



# **Training on the Inclusion of Persons with Disabilities in EU Development Cooperation**

*Course Notes*

## **Module 7: Implementation of disability inclusive development in EU cooperation**

EuropeAid D3: Employment, Social  
Inclusion, Migration.



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**Training on the Inclusion of Persons with Disabilities in EU  
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## **Module 7: Implementation of disability inclusive development in EU cooperation**

This module aims to introduce the conceptual models and processes in including persons with disabilities in development policy and programmes. The different sections cover the following areas (7.1) Mainstreaming disability in development (7.2) Twin-track approach; (7.3) Bi-lateral donor agencies and their approach to mainstreaming disability; (7.4) The Convention on the Rights of Persons with Disabilities and mainstreaming; (7.5) Accessibility and Inclusion – broad themes for mainstreaming disability.

### **7.1. Mainstreaming disability in development**

According to the United Nations, successful mainstreaming of disability in development requires the commitment and action of all key stakeholders, including intergovernmental organizations, Governments, civil society organizations, in particular organizations of persons with disabilities, academic institutions and the private sector.<sup>1</sup> The United Nations describes the need for a 'no gap policy' which ensures that working towards equality is not the sole responsibility of one entity rather it is shared among different actors all working at different level.<sup>2</sup> These actors could be regional organisations, governments, disability organisations and persons with disabilities.

There is currently no universal definition of mainstreaming for disability and many would argue as in the case with gender mainstreaming as a concept mainstreaming suffers a lot from conceptual confusion with different actors expecting a wide variety of outcomes from it. Bill Albert in the 2005 study funded by DfiD (also

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<sup>1</sup> See E/CN.5/2008/6 'Mainstreaming Disability in the Development Agenda'

<sup>2</sup> See the UN enable website 'Mainstreaming Disability in the Development Agenda'

known as UKAID) adapted a 1997 UN definition of gender mainstreaming from a disability perspective as follows:

*Mainstreaming disability into development cooperation is the process of assessing the implications for disabled people of any planned action, including legislation, policies and programmes, in all areas and at all levels. It is a strategy for making disabled people's concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation of policies and programmes in all political, economic and societal spheres so that disabled people benefit equally and inequality is not perpetuated. The ultimate goal is to achieve disability equality.<sup>3</sup>*

In determining the best approaches for mainstreaming disability, it is worth noting from the outset that various studies and reports issued by the United Nations have pointed to the experience of gender mainstreaming and have advised how it can provide lessons learnt for mainstreaming disability in development.<sup>4</sup> Box 5.1 below details the lessons from mainstreaming gender and their applicability to disability

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<sup>3</sup> See 'Has Disability Been Mainstreamed into Development Cooperation, Disability KAR Study, July 2005

<sup>4</sup> See Albert & Miller Mainstreaming disability in development: lessons from gender mainstreaming (2005); also see Mainstreaming disability in the development agenda, prepared for the Commission for Social Development (2007, pg. 10) which highlights that with respect to mainstreaming disability, there are lessons which can be learnt from gender and HIV/AIDS which can provide valuable guidance.

## Box 7.1 Lessons from Gender Mainstreaming

### Lessons from gender mainstreaming

The basic principles of mainstreaming efforts include the following:

- (a) Responsibility for implementing the mainstreaming strategy is system-wide, and rests at the highest levels within agencies;
- (b) Adequate accountability mechanisms for monitoring progress need to be established; which includes both setting up gender-based indicators and gender budgeting;
- (c) Initial identification of issues and problems across all areas of activity should be such that differences and disparities between persons with and without disabilities can be diagnosed;
- (d) Clear political will and allocation of adequate resources for mainstreaming — including additional financial and human resources, if necessary — are important for translation of the concept into practice;
- (e) Disability mainstreaming requires that in “process” efforts be made to broaden the equitable participation of persons with disabilities at all levels of decision-making;
- (f) Mainstreaming does not replace the need for targeted, disability-specific policies and programmes, and positive legislation; nor does it do away with the need for disability units or focal points.

While the definition of mainstreaming disability remains debated, there is some clarity on what mainstreaming disability means in a development context. The following sections give an outline the experience of intergovernmental organisations such as the United Nations and bilateral donor agencies who for over twenty years have experience in implementing mainstreaming disability in development.

## 7.2. Twin-track Approach

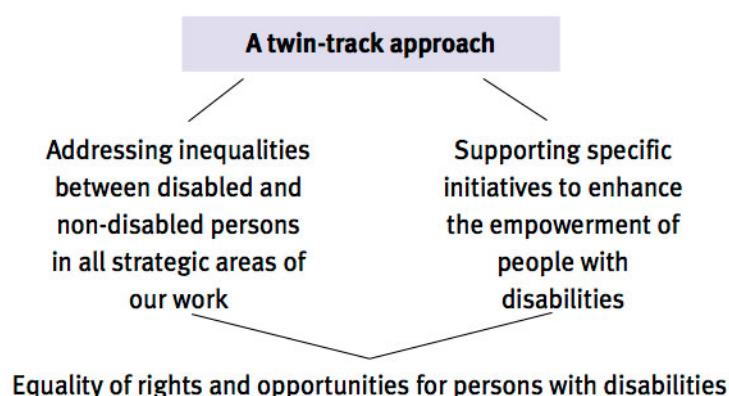
Mainstreaming disability has been on the agenda of the United Nations for more than 25 years and activities to address it have been described as “compartmentalized and limited with many focusing on specific sectors such employment, health, rehabilitation and social welfare.”<sup>5</sup>

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<sup>5</sup> See Including the Rights of Persons with Disabilities in United Nations Programming at Country Level – ‘A guidance note for United Nations country teams and implementing partners’, United Nations Development Group, 2011

In terms of mainstreaming disability, the United Nations promotes the “twin-track approach”. The twin track approach is visualized in Diagram 7.1 below. This approach recognises the need for (a) integrating disability-sensitive measures into the design, implementation, monitoring and evaluation of all policies and programmes and (b) providing disability-specific initiatives to support the empowerment of persons with disabilities.

**Diagram 7.1:<sup>6</sup> Twin Track Approach**

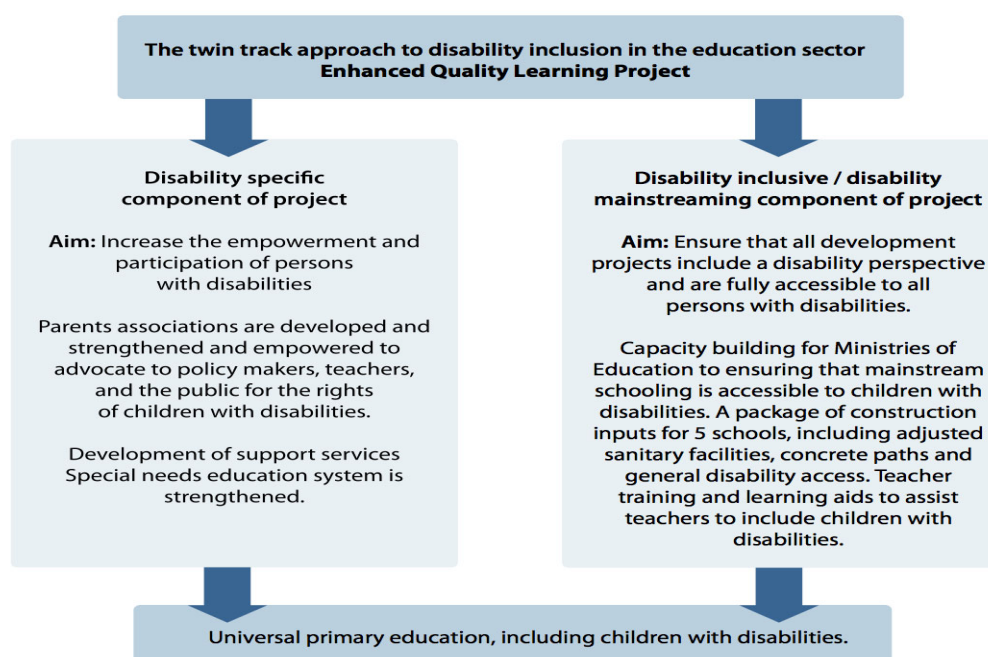


The balance then between mainstreaming strategies and specific targeted-support, the UN suggests should be tailored to address the needs of specific communities; however the overall goal should always be about integrating and including persons with disabilities in all aspects of society and development.

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<sup>6</sup> Diagram taken from 'Poverty and Development', DfiD (2000)

**Diagram 7.2** below gives an example of how the twin track approach can be applied to the education sector.



As visible from Diagram 7.2, there is a balance needed between including disability universally in all projects and programmes (see box and arrows on right-side of diagram) and the need also to respond to disability specifically (see box and arrows on left-side of diagram). Achieving this balance can be difficult as highlighted by a report published by the OHCHR in 2010 on the implementation of Article 32 <sup>7</sup>. The report highlighted some concerns in this area. Its overall finding was

*“International cooperation does not appear to have consistently applied a “twin-track” approach as cooperation focuses overwhelmingly on disability-specific projects and less on*

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<sup>7</sup> See Department of Economic and Social Affairs, “Baseline review on mainstreaming the rights of persons with disabilities into United Nations country level programming”, 2010 ([http://www.un.org/disabilities/documents/reports/baseline\\_study\\_2010.doc](http://www.un.org/disabilities/documents/reports/baseline_study_2010.doc)).

*mainstreaming disability rights into broader international cooperation”<sup>8</sup>*

This OHCHR finding was supported by a further report published in 2010 by the Department of Economic and Social Affairs. The report found that at country level while some countries have included a reference to persons with disabilities in their national development priorities, it is always in the context of initiatives to support disability-specific programming rather than mainstreaming of disability in the general system of services and facilities made available to the rest of society.<sup>9</sup> The UNDP 2010 identified a number of challenges to mainstreaming disability; these challenges included lack of adequate data and lack of access to many services such as health and education. The report also issued a set of recommendations, which included establishing baselines to measure progress, development of minimum standards and accessibility mechanisms and capacity building.

### **7.3 Bi-lateral donor agencies and their approach to mainstreaming disability**

From reviewing the various bilateral agencies policies it would seem that the pre-dominant approach taken for mainstreaming disability is the twin track approach.<sup>10</sup> For example, the Austrian Development Agency’s focus paper on disability identifies the twin track approach

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<sup>8</sup> The High Commissioner for Human Rights was asked to prepare a study on the role of played by International Cooperation (IC) in support for national efforts for the realization of the purpose and objectives of CRPD.<sup>8</sup> The Consultation was wide ranging across State parties, Disability Organisations, and National Human Rights Institutions. The process included a request for submissions to listed organisations and also an open request on the OHCHR website. The results were 43 responses from States; 8 from IGOs and regional; 15 responses from HRIs and 11 from Civil Society (including disability organisations)

<sup>9</sup> See Department of Economic and Social Affairs, “Baseline review on mainstreaming the rights of persons with disabilities into United Nations country level programming”, 2010 ([http://www.un.org/disabilities/documents/reports/baseline\\_study\\_2010.doc](http://www.un.org/disabilities/documents/reports/baseline_study_2010.doc)).

<sup>10</sup> Austrian Development Agency’s focus paper on disability identifies the twin track approach as one of its guiding principles; Germany’s Disability and Development (pg 11) adopts the twin track approach at programmatic level and defines it as specific measures...implemented for persons with disabilities” together with activities designed to confront structural social inequalities that are integrated into strategically important areas” of development.



as one of its guiding principles. Germany's GTZ in its paper Disability and Development recognizes the role of the twin track approach at a programmatic level defining it as *"specific measures.. implemented for persons with disabilities, and that action against structural social inequalities is integrated into strategically important areas of Development Cooperation"*. Both Finland and Norway's policy also feature the twin track approach and they also focus on a third track, that of political empowerment. Finland for example in its policy includes what it describes as the third track, which is the political dimension, where it supports the voices of persons with disabilities through disabled persons organisations. Finally then, the newest of the policies, AusAid's strategy recognizes the importance of the twin track approach.

Other agencies such as Sweden's agency SIDA, USAID (US) and JICA (Japan) describe their approach as a mainstream approach. SIDA's approach to including disability could be described from a human rights and mainstreaming perspective. It asks that the living conditions and the needs of persons with disabilities be taken into consideration in all stages and aspects of SIDA's work from preparation and planning to implementation and evaluation. Thereby suggesting the inclusion of persons with disabilities into existing frameworks rather than a specialist track. It does though highlight a number of strategic areas in order to improve the lives persons with disabilities and they also support a range of disability specific projects. USAID describes its approach to mainstreaming as ensuring that development programmes are inclusive of persons with disabilities, not just from a non-discriminatory basis but from a proactive basis, which strives to ensure, persons with disabilities enjoy equitable participation in all of their programmes. Alongside, its promotion of mainstreaming, it also recognizes that there is a need for disability specific projects and it funds a number of small grant programs to its local mission offices to progress inclusive development for persons with disabilities. Finally, Japan describes its mainstreaming approach from two perspectives, firstly from increasing the participation of persons with disabilities in project planning, implementation, monitoring and evaluation. Secondly then it works to try and improve the internal capacity of JICA.

## **7.4 The Convention on the Rights of Persons with Disabilities and mainstreaming**

The Convention on the Rights of Persons with disabilities in its preamble emphasizes the importance of mainstreaming disability issues as an integral part of relevant strategies of sustainable development.<sup>11</sup> Article 4 of the Convention outlines its general obligations, all of which contribute to mainstreaming disability in laws and policies. For example Article 4.1 (a) and (b) which require State Parties to the Convention to modify and adapt their laws in line with promoting the rights of persons with disabilities are not just applicable to disability laws but to all mainstream law and policy. Additionally, while the Convention might be specific to persons with disabilities, it sets out a list of mainstream areas such as education, health, employment and housing and requires that State Parties ensure all planning and design in these areas are inclusive of persons with disabilities while also recognising the specific needs of persons with disabilities. Module 3 and 4 discussed Article 32 and its requirements for inclusive development. While the actual text of Article 32 does not explicitly reference mainstreaming, it is safe to assume the role of mainstreaming disability as means to ensure inclusive development is implied in Article 32 as it featured significantly throughout the negotiations of the Convention and also because development policy falls within Article 4.1.<sup>12</sup>

## **7.5. Accessibility and Inclusion – broad themes for mainstreaming disability**

As discussed in Section 7.2, lack of accessibility was identified as a barrier to mainstreaming disability. The Convention references accessibility in many areas including in a development context with Article 32 (a) requiring States to ensure *“that international cooperation, including international development programmes, is*

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<sup>11</sup> See para (g) of the preamble (CRPD)

<sup>12</sup> See daily summaries of the Ad Hoc Committee during the negotiations on International cooperation (3<sup>rd</sup> and 4<sup>th</sup> sessions) for comments made by various State Parties including China, New Zealand and Canada on the need for disability to be mainstreamed in development.

*inclusive of and accessible to persons with disabilities*'. Both terms "accessible" and "inclusive" are very broad and could potentially include in their remit the majority of development interventions taken on behalf of a State or the EU. However, as with broad concepts, the potential to have a variety of interpretations resulting then in immeasurable outcomes is a danger for monitoring the implementation of Article 32 and measures taken to improve access and inclusion of persons with disabilities. Therefore establishing some broad parameters for a universal understanding would be useful.

## **Accessibility:**

For the term accessibility, this would appear a simpler task. This section focuses on the Convention and how it clearly outlines its understanding of accessibility and also universal design.<sup>13</sup> It also outlines the broad set of measures recommended by the World Report on Disability on accessibility and enabling environments for persons with disabilities.

## **The Convention and Accessibility**

Article 9 of the Convention elaborated below in Box 7.2 highlights the range of areas, which come under the remit of the Convention and are applicable to all measures and actions in a development context.

### **Box 7.2. Article 9: Accessibility**

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<sup>13</sup> The CRPD cites accessibility as part of its general principles (see Article 3) and also Article 9

1. To enable persons with disabilities to live independently and participate fully in all aspects of life, States Parties shall take appropriate measures to ensure to persons with disabilities access, on an equal basis with others, to the physical environment, to transportation, to information and communications, including information and communications technologies and systems, and to other facilities and services open or provided to the public, both in urban and in rural areas. These measures, which shall include the identification and elimination of obstacles and barriers to accessibility, shall apply to, inter alia:

(a) Buildings, roads, transportation and other indoor and outdoor facilities, including schools, housing, medical facilities and workplaces;

(b) Information, communications and other services, including electronic services and emergency services.

2. States Parties shall also take appropriate measures to:

(a) Develop, promulgate and monitor the implementation of minimum standards and guidelines for the accessibility of facilities and services open or provided to the public;

(b) Ensure that private entities that offer facilities and services which are open or provided to the public take into account all aspects of accessibility for persons with disabilities;

(c) Provide training for stakeholders on accessibility issues facing persons with disabilities;

(d) Provide in buildings and other facilities open to the public signage in Braille and in easy to read and understand forms;

(e) Provide forms of live assistance and intermediaries, including guides, readers and professional sign language interpreters, to facilitate accessibility to buildings and other facilities open to the public;

(f) Promote other appropriate forms of assistance and support to persons with disabilities to ensure their access to information;

(g) Promote access for persons with disabilities to new information and communications technologies and systems, including the Internet;

(h) Promote the design, development, production and distribution of accessible information and communications technologies and systems at an early stage, so that these technologies and systems become accessible at minimum cost.

A quick revisit also to the Convention negotiations on the article on accessibility can give a more in-depth understanding of the thinking behind its inclusion. Barriers to participation in development for persons with disabilities repeated itself consistently throughout the treaty negotiations. The inclusion of the term accessibility in a development context was to ensure that when implementing international development programmes (such as building schools, health clinics etc.) that barriers and obstacles, which prevent persons with disabilities equal participation were not created. This was influenced by NGOs and DPOs who through their work at the frontline of development, many of whom were service providers were witnesses to how aid had contributed to creating barriers for disabled peoples participation in their community and also barriers to being able to benefit from development interventions.<sup>14</sup>

Counteracting barriers at country level is vital for including persons with disabilities in the development process. However development does not happen in isolation and as the CRPD is a global instrument, suggestions that Article 32 (a) could play a strong pro-active role, particularly in the area of standards of accessibility and inclusion are important to consider in the implementation. Universal standards can

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<sup>14</sup> See daily discussions

be helpful in setting guidelines and can be used as comparators across how different agencies work, particularly if they are linked with Article 9 of the Convention on Accessibility.<sup>15</sup> There are a number of different standards available on accessibility; for example, USAID has a comprehensive publication on accessibility based on the American with Disabilities Act (2004)<sup>16</sup>; the European Union has adopted Communication 'Towards an Accessible Information Society (2008) and South Africa has the National Building Regulations and Building Standards Act which includes a section on persons with disabilities (Section S) building regulations included persons with disabilities. While each country has adopted their own laws on accessibility, once the CRPD has been ratified, they must now comply with the requirements of Article 9. See Box 7.3 below for example of actions taken by the government of Azerbaijan on accessibility who ratified the Convention in 2008.

### **Box 7.3 Example of Actions taken by governments on Accessibility<sup>17</sup>**

The section below sets out an example of how a State reports to the Committee on the Rights of Persons with Disabilities on Accessibility. The example is an edited excerpt taken from Azerbaijan's report to the Committee on the Rights of Persons with Disabilities which was submitted on January 2011<sup>18</sup>

1. State Committee on Urban Planning and Architecture is carrying out activities for self-education of relevant subjects, society and especially persons with disabilities.

2. There are a number of important activities being carried out for providing

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<sup>15</sup> See *The Convention on the Rights of Persons with Disabilities: Why it is needed*. Keyess, Rosemary, Development Studies Network, Development Bulletin, Special Issue no.73, April 2009

<sup>16</sup> See <http://www.access-board.gov/ada-aba/final.pdf>

<sup>17</sup> Examples are taken from Reports by State Parties Reports to the Committee on the Rights of Persons with Disabilities.

<sup>18</sup> See all State reports (including Azerbaijan's report) [www.ohchr.org/EN/HRBodies/CRPD/Pages/futuresessions.aspx](http://www.ohchr.org/EN/HRBodies/CRPD/Pages/futuresessions.aspx)

free movement and comfort of individuals with physical impairment in ground transportation. For example, surfaces of platforms were brought to the same level, for comfort of persons with disabilities, in railway stations of highest passenger flow. The buses of medium and large capacity in city transport were provided with special places for persons with disabilities and pneumatic hardware was installed that lowers the busses to the surface level, facilitating entering and exiting of persons with disabilities.

3. New vehicles, of European standards, are being brought to the country for the purpose of further improving taxi service in Baku city.

4. There are more than 1000 books published in Braille alphabet as well as movies with subtitles for speech and hearing impaired persons and video game room for people with intellectual impairment

5. Expansion of use of ICT and internet by all categories of the population, including groups with impaired health (persons with disabilities and children with impaired health). Activities are being carried out for audio text dubbing and establishing voice-activated computers in the framework of project "Dilmanc". This system will create possibility for health-impaired people to use internet, e-mails, create texts and send them without using keyboard.

6. Activities are being carried out for adaptation of web-sites to suggestions in "Web Content Accessibility Guidelines (WCAG) 2.0" (enlarged fonts, font Braille, audio, symbols and simplified language) of "W3C" company.

7. MCIT provides free internet access for people with health impairment on individual application.

## **The World Report on Disability and Accessibility**

The World Report on Disability Chapter 6 focuses on creating enabling environments for persons with disabilities. The Report cites a number of good practices across different countries on improving development of accessibility standards and monitoring. For example, it cites how in Kampala, Uganda, following the development of accessibility standards in association with the government, the Ugandan National Association on Physical Disability created a National Accessibility Audit Team. It also cited how in Norway, after a monitoring exercise found that few local communities had carried out any accessibility planning, the government set up pilot projects around the country, to make local communities better able to provide accessibility for people with disabilities.<sup>19</sup>

Enabling environments for people with disabilities requires a commitment at all levels from policy makers to town and city planners. People with disabilities must also be included in advising, monitoring and evaluating.

The World Report lists a number of recommendations for creating enabling environments these are summarized below:

- Develop and mandate minimum national standards. Full compliance should be required for new construction of building and roads that serve the public.
- Accessibility policies and standards should meet the needs of all people with disabilities.
- Accessibility laws and standards must be monitored and evaluated. For example use design reviews and inspections and participatory accessibility audits
- Awareness-raising is needed to challenge ignorance and prejudice surrounding disability. Personnel working in public and private services should be trained to treat disabled customers and clients on an equal basis and with respect.

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<sup>19</sup> See The World Report on Disability Chapter 6: Enabling Environments



- Universal design should be adopted for design of buildings and roads that serve the public
- Introduce accessible transportation as part of the overall legislation on disability rights.
- Identify strategies to improve the accessibility of public transport,
- For developing countries a strategic plan with priorities and a series of increasing goals can make the most of limited resources. Policy and standards on access should be flexible to account for differences between rural and urban areas.

## **Inclusion**

Deciphering then what inclusion in means is more complex, as there are a number of levels to focus on. This section looks at inclusion in the following areas (1) measures taken to include the voice of persons with disabilities in the planning and development process (2) actions to support inclusion of disability in programming and (3) measures to ensure all people with disabilities are included e.g. women and children with disabilities.

### **1. Measures taken to include the voice of persons with disabilities:**

The Office of the High Commissioner for Human Rights has provided some guidance with respect to its meaning in Article 32 and inclusive development measures. It describes inclusive measures on one hand as ensuring that people with disabilities and their representative organizations are not excluded from the various stages of development, so in essence a system of checks and balances to ensure inclusion in the project or programme cycle (see point 2 below on inclusion in programming)

On the other hand, it views it from a more pro-active perspective by consulting with disabilities and ensuring their meaningful participation.<sup>20</sup> So inclusion therefore focuses on ensuring

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<sup>20</sup> See A/HRC/16/38 'Study to enhance Study to enhance awareness of the role played by international cooperation in support of national efforts for the realization of the purpose and objectives of the Convention on the Rights of Persons with Disabilities, Office of the High Commissioner for Human Rights (OHCHR)

that persons with disabilities are actively involved in in all aspects of development planning, designing, monitoring and evaluation, a point, which is also found, echoed in Article 4 of the CRPD. See Box 7.4 on the next page, which highlights how AusAID included persons with disabilities in the development of their disability policy

### **Box 7.4.<sup>21</sup> Including persons with disabilities - AusAID**

In November 2008 the Australian Government launched its strategy *“Development for all: towards a disability-inclusive Australian aid program”*. The strategy marks a significant change in the way Australia’s aid is designed and delivered. *Development for All* is about improving the reach and effectiveness of development assistance by ensuring that people with disabilities are included, contribute and benefit equally from development efforts.

In preparing the strategy AusAID, the Australian government’s development aid agency, conducted consultations in most of the developing countries where AusAID works, involving people with disabilities, their families and caregivers, government representatives, nongovernmental organizations, and service providers. Almost 500 written submissions were received in the process.

During the consultations overseas-based AusAID staff – often with little experience of relating to people with disabilities – were supported to engage with local disabled people’s organizations. The direct involvement of AusAID staff was an important step in commencing the process of building institutional understanding of the importance of disability-inclusive development. Many came away better informed about disability issues and more confident about spending time with people with disabilities.

Two years into implementation, there are strong signs that the strategy is working:

- People with disabilities are more visible and taking a central role in decision- making, ensuring that Australia’s development policies and programmes are shaped to better take account of their requirements.
- Australia’s support is bolstering partner Government’s efforts, such as in Papua New Guinea, Cambodia and Timor-Leste, towards more equitable national development that benefits all citizens, including people with disability.
- Investments in leadership by people with disabilities, together with advocacy by Australian leaders internationally, is helping to increase the priority and resources for inclusive development globally.
- AusAID’s processes, systems and information about the aid programme are more accessible to people with disabilities. Key programme areas such as scholarships have revised guidelines resulting in increased number of scholars with disabilities.

The strategy takes a rights-based approach, is sensitive to the diversity of people with disabilities, gender issues, and focuses on children with disabilities.

## **2. Supporting inclusion of disability in programming**

As discussed earlier, inclusion of disability in all aspects of the project cycle is important. The *Make Development Inclusive Manual*<sup>22</sup> highlights that inclusion does not mean ‘all or nothing’ and that it

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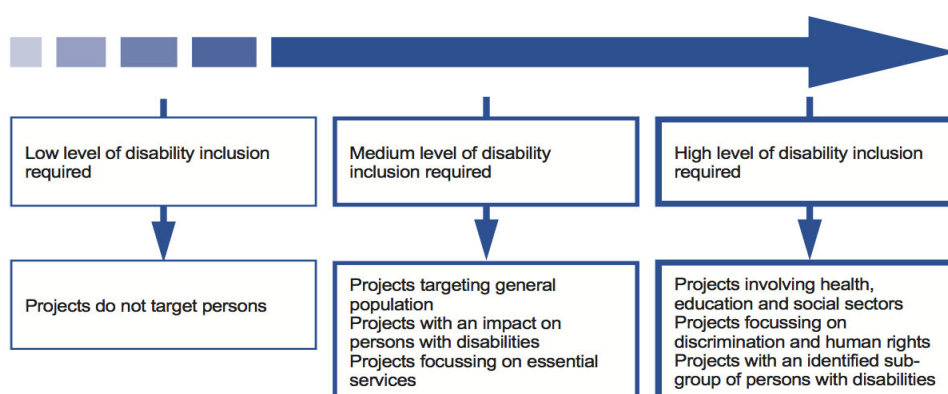
<sup>21</sup> Diagram from World Report on Disability (2011) see Chapter 9, pg. 264

<sup>22</sup> See *Make Development Inclusive Manual* and tools <http://www.make-development-inclusive.org/toolsdetail.php?spk=en&nb=8>

depends on the context, the development issues and degree of disability inclusion required which can vary. The question arises then does this need to happen for every programme that development aid supports, as sometimes there are aspects, which may not be directly related to disability. A useful question then in assessing relevance is 'how relevant is the intervention in relation to the equal rights of persons with disabilities.

Diagram 7.3 on the next page provides helpful guidance on what type of projects has direct relevance to persons with disabilities. The diagram visualises a scale from low level of inclusion required to high level of inclusion required. See also Annex I for more details.

**Diagram 7.3 Relevance Assessments<sup>23</sup>**



### 3. Inclusion and Diversity:

While the active inclusion of persons with disabilities in the development processes is vitally important, so also is the inclusion of the diversity that exists within the disability community. The discrimination faced by persons with disabilities is multifaceted in terms of getting access to education, credit and employment opportunities as outlined in Module 1 and Module 2. For groups then within the disability 'category', this discrimination is further

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<sup>23</sup> See Make Development Inclusive: How to Include Persons with Disabilities in the Project Cycle Management Guidelines of the EC, published by the IDDC as part of the Make Development Inclusive project

intensified, for example in the case of women and children with disabilities. Studies have shown how women with disabilities are adversely affected due to discrimination based on having dual identities both of which are vulnerable to discrimination in the development context.<sup>24</sup> Additional to women and children, there is also the need for a focus on issues facing people with different impairments. For examples, new policy areas beginning to emerge include those with mental health issues and also the issue of ageing. A World Health Organisation Report in 2010 found that people with mental health issues were largely left of the development agenda.<sup>25</sup> Also the World Report on disability cites ageing disability as having higher prevalence among people 45 years and older in low-income countries than in high-income countries, and higher among women than among men.<sup>26</sup> All of these issues require an approach to inclusion that recognises difference and diversity.

The Convention and particularly Article three is helpful in approaching inclusion from a broad perspective and how this could apply to development aid policies and programmes. In a sense it provides us with a set of principles to support inclusive development programmes. These principles include non-discrimination, equality of opportunity and respect for difference provide overarching goals for achieving inclusive development.

## Annex 1: Disability Relevance Assessment<sup>27</sup>

### Disability Relevance Assessment

Development projects/programmes have varying degree of relevance to people with disabilities and their families. The degree of disability relevance can be roughly assessed at the identification stage on the basis of the project's expressed objectives, involved sectors and stakeholders, particularly the target groups.			
24 See the Rights of Special Groups with Disabilities, International Norms and Standards relating to disability. <a href="http://www.un.org/esa/socdev/enable/comp001.html">http://www.un.org/esa/socdev/enable/comp001.html</a> the UN reports, 'the combination of male preference in many cultures and the universal devaluation of disability can be deadly for women and children with disabilities in rural areas of many countries have found that more than 80 percent of women with disabilities have no independent means of livelihood, and are totally dependent on others for their very existence'	For example, the UNDP reports the literacy rate for women with disabilities may be as low as 1%; USAID reports that women with disabilities are at increased risk of being sicker, poorer and more socially isolated than men with disabilities or able-bodied women; in terms of access to rehabilitation services, UNICEF reports that women and children with disabilities receive 20% less rehabilitation services and finally studies on women with disabilities in rural areas of many countries have found that more than 80 percent of women with disabilities have no independent means of livelihood, and are totally dependent on others for their very existence		
Check the objectives of the project and target groups	Low disability relevance Project not targeting people with disabilities	Medium relevance if the project... -aims at improving well-being of people with disabilities or people in general, e.g. essential services	High relevance if the project... -deals with human rights and inclusion for people with disabilities
		-improving services for people in general, e.g. essential services	-involves health, education and social sectors incl. infrastructure.
25 See World Health Organisation "Mental health and development: targeting people with mental health conditions as a vulnerable group"		-has likely health effects	-deals with prevention of diseases or accidents
26 See World Report on Disability, chapter 2, 2011		-has likely effects on employment opportunities, income and assets distribution	-has high impact on employment, or income and assets distribution
27 Disability Relevance Assessment Form used by the Ministry for Foreign Affairs (Finland) see <a href="http://formin.finland.fi/public/default.aspx?nodeid=43739&amp;contentlan=2&amp;culture=en-US">http://formin.finland.fi/public/default.aspx?nodeid=43739&amp;contentlan=2&amp;culture=en-US</a>		-may have an indirect impact on people with disabilities	-has a subgroup of people with disabilities or a disability component
	-Deals with institutions with remote relation to social and human development	-supports institutions dealing with one or several of the above types of activities	-supports institutions dealing with one or several of the above types of activities

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