

appear

Austrian Partnership Programme
in Higher Education and Research
for Development

Disability Mainstreaming Practical Information and Advice

Content

- 1 Introduction..... 2
- 2 Key concepts and definitions 2
 - 2.1 Persons with Disabilities (PWDs)..... 2
 - 2.2 Inclusion..... 3
 - 2.2.1 Inclusive Development 3
 - 2.2.2 Inclusive Education..... 3
 - 2.3 Disability Mainstreaming..... 4
 - 2.4 Design for All..... 4
- 3 Emphasis on Disability Mainstreaming in Development Cooperation 5
- 4 International Policy Framework 5
- 5 Disability Mainstreaming in APPEAR..... 6
 - 5.1 Possible activity fields in APPEAR projects 7
 - 5.1.1 Incorporation of disability perspectives..... 7
 - 5.1.2 Awareness raising..... 7
 - 5.1.3 Accessibility 7
 - 5.1.4 Project management..... 8
 - 5.2 Guidance for applicants 9
- 6 Further links..... 12

1 Introduction

According to the World Health Organization approximately one billion people worldwide¹ live with some form of disability, 80% of them in developing countries. One reason that leads to this is the vicious circle of poverty and disability. Poverty can be both a cause and a consequence of disability. Other reasons in developing countries include natural disasters, or the effects of wars and armed conflicts.

APPEAR partnerships have to consider the rights of Persons with Disabilities (PwDs) in their project work. The application of disability mainstreaming in APPEAR academic partnerships as well as the preferential consideration of disabled master's and PhD applicants – if they have the same qualifications – is regarded as positive action in line with the principles of the UN Convention of the Rights of Persons with Disabilities (UNCRPD).

Disabilities and impairments should not be exclusively seen through a welfare or a medical perspective but through a social and rights-based perspective. By targeting people with disabilities through a welfare or medical model they are treated as a separate entity and excluded from society. By targeting them through a social model, they are perceived as an integral part of society and the focus is shifted towards inclusion. When finally applying a rights-based approach, demands for fundamental rights and equal opportunities are required.² Social inclusion and combating norms that discriminate persons with disabilities, combating prejudices and stereotypes are important factors for achieving equality.

The aim of this manual is to provide some insight into the concept of inclusion and to give basic information concerning some of the most important and most-cited keywords and related concepts with regard to disability mainstreaming and inclusion. Finally, a set of possible activity fields for APPEAR, of questions to be asked when developing proposals and a collection of further links for reading and online tools has been compiled. All this information has been collected and elaborated with a particular focus on higher education projects for development. The list of information, examples and tools is by no means exhaustive, complete or adequate for every project idea. Depending on the specific project design further aspects might be more relevant.

2 Key concepts and definitions

2.1 Persons with Disabilities (PwDs)

There is no single internationally recognised definition of disability. Depending on the conditions determined by law, a person who is considered as a person with a disability in one country will not necessarily be considered the same in another country. Understandings of disability vary, not only across countries but also across donor and implementing agencies in the field of development cooperation.

A definition that is nonetheless frequently used is the one in the Convention on the Rights of Persons with Disabilities (CRPD) according to which people with disabilities include those who have long-term

¹ http://www.who.int/disabilities/facts/Infographic_en_pdf.pdf?ua=1

² International Disability and Development Consortium (IDDC) (2012): Making Inclusion a Reality in Development Organisations. http://www.iddcconsortium.net/sites/default/files/resources-tools/files/121200_iddc_totm_digi_revised.pdf

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.³

2.2 Inclusion

The Oxford Dictionary defines inclusion as “The action or state of including or of being included within a group or structure”.⁴ In the specific context of development cooperation inclusion ensures that PwDs and other marginalised groups participate equally in social, political, and economic life and benefit equally from goods and services.

2.2.1 Inclusive Development

Development can be called inclusive when all groups of people, especially the ones that are marginalised and discriminated because of their sex, ethnicity, race, poverty or disability, can equally participate in a society and equally benefit from achievements. An inclusive development creates equal opportunities for all to participate in decision-making processes and share the benefits of development. It is a pro-poor approach that values and demands for the contribution of all stakeholders.

As summarised by the International Disability and Development Consortium (IDDC), inclusive development can be described as follows:

- “It is a process that leads towards the goal of an Inclusive global community;
- It is based on the understanding of 2 concepts: inclusion and development;
- Inclusion is a process and a goal;
- Diversity is a fact of life. Difference is normal. Some people are excluded from society because of difference. Difference can be due to a range of factors, some universal, some cultural and context-specific;
- Inclusion is about society changing to accommodate difference, and to combat discrimination. It sees society as the problem, not the person;
- To achieve inclusion a twin track approach is needed;
- Focus on the society to remove the barriers that exclude (mainstreaming);
- Focus on the group of persons who are excluded to build their capacity and support them to lobby for their inclusion;
- Because inclusion involves everyone in society at all levels collaboration and networking are core strategies to achieve inclusion;
- Inclusive Development therefore is the process of ensuring that all marginalized / excluded groups are included in the development process.”⁵

2.2.2 Inclusive Education

The term inclusive education refers to an approach which does not exclusively focus on the students but rather on the school system.⁶ An inclusive approach in education does not only tackle physical accessibility. It does also take assistive and appropriate tools into account. Inclusive education means education in which all children are welcome in the same classroom.⁷ The inclusive approach requires

³ <http://www.un.org/disabilities/convention/conventionfull.shtml>

⁴ <http://www.oxforddictionaries.com/definition/english/inclusion>

⁵ <http://www.make-development-inclusive.org/inclusivedevelopment.php?spk=en>

⁶ http://www.iddcconsortium.net/sites/default/files/resources-tools/files/2012_iddc_poster_quality_inclusive_education_to_end_exclusion_a4.pdf

⁷ http://www.handicap-international.us/inclusive_education

that the focus is being shifted from the needs of ‘special students’ to the needs of all students, from the student to the classroom, from an assessment by specialists to an assessment of teaching factors, from the belief that the student with ‘special needs’ will benefit to the belief that all students will benefit from inclusion.

2.3 Disability Mainstreaming

The achievement of an inclusive development requires a holistic and comprehensive approach so that the rights and needs of PwDs are not overlooked, not only on the development agenda but also in other sectors. Disability mainstreaming is thus an enabling and much needed strategy to achieve this goal. The Austrian Development Cooperation (ADC) defines it as follows:

“Disability mainstreaming, that is, the inclusion of persons with disabilities in DC, aims at helping eliminate barriers, promote gender equality and prevent discrimination so that persons with and without disabilities can benefit equally from development cooperation measures.”⁸

Disability mainstreaming is thus the inclusion of PwDs or the inclusion of a disability perspective in development cooperation. It aims at helping to eliminate barriers, promote equality and prevent discrimination so that persons with and without disabilities can benefit equally from development cooperation measures and interventions.

Mainstreaming should not be seen as an end but rather as a process to achieve equality.⁹ It should be reflected across all sectors. A cooperation with disabled people’s organisations (DPOs) as a way to build capacities and to monitor and evaluate the participation of PwDs has been proven efficient in the past.

2.4 Design for All

Design for All is a concept and an effort to elaborate, develop and offer products, services and infrastructure that come in a universal design and are accessible for everyone.

“Design for All is design for human diversity, social inclusion and equality (...) the built environment, everyday objects, services, culture and information – in short, everything that is designed and made by people to be used by people – must be accessible, convenient for everyone in society to use and responsive to evolving human diversity.”¹⁰

It is also known as “universal design”, a concept that aims at accessibility of products, environments, programmes and services which means that they are planned and designed for the use by everyone and not only for the numerically larger share of the population without any form of disability. When developing ICT products or working environments for instance, the broadest possible access by all segments of society have to be taken into consideration. Individual user needs is one of the conditions that have to be met in order to be classified as designed for all.

8

http://www.entwicklung.at/fileadmin/user_upload/Dokumente/Publikationen/Handbuecher/Menschen_mB/Manual_Persons_with_disabilities.pdf

⁹ Miller, Carol; Albert, Bill (2005): Mainstreaming disability in development: Lessons from gender mainstreaming. http://r4d.dfid.gov.uk/PDF/Outputs/Disability/RedPov_gender.pdf

¹⁰ <http://dfaceurope.eu/what-is-dfa/dfa-documents/the-eidd-stockholm-declaration-2004/>

3 Emphasis on Disability Mainstreaming in Development Cooperation

Development cooperation measures should not only contribute to medical care and thus regard disability purely as a medical problem. They should rather consider the social dimension of disability, which is, amongst others, discrimination, which then leads to social exclusion due to a disability.

Education programmes under the umbrella of development cooperation have to be sensitised as well since it is widely acknowledged that education is a prerequisite for the building of inclusive societies. In the context of higher education the inclusion of PwDs has to be adequately addressed as well. Researchers, teachers and students need to develop a better understanding of how to contribute to the building of inclusive societies through their specific academic field.

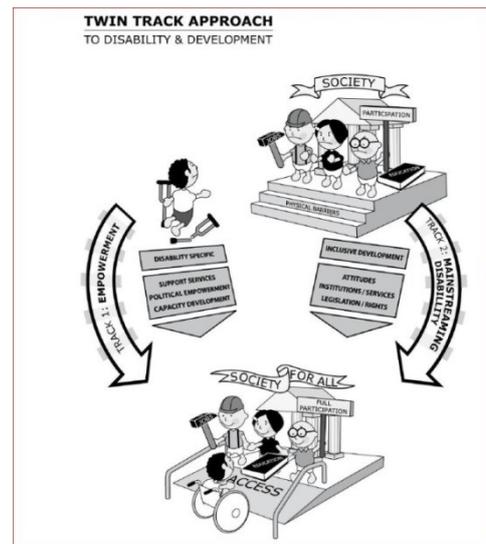


Figure 1: CMB 2008, www.cbm.org

4 International Policy Framework

The United Nations Convention on the Rights of Persons with Disabilities (CRPD) is the basis for the Austrian National Action Plan on disability 2012-2020 as well as for policies at European level. The CRPD is used as the most important and international legal reference as it is the first internationally binding legal instrument that emphasises minimum standards for the protection of rights for PwDs. It marks a paradigm shift that is moving away from a medical approach that focuses on medical conditions of the individuals towards an approach that takes the social aspects and implications of disability into account. It can be briefly summarised - as stated pointedly by a representative of the UN High Commissioner for Human Rights - "It is not about fixing people but about fixing society".

In 2006 it was adopted and in 2008 ratified by Austria. In particular Article 32 on international cooperation must be emphasised according to which development programmes must be accessible to PwDs.

Article 24 highlights the right of PwDs to education which has to be achieved on the basis of equal opportunities and by ensuring of an inclusive education system.¹¹

At the international level growing commitment and obligations for the rights of PwDs and disability mainstreaming can be recognised. While disability mainstreaming was not yet defined as a goal in the Millennium Development Goals (MDGs), PwDs are explicitly mentioned in 5 of 17 Sustainable Development Goals (SDGs)¹² and in 7 targets, which were adopted in 2015. What all of the SDGs have in common is the overall principle known as 'leave no one behind'.

Specifically Goal 4, which focuses on 'quality education', calls amongst others for the following targets to be reached by 2030:



¹¹ <http://www.un.org/disabilities/convention/conventionfull.shtml>

¹² <https://sustainabledevelopment.un.org/sdgs>

- By 2030 ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university.
- By 2030 substantially increase the number of youths and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship.
- By 2030 eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations.
- Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, nonviolent, inclusive and effective learning environments for all.
- By 2030 substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing states.

Goal 10 calls for an overall reduction of inequalities and the empowerment and promotion of a social, economic and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status.



5 Disability Mainstreaming in APPEAR

APPEAR projects support universities so that they can contribute to poverty reduction in their countries. APPEAR follows a development-oriented approach, which means that the social dimensions in the respective countries are taken into account and social reality is reflected in the project design. It is believed that by following this approach (the progress in) social change can adequately be analysed, monitored, and accompanied. In order to enable social change to take place social disadvantages have to be eliminated. This is where the concept of inclusive development comes into play.

Under the APPEAR programme and at all stages of the project cycle, i.e. the planning phase, the implementation, the monitoring and the evaluation, the application of disability mainstreaming and an inclusive approach have to be taken into account. Social discrimination based on disability cannot only be tracked by higher education institutions. It can also be addressed appropriately. Possible intervention and research fields are not only related to the physical accessibility in higher education institutions, but also to communicative, intellectual, social, economic and institutional accessibility. In addition, both fair and equal access of students with disabilities (SwDs) to higher education and the design and provision of adequate teaching and learning materials must be secured. Collaboration with representative offices of SwDs whenever they are in place must be enhanced so that they make sure that for instance calls for scholarships are equally promoted and SwDs are not overlooked. However, research for development means much more. Academic partnerships can empirically research structural and cultural barriers and as a consequence take measures for the design of inclusive universities and societies. A cooperation with disabled people's organisations (DPOs) as a way to build capacities and to monitor and evaluate the participation of PwDs has proven efficient in the past. The list of potential fields of activity and research with regard to disability mainstreaming and inclusion is much more extensive.

Therefore APPEAR partnerships have to consider the rights and needs of PwDs in their project work. The application of disability mainstreaming in APPEAR academic partnerships as well as the preferential consideration of disabled master's and PhD applicants – if they have the same qualifications - is regarded as positive action in line with the principles of the UN Convention of the Rights of Persons with Disabilities (UNCRPD).

5.1 Possible activity fields in APPEAR projects

The following activity fields can not only be considered at the conceptualisation or at the beginning of a project. They should instead serve as a list of possible activities and interventions throughout the project duration and can also be taken into account by projects that are already in the implementation phase.

5.1.1 Incorporation of disability perspectives

- Cooperate with DPOs (disabled peoples organisations). They have a mandate to represent the demands and perspectives of PwDs, they advocate for the rights of PwDs and they provide information and services to their members and other organisations who aim to cooperate.
- Strengthen existing capacities and further support capacity building of DPOs and other related stakeholders.
- Advocate for the elaboration of appropriate monitoring and evaluation tools for inclusion in order to provide baselines but also for tracking needs, gaps, achievements, challenges, successes, etc.
- Advocate for assessments with regard to the identification of inequality gaps, the inclusiveness and the identification of barriers at the respective education systems.
- Create opportunities for students with disabilities to participate in project activities, such as participation in excursions, fieldwork and lectures.
- Collect disaggregated data on marginalised groups whenever data for fieldwork or for internal university surveys is collected.

5.1.2 Awareness raising

- Address questions of disability mainstreaming and inclusion during project meetings, meetings with different stakeholders, teachers, etc.
- Cooperate with respective institutions to elaborate and disseminate information materials in order to share best practice in the creation of a disability-friendly environment at higher education institutions.
- Document and communicate results or even efforts to the general public through TV, radio, newspapers, newsletters, etc. and contribute to the change of public attitudes and public policies.
- Promote the possibility of short-term or long-term scholarships for SwDs through cooperation with the respective offices at higher education institutions and / or with DPOs.
- Advocate for an accessible environment and inclusive curricula.
- Invite PwDs and / or SwDs to speak / present at your meetings, conferences, etc. so that they can act as role models.

5.1.3 Accessibility

- Advocate for the development of training and teaching materials for students with special needs, such as braille transcripts, large print, and other assistive devices and technologies, e.g. voice streams.
- Advocate for the physical and structural accessibility so that (re-)constructions take the provision of accessibility to all persons into account, such as ground-level lavatories, the building of ramps, pedestrian environments, etc.
- Plan project meetings and events in a way that is accessible to PwDs by using appropriate information materials and language and by considering the physical accessibility of venues.
- Address specifically SwDs as a target group for the participation in programme activities.

5.1.4 Project management

- What is the actual situation regarding the inclusion of SwDs and / or PwDs at the participating institutions and in this scientific field? Are there any guidelines or policies with regard to disability mainstreaming at the partner institutions?
- How can indicators be adapted so that they include an inclusion-friendly perspective?
- Are stakeholders with disabilities included in the planning phase and during implementation, monitoring and evaluation? What are their different needs?
- Have inclusion related activities been included in the project budget?
- What is the composition of the project team? Are there any barriers for the participation of PwDs? Do they participate in decision making?
- Are SwDs or PwDs included in the elaboration of the proposal, in the project activities and the decision processes as well as in monitoring and evaluation?
- Are there any experiences in the consortium with disability mainstreaming and how is this knowledge shared? If not, is it foreseen to contact respective offices, e.g. the representative office for SwDs?

5.2 Guidance for applicants

The following thematic / organisational dimensions will assist applicants and project team members in either completing the application or monitoring the project's progress with regard to achievements which derive from disability mainstreaming measures. The questions are meant as a stimulus for the elaboration of the project proposal and for further discussion. Thus it is not necessary to answer every question.

The questions in each dimension serve the purpose of describing the respective dimensions with the explicit intention to provide guidance for applicants. They should therefore not be understood as an exhaustive list of aspects that every project needs to address, or as questions that necessarily need to be answered within every project. Depending upon the nature of each project, other aspects may be well better suited to demonstrate how the five dimensions are integrated in the project and how the project demonstrates its ability to implement disability mainstreaming measures within the five dimensions.

Thematic and / or organisational dimensions	Specification/Description
1. Project design and substantive quality (Innovative, problem-oriented and interdisciplinary approaches are encouraged)	<ul style="list-style-type: none"> - In which context and against which background are the proposed activities set (description of the local, institutional and scientific needs and demands of all partners)? - In which way does the project incorporate an innovative approach (in terms of theoretical, epistemological, methodological, empirical and educational aspects)? - In which way are the proposed activities in line with the expected outcomes? - In which way are capacity development activities included? - Is there a similar higher education / research cooperation (scientifically and institutionally) going on at the involved institutions and how can the intended partnership benefit from / build on them? - Does the project include regional cooperation between the eligible countries?
Disability mainstreaming dimension	<ul style="list-style-type: none"> - Is there an analysis of the situation of students with disabilities (SwDs) or people with disabilities (PwDs) in the project environment? - Does your innovative approach also include disability / inclusion-sensitive approaches? - Have there already been experiences with disability mainstreaming (best practices) in your working environment? At which level, by whom and with which results? Can you create synergies or base your work on existing results? - Who will benefit from the capacity development? Will PwDs / SwDs benefit from it? - Have you included disability (mainstreaming) experts or PwDs in the project design or is this foreseen for the implementation, monitoring and evaluation of the project? Who and how? - Have you undertaken an examination of disability mainstreaming policies and projects at other institutions from your region?

2. Project management and capacity of the consortium	<ul style="list-style-type: none"> - How will the coordination of the project and the roles of the respective partners be organised? - In which way does the chosen constitution of the team contribute to the capability of the consortium to achieve the objectives? - How does the balance between junior and senior, female and male, Austrian and partner country team members increase the prospects of achieving the objectives? - Why is it important to collaborate with the particular institution(s) and which long-term effects of the partnership can be expected (development impact, thematically-related decisions, etc.)?
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Disability mainstreaming dimension	<ul style="list-style-type: none"> - What is the composition of the project team? Are there any barriers for the participation of PwDs? - Are SwDs or PwDs integrated in the elaboration of the proposal, in the project phases and activities and the decision processes? - Are there any experiences in the consortium with disability mainstreaming and how is this knowledge shared? If not, is it foreseen to contact respective offices, e.g. the representative office for SwDs? - What is the actual situation regarding the inclusion of SwDs and / or PwDs at the participating institutions and in this scientific field? Are there any guidelines or policies with regard to disability mainstreaming at the partner institutions?
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3. Relevance for and contribution to development	<ul style="list-style-type: none"> - In which way do the proposed activities contribute to the partner countries' national / regional development plan or poverty reduction strategy? - How and in which way are the proposed activities relevant for poor and marginalised societal groups? - In which way do the proposed activities support / strengthen the institutional capacity of the institution(s) in the respective countries? - Who are the "beneficiaries" of the proposed activities on the societal levels addressed and what are the expected direct and indirect benefits? How are the different levels related to each other: <ul style="list-style-type: none"> - * local level (communities, marginalised groups) - * institutional level (research or higher education institutions, NGOs, other organisations) - * regional / national level (agencies, government institutions)
Disability mainstreaming dimension	<ul style="list-style-type: none"> - Which guidelines / strategies / action plans with regard to disability mainstreaming are formulated in national and regional development plans or at national level? How are these related to your project? - Which relevance and impact do the planned activities have with regard to 1) the inclusion of SwDs or PwDs and 2) the general debate on inclusion? - Which relevance and impact do the planned activities have regarding the contribution to an inclusive university and / or society? - Which measures are foreseen to overcome barriers that prevent SwDs or PwDs from equal participation? - Are SwDs or PwDs the target group and / or beneficiaries of your project? And how will the project influence their living conditions?

4. Results and sustainability	<ul style="list-style-type: none"> - How does the consortium plan to make the cooperation sustainable beyond the funding period? - To which degree can the project be expected to have a positive influence on the opportunities, living conditions and / or position of women? - To which extent will a positive influence on the opportunities, living conditions and / or position and non-discrimination of persons with disabilities (added value) be considered? - How do the proposed activities strengthen the educational, research and / or management capacities of the institution? In which way does the project contribute to an increased integration of its partners in scientific networks (international, regional, between addressed countries)? - In which way and to which extent are dissemination activities and utilisation of expected results and findings planned (spin-offs, follow-ups, publications, conferences, teaching, curricula, exchange of lecturers, practical use for regional or national development strategies and activities, etc.)?
Disability mainstreaming dimension	<ul style="list-style-type: none"> - How will the project activities influence 1) an inclusion-friendly approach at the respective partner institutions and 2) the living conditions of PwDs? - How do you guarantee that SwDs and PwDs are visible also beyond the project environment? - How will disability mainstreaming be incorporated in the project activities and

	<p>results (curricula, workshops, teaching aids, braille transcripts, etc.)?</p> <ul style="list-style-type: none"> - In which terms is the strengthening of the partner institutions defined and does it foresee educational, research and / or management aspects of inclusive education and disability mainstreaming within higher education? - Which disability / inclusion-sensitive indicators with regard to the impact of the project have been developed (short-term during the project period, long-term with regard to sustainability) and how will these indicators be considered in the monitoring and evaluation process?
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5. Cost effectiveness	<ul style="list-style-type: none"> - Is the budget well balanced and the allocation between the partners appropriate? - Are there any in-kind contributions?
Disability mainstreaming dimension	<ul style="list-style-type: none"> - Which disability mainstreaming-sensitive strategies and plans will be used for the implementation of the project and are they reflected in the budget? - Are there any specific disability mainstreaming activities in the budget? (e.g. workshops and meetings with representatives within and outside the partner institution, expenses for translations in formats of specific needs such as Braille, large print, analysis of needs and participation of SwDs within a respective scientific field, etc.) - Is sufficient budget foreseen to provide for accessibility / design for all?

6 Further links

→ General Information

Austrian Development Cooperation

Focus: Persons with Disabilities in ADC”:

http://www.entwicklung.at/fileadmin/user_upload/Dokumente/Publikationen/Fokuspapiere/Englisch/Focus_Persons_with_Disabilities_May_2011.pdf

Handbook “Persons with Disabilities. Inclusion: Human Right and Mandate”

http://www.entwicklung.at/fileadmin/user_upload/Dokumente/Publikationen/Handbuecher/Menschen_mB/Manual_Persons_with_disabilities.pdf

World Health Organisation

<http://www.who.int/disabilities>

International Disability and Development Consortium (IDDC)

<http://www.iddcconsortium.net/>

Make Development Inclusive - Mainstreaming Disability in development cooperation

<http://www.make-development-inclusive.org>

United Nations Statistics Department

<http://unstats.un.org/unsd/demographic/sconcerns/disability/default.htm>

World Health Organisation - Community-Based Rehabilitation Guidelines

<http://www.who.int/disabilities/cbr/guidelines/en/>

- Education Component

http://apps.who.int/iris/bitstream/10665/44405/3/9789241548052_education_eng.pdf

Key DPO umbrella organisations working at the international level

<http://www.internationaldisabilityalliance.org/en/information-countries>

→ **Project management, checklists and tools**

Project Cycle Management Guidelines

- **How to include the perspectives of persons with disabilities in the project cycle management guidelines of the EC**

<http://www.inclusive-development.org/cbmtools/>

- **Concepts and guiding principles**

<http://www.make-development-inclusive.org/toolsen/pcm1.pdf>

- **A practical guide**

<http://www.make-development-inclusive.org/toolsen/pcm2.pdf>

Checklists and tools

[Disability sensitive indicators for the education sector](#)

[Budgeting the inclusion of a disability perspective](#)

[Accessible meetings and events](#)

[Tools for including a disability perspective, listed per sector](#)