey of InterAction Member Agencies. Findings and Recommendations on Inclusion of Women and Men with Disabilities in International Development Programs. 2002/
www.miusa.org/publications/freeresources/media/genderdisabilityreport.pdf
■ Sará-Serrano Mathiason, M-C: Women with Disabilities: Lessons of Reinforcing the Gender Perspective in International Norms and Standards/
http://www.un.org/esa/socdev/enable/women/wwdis0.htm

Health/ HIV AIDS

■ Africa Campaign on HIV AIDs and Disability/
www.africacampaign.info
■ Healthlink Worldwide: Poverty, health and disability. November 2003/
www.healthlink.org.uk/pubs/pov-disability.html
■ World Health Assembly: Resolution 'Disability, including prevention, management and rehabilitation' WHA 58.23/
http://www.who.int/disabilities/WHA5823_resolution_en.pdf
■ The Global Survey of Disability, HIV and AIDS/
http://globalsurvey.med.yale.edu/

ON-LINE RESOURCES ON INCLUDING A DISABILITY PERSPECTIVE IN DEVELOPMENT PROJECTS

Human Rights

- United Nations: Standard Rules on Equalization of Opportunities for Disabled Persons. UN: New York 1993/ www.indepentliving.org/standardrules/StandardRules1.html
- UN Convention on the Rights of the Child/ http://www.unicef.org/crc
- UN Convention on the Right of People with Disabilities/ http://www.un.org/disabilities

Water and Sanitation

- DANIDA Access to water and sanitation for persons with disability. Technical Note/ http://www.danidadevforum.um.dk/NR/rdonlyres/9930B599-C1AD-4964-8CCE-330DFDC3E3C3/0/WS_TB_TechIssueNoteOnDisability.pdf
- WELL: Why should the water and sanitation sector consider disabled people? Briefing Note. 2005/ http://wedc.lboro.ac.uk/projects/proj_contents0/WEJY3%20-%20WSS%20Special%20Needs/www/outputs/WELL%20Disability%20Briefing%20Note%20Report.pdf

Disability Statistics

- http://unstats.un.org/unsd/disability/default.asp
- www.cdc.gov/nchs/citygroup.htm
- http://unstats.un.org/unsd/publication/SeriesY/SeriesY_10e.pdf

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

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