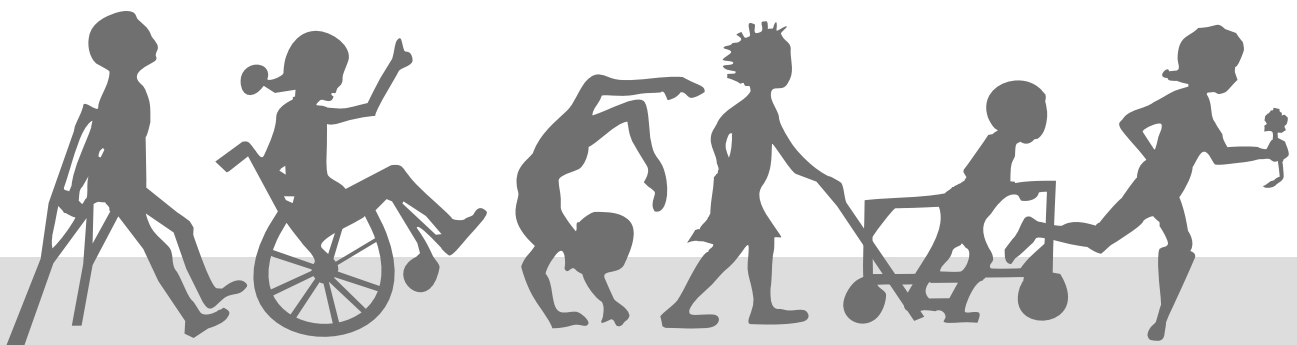


# Behinderung und internationale Entwicklung

## Disability and International Development



Arbeit/berufliche Bildung und Teilhabe  
Work/Vocational Education and Participation





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### Anschrift/Address

Wandastr. 9, 45136 Essen

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Fax: +49 (0)201/17 89 026

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## Editorial

Liebe Leserinnen und Leser,

Arbeit und Beschäftigung stellen einen wesentlichen Bereich gesellschaftlicher Teilhabe dar, insofern sie zu einem ausreichenden Lebensunterhalt, sozialen Kontakten und gesellschaftlicher Anerkennung beitragen. Wie der *Weltbericht Behinderung* der WHO herausstellt, tragen Menschen mit Behinderungen weltweit ein erhöhtes Risiko, von Arbeitslosigkeit und unzureichender Entlohnung betroffen zu sein. Zudem fehlen gerade in Ländern des Globalen Südens soziale Sicherungssysteme, die greifen, um Folgen prekärer Arbeitsverhältnisse oder Arbeitslosigkeit abzuschwächen.

Die vorliegende Ausgabe widmet sich diesen Herausforderungen sowie der Frage, wodurch Menschen mit Behinderungen die Zugänge zum Arbeitsmarkt erleichtert werden können. Im einführenden Artikel diskutiert *Sarah Hofmayer* – insbesondere in Hinblick auf den informellen Sektor, die Finanzierung beruflicher Selbstständigkeit und behinderungsspezifische Quotenregelungen – Barrieren beruflicher Teilhabe sowie Strategien, um diese abzubauen. *Jürgen Menze* stellt im Anschluss vor, wie die ILO den so genannten *twin-track approach* nutzt, um Menschen mit Behinderungen auf dem ersten Arbeitsmarkt zu integrieren und deren Ausbildungs- und Arbeitsbedingungen zu verbessern. *Lukas Groß* analysiert anschließend die Implikationen des Artikels 28 der UN-Behindertenrechtskonvention auf die sozialen Sicherungssysteme im Globalen Süden und die Internationale Zusammenarbeit. Schließlich stellt *Abdullah Dumbaya* die Arbeit des *Dorothy Springer Trust* in Sierra Leone vor. Dort können Menschen mit Behinderungen eine Ausbildung im Bereich Informations- und Kommunikationstechnologie absolvieren.

Wir freuen uns, dass durch die vielseitigen Beiträge das Thema Arbeit und Teilhabe im Globalen Süden so vielschichtig bearbeitet werden konnte und wünschen Ihnen viel Freude bei der Lektüre!

Ihre Redaktionsgruppe

Dear Readers,

Work and employment constitute an essential area of participation: by providing livelihood, security, social contacts and social recognition. As the *World Report on Disability* highlights, persons with disabilities find themselves at significant risk of unemployment and insufficient income. At the same time, social protection systems, which would lessen the impact of tenuous working conditions or unemployment, are often missing, particularly in the global south.

This issue focuses on these challenges and the strategies that have to be taken in order to improve the access for persons with disabilities to the regular labor market. In the introductory article, *Sarah Hofmayer* discusses relevant barriers to work and employment participation in the Global South and existing strategies to combat them, focusing on the informal sector, financing of self-employment and disability-specific quotas. *Jürgen Menze* presents how ILO realises a twin-track approach for the inclusion of persons with disabilities in the first labor market and the improvement of training and working opportunities. *Lukas Groß* analyses the implications of article 28 of the UN Convention on the Rights of Persons with Disabilities for social security systems in the Global South and international development. Finally, *Abdullah Dumbaya* presents the *Dorothy Springer Trust's* work in Sierra Leone, providing persons with disabilities with vocational training opportunities in the area of information and communication technology.

We are glad to be able to cover the topic of employment and participation in the Global South from various perspectives and hope you enjoy the reading!

Your editorial group



# Towards Inclusive Employment: How to Face the Main Challenges under the CRPD

Sarah Hofmayer

Persons with disabilities face several barriers, attitudinal as well as physical, policy-related and financial, when trying to find employment. The Convention on the Rights of Persons with Disabilities (CRPD) sets out the right to inclusive employment and measures that have to be taken in order to realise it. This article highlights the importance of being and staying employed and recommends general steps to be taken in the context of developing countries. It addresses specifically the informal market, which was discussed as the main distinguishing characteristic of the labour market in developing countries (Ferraina 2012:20), the need for micro-financing and quotas, representing common approaches to realising inclusive employment.

## Introduction

“States Parties recognize the right of persons with disabilities to work, on an equal basis with others; this includes the right to the opportunity to gain a living by work freely chosen or accepted in a labour market and work environment that is open, inclusive and accessible to persons with disabilities. States Parties shall safeguard and promote the realization of the right to work...” (Article 27 United Nations Convention on the Rights of Persons with Disabilities - CRPD)

The right to work has been set down in several international human rights documents and as early as in 1948 in Article 23 of the Universal Declaration of Human Rights. Its importance is both economic and social. On the one hand the income gained by pursuing a job is an essential feature of one's economic well-being and contributes to one's independence by not having to rely on welfare benefits - if provided - their families or charity (Mantouvalou 2015). The social side includes the creation of professional and social networks, the chance to gain a sense of belonging and both self-respect and the respect of others. By contributing to the wealth of a society, one gets valued, and it is therefore easier to participate and be included (Schultz 2000).

## Barriers Faced by Persons with Disabilities

Persons with disabilities are however often denied their right to work compared to their non-disabled peers. They have globally higher rates of unemployment and often receive lower wages, therefore being at a higher risk of living in poverty and exclusion. A study carried out by UWEZO Youth shows not only that many do not work at all but also restrictions in the types of jobs open to them (typically persons with dis-

abilities are self employed (32%) or work for DPOs (12,6%)) and are also disadvantaged in accessing income (50% of the women working who were interviewed did not receive any payment at all the previous week) (UWEZO Youth Empowerment, 2015). There is however still a considerable lack of comprehensive data on the employment situation of persons with disabilities (see for example United Disabled Persons Kenya 2015:35). Especially persons with intellectual disabilities are likely to work in segregated settings or not at all instead of at the open labour market. The World Report on Disability outlined the following four categories of barriers preventing persons with disabilities from obtaining employment which have to be redressed.

- Lack of access, which captures access to education and training as well as physical access.
- Misconceptions about disability, and the ability of a disabled person to carry out work, leading to both denial of employment and job promotion.
- Discrimination by employers, based on their preferences of whom to employ and prevailing stereotypes.
- Overprotection in labour laws, such as mandatory shorter working days for persons with disabilities, may lead to them being seen as more costly and less efficient and result in fewer job chances (World Health Organisation/World Bank 2011:235).

These barriers vary between countries and regions and do not apply to every context. Developing countries show specific characteristics, which have to be taken into account in order to understand how to approach inclusive employment. Survey evaluations have shown that persons with disabilities face less barriers in accessing informal work<sup>1</sup> than formal and that informal works needs only little investments. Lack



of regulation means however also a lack of insurances and other protection and support, such as anti-discrimination legislation and reasonable accommodation. This means that policy-makers have to take questions of the final market into account when tackling the exclusion of persons with disabilities from the labour market or introducing new support<sup>2</sup>. In addition many persons with disabilities are especially poor<sup>3</sup> and do not have the - albeit lower - financial means to start a business in the informal sector. Micro-financing is therefore an important approach to empower persons with disabilities and has to be discussed in some more detail (World Report 2011:240).

They also face less financial disincentives to work than persons with disabilities in western countries (financial disincentives can be found in many developed countries in the form of welfare benefits for those considered incapable of working and being revoked when somebody enters into employment, leading to financial losses and administrative burdens if the person loses the job at a later stage) and therefore have to seek work more actively than persons with disabilities in developed countries, without having to consider the aforementioned disadvantages. On the other hand rehabilitation programs to enhance or maintain work capabilities are rarer (Mizunoya/Mitra 2012:8).

## Values Underlying the Right to Work

The right to work is a socio-economic human right and as such built on the principles of human dignity, freedom and equality, which interact with each other. Dignity is based on the idea that every human being has inherent worth, simply by being human. In order to value this inherent worth, governments have to guarantee access to the means necessary for any human being to flourish and develop one's personality. By realising socio-economic rights, such as the right to work, they are not merely obliged to ensure the survival of the individual but also his/her chance to exercise other rights and therefore participate in society. Dignity is linked with ensuring freedom and autonomy and therefore guaranteeing choice (Liebenberg 2005).

Freedom or autonomy affect every aspect of human life, it is not only about guaranteeing freedom of movement or a merely negative right to be protected from human rights violations but also includes the duty of the States to enable persons with disabilities to exercise their rights, for example by ensuring reasonable accommodation (Ball 2000). Equality finally is the

most extensively discussed concept of the three. Several theories have been developed. In the context of the CRPD it is important to distinguish between formal equality, equality of opportunity and equality of outcome. Formal equality is built upon the notion of treating likes alike and unlikes differently. It therefore does not challenge underlying systemic issues but looks only at the status quo to find out if a decision is discriminatory or not. It would therefore require the removal of legal provisions that prevent persons with disabilities from entering the labour market or prohibit discrimination of a qualified person with a disability in obtaining a job but not ask for reasonable accommodation or quotas to ensure likeness. Equality of opportunity on the other hand recognises the fact that there are systemic issues that prevent persons with disabilities from acquiring the same level of qualification and chances as other persons seeking a job. Not everybody is in the same social and economic position and some are therefore more privileged than others. In order to equalise chances, equality of opportunity allows for special measures to "equalize the starting point" (Fredman 2011). These measures can take the form of vocational training or assistance for example. Equality of results goes one step further by continuing special measures to make equal results possible, while the concept of equality of opportunity leaves the results up to the individual and its merit (ibid). Prejudices might however prevail, even after a person with a disability obtained a job. Special measures, for example continued training of both the disabled person and their colleagues or promoting job advancement might therefore be necessary to ensure actual equality. This is also recognised by the CRPD, the examples given can be found in Article 27 par. 1 e) and f).

Equality of opportunity and equality of results allow for affirmative action, which is also known under the term of positive or reverse discrimination and meant to reverse past discrimination by preferential treatment, most commonly found in the form of quotas (Schulze 2010:63). Over time several models of quotas have been developed, varying in the percentage of jobs allocated to persons with disabilities, whether a levy is imposed on those that do not comply or the minimum size of firms covered by legislation. The results do not prove as successful as originally expected. This might be because quotas raise an assumption of persons with disabilities not being able to compete and win against others merely based on their merits. Employers might therefore prefer to pay a



fine instead of employing persons with disabilities. It has been suggested to rely on an anti-discrimination approach instead, which treats persons with disabilities as active agents, able to compete (Waddington 1996:69).

## The Right to Work in International Law

Being a socio-economic right, the right to work and its scope have been widely debated. Within international law, an understanding has emerged of states having to respect, fulfil and promote the right to work and employment. They are therefore first of all obliged not to interfere with somebody exercising his or her right to work and to ensure that third parties also refrain from doing so. In addition, they have to fulfil the right to work as far as possible by following a policy of economic growth and allocating resources to help those marginalised - for example persons with disabilities - in finding employment (Committee on Economic, Social and Cultural Rights 2005:par. 22, 26).

Employment of persons with disabilities is primarily an issue of anti-discrimination and accessibility (Schulze 2010:150). The CRPD places a strong focus on employment in the mainstream settings and therefore on inclusive employment<sup>4</sup>, which can be seen from the first sentence of Article 27 already. It further provides a list of 12 concrete requirements, such as the prohibition of discrimination or promoting it in the private sector, emphasising and detailing this general requirement. All of the requirements have to be seen in the light of the first statement, focusing on the equal right to work of persons with disabilities (Zhang 2006-2007:532). Article 27 of the CRPD obliges States to facilitate obtaining a job by providing for vocational guidance, placement services, but also to provide continued training during employment (par. 1d). It furthermore requires rehabilitative programs to ensure job maintenance (par. 1k). Article 27 acknowledges in addition the fact that enhancing the capabilities of persons with disabilities alone is not sufficient. It therefore requires their employment in the public sector (par. 1g) and the promotion of employment in the private sector (par. 1h). In regards to the private sector it even allows explicitly for special measures, including affirmative action and is the first core human rights convention to take this step (Schulze 2010:154).

Article 27 furthermore clarifies that labour law has to be applicable to persons with disabilities, as part of realising equality. This in-

cludes fair remuneration, collective bargaining and protection from harassment among others (par. 1b and c).

## Implementing the Right to Inclusive Employment

The high unemployment rates of persons with disabilities and prevailing forms of segregated employment show that inclusive employment is a goal yet to be achieved. It will need a change not only of the governmental strategies but also within society as such, by addressing stereotypes and prejudices. Recommendations have been issued in several contexts but have to take into account the specific context of a country or region. This article focuses on the (broad) context of developing countries only.

In any given context, planning has to follow the requirements set out by the CRPD, such as the involvement of persons with disabilities in the planning of any strategy (Article 4 par. 3 CRPD). Enterprises should be consulted in order to give them an opportunity to voice their concerns. It has been shown that stereotypes about the capabilities of persons with disabilities are still strong and result in discriminatory denial of employment or promotion. Their concerns about the additional costs of employing a person with a disability, who might require adjustments of the workplace, have to be discussed.

Notions of persons with disabilities as not being meant for working are still strong. There is a perception of them being supposed to beg and rely on the goodwill of individuals or charities. This idea gets reinforced by fundraising campaigns run by charities, depicting persons with disabilities as passive and in need of protection rather than work (Opini 2010:280). As a result there is a need for awareness-raising of the rights of persons of disabilities, such as employment, inclusion and independence. The use of good-practices as proof of the workability of such a concept gives model employers positive feedback and addresses doubts most efficiently (World Report 2011:252).

## The Informal Market

Even within the context of a specific country, the employment situation of persons with disabilities is heterogeneous. The according policy must therefore provide for different programmes and solutions in order to reach everybody (Mizunoya/Mitra 2012:25). A specific context will be briefly addressed here: the informal market and rural areas, which constitute a large part of the informal market. As outlined before, the informal market gives persons with



disabilities the flexibility they need but cannot find in many formal settings but leaves them without the protection usually provided by labour law. Many persons with disabilities live in small communities in rural areas. This affects the types of jobs they can choose. Many rural areas still rely largely upon agriculture and manual work. The market changes however and requires persons to adapt their working skills, putting persons with disabilities at risk. There is therefore a need to provide vocational training that takes into account globalisation, industrialisation and changing market needs (Opini 2010:274). In addition the government has to put effort into incorporating the informal sector into the regulated market, thereby expanding the protection granted by labour law.

### **Vocational Training**

Different studies have diagnosed a lack of fit between the skills taught in vocational training<sup>5</sup> and the jobs on offer (see for instance World Health Organisation/World Bank 2011:246, Opini 2010:274). One example is the non-responsiveness to the changing market which has just been mentioned. Another reason is that traditional rehabilitation programmes were situated in big centres at the outskirts of a city, sometimes requiring expensive materials and using a one-size-fits-all model. There is therefore a call for community-based vocational rehabilitation (CBVR) (Alade 2004:143). By providing training and rehabilitation in the community, persons with disabilities can stay in their usual surrounding and do not get segregated from their social background. By being trained by local artisan they can furthermore find professional contacts that will be of use in the future. Finally they will get trained in a profession which is practiced in their community (ibid). Another problem of traditional vocational training is the high costs of such a program, leading to a lack of access for most persons with disabilities.

The World Health Report recommends a twin-track approach in regards to vocational training. Mainstream programs have to be made accessible - both physically and in regards to the teaching methods and materials - to persons with disabilities but there is also a need for specialised labour market programs which have to focus on promoting inclusion and must not lead to segregation (World Health Organisation/World Bank 2011:251).

### **Financing Self-Employment**

In order for persons with disabilities to obtain a job they must however find somebody to em-

ploy them or become self-employed. Where small-scale businesses predominate, self-employment shows higher chances. As noted before, persons with disabilities are often especially poor and do not have the financial means to set up their own businesses. Micro-financing is therefore an important measure. Experience has shown that precautions have to be taken to ensure that the borrower is able to pay back the rates of the loan and that the money is used for the business and not for other needs (Alade 2004:146). In this context training not only on how to manage financial means but also on entrepreneurship in general is recommended. Access to education in general is of utmost importance to provide basic skills such as how to calculate and write in order to keep records. The World Health Report further recommends to ensure "better outreach, accessible information and customized credit conditions" (World Health Organisation/World Bank 2011:252).

If successfully set up and operating, a business run by a person with a disability is the best way to prove the working abilities and wishes of persons with disabilities, their independence and participation in society and therefore to challenge stereotypes about their differentness in regards to work. This does however not mean that self-employment can be seen as a solution by itself. It has to be ensured that persons with disabilities are granted the same alternatives as anybody else and are not forced to be self-employed and limited to the informal sector.

### **Quotas**

A traditional but controversial way of promoting employment of persons with disabilities (and other disadvantaged groups) is to set out quotas. In Kenya for instance both public and private employers have to give at least five per cent of the jobs to disabled persons (Section 13 Persons with Disabilities Act No.14 of 2003). The fine for noncompliance can however not be imposed upon governmental institutions, which employ only three per cent persons with disabilities. There is no comprehensive data on the private sector as it has not been evaluated yet (United Disabled Persons Kenya 2015:37). The World Report on Disability states that it has to be proven yet that quotas can correct the imperfections of the labour market and does neither recommend to use nor to abandon them (World Health Organisation/World Bank 2011:242). It can however be said at this point that quotas on their own do not achieve the required result. At minimum level they have to be



accompanied by advocacy, awareness-raising and vocational training.

## Best Practice: Advocating for Inclusive Employment

The Indian *National Centre for Promotion of Employment for Disabled People* (NCPEDP) follows a holistic approach in realising inclusive employment for persons with disabilities. It acknowledges that questions of awareness, access, education, and legislation have to be addressed in order to achieve inclusive employment. NCEPD works with all the actors involved, such as chambers, NGOs and DPOs, and public bodies (Fembek/Butcher/Heindorf/Wallner-Mikl 2012:186). It provides information on the different employment options in an accessible format, works with enterprises (for example Samsung) to organise and promote placements for persons with disabilities and gives awards to companies redressing barriers (NCEPD 2015). By focusing in distributing good practices and information among all sectors NCPEDP increases the chances of challenging stereotypes and reaching a wider group of people.

## Summary

The CRPD gives persons with disabilities explicitly the right to inclusive employment and requires States to take active steps, such as anti-discrimination legislation or vocational training, to make this right reality. Developing countries face specific situations such as the informal market, creating both a challenge and an opportunity. While steps have been taken they have to be evaluated, expanded and improved for their effectiveness in promoting inclusion, empowerment and independence.

## Acknowledgments

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## Notes

- 1 The *informal economy* is the unregulated part of a country's economy. It includes small-scale agriculture, petty trading, home-based enterprises, small businesses employing a few workers, and other similar activities (World Health Organisation/World Bank 2011:236). Visit: <https://www.humanitarianresponse.info/clusters/early-recovery>.
- 2 Reasonable accommodation is defined as "necessary

and appropriate modification and adjustments not imposing a disproportionate or undue burden, where needed in a particular case, to ensure to persons with disabilities the enjoyment or exercise on an equal basis with others of all human rights and fundamental freedoms" (Article 2 CRPD). Visit: <http://www.wcdrr.org/majorgroups/other>.

- 3 Disability and poverty show a circular connection. Poverty heightens the risk of becoming disabled, while disability worsens poverty. For further information see Handicap International: Disability and Poverty. Visit: [www.didrrn.net](http://www.didrrn.net).
- 4 Inclusion aims at removing barriers excluding the person from participating on an equal footing. It does not look at somebody's deficits but sees disability as part of human diversity that has to be accommodated (Edel 2009).
- 5 "Vocational rehabilitation services develop or restore the capabilities of people with disabilities so they can participate in the competitive labour market. The services usually relate to job training, counselling, and placement" (World Health Organisation/World Bank 2011:245).

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**Zusammenfassung:** Menschen mit Behinderung sehen sich vielfältigen Barrieren konfrontiert, sowohl einstellungs- basiert als auch physisch, politisch und finanziell, wenn es darum geht, eine Beschäftigung zu finden. Die Konvention über die Rechte von Menschen mit Behinderungen (BRK) formuliert die Rechte auf inklusive Beschäftigung und zeigt Schritte auf, die ergriffen werden müssen, um diese Forderung zu realisieren. Dieser Artikel betont die Bedeutung des

Findens und Aufrechterhaltens einer Erwerbstätigkeit und beschreibt allgemeine erforderliche Schritte bezogen auf Entwicklungsländer. Dabei wird insbesondere auf den informellen Sektor, der als einer der Hauptkennzeichen des Arbeitsmarktes in Entwicklungsländern dargestellt wurde (Ferraina 2012:20), und den Bedarf an Mikrofinanzierungen und Quoten eingegangen, die gängige Konzepte zur Realisierung inklusiver Beschäftigung darstellen.

**Résumé:** Pour trouver un emploi les personnes handicapées font face à plusieurs obstacles physiques, politiques et financières aussi bien que des obstacles liés aux attitudes. La Convention relative aux droits des personnes handicapées (CDPH) énonce le droit à l'emploi inclusif et des mesures qui doivent être prises pour le réaliser. Cet article met en évidence l'importance d'être et rester employé et recommande des mesures générales à prendre dans le contexte des pays en voie de développement. Il porte particulièrement sur le marché informel, qui a été désignée comme la principale caractéristique distinctive du marché du travail dans les pays en développement (Ferraina 2012: 20), sur la nécessité de micro-financement et sur les quotas. L'article représente des approches communes pour la réalisation de l'emploi inclusif.

**Resumen:** Las personas con discapacidad se enfrentan a múltiples barreras cuando tratan de encontrar un trabajo: barreras físicas, políticas o financieras así como también con prejuicios. La Convención sobre los Derechos de las Personas con Discapacidad (CDPD) exige el derecho al empleo inclusivo y pide actividades que conducen al mismo. Este artículo subraya la importancia del empleo y recomienda medidas generales que deben ser tomadas en cuenta en los países en vías de desarrollo. En el centro está el mercado informal, que ha sido discutido como el diferenciador clave para el mercado de trabajo en los países en desarrollo (Ferraina 2012: 20). Otros aspectos discutidos son las microfinanzas y las cuotas, que representan enfoques comunes hacia la consecución del empleo inclusivo.

**Author:** Sarah Hofmayer studied International and Comparative Disability Law, an LL.M. at NUI Galway after studying law in Vienna. She is currently working for the Specialist Integration Service for Youth at Work (Integrationsfachdienst, Projekt Jobwärts, Jugend am Werk) in Vienna.

**Contact:** sarah\_hofmayer@yahoo.de.



# The ILO Approach to Promote Decent Work for People with Disabilities

Jürgen Menze

The International Labour Organisation (ILO) has been promoting equal rights of people with disabilities in the world of work for nearly a century. Currently guided by the ILO Disability Inclusion Strategy 2014-17, the organisation focuses on promoting international standards for persons with disabilities, creating enabling legislative and policy environments, increasing the employability of people with disabilities and opening up employment opportunities in the private and public sector. In all these areas, the ILO adopts a twin-track approach that provides both for the inclusion of disability issues in mainstream policies and programmes as well as for measures that specifically target people with disabilities. The work of the ILO is part of the support provided to an increasing number of policies and practices in developing countries which need to be comprehensive and break down barriers in all work-related areas to promote decent work for people with disabilities effectively.

## Introduction

The ILO is the United Nations (UN) specialised agency for matters related to the world of work. Unlike other UN entities, the ILO is not only governed by the governments of its 186 member states but also by their most representative workers' and employers' organisations. This tripartite structure ensures that the views of the main stakeholders in the world of work are closely reflected in international labour standards and in forging policies and programmes. Founded in 1919, the ILO has been part of the worldwide engagement towards greater social justice by promoting decent work for all for almost a century.

The ILO work on equal opportunities for persons with disabilities began immediately after the organisation's foundation after the First World War. This commitment has been recently renewed by the ILO Disability Inclusion Strategy 2014-17 which adopts a twin-track approach of including disability issues in all ILO policies and programmes as well as providing disability-specific initiatives to support the empowerment of persons with disabilities (ILO 2015a).

Following the adoption of the UN Convention on the Rights of Persons with Disabilities (CRPD), the rights of people with disabilities, including their right to decent work, are at the forefront of international discussions on human rights. Nowadays, it is estimated that globally there are 785 to 975 million people with disabilities aged 15 and older (WHO/World Bank 2011). These are persons deemed to be of working age. Timely, reliable and comparable data on the employment situation of persons with disabilities in developing countries, however, are scarce (ILO 2015b).

Due to a range of societal barriers, persons

with disabilities not only have lower rates of employment than people without disabilities but they are also often discouraged to seek employment (Ali/Schur/Blanck 2011). The first round of the ILO *school to work* transition surveys, carried out in more than 20 developing countries among people aged 15 to 29 years, showed that a high percentage of persons with disabilities across all surveyed countries feel *discriminatory prejudice* was a main obstacle in finding a job. Further, *disability* was the reason for them staying out of the workforce in comparison to *injury* or *infirmity* (ILO 2014a).

Not only are human rights put at risk when people with disabilities are denied equal employment opportunities (OHCHR 2012) but their exclusion also results in an economic cost for national economies (Morgon Banks/Polack 2014). According to an ILO study covering China, Ethiopia, Malawi, Namibia, South Africa, Tanzania, Thailand, Viet Nam, Zambia and Zimbabwe, the higher rates of unemployment and labour market inactivity among persons with disabilities as well as the reduced productivity of employees with disabilities due to barriers to mainstream education, skills development and transport lead to a loss for countries worth up to seven per cent of gross domestic product (ILO 2009).

## Promoting the CRPD and International Labour Standards

The work-related provisions of the CRPD together with international labour standards, i.e. legally binding ILO conventions and non-binding ILO recommendations, set the global normative framework for disability inclusion in the world of work. This framework should guide the



design and revision of national legislation and policies to promote equal employment opportunities for people with disabilities. The CRPD along with the ILO Vocational Rehabilitation and Employment (Disabled Persons) Convention, 1983 (No. 159) and its accompanying Vocational Rehabilitation and Employment (Disabled Persons) Recommendation, 1983 (No. 168) stipulate that representative organisations of persons with disabilities should be involved at all stages of developing and revising laws and policies that aim to promote the employment of persons with disabilities. In line with the ILO's tripartite character, ILO Convention No. 159 and Recommendation No. 168 further request the involvement of representative workers' and employers' organisations in such processes. Guiding principles of the CRPD like equality of opportunity, equality between men and women and non-discrimination are also present in international labour standards. Extending to people with disabilities the protections afforded by the ILO Discrimination (Employment and Occupation) Convention, 1958 (No. 111) explicitly, ILO Convention No. 159 reaffirms and emphasises these guiding principles for persons with disabilities in the world of work.

While all international labour standards apply to people with disabilities through their inherent principle of equality and non-discrimination, some standards refer to persons with disabilities explicitly. They are therefore critical for the promotion of their right to decent work. In addition to the international labour standards mentioned above, examples include the Employment Promotion and Protection against Unemployment Convention, 1988 (No. 168), the Employment Policy (Supplementary Provisions) Recommendation, 1984 (No. 169) and the Transition from the Informal to the Formal Economy Recommendation, 2015 (No. 204).

## Creating Enabling Legislative and Policy Environments

Achieving equal employment opportunities for persons with disabilities requires a comprehensive combination of measures. One of the most essential measures is the creation of an enabling legislative and policy environment for the inclusion of persons with disabilities in the labour market.

### Legal and Social Protection

Governments increasingly enact anti-discrimination legislation in employment (Degener/Quinn 2000) and the ILO can accompany the

relevant processes by providing technical knowledge and advice (ILO 2014b). It is important to remember that the barriers encountered by persons with disabilities in other areas of society, including education and transport, also have a huge impact on their employment opportunities and thus need to be addressed as well.

Complementary, social protection systems – both mainstream schemes and those for people with disabilities only – can play a critical role in laying the foundation for many persons with disabilities to enter and/or stay in employment. By ensuring that persons with disabilities have income security, that their disability-related needs and extra costs are met and that they have effective access to health care services, these systems can significantly promote the participation of people with disabilities in the labour market and in society at large (Special Rapporteur on the rights of persons with disabilities 2015). Currently, however, social protection systems are often limited in the needs that they address and they are sometimes designed based on the belief that persons with disabilities are incapable of work (ILO 2014c). The ILO is supporting policy reforms that aim to find the right balance between promoting engagement in employment and providing basic social security guarantees for persons with disabilities, in line with the ILO Social Protection Floors Recommendation, 2012 (No. 202). In regard to legal frameworks for minimum wages, some countries have legislation in place that allows for the reduction of the minimum wage for persons with disabilities. This kind of legislation does not comply with requirements of the CRPD and relevant international labour standards. Examples include the legal provisions of Botswana, Gambia, Guyana, Honduras, Kiribati, Mauritius, Nigeria, Sri Lanka and Swaziland. On the other hand, the explicit application of the principle of *equal pay for work of equal value* for workers with disabilities, like it is found in the legislation of Cuba (Republic of Cuba 2004), is a good legal practice. Other good examples of legislation that ensures that people with disabilities are not discriminated against in terms of unequal pay are found in Brazil and Mongolia (ILO 2014d).

### Employment Promotion Services

In conjunction with legal and social protection, governments can provide auxiliary services to promote the employment of persons with disabilities; though, many of these services are lacking in developing countries. Employment promotion services for persons with disabilities



include providing information on job vacancies, assessing the professional aspirations and skills of job-seekers, matching job-seekers to available jobs or referring them for further training, if needed. Also, governments can sensitise employers on disability issues and give advice on the provision of reasonable accommodation at the workplace.

While public employment agencies have a key role to play, they might lack the capacity to provide the full range of these services. Not-for-profit organisations which are ideally linked to the work of public employment agencies can fill gaps in the provision of employment services. One example of such an organisation is the Ethiopian Centre for Disability and Development (ECDD). With support from the ILO, the ECDD provides employment services for university graduates with disabilities in the Ethiopian regions of Addis Ababa, Tigray and Amhara. While the graduates are highly educated, they face negative attitudes about their work capacity based on their disabilities. On the one hand, the ECDD offers graduates with disabilities practical advice on job-hunting, including how to build up their assertiveness and present their skills effectively to potential employers. On the other hand, the ECDD works with employers themselves, by giving disability equality training to human resource professionals of companies (ILO 2015c).

Furthermore, supported employment is an approach used to promote the employment of persons with intellectual disabilities. It requires government funding to allow for the provision of job coaches, often through not-for-profit organisations, who accompany the worker with a disability in the early stages of a new job (Cimera 2012, ILO/WASE 2014). With support from the ILO, a supported employment scheme was piloted in 2014 in Hunan, the first province in China to do so. This *first place, then train* approach paved the way for persons with intellectual disabilities to be trained on the job. The Hunan Disabled Persons' Federation collaborated with ten non-governmental organisations and vocational training centres to promote the supported employment scheme. Subsequently, work opportunities at selected businesses, e.g. supermarkets, bakeries and hotels, were identified and matched with the interests of job-seekers with intellectual disabilities. As an accompanying measure, their managers and colleagues were trained and sensitised on how to support the workers with disabilities appropriately (ILO 2015c).

### **National Employment Policies**

While it is crucial to adopt disability-specific laws, policies and measures, it is equally important to ensure that the employment of persons with disabilities is explicitly included in key mainstream initiatives. For instance, still too often, national employment policies do not prioritise the employment of persons with disabilities. There are, however, a growing number of good examples from developing countries. For instance, the ILO supported the formulation of the national employment policy of Liberia which features a three-folded strategy for the inclusion of people with disabilities in the labour market. It foresees developing legislation to prohibit discrimination on the basis of disability, promoting equal employment opportunities for persons with disabilities and enhancing their access to employment services (Republic of Liberia 2009). Similarly, the National Human Resources and Employment Policy for Sri Lanka, which benefited from ILO technical assistance, lists several disability-related policy measures, e.g. the improvement of data on persons with disabilities and financial incentives for companies that employ people with disabilities (Secretariat for Senior Ministers 2012).

### **Increasing Employability**

While enabling legislative and policy environments can assist in breaking down a wide range of societal barriers, the obstacles that people with disabilities face in accessing mainstream education and skills development programmes need to be tackled at the same time and with particular vigour.

### **Vocational Education and Training**

Due to the fact that persons with disabilities are frequently excluded from regular primary and secondary education, few persons with disabilities attend tertiary education. Furthermore, mainstream technical and vocational education and training (TVET) systems are often not accessible for persons with disabilities, including a lack of disability awareness among teaching staff as well as inaccessible training methods and tools. Segregated vocational rehabilitation and training centres specialised in catering for people with disabilities are still found in many countries. These centres usually only provide a limited set of skills development programmes. Further, these programmes are often either not aligned with labour market demands or designed based on the belief that persons with disabilities are only capable of working in the informal economy through basic activities like handicrafts or shoe repair. Therefore, compa-



nies in many countries are indicating challenges in finding job-seekers with disabilities who have the skills required by employers. In many cases supported by the ILO, an increasing number of developing countries are making progress towards creating more disability-inclusive TVET systems.

In Bangladesh, for instance, the ILO provided advice to the government on the mainstreaming of disability issues into the country's TVET reform. As part of these efforts, the Ministry of Education in 2015 issued an order for reservation of five per cent of seats for trainees with disabilities in polytechnic institutes as well as in technical schools and colleges (People's Republic of Bangladesh 2015). Another example is Zambia where the ILO contributed to the addition of a disability-inclusive education unit in the teaching methodologies' curriculum for future vocational trainers. Further, the ILO supported the pilot testing of inclusive vocational training in five selected TVET institutions on a two-year basis from 2012 to 2013. The ILO carried out accessibility audits at these institutions, shared the results and recommendations with national stakeholders and sensitised the teaching staff on disability issues (ILO 2015c). Guidance on the development of policies to promote equal opportunities in accessing education, training and lifelong learning, including for persons with disabilities, is given by the ILO Human Resources Development Recommendation, 2004 (No. 195). The recommendation recognises the important contribution that can be made by workers' and employers' organisations as well as by community groups.

### **Entrepreneurship Development**

Their common exclusion from wage employment often leads people with disabilities to consider starting their own businesses and become entrepreneurs. Thus, self-employment can be a last resort for many persons with disabilities for increasing their financial stability and meeting their professional ambitions. Like people without disabilities, people with disabilities bring with them different levels of entrepreneurial skills. Given the particular importance of self-employment in developing countries, it is crucial to open up entrepreneurship development schemes to persons with disabilities. It is equally important to facilitate access of current and potential entrepreneurs with disabilities to credit and financial services. In Uganda, for instance, women with disabilities received entrepreneurship training in 2014 through the ILO Women's Entrepreneurship Development and Economic Empowerment programme. Moreo-

ver, some of these women with disabilities qualified for certification as Gender and Entrepreneurship Together - GET Ahead for Women in Enterprise trainers.

### **Opening Up Employment Opportunities**

Increasing the employability of people with disabilities is essential for providing opportunities for salaried employment. Wage employment of persons with disabilities in the private and public sector, however, continues to be rather exceptional, particularly in developing countries. In addition to skills development of people with disabilities, sustained efforts to address the demand side of the labour market in cooperation with ILO's social partners, i.e. employers and workers, are of equal significance.

### **Cooperation with Employers**

There seems to be a prevalent belief that work opportunities for persons with disabilities are to be found only, if at all, in the informal economy. However, there are more and more company initiatives that target people with disabilities (ILO 2014e, ILO 2014f).

Many of these initiatives are supported by a growing number of national business and disability networks, often linked to the ILO Global Business and Disability Network. Examples of these national employers' networks aiming to create more disability-inclusive workplaces include those in Brazil (Rede Empresarial de Inclusão Social), Saudi Arabia (Qaderoon), Costa Rica (Red de Empresas Inclusivas), South Africa (South African Employers for Disability (SAE4D)) and Peru. Furthermore, in other developing countries, such as Egypt and Zambia, similar networks are currently being forged with involvement of the ILO.

A series of practical guides on disability inclusion, developed by the ILO in cooperation with the Chilean Federation of Industry SOFOFA, have proven to be useful resources within and beyond the context of the Chilean labour market. Within this series, there is not only guidance for companies that seek to hire more people with disabilities but also on how to take advantage of legal incentives for including persons with disabilities in the workplace (ILO/SOFOFA 2013).

While there are many examples of engagement by local companies, it is also important to highlight the crucial role of multinational enterprises in disability inclusion as they can expand their commitment to their different national subsidiaries and in some cases to their supply



chain. For instance, the Better Work programme of the ILO and the International Finance Corporation is working in eight developing countries across the globe to improve the working conditions in the global supply chain of the garment industry. Within the programme framework, the ILO has promoted the recruitment and retention of people with disabilities in several countries, usually where national legislation stipulates that companies should employ a certain percentage of persons with disabilities. In Indonesia, for example, the law provides that at least one per cent of companies' workforces consist of employees with disabilities. Better Work Indonesia has been advising factories on how to employ persons with disabilities and also piloted programmes to train and place persons with disabilities in garment factories (ILO 2014g).

### Cooperation with Trade Unions

In addition to employers, workers' organisations have an essential role to play in the inclusion of people with disabilities in the labour market. Because of their commitment to equality, solidarity and social justice, trade unions are well positioned to promote equal employment opportunities for persons with disabilities. For instance, in Ethiopia, in the framework of an ILO project, the Confederation of Ethiopian Trade Unions (CETU) conducted a training workshop in 2013. Trade union leaders attended the seminar to share and discuss local and international experiences in disability rights promotion in workers' organisations activities. Subsequent to the workshop findings and recommendations, the CETU is working towards implementing a project on the promotion of the rights of persons with disabilities in trade unions activities. Another example is the disability inclusion work of the Zambia Congress of Trade Unions (ZCTU) which is based on its action plan to further develop the Zambian trade unions' capacity to address disability issues in the country. The ZCTU identified four key areas in this regard, namely awareness raising, policy formulation, the training of trainers and advocacy for the promotion of the right of persons with disabilities to decent work.

### The Way Forward

The increased commitment at the global level to promoting the right of people with disabilities to decent work is not only reflected in the Sustainable Development Goals, particularly in their target 8.5, but also in the ILO Disability Inclusion Strategy 2014-17. Understanding dis-

ability as a cross-cutting issue in implementing the organisation's mandate worldwide, the strategy sets the direction for how the ILO will work on the inclusion of persons with disabilities in the years to come. In addition to the collaboration with governments, workers' and employers' organisations as well as with representative organisations of persons with disabilities, the ILO seeks to further strengthen international networks and partnerships, such as the ILO Global Business and Disability Network, the UN Partnership to Promote the Rights of Persons with Disabilities and the Inter-Agency Support Group for the CRPD.

The ILO is availing itself of its extensive experience and expertise in the area of disability inclusion gained by promoting international labour standards, creating enabling legislative and policy environments, increasing the employability of persons with disabilities and fostering disability-inclusive employment opportunities. Taking all these areas into account, a comprehensive and integrated approach ensures that the ILO is promoting decent work for people with disabilities in developing countries effectively. At the same time, the ILO is constantly exploring innovative solutions and initiatives in developing countries that promote equal employment opportunities for persons with disabilities and have the potential to increase the aid effectiveness of development cooperation. Looking ahead, the ILO Director-General made clear that:

"It is [...] incumbent on the ILO to embark on its second century with an explicit commitment to the most vulnerable in the world of work: to those in or close to poverty or in danger of falling into poverty; to those working in conditions of abuse and denial of their fundamental rights; to those excluded from society and decent work opportunities [...] If reaching those people is hard and addressing their needs harder still, that is all the more reason for the ILO to redouble its efforts to meet its responsibilities to them" (ILO 2013: 25).

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**Zusammenfassung:** Die Internationale Arbeitsorganisation (ILO) fördert seit fast einem Jahrhundert die Gleichberechtigung von Menschen mit Behinderung in der Arbeitswelt. Geleitet von der derzeitigen ILO Strategie zur Inklusion von Menschen mit Behinderungen 2014-17, konzentriert sich die Organisation auf die Förderung internationaler Standards für Menschen mit Behinderungen, ein förderliches rechtliches und politisches Umfeld zu schaffen, um die Beschäftigungsfähigkeit für Menschen mit Behinderungen zu steigern und Beschäftigungsmöglichkeiten im privaten und öffentlichen Sektor zu eröffnen. In all diesen Bereichen wendet die ILO eine zweigleisige Strategie an, die sowohl die Inklusion der Belange von Menschen mit Behinderungen in allgemeine politische Strategien und Programme



als auch gezielte Maßnahmen für Menschen mit Behinderungen vorsieht. Die Arbeit der ILO ist Teil der Unterstützung, die einer zunehmenden Anzahl von Politiken und Praktiken in Entwicklungsländern zur Verfügung gestellt werden, die verständlich sein müssen und Barrieren in allen Bereichen des Arbeitsleben abbauen, um angemessene Arbeit für Menschen mit Behinderungen effektiv zu fördern.

**Résumé:** Depuis près d'un siècle l'Organisation internationale du Travail (OIT) fait le plaidoyer pour l'égalité des droits des personnes handicapées dans le monde du travail. Actuellement guidé par la Stratégie d'Inclusion du Handicap 2014-17 (Disability Inclusion Strategy) de l'OIT, l'organisation met l'accent sur la promotion de normes internationales pour les personnes handicapées, sur la création d'environnements législatives et politiques favorables, sur l'augmentation de l'employabilité des personnes handicapées et sur l'ouverture des possibilités d'emploi dans le secteur privé et public. Dans tous ces domaines, l'OIT adopte une approche double qui vise à la fois l'inclusion des questions de handicap dans les politiques et programmes généraux et les mesures qui ciblent spécifiquement les personnes handicapées. Le travail de l'OIT fait partie de l'appui fourni à un nombre croissant de politiques et de pratiques dans les pays en voie de développement. Ceux-ci doivent être intégrés et briser les barrières dans tous les domaines liés au

travail à fin de promouvoir efficacement le travail décent pour les personnes handicapées.

**Resumen:** La Organización Internacional del Trabajo (OIT) apoyó durante casi un siglo la integración de las personas con discapacidad en el área de trabajo. Actualmente, la OIT se concentra en la promoción de las normas internacionales para las personas con discapacidad, en la creación de un entorno jurídico y normativo proactivo, en el aumento de la empleabilidad de las personas con discapacidad y en el desarrollo de oportunidades de empleo en los sectores públicos y privados. En todas estas áreas, la OIT persigue un doble enfoque que se dirige tanto a la incorporación de las cuestiones de discapacidad en las políticas y programas generales, así como también a las programas que atienden a personas con discapacidad en particular. El trabajo de la OIT es parte del apoyo global para el empleo de personas con discapacidad en los países en vías de desarrollo.

**Author:** Jürgen Menze is an Associate Expert in Disability Inclusion at the ILO. He provides technical advice to ILO tripartite constituents, other stakeholders and to the organisation's staff on how to promote the rights of persons with disabilities in the world of work.

**Contact:** menze@ilo.org



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# Art. 28 (2) UNCRPD: The Right to Social Protection and Persons with Disabilities

Lukas Groß

The right to social protection is one of the basic human rights. It is of particular relevance when it comes to poverty reduction and to the protection of the most vulnerable groups, like persons with disabilities. Better social protection is becoming increasingly relevant in developing countries. This article will give a short overview of the right to social protection as entrenched in Article 28 (2) of the UN Convention of the Rights of Persons with Disabilities.

## Introduction

The right to social protection is one of the basic human rights (Sepúlveda/Nyst 2012:9). It shall ensure a minimum standard of living to everyone and includes aspects of various other human rights, e.g. the right to health or the right to water. It is of particular relevance when it comes to the protection of the most vulnerable groups (Palmer 2013:139). Persons with disabilities often face discrimination and exclusion when they try to access basic needs.

Better social protection is becoming increasingly relevant in developing countries (Ellis/Devereux/White 2009:3). The protection which has been secured by family members is non-existent any longer in its former strength (Mokomane 2013, Tostensen 2008:5). There are several reasons which have caused a change in traditional social security systems. Socio-economic and demographic changes lead to the need of extensive governmental social security systems. Most of the family-based social security systems cannot satisfy the needs of the family members anymore. This development leads to a substantial risk of the most vulnerable groups, e.g. persons with disabilities, which have problems in generating an income.

Space precludes a more general discussion of the development of social protection as an economic right. Instead, this article will give a short overview of the right to social protection as entrenched in Article 28 (2) of the UN Convention of the Rights of Persons with Disabilities (UNCRPD), which has to be implemented by the signatory states of the UNCRPD.

## Concept of Social Protection

Consisting human rights treaties of the UN have all contained the right to social security<sup>1</sup>, a right which aims, inter alia, to reduce poverty and to improve health services. The basic factors of social security are cash transfer programs and the implementation of benefits like

insurances or pensions. The General Comment No. 19, a legally non-binding document by the Committee on Economic, Social and Cultural Rights (CESCR), is one of the main sources for the interpretation of the International Covenant on Economic, Social and Cultural Rights (ICESCR) article on social security (Art. 9 ICESCR). It sets the minimum core obligations for social security for all state actors which have ratified the convention: States have the obligation "(t)o ensure access to a social security scheme that provides a minimum essential level of benefits to all individuals and families that will enable them to acquire at least essential health care, basic shelter and housing, water and sanitation, foodstuffs, and the most basic forms of education"<sup>2</sup>. The implementation of different social security systems in developing countries have been successful and have shown that social security mechanisms can improve the situation of those who live in poverty (Kaltenborn 2015:82ff)<sup>3</sup>. The state obligations include the three different types of obligations: the obligation to respect, to protect and to fulfil<sup>4</sup>. That means that the states have different forms of obligations and thus it is possible to violate human rights through different types of state action or inaction<sup>5</sup>.

It is the responsibility of a state to ensure that everyone has access to social security/ protection systems. Such access can be created by various legal instruments<sup>6</sup>. When it comes to persons with disabilities it is important to consider that the right to social security contains the protection against discrimination and additional measures which cover the needs of persons with disabilities (Saul/Kinley/Mowbray 2014:699). It is significant that a legal foundation gets established and that the rules get effectively implemented. The implementation of social protection systems is a major problem in many developing countries. Even if the developing country establishes a legal basis for social protection, it may reach difficulties in con-



crete implementation<sup>7</sup>. This is often due to financial problems, corruption and other facts which are relevant for the operability of financial support and other services<sup>8</sup>.

During the negotiations of the UNCRPD the working group had long discussions about the term which should be used in Art. 28 (2) UNCRPD<sup>9</sup>. Even if the term *social security* was used in other human rights conventions, the term *social protection* began to be more commonly used in international law, e.g. in the documents of the ILO<sup>10</sup>. Literal interpretations of these two terms lead to divergent understandings of their meanings and, therefore, the choice of language was important in determining the nature of the concept which was to be enacted in the UNCRPD. The protocols of the working group illustrate this divergence. The term *social protection* provided an opportunity to utilise broader understandings by taking the development of the concept in international law into account<sup>11</sup>. Nevertheless it must be considered that the content of the right did not change during the negotiations. The change of the term is only a modulation on the basis of the development of the understanding of the exact content. Social security and social protection cover the same right.

### **Social Protection Versus Anti-Discrimination?**

Social Protection is a right which builds the foundation for financial support and for other social benefits. These benefits are always connected to the creation of groups which shall profit from the specific efforts. The only way to perform an allocation is determination, the selection of persons which differ from the rest. Such a classification is per se a discrimination which gets reinforced when special services get rendered<sup>12</sup>. From this point of view a conflict must be determined when it comes to social protection and the general principles of the UNCRPD, which covers the "non-discrimination" (Art. 3 lit. (b) UNCRPD) and "the full and effective participation and inclusion in society" (Art. 3 lit. (c) UNCRPD). The creation of special groups can be assumed as contrary to the general principles of this convention, but it is a requirement to improve the living standard of such a marginalised and excluded group. The UNCRPD is in general an instrument which should strengthen the legal protection of persons with disabilities and therefore it is necessary to understand and to consider the special interests of this group. This is particularly the case in developing countries, where people

with disabilities are faced with discrimination and exclusion in society. Stigmatisation and prejudice lead to the refusal of access to the labour market. Without having the chance to establish a financial basis persons with disabilities do not have the opportunity to cover their basic needs<sup>13</sup>. Social protection for persons with disabilities is not an option, it is a necessity which creates the basis for further development and ensures non-discrimination in the long term.

### **Structure of Art. 28 (2) UNCRPD**

The development of Article 28 (2) UNCRPD was part of a long process. The usage of a different designation compared with other human rights instruments and the systematic placement of this right were part of a prolonged discussion. The Working Group on the UNCRPD did not agree at the beginning whether the right to social protection should be part of a separate provision. With regard to the aim that the UNCRPD shall be a rather short human rights treaty, the states agreed on the combination of the adequate standard of living and the right to social protection in one norm (Schulze 2010:155). As the right to social protection has been regarded as a part of the right to attaining an adequate standard of living, it has been brought into paragraph two<sup>14</sup>. Articles 10-30 of the UNCRPD are specific standards which include civil, political, social and economic rights and obligations. Delegates decided to put the right to social protection in this latter section of the UNCRPD<sup>15</sup>. However, the positioning of such an important right is rather unfortunate in view of its importance. A basic human right which is of particular practical significance should not be hidden in a contract. It is important to see that the content structure of Art. 28 (2) UNCRPD itself differs from other existing human right conventions. The norm is by comparison strongly substantiated and gives the state parties a guideline for the implementation of social protection systems. The content will be discussed under Content of Art. 28 (2) UNCRPD.

### **Progressive Realisation of Art. 28 (2) UNCRPD**

The right to social protection is a social right and has to be implemented progressively (see Art. 4 (2) UNCRPD). Progressive implementation means that the states have to implement the right step-by-step depending on its economic resources<sup>16</sup>. The level of obligation of social rights is highly debatable when it comes



to progression. It is not clear which measures have to be taken at which point when it comes to the progressive realisation of a certain right. It gets even more complicated when the exceptions for the progressive clause are considered. If a state is not allowed to act progressively it has to react with immediate effect<sup>17</sup>. To what extent Art. 28 (2) UNCRPD has to be implemented progressively cannot be answered in general terms due to the complexity of the norm. Generally it can be said that "the most disadvantaged or marginalised members or groups of society"<sup>18</sup>, like persons with disabilities, shall be the persons who should be the first to gain from the social rights even if the states have to implement them progressively. From this point of view it must be assumed that the social rights of the UNCRPD are quite powerful and provide a rather strong degree of obligation.

### Content of Art. 28 (2) UNCRPD

The interpretation of Art. 28 (2) UNCRPD raises complex legal issues. Due to a far-reaching development of the right to social protection the exact content of this right is not clear. The norm can be divided into two sections. Part one of section one comprises generally the right to social protection which was also appropriated in other human rights contracts. Part two of this section says that "States Parties recognize the right of persons with disabilities ... to the enjoyment of ... (the right to social protection) without discrimination on the basis of disability". The mere adoption of a right into the national legal framework, for example on the constitutional level, is not sufficient to be in line with a human right obligation. It is a necessity to ensure that this right can also be practically perceived.

Section two of the article covers measures which have to be implemented by those states which have ratified the convention. However, the legal obligation of these measures is not really clear. While in academic literature this problem has not yet been picked up (Kreutz/Lachwitz/Trenk-Hinterberger 2013, Welke 2012)<sup>19</sup> it has to be recognised that the mentioning of the specific measures shows the advancement of human rights. Consisting human rights treaties have been rather unclear and leave room for interpretation. This new structure suggests that human rights shall be used as a guideline to implement a legal framework which covers the core issues of the specific right. It has to be clarified to what extent the measures are legally binding. One of the un-

answered questions is whether the measures have to be implemented progressively or not (see above).

In general the norm tries to give an overview about the social security measures which shall be implemented. The state parties are obliged to ensure equal access to "clean water services" (Art. 28 (2) lit. (a) UNCRPD) (Schulze 2010:159)<sup>20</sup> and to "retirement benefits and programmes" (Art. 28 (2) lit. (e) UNCRPD)<sup>21</sup>. In this regard it is important that these measures have to be implemented on an equal basis to persons without disabilities. All the other measures which have to be implemented have to be guaranteed in general. The state parties shall ensure access by persons with disabilities to "appropriate and affordable services, devices and other assistance for disability-related needs" (Art. 28 (2) lit. (a) UNCRPD) or "public housing programmes" (Art. 28 (2) lit. (d) UNCRPD). Special measures shall also be taken to fulfill the special needs of groups within the group of persons with disabilities and their families. Following Art. 28 (2) lit. (b) UNCRPD the state parties have to ensure access to "social protection programmes and poverty reduction programmes". This measure shall be implemented in particular for women and girls with disabilities and older persons. Art. 28 (2) lit. (c) UNCRPD has a special focus on persons with disabilities and their families. The access to "assistance from the State with disability-related expenses, including adequate training, counselling, financial assistance and respite care" has to be ensured if the families are living in situations of poverty.

### Conclusion

The right to social protection has not been part of the general discussion regarding the UNCRPD in the past although it is one of the most important mechanisms especially when it comes to poverty reduction. The establishment of strong social protection systems will create a basis for the most vulnerable groups including persons with disabilities. It can be evidenced from existing social security systems that the living conditions of those who live in poverty significantly improved after the implementation of such systems. It is the obligation of the state parties to implement mechanisms which guarantee an effective realisation of this right. Therefore, it is imperative that the discussion regarding persons with disabilities and developing countries finally opens to the issue of social protection.

**Notes**

- 1 Art. 9 ICESCR; Art. 11 I lit. f, 12, 14 (2) lit. c CEDAW (The Convention on the Elimination of All Forms of Discrimination against Women); Art. 26 CRC; Art. 27 CMW.
- 2 Committee on Economic, Social and Cultural Rights, General Comment No. 19, para. 59, further: "If a State party cannot provide this minimum level for all risks and contingencies within its maximum available resources, the Committee recommends that the State party, after a wide process of consultation, select a core group of social risks and contingencies".
- 3 Such systems could be successfully implemented e.g. in Brazil, India, Thailand, Ghana; see Kaltenborn (2015).
- 4 General Comment No. 19, E/C.12/GC/19, February 2008, p. 13.
- 5 For further information regarding the three different kinds of obligations: Committee on Economic, Social and Cultural Rights, General Comment No. 19, para. 3.
- 6 The ILO created a framework with the Social Protection Floors Recommendation, which can be used as a guidance to implement an effective social protection system.
- 7 For the effective implementation of a social protection system there is a need for financial resources and specialised institutions: United Nations General Assembly, Report of the Special Rapporteur on the rights of persons with disabilities, A/70/297, p. 23.
- 8 The implementation is one of the main problems in developing countries when it comes to disability rights.
- 9 E.g. Sixth Session - Report by the Chairman, UN Enable, Available at <http://www.un.org/esa/socdev/enable/rights/ahcstata28ssrepchair.htm>. Visited on 25.08.2015; Draft Article 23 Social Security and an Adequate Standard of Living, UN Enable, Available at <http://www.un.org/esa/socdev/enable/rights/ahcwgreporta23.htm>. Visited on 25.08.2015.
- 10 E.g. Social Protection Floors Recommendation by the ILO in 2012.
- 11 The necessity of the usage of a new term was mentioned in: Sixth Session - Report by the Chairman, UN Enable, Available at <http://www.un.org/esa/socdev/enable/rights/ahcstata28ssrepchair.htm>. Visited on 25.08.2015.
- 12 As the group of the persons with disabilities shall profit from the achievements the discrimination is a positive one. Such a positive discrimination can lead immediately to a negative discrimination in society as it can support prejudices.
- 13 This concept of social security and disability was already recognised by the CESCR in the 1990's when its members were debating on the special needs of persons with disabilities: Committee on Economic, Social and Cultural Rights, General Comment No. 5, para. 28.
- 14 E.g. Third Session – Comments, proposals and amendments submitted electronically, Comment by National Human Rights Institutions, Available at <http://www.un.org/esa/socdev/enable/rights/ahcstata28tscomments.htm>. Visited on 25.08.2015.
- 15 Art. 10 – 30 UNCRPD include different civil, political, economic, social and cultural human rights.
- 16 Office of the High Commissioner for Human Rights, Key concepts on ESCRs - What are the obligations of States on economic, social and cultural rights?, Available at <http://www.ohchr.org/EN/Issues/ESCR/Pages/WhataretheobligationsofStatesonESCR.aspx>. Visited on 25.08.2015.
- 17 The principle of progressive implementation is not applicable regarding the "elimination of discrimination; economic, social and cultural rights not subject to progressive realization; obligation to 'take steps'; non-retrogressive measures; and minimum core obligations" (Ibid).
- 18 Committee on Economic, Social and Cultural Rights, An Evaluation of the Obligation to take steps to the "maximum of available resources" under an optional protocol to the covenant, E/C.12/2007/1, para. 4.
- 19 Especially some of the commentaries on the UNCRPD are only talking about the measures but do not deal with the problem of the exact content and the degree of commitment; e.g. Kreutz/Lachwitz/Trenk-Hinterberger (2013), Welke (2012).
- 20 The reference to *clean water services* was a compromise to implement the right to water: Schulze (2010)
- 21 The difference between the obligation to ensure access and to ensure equal access is obvious. Especially in regard to the degree of obligation this could be important. The progressive clause is not be used when it comes to equality and non-discrimination: Office of the High Commissioner for Human Rights, Key concepts on ESCRs - What are the obligations of States on economic, social and cultural rights?, Available at <http://www.ohchr.org/EN/Issues/ESCR/Pages/WhataretheobligationsofStatesonESCR.aspx>. Visited on 25.08.2015.

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**Zusammenfassung:** Das Recht auf soziale Sicherheit ist eines der grundlegenden Menschenrechte. Besondere Bedeutung hat es wenn es um Armutsbekämpfung und den Schutz der am stärksten gefährdeten gesellschaftlichen Gruppen, wie Menschen mit Behinderungen, geht. Bessere soziale Sicherheit wird in Entwicklungsländern immer relevanter. Dieser Artikel gibt einen kurzen Überblick über das Recht auf soziale Sicherheit, wie in Artikel 28 (2) der UN Konvention über die Rechte von Menschen mit Behinderungen verankert.

**Résumé:** Le droit à la protection sociale est l'un des droits humains fondamentaux. Il est d'une importance particulière quand il s'agit de la réduction de la pauvreté et de la pro-

tection des groupes les plus vulnérables, comme les personnes handicapées. Une meilleure protection sociale est de plus en plus pertinente dans les pays en voie de développement. Cet article vous donnera un bref aperçu du droit à la protection sociale tel que prévu par l'article 28 (2) de la Convention des Nations Unies relative aux droits des personnes handicapées.

**Resumen:** El derecho a la seguridad social es uno de los derechos humanos fundamentales y es de especial importancia cuando se trata de reducir la pobreza y la protección de los grupos más vulnerables como las personas con discapacidad. El mejoramiento del seguro social es cada vez más relevante en el mundo en desarrollo. En este artículo se presenta una breve visión general del derecho a la seguridad social, según lo definido en el artículo 28 (2) de la Convención de la ONU sobre los Derechos de las Personas con Discapacidad.

**Author:** Lukas Groß is a research assistant for the Chair of Public Law, including Law of Development Cooperation, at the Ruhr University Bochum and is writing his PhD thesis about Disability Rights in Uganda and Ghana and the Implementation of Art. 28 (2) UNCRPD. He is also project coordinator and managing director of the NGO *Hilfe für Senegal* e.V. which is working on development projects in Senegal. A special focus of the work is on the implementation of projects regarding persons with disabilities. The analysis of the content of Art. 28 (2) UNCRPD will be part of his dissertation.

**Contact:** lukas.gross@rub.de.



# A Toolkit for Providing Technical Training and Employment Opportunities for People with Disabilities in Sierra Leone

Abdulai Dumbuya

This paper presents work sponsored by Irish Aid to develop a toolkit that provides generic guidelines based on the Dorothy Springer Trust's (DST) experience of delivering Information Communication Technology (ICT) training and creating access to employment for people with disabilities, and to share its methodology and best practices with a wide range of stakeholders. In so doing, it extends DST's vitally important work in empowering people with disabilities with essential skills to be independent and to participate as equal members of society in Sierra Leone.

## Introduction

The Dorothy Springer Trust (DST) is a small Non-Governmental Organisation (NGO); registered in the UK and Sierra Leone and works with people with disability in Sierra Leone by transforming their lives through ICT skills training that leads to employment. The DST has a proud track record, the organisation has trained to date 40 (11 women and 29 men) Persons with Disabilities (PWDs) in basic, intermediate and advanced ICT skills (at high international certification standards) since the First Lady of Sierra Leone launched the organisation in the country in 2010. About 90% of the first 33 beneficiaries (who have various forms of disabilities including mobility, visual and hearing impairments) are now in full time employment in the public and private sectors as well as self-employed consultants - supporting themselves, their families and paying taxes that contribute to national development - truly participating as equal members of society. The key areas of intervention of the organisation include education/training - especially Information Technology; employment creation for PWDs, disability advocacy and counseling.

In Sierra Leone, the statistics relating to disability and income are dire. In a recent publication from the Leonard Cheshire Disability (Trani/Bah/Bailey et al. 2012), 69% of disabled people in Sierra Leone have no income, 50% of women and 34% of men have never been to school, 16.4% have no access to healthcare and 39% don't participate in social events. It is therefore not surprising that disabled people constitute a significant percentage of those living in abject poverty and many have no choice but to turn to street begging - an activity that perpetuates the perception of linking disability and poverty. Despite these dismal statistics, research has shown that there are potential opportunities for Persons with Disabilities (PWDs) who have acquired IT knowledge to improve

access to the job market. For example, (Krueger/Kruse 1995, Kruse/Krueger/Drastal 1996) both showed in their research with persons with spinal cord injuries that having computer skills greatly expanded and improved employment opportunities for PWDs. The ICT Opportunity for a Disability Inclusive Development Framework (2013) notes that when information and communication technologies (ICT) are available, affordable and accessible; they significantly improve access to all aspects of society and development including employment opportunities.

Dumbuya<sup>1</sup> (2013), also showed in his paper, some exciting and promising results of disabled people in Sierra Leone gaining skilled employment in government, the Sierra Leone Police Force and private sectors including the banking sector, after acquiring ICT training from the Dorothy Springer Trust organisation. This work (Dumbuya 2013) confirmed previous work<sup>2</sup> done, which noted the importance of ICT for education and job training for people with disabilities and also shared similar conclusions with Dumbuya (Touré/Bokova/Leblois et al. 2013) that, "Information and communication technologies (ICTs), and in particular assistive technologies (ATs), can provide people with disabilities unprecedented access to education and employment opportunities". It is no surprise that many students have graduated from the DST courses and have gone on to achieve well within job roles requiring such skills. DST is recognised for its professional approach to making workplaces in the country more inclusive in terms of its education and employment advocacy work. This paper discusses the development and application of a robust toolkit for providing technical training and employment opportunities for different people with disabilities including mobility, visual, learning disabilities and hearing impaired.



## Towards a Learning and Employment Toolkit for People with Disabilities

This section aims to bring together and complement previous work on disability employment and the use of ICT to transform the lives of people with disabilities, by ICT serving as an enabler of the economic, social and political inclusion of persons with disabilities. Furthermore, relevant previous work, specifically, Teaching Students with Disabilities, the Berkley Department of Education (UC Berkeley ADA)<sup>3</sup> on delivering training to people of various forms of disabilities has contributed to the development of a learning and employment toolkit for people with disabilities.

Figure 1 presents the toolkit developed for this project. The overall aim of the toolkit is "to provide a generic guideline of DST's experience of delivering ICT training and creating access to employment for people with disabilities, and to share its methodology and best practices with a wide range of stakeholders." The components of the toolkit include: (1) description of the selection process of PWDs to embark on IT training; (2) the various levels of training delivered by DST; (3) the database containing the training modules including the *funnel learning* approach used at DST for delivering technical training; (4)

the training level delivered always considers the types of disabilities; (5) but the different levels also determine the employment path. For example, DST has found from experience that, training delivered at the advanced level leads to shorter gap between end of training and gaining employment. The process of any training as part of a scholarship project for DST starts with the Training Scholarship Gateway - this stage concerns the announcement of training scholarship opportunities and utilises the media heavily to publicise the recruitment of disabled candidates for the training. The Scholarship Criteria includes; whether the person has a disability; the level of education attained determine the level of course the candidate can be selected for; the candidate's commitment and so on (see Figure 2 for details). Candidates who are successful are invited by the Interview and Selection Panel to conduct robust and rigorous interviews.

The toolkit is intended to benefit training organisations, especially those providing training to people with disabilities and to help them understand how to make training accessible and relevant to disabled people and how disabled people themselves can use specialist education to empower themselves to successfully gain employment. The toolkit is targeted at:

- Educators and training institution to promote

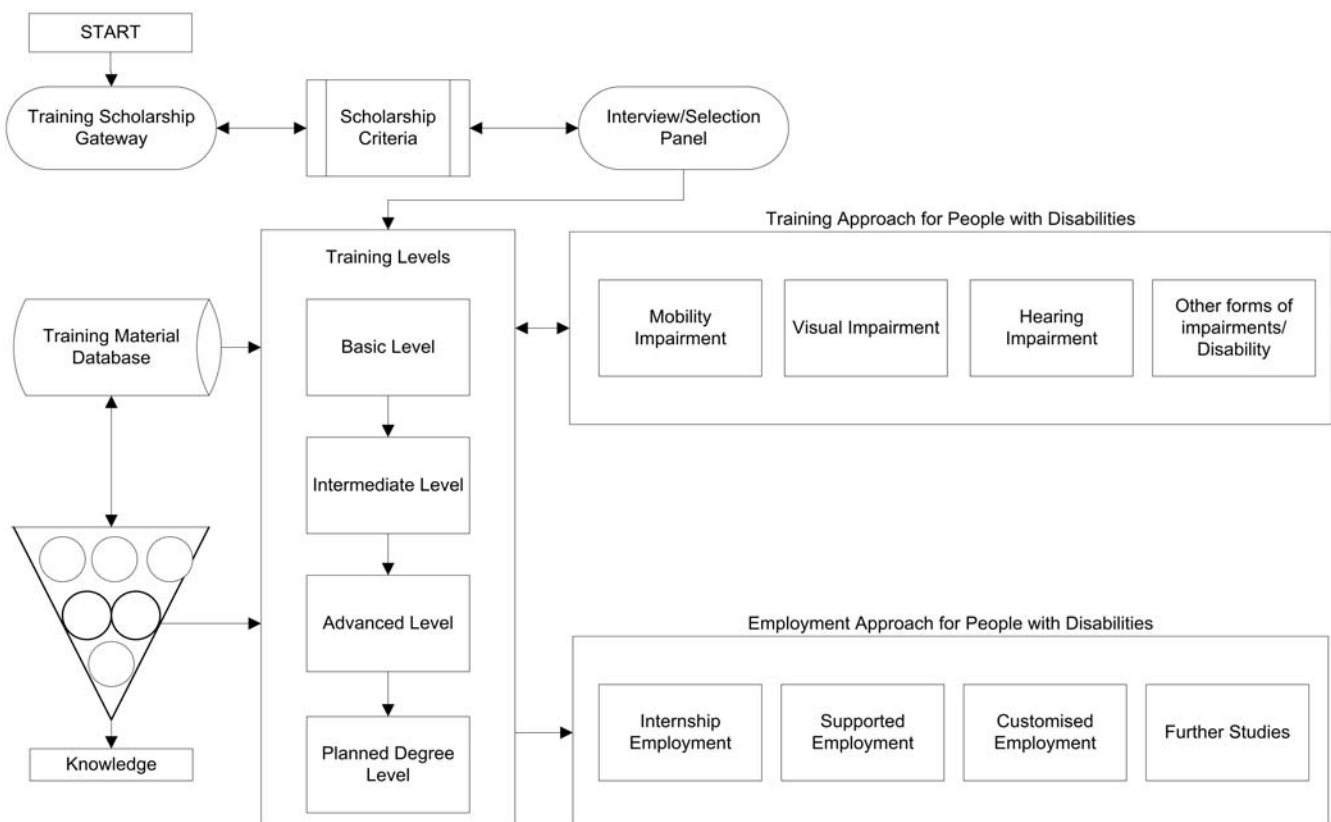


Figure 1 - A learning and employment framework for people with disabilities

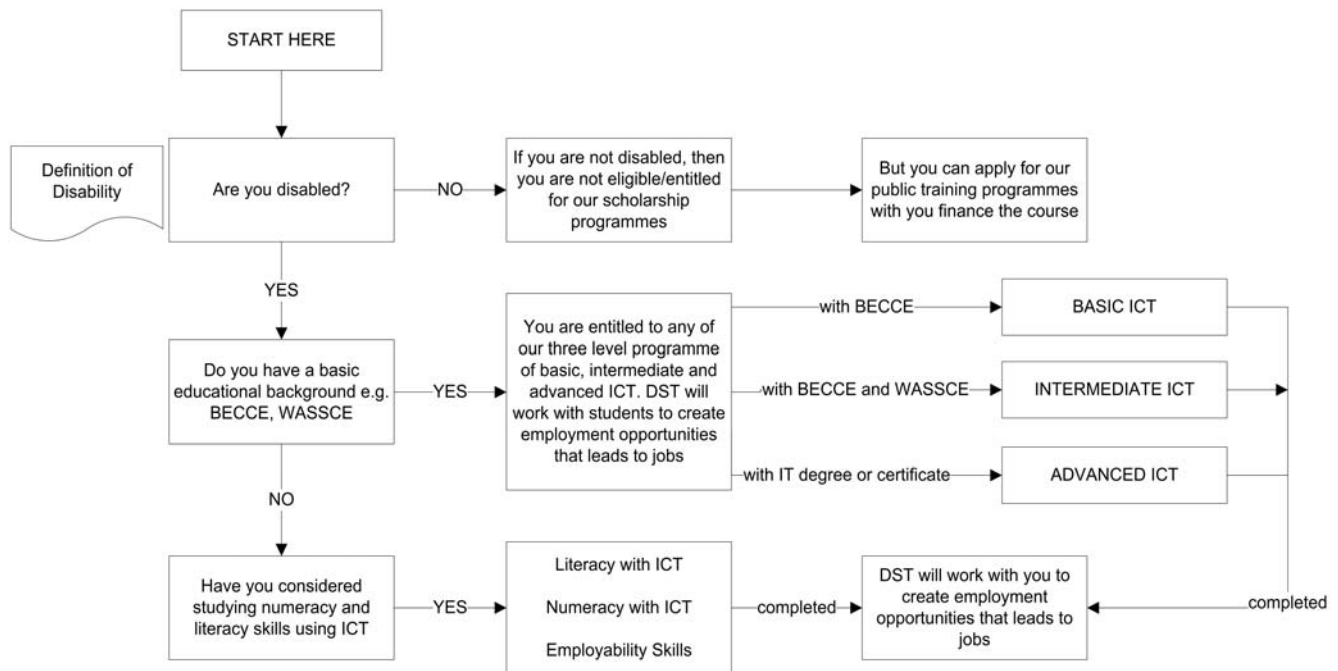


Figure 2 - Workflow diagram for the screening and selection of PWDs for technical training

better understanding of training approaches/methods to harness the qualities of people with disability;

- People with disabilities (PWDs) who have been engaged in the interviews and forums;
- Community Service Organisation/Non-Governmental Organisation (CSO/NGOs) working with people with disabilities;
- The media has been targeted to help disseminate positive messages of the contributions of people with disabilities to enable access to employment opportunities;
- Businesses to understand the potential contribution of people with disabilities if given the opportunity to work for them.

Figure 2 provides a detailed flow diagram for the screening and selection of persons with disabilities for technical training. Once the deserving candidate has been selected, a particular training level is selected. The training level selected depends on either the particular scholarship programme to be funded that year or the level of educational background of the group of students selected. For example, an intermediate programme (which requires Basic Education Certificate Exam - BECE) may have been planned for the financial year; but, through the sifting process it is identified that no candidate has this basic qualification. On the other hand, the candidates fulfil other criteria like being disabled and committed, so to undertake that project, a basic training level will be implemented instead for that financial year.

DST holds a Training Material Database (Fig-

ure 1), based on many years of delivering ICT training. In this database, there are training modules in Microsoft packages on various subjects: employability skills, entrepreneurial leadership, computer systems, repair and maintenance, website design and development, and so on. This database enables consistent delivery of training, but adapting these materials based on different disabilities. For example, training in computer networking, there will be more demonstrating using rope to enable feel and touch of the different computer network topologies. The training is delivered based on the DST funnel learning model. This model is essential in aiding learning, because it starts with broader concepts and theories and slowly narrows these to a refined understanding of the topic or acquired knowledge. The Dorothy Springer Trust has vast experience in delivering specialist training to people with various forms of disabilities - with mobility, visual, hearing and other forms of impairments. As a documentation of this knowledge, DST has developed a Training Approach for People with Disabilities by utilising (to avoid re-inventing the wheel) the comprehensive handbook on Teaching Students with Disabilities compiled by Berkley Department of Education (UC Berkeley). However, the DST approach discusses the methods of training in a context relevant to Sierra Leone. In some of the training courses, disabled and non disabled people, who have paid for their courses are trained together.

DST has just introduced its digital literacy and numeracy programme aimed at disabled





people who have never been to school or have a very low level of educational background. The course is intended to help disabled people to write, read and gain numeracy core skills using the computer. It targets the large group of disabled people in the streets begging because they have not the opportunity to access education.

### **Training Approach for People with Disabilities**

This Section focuses on the training approaches for people with various forms of disabilities as depicted in Figure 1. Generally, teaching students with disabilities requires that the trainer/teacher gets as much as possible information on the students' impairment, especially as a new trainer. The courses designed in the database should be delivered in a *disability-friendly* manner - make disabled people welcome and discuss with them how best they can learn from the programme. It is however, worth noting that, the DST's work from which the current toolkit has been developed, has generally focused on working with individuals with physical and some neurological disabilities rather than people with cognitive/learning disabilities. Future work will refine the toolkit to work with people with lots of different types of disabilities.

#### *Teaching students with mobility impairments*

From the UC Berkeley handbook, mobility impairment is defined to have many causes: for example, polio, cerebral palsy, multiple sclerosis, muscular dystrophy, and spinal cord injury. Students with mobility impairments have varying physical limitations and deal with their limitations in different ways; they may use crutches, braces, or a wheelchair.

Some of the suggestions on teaching students who have mobility impairments include:

- Students with upper body limitations may sometimes need note-takers, extended exam time, etc. Although, DST doesn't generally provide note-takers, the institution does indeed provide extra time for exams.
- A wheelchair is part of a student's *personal space*. No one should lean on a chair, touch it, or push it unless asked. Whenever you are talking one-to-one with a student in a wheelchair, you yourself should be seated so the student does not have to peer upward at you.
- DST has built its facilities to make it disabled friendly. Doors have been widened, ramps built so students can access all areas of our building. Seating arrangements in front of computers are provided to meet student needs.
- So that students can attend classes given

their physical impairment, we provide enough funding to allow students to pay that extra to get them to class. The DST is planning to acquire a mobility bus to aid the transportation of disabled students to the training centre.

- DST and its trainers are aware that not all mobility impairments are constant and unchanging; some students experience exacerbations or relapses requiring bed rest or hospitalisation. In most cases, students are able to make up the incomplete work, but they may need extra time.

#### *Teaching students with visual impairments*

Students with visual disabilities are at a great disadvantage academically. Though they can hear lectures and discussions, students with visual disabilities are often frustrated by class syllabi, textbooks, diagrams, overhead projections, films, maps, videos, printed exams, and Internet websites designed to be navigated by clicking on images. Most students with visual disabilities take advantage of assistive technology. DST training lab is state-of-the-art with modern computers and assistive technology such as audio navigational software like NVDA and head-micro phones, etc. Computers can enlarge print; read the text on a computer screen aloud; or scan books, articles, and other printed materials and then read their text. Some students also use audiotape recorders, portable note-taking devices, or talking calculators.

Following are some suggestions on instructing students with visual disabilities.

- Students with visual disabilities may need preferential seating. Students should be seated near the front of the class to hear clearly what is being presented and to see as much as possible.
- Whenever possible, modify the presentation of material to make it accessible.
- Allow the student to audiotape lectures or use a note-taker.
- When lecturing, avoid making statements that cannot be understood by people without sight: for example, "This diagram sums up what I am saying about statistics." (Don't worry about using words and phrases that refer to sight: for example, *See you later!* Such expressions are commonly used, and most people with visual disabilities don't find them offensive).
- Be innovative in your teaching – do demonstrations using class members. For example in describing various types of computer network, be imaginative, you could call up



some students to stand in a circle each holding a piece of string emerging from the centre to depict a star computer network configuration.

### *Teaching students with hearing and speech impairments*

For obvious reasons, students who are deaf or hard of hearing or have speech impairment face enormous obstacles in an academic setting. It is essential that instructors maintain effective communication with these students, though instructors may sometimes feel awkward working with sign language interpreters or resorting to visual communication techniques (body language, gestures, and facial expressions).

Following are suggestions for improving the academic situation of students who are deaf or hard of hearing or speech impaired.

- Always speak directly to the student, not to the student's sign language interpreter.
- During class discussions, ensure that no more than one person speaks at a time. When a class member asks a question, repeat the question before answering.
- Loss of visual contact may mean loss of information for some students who are deaf or hard of hearing. Unless the students are using sign-language interpreters or real-time captioners, be sure that the students have visual contact with you before you begin lecturing. Avoid giving information while handing out papers or writing on a flipchart.
- Provide seats near the front of the class so students with hearing impairments can get as much from visual and auditory clues as possible.
- When reading directly from text, provide an advance copy and pause slightly when interjecting information not in the text.

### **Employment Approach for People with Disabilities**

The DST employment approach is designed to help secure employment for PWDs after completing any of the training levels. This is why the organisation delivers entrepreneurial and employability skills to its students as part of its training modules. DST has found that, for disabled people to quickly gain employment, they need to exhibit advanced level skills that give them a competitive edge over their non-disabled colleagues. This was evidenced in the training of DST's pioneering beneficiaries who after completing an advanced course in Cisco Networking were quickly snapped up by the la-

bour market and today they are highly paid disabled employers.

In terms of employment route for DST beneficiaries, an Internship has proven useful for the beneficiaries. DST has enjoyed a successful relationship with the British Council in Sierra Leone, in terms of the Council always taking in DST students as interns and after their placement with the Council, these beneficiaries successfully gain jobs or secure scholarships for further studies abroad – in the case of one of the beneficiaries studying a degree level ICT in Japan! More case studies below verify our employment approach for people with disabilities.

### **Some Employment Opportunities for People with Disabilities**

This section focuses on the employment approaches for people with various forms of disabilities as depicted in Figure 1. The Dorothy Springer Trust believes strongly in creating employment opportunity for people with disabilities. This is a key module of its training in employability skills which looks at matching disabled people's skills and those required by the employer. This module supports disabled beneficiaries through coaching, active seeking of job opportunities, writing professional curriculum vitae and covering letters. In the future, DST will be introducing a formal employment bureau, with an own database of ads, jobs newsletter, etc.

These are case studies involving some of DST students who have gone on to secure successful employment in the public and private sector. We look briefly on their views in life and what impact DST has made to transforming their lives. Credit is duly given to DST media volunteer, Laura Cook (Laura Cook Photography<sup>4</sup>) for taking these pictures and documenting the lived experiences of our students.

Police Constable 15285 Sheka Conteh - The charity pioneered the recruitment of disabled people in the Sierra Leone Police Force. Definitely a first in West Africa if not the whole continent! (BBC)<sup>5</sup>.

Police Constable Sheka Conteh lost use of his legs when he was just seven years old as a result of polio. In 2010 he completed an ICT training course. He is now a well-respected Police Constable in Freetown. "Without DST maybe my whole life would have been different, my future would have been bleak. The difference that the training has made in my life is that today I can boast that that today I can support myself and my family can survive through me".

"I work in the Police Communications offices



in Kingtom, Freetown. My job there is to deal with technical information. I work in the information room. We receive messages from the general public and then we disseminate it to the general public or to the correct police officers using VHS radio."



Osman Kamara graduated from DST in 2014 and since then, he has spent the last few months volunteering at DST delivering training ICT and helping to establish the DST Alumni:

"I have been working with the girls at DST. Women with disability are much more vulnerable than men. Being a woman in Sierra Leone is tough. Being disabled is tough. The two things combined make it very, very tough! With men like us supporting their empowerment and with organisations like DST helping them things will change."

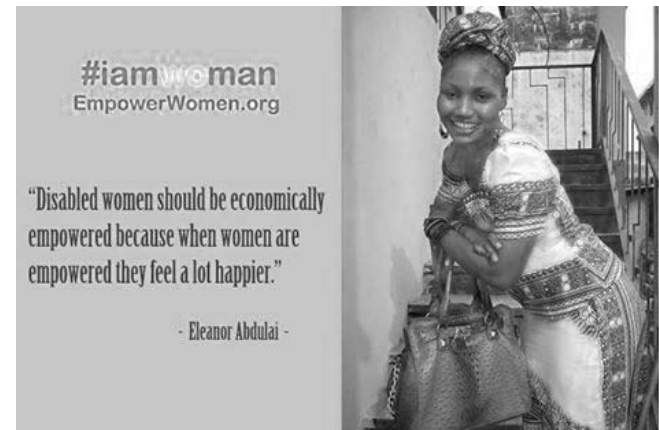
"I want people to see this guy and see him working hard.

Instead of being dependent on able-bodied people they will be able to depend on us."



Eleanor Abdulai is an amputee as a result of the eleven-year rebel war in Sierra Leone. She will be graduating this year, after finishing her intermediate course in ICT under the British High Commission and part supported by Irish Aid. She has already started her internship with the British Council. Eleanor was featured in the UN *I Am Woman* project and said this when interviewed: "Some disabled women lack self-confidence or motivation because they think that being a disabled woman means everything

is lost and so they can't identify their abilities, instead they are focused on their disabilities."



## Conclusions

The DST has been running projects with people with disabilities since 2010 and has acquired a wealth of experience in providing technical training to this particular vulnerable group in society. The organisation has also recently completed a British High Commission supported project, specifically targeted at women with different types of disabilities, to increase their participation in technical education. A toolkit has been developed based on a thorough review of disability and education literature. It was tested and verified when it was implemented in the training of nine people with hearing impairment from the St. Joseph's School for Hearing Impaired, in Makeni (in the provinces). The development and documentation of the toolkit has generated new ideas which will be pursued as part of DST's sustainability drive. The project has proven to be a useful stepping stone/opportunity to target other funding opportunities as a result of the new ideas generated from the project. It has established credibility for DST to partner with Diplomatic Missions like the FCO through the British High Commission to support people with disabilities in Sierra Leone and thereby transformed their lives through empowerment.

## Notes

- 1 Dr Abdulai Dumbuya is the Chief Executive Officer and Specialist ICT Trainer at the Dorothy Springer Trust and author of a number of disability related papers including this one.
- 2 [http://connectaschool.org/sites/default/files/Mod4\\_executive%20summary\\_0.pdf](http://connectaschool.org/sites/default/files/Mod4_executive%20summary_0.pdf)
- 3 <http://www.dsp.berkeley.edu/teachstudentswithdisab>
- 4 <http://www.lauracookphotography.net/>
- 5 <http://www.bbc.com/news/world-africa-20677639>



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**Zusammenfassung:** Dieser Artikel stellt die von Irish Aid unterstützte Entwicklung eines Instrumentes mit allgemeinen Leitlinien vor, die auf den Erfahrungen des Dorothy Springer Trust (DST) bei der Durchführung von Schulungen zu Informations- und Kommunikationstechnologie (IKT), zum Zugang zum Arbeitsmarkt für Menschen mit Behinderungen und mit dem Teilen der Methodik mit einer großen Bandbreite an Interessenvertretern beruht. Auf diese Weise erweitert es die wesentlichen Aufgaben des DST in der Vermittlung von wichtigen Fähigkeiten für Menschen mit Behinderungen für ihre Unabhängigkeit und die gleichberechtigte Teilhabe an der Gesellschaft in Sierra Leone.

**Résumé:** Cet article présente un travail parrainé par Irish Aid visant à développer une boîte à outils qui fournit des lignes directrices génériques basés sur l'expérience du Dorothy Springer Trust (DST) dans la mise en place d'une formation sur l'Information, la Communication et la Technologie (ICT), la création d'accès à l'emploi pour les personnes handicapées, et le partage de sa méthodologie et des meilleures pratiques avec un large éventail de parties prenantes. Ainsi, il étend le travail extrêmement important du DST en fournissant les personnes handicapées avec les compétences essentielles pour être indépendantes et pour participer en tant que membres égaux à la société en Sierra Leone.

**Resumen:** Este trabajo presenta los resultados de un proyecto que desarrolló un conjunto de herramientas, que proporciona directrices generales para la formación y la creación de acceso al empleo de las personas con discapacidad. Esta obra está apoyado por Irish Aid y su base son experiencias del Dorothy Springer Trust (DST) para el suministro y la difusión de la tecnología de la información y la comunicación (TIC). El objetivo es compartir la metodología y las experiencias con una variedad de actores y así capacitar las personas con discapacidad, con habilidades que les permitan vivir de manera independiente y actuar como miembros iguales de la sociedad en Sierra Leone.

**Author:** Dr Abdulai Dumbuya, known to friends as Abs (PhD, CEng, BEng Hons, MIET, MAIRSO) is founder and Chief Executive Officer of the Dorothy Springer Trust in Sierra Leone. Abs is a Chartered Engineer, who studied, lived and worked in the UK for over 20 years. He has over 15 years' experience in Technology, Management Consultancy and technology enterprise (from London Business School). Abs is a Disability Rights Advocate with a deep knowledge of the Sierra Leone Persons with Disability (PWDs) Act 2011 and passionate about disability issues. A disabled person himself, who has collaborated with many disabled organisations to transform the lives of disabled people in Sierra Leone by preparing them for skilled employment through the provision of training in Information, Communication Technology, so that they can participate more fully as equal members of society. Abs has written on disability issues, chaired many disability conferences and won awards for his advocacy work for disability rights and reforms.

**Contact:** abs\_d2004@yahoo.co.uk.



## Kurzmeldungen/Announcements

### Putting People with Disabilities at the Heart of Development

From September 25 to 27 2015, representatives from nations around the globe met at the United Nations in New York to adopt the Sustainable Development Goals (SDG) for the period 2015-2030. This marks a decisive turning point in the lives of people with disabilities worldwide. They will now be taken into account in development policies from which they have long been excluded. In 2000, the UN set out a 15 year global development framework. Called the Millennium Development Goals (MDGs), this program has brought about a considerable reduction in global poverty and hunger: the mortality rate of under-5 year old children has been cut by more than half since 1990; the number of people living in extreme poverty has dropped from 1.8 billion to 800 million between 1999 and 2015; since 1990, there has been a 45% drop in the global maternal mortality rate. Nevertheless the MDGs made one glaring omission: They completely ignored the needs of people with disabilities, so that 15% of the global population has been excluded from development policies. This was blatantly unfair, especially since 80% of people with disabilities live in poverty.

With the deadline set to achieve the MDGs expiring this year, the leaders gathering at the UN in New York have committed themselves to a new 15-year global development program, based on 17 sustainable development goals (SDGs). This time, the goals take into account people with disabilities, particularly in four areas: education, equality, inclusive employment and urbanisation. This is an historic advance. In the future, any country wishing to implement or finance a development project must ensure the needs of people with disabilities are taken into account. This means that those who know their needs best – people with disabilities – will at long last be consulted by authorities implementing development programs. In the field of education and training, all school construction programs must include facilities accessible to people with disabilities. States also commit themselves to developing school programs addressed at children with disabilities. The SDGs will bring an end to urbanisation policies, which ignore the accessibility needs of people with disabilities, and employment policies from which they are excluded.

**Information:** [http://www.handicap-international.us/putting\\_people\\_with\\_disabilities\\_at\\_the\\_heart\\_of\\_development](http://www.handicap-international.us/putting_people_with_disabilities_at_the_heart_of_development).

### Umsetzung der Nachhaltigkeitsziele in Deutschland

Anlässlich der Verabschiedung der 2030-Agenda beim UN-Gipfel in New York hat VENRO gefordert, die Umset-

zung zügig auf den Weg zu bringen - in Deutschland und weltweit. Kernelement der Agenda sind 17 Ziele für nachhaltige Entwicklung, die in 15 Jahren erreicht werden sollen. Die neue Agenda soll für alle Länder gleichermaßen gelten, auch für Deutschland. Die Bundesregierung muss nun baldmöglichst einen konkreten Umsetzungsplan der 2030-Agenda in und durch Deutschland vorlegen. Die nationale Nachhaltigkeitsstrategie, seit 2002 Leitfaden für die deutschen Nachhaltigkeitsanstrengungen, soll bis Herbst 2016 in allen Aspekten überprüft und weiterentwickelt werden. Zum Auftakt der Dialogreihe *Die deutsche Nachhaltigkeitsstrategie 2016* der Bundesregierung am 29. Oktober 2015 hat Marlehn Thieme, Vorsitzende des Rates für Nachhaltige Entwicklung, eine Aufwertung der Nachhaltigkeitspolitik durch die Bundesregierung gefordert. Sie forderte, dass das Prinzip der Nachhaltigkeit im Grundgesetz und damit für die nationale Politik und Deutschlands Rolle in der Welt verpflichtend festgelegt werden solle. Die Bundesregierung setze sich zwar ambitionierte Ziele im Rahmen der nationalen Nachhaltigkeitsstrategie, diese müssten in Zukunft aber auch mit den Mitteln des Haushaltsrechtes verankert werden. Die grundlegende Verankerung des Nachhaltigkeitsprinzips sei notwendig, damit der Staat, die Bürger und ihre politischen Mandatsträger sowie die Wirtschaft entschlossener und verlässlicher als bisher in Richtung einer nachhaltigen Entwicklung tätig werden kann.

**Information:** [http://epo.de/index.php?option=com\\_content&view=article&id=11904:2030-agenda-nach-den-gipfelhoehen-kommen-die-muehen-der-ebene&catid=117&Itemid=31](http://epo.de/index.php?option=com_content&view=article&id=11904:2030-agenda-nach-den-gipfelhoehen-kommen-die-muehen-der-ebene&catid=117&Itemid=31),  
<http://www.nachhaltigkeitsrat.de/presseinformationen/pressemitteilungen/nachhaltigkeitspol-29-10-2015/?blstr=0>,  
<http://www.bundesregierung.de/Content/DE/Pressemitteilungen/BPA/2015/10/2015-10-29-globale-nachhaltigkeitsziele.html;jsessionid=14D93C779D9114C411F2A2F9350BF24A.s2t1>.

### Secretary-General's 2015 Report on the MDGs

The new report of the Secretary-General on the MDGs was released on 6 July 2015 and includes information on the world's over one billion of persons living with disabilities. The Secretary-General in his foreword underscored the need to finish the incomplete work of the MDGs to reach those at the bottom of the economic and social ladder, including persons with disabilities. As Member States are expected to define the next set of development goals – the SDGs – these messages contribute to highlight the gaps that must be addressed in the ongoing global en-



deavour to advance an inclusive, equitable and sustainable development, leaving no one behind during the next 15 years. The 2015 MDG Report highlights how high-quality data disaggregated by disability are key to making decisions and monitoring progress for all, including persons with disabilities.

**Information:** <http://www.un.org/disabilities/default.asp?navid=15&pid=1633>, <http://www.un.org/disabilities/documents/newsletter/junejuly2015.doc>.

### **ESCAP Opens New Accessibility Centre at UN Complex in Bangkok**

A state-of-the-art Accessibility Centre was opened on 28 May 2015 during the 71st Session of the United Nations Economic and Social Commission for Asia and the Pacific (ESCAP). The Centre will promote the inclusion of persons with disabilities at UN meetings and activities. In line with the Incheon Strategy to *Make the Right Real* for Persons with Disabilities in Asia and the Pacific, the first set of regionally agreed disability-inclusive development goals, the ESCAP Accessibility Centre enables greater participation of persons with hearing, visual and mobility impairments in various intergovernmental processes.

**Information:** <http://www.un.org/disabilities/documents/newsletter/junejuly2015.doc>.

### **International Efforts toward Disability-Inclusive SDG Indicators**

On 22 September, the Permanent Mission of the Republic of Korea to the UN hosted experts from Member States, UN agencies and civil society at a meeting entitled *The Importance of Disability Indicators for Measuring the Implementation of the SDGs for Persons with Disabilities*. The event was co-organised by the International Disability Alliance and the International Disability and Development Consortium. A total of 25 indicators were discussed, fifteen of which can be obtained simply by disaggregating already collected data by disability. Indicators are important to measure the progress of implementation of the new Agenda for persons with disabilities and to make sure that no one is left behind. Panellists noted that unless policy makers are provided with data on disability indicators and disaggregated by disability, they will not be able to make educated decisions, design policies and address gaps in the implementation of the sustainable development goals and related targets. The event also marked the launch of the Global network on monitoring and evaluation for disability-inclusive development. The Global Network on Monitoring and Evaluation for Disability-inclusive Development is an informal network of experts, researchers and practitioners in disability policy, data and statistics, monitoring and evaluation. Building on the work, of the

UN system and its partners, on the Millennium Development Goals and in monitoring and evaluation, this Global Network is expected to serve as a resource for preparing the UN flagship report and establish a basis for the future monitoring and evaluation of the implementation of a disability-inclusive 2030 Agenda for Sustainable Development.

**Information:** [www.un.org/disabilities/default.asp?navid=13&pid=1515](http://www.un.org/disabilities/default.asp?navid=13&pid=1515), <http://www.un.org/disabilities/default.asp?id=1640>.

### **Marrakesh Treaty**

The *Marrakesh Treaty to Facilitate Access to Published Works for Persons Who Are Blind, Visually Impaired, or Otherwise Print Disabled* (MVT) was adopted on June 27, 2013 in Marrakesh. It has a humanitarian and social development dimension and its main goal is to create a set of mandatory limitations and exceptions for the benefit of blind, visually impaired and otherwise print disabled persons. It requires Contracting Parties to introduce a standard set of limitations and exceptions to copyright rules in order to permit reproduction, distribution and making available of published works in formats designed to be accessible to blind, visually impaired and otherwise print disabled persons, and to permit exchange of these works across borders by organisations that serve those beneficiaries. The Treaty clarifies that beneficiary persons are those affected by a range of disabilities that interfere with the effective reading of printed material. The broad definition includes persons who are blind, visually impaired, or reading disabled or persons with a physical disability that prevents them from holding and manipulating a book. Only works in the form of text, notation and/or related illustrations, whether published or otherwise made publicly available in any media, including audio books, fall within the scope of the MVT regime.

The treaty has been ratified by eight nations. It takes 20 ratifications for the treaty to enter into effect, and many countries are making progress with the help of stakeholders and the World Intellectual Property Organisation, officials say. An event entitled *Looking Forward from 2015: Realising the Rights of Persons with Disabilities* was held on 10 June, and focused on the Marrakesh Treaty. Michele Woods, director of the World Intellectual Property Organisation Copyright Law Division, on the panel gave the World Intellectual Property Organisation view that the UN agency is cautiously optimistic they will have the necessary 20 ratifications by the end of 2015. After 20 ratifications are reached, there is a three month period until the treaty enters into force, according to Woods, so observers are hopeful this will happen in early 2016. Pilot programmes have been launched by the Accessible Books Consortium in locations such as Bangladesh, India, and Sri Lanka. People are trained at the local level to make accessible format, working from the ground



up for practical implementation. Once the treaty comes into force it could facilitate some works coming across borders, especially in local languages.

**Information:** [http://www.wipo.int/treaties/en/text.jsp?file\\_id=301019](http://www.wipo.int/treaties/en/text.jsp?file_id=301019), <http://www.ip-watch.org/2015/06/12/wipo-marrakesh-treaty-for-blind-readers-in-force-in-early-2016-now-part-of-bigger-un-process/>.

### **Inclusion International Releases Inclusive Civic Engagement Information Toolkits**

Inclusion International released resources to support the political participation of people with intellectual impairments. Its members around the world have pointed to barriers to participation in processes of civil engagement including voting and other political participation as a factor in the continued social and economic exclusion of people with intellectual impairments. These toolkits have been developed as part of a project from Inclusion International, named Accessing the Ballot Box addressing the limited political participation of people with intellectual impairments in Kenya, Zanzibar and Lebanon. However the toolkits are resources designed to be used globally.

**Information:** <http://inclusioninternational.cmail19.com/t/ViewEmail/t/CE413292AC06760B>, <http://inclusioninternational.createsend1.com/t/t-l-iridtyy-l-a/>, <http://inclusion-international.org/category/programme/accessing-the-ballot-box/>.

### **5th Community Based Rehabilitation Africa Conference**

From 1 to 5 June in Nairobi, Kenya, the Community Based Rehabilitation Africa Network (CAN), hosted the 5th Community Based Rehabilitation (CBR) Africa conference CBR Guidelines: a Bridge to an Inclusive Society Beyond the 2015 Development Framework. Over 300 participants from 27 countries took part in quality discussions around the implementation of the CBR Guidelines since their launch in 2010 and an examination how implementation of CBR programmes that address the needs of persons with disabilities can make a contribution towards achievement of the Sustainable Development Goals (SDGs). The conference identified the evidence of good practices and lessons learnt as well as remaining gaps and challenges including emerging issues and priorities for the future, with particular emphasis on SDGs, to advance the inclusion of all persons with disabilities in all development sectors. The outcome of these discussions is a Resolution paper developed by a team of seven CBR Practitioners, NGO professionals and persons with disabilities. The resolution includes the recognition of the active participation, involvement and ownership of all phases of CBR programmes by Disabled Peoples Organisations and under-

lines the importance of family-based organisations of persons with disabilities.

**Information:** <http://inclusion-international.org/inclusion-africa-a-key-player-at-5th-cbr-conference/>, <http://www.afri-can.org/2015%20Conference/FINAL%20Resolutions%205th%20CBR%20Conference.pdf>.

### **ACCESS - Congress of Inclusive Employment and Corporate Social Responsibility**

The Congress on Inclusive Employment and Corporate Social Responsibility, organised by the Fundación Saraki, USAID and the International Labour Organisation, took place on 17 and 18 August 2015 in Asunción, Paraguay. They introduced the Global Report on the Right to Decide for Persons with Intellectual Disability named Independent. But Not Alone to more than 700 participants from all over Paraguay, many of them with hearing, visual and intellectual impairments, their organisations and government officials. During these days presenters and participants were able to share achievements and challenges for Paraguay and its citizens with disabilities on issues around Inclusive Education, employment and the right to decide. Self-advocates shared their achievements and their advocacy work. There was also a talk with about 50 family members and people with disabilities so that they could express their concerns and questions about the right to decide and the challenges it means for families and people with intellectual impairments. The discussion showed that this issue requires further discussions and development in the Paraguayan context and culture.

**Information:** <http://inclusion-international.org/access-paraguay-2015/>, <http://inclusion-international.org/independent-alone/>.

### **Inklusion: Humanitäre Hilfe ohne Menschen mit Behinderung?**

Drei Viertel aller Menschen mit Behinderungen fühlen sich von humanitären Hilfen ausgeschlossen. Dies geht aus dem Bericht *Behinderung im humanitären Kontext* hervor, der von Handicap International am 14. Oktober 2015 veröffentlicht wurde. Zeitgleich zur Publikation des Berichtes trafen sich 900 Vertreter, um den UN-Weltgipfel für humanitäre Hilfe 2016 vorzubereiten. In der von Handicap International durchgeführten Untersuchung wurde festgestellt, dass Menschen mit Behinderungen in Krisensituationen, wie etwa in Kriegen oder bei Naturkatastrophen, vielfach keine Beachtung durch humanitäre Organisationen finden. Insgesamt 75% der befragten Menschen mit Behinderungen sind der Auffassung, beim Zugang zu wesentlichen humanitären Dienstleistungen wie Wasserversorgung, Nahrungsmittel, Gesundheitsleistungen und Unterkunft nicht ausreichend berücksichtigt zu werden.



Der Bericht weist aus, dass Menschen mit Behinderungen in humanitären Krisen zu den schutzbedürftigsten Personen gehören: 54% der Befragten wurden in einem Konflikt oder einer Naturkatastrophe verletzt. Oftmals erlitten sie danach eine zusätzliche Beeinträchtigung. Die Studie lässt zudem eine ausgesprochen hohe Rate an Gewalt gegenüber behinderten Menschen erkennen, 27% der Befragten waren bereits von körperlicher, sexueller oder psychischer Gewalt betroffen. Handicap International forderte Regierungen, internationale Organisationen und Nichtregierungsorganisationen auf, Menschen mit Behinderungen bei der Planung und Umsetzung ihrer Programme stärker zu berücksichtigen und Dienstleistungen und Infrastrukturen an die Bedürfnisse der Zielgruppe anzupassen.

**Information:** <http://www.handicap-international.de/behinderung/news-detailansicht/article/inklusion-humanitaere-hilfe-ohne-menschen-mit-behinderung-1043/>, <http://bit.ly/1Ow7tSt>, [http://handicap-international.ca/wp-content/uploads/2015/02/Briefing-Inclusion-emergency\\_HI\\_30-janv-15-2.pdf](http://handicap-international.ca/wp-content/uploads/2015/02/Briefing-Inclusion-emergency_HI_30-janv-15-2.pdf).

### **bezev erhält Preis für inklusives Engagement**

Behinderung und Entwicklungszusammenarbeit (bezev) hat am 5. September 2015 den Inklusionspreis des Landes Nordrhein-Westfalen in der Kategorie *Internationales* erhalten. Das ausgezeichnete Projekt *weltwärts alle inklusive* zeigt, wie internationale Freiwilligendienste inklusiv gestaltet werden können, damit auch Menschen mit Behinderung daran teilnehmen können. Seit 2012 berät und entsendet bezev junge Erwachsene mit und ohne Beeinträchtigung, die sich in Ländern in Afrika, Asien und Lateinamerika engagieren wollen. Die Freiwilligen arbeiten für acht bis zwölf Monate ehrenamtlich in Projekten mit. Für junge Menschen mit Beeinträchtigung können sich viele verschiedene Barrieren ergeben, wenn sie ehrenamtlich im Ausland arbeiten möchten. Welche Herausforderungen und Lösungen gibt es zum Beispiel, wenn ein Rollstuhlfahrer für ein Jahr nach Ghana ausreisen möchte? Wie werden die Mehrbedarfe finanziert? bezev bietet außerdem Schulungen und Fortbildungen für Organisationen an, die ihren Freiwilligendienst ebenfalls inklusiv (um-)gestalten möchten. bezev ist vom BMZ als Kompetenzzentrum für Inklusion im Freiwilligendienst *weltwärts* anerkannt (s. nachfolgenden Bericht).

Der Inklusionspreis NRW wurde dieses Jahr zum ersten Mal verliehen. Sozialminister Guntram Schneider zeichnete damit zehn innovative Projekte aus, die das Zusammenleben von Menschen mit und ohne Behinderung konkret voranbringen. Es hatten sich insgesamt 275 Initiativen beworben.

**Information:** [http://www.bezev.de/fileadmin/Neuer\\_Ordner/Inklusiver\\_FD/OE-arbeit/PM\\_Inklusionspreis\\_NRW\\_08092015.pdf](http://www.bezev.de/fileadmin/Neuer_Ordner/Inklusiver_FD/OE-arbeit/PM_Inklusionspreis_NRW_08092015.pdf), [www.jetzt-einfach-machen.de](http://www.jetzt-einfach-machen.de), [www.inklusivefreiwilligendienste.de](http://www.inklusivefreiwilligendienste.de).

### **Kompetenzzentrum für Inklusion von Freiwilligen mit Beeinträchtigung/ Behinderung bei Behinderung und Entwicklungszusammenarbeit e.V. (bezev)**

Das Bundesministerium für wirtschaftliche Zusammenarbeit und Entwicklung (BMZ) fördert seit Juli 2015 bezev als Kompetenzzentrum für Freiwillige mit Beeinträchtigung/ Behinderung, welche mit dem entwicklungspolitischen Freiwilligendienst *weltwärts* ins Ausland gehen. bezev ist es mit seiner jahrelangen politischen Arbeit gelungen, Inklusion im Freiwilligendienst-Programm *weltwärts* strukturell zu verankern. Weitere strukturelle Erfolge waren beispielsweise die Sicherstellung einer Förderung von Mehrkosten von Freiwilligen mit Beeinträchtigung/Behinderung sowie die Erhöhung der Altersgrenze für Freiwillige mit Beeinträchtigung/Behinderung. Zudem wurde ein Handbuch zur inklusiven Entsendung von Freiwilligen veröffentlicht. Erfahrungen und Kompetenzen werden in Zukunft im Kompetenzzentrum gebündelt und allen Entsendeorganisationen zur Verfügung gestellt. Das *Kompetenzzentrum für Inklusion von Freiwilligen mit Beeinträchtigung/Behinderung* übernimmt unter anderem folgende Aufgaben:

Für junge Erwachsene mit Beeinträchtigung/Behinderung: Junge Erwachsene mit Beeinträchtigung/Behinderung werden von bezev gezielt angesprochen (Netzwerke etc.). Wenn sie einen Freiwilligendienst im Ausland machen möchten, können sie von bezev beraten werden. Die Beratung ist nicht an bestimmte Entsendeorganisationen gebunden. Bewerber/innen mit Beeinträchtigung/Behinderung vermittelt bezev an alle interessierten Entsendeorganisationen.

Für Entsende- und Partnerorganisationen: bezev berät und begleitet Entsende- und Partnerorganisationen individuell bei der inklusiven Gestaltung ihres Freiwilligendienstes. Es findet eine Vernetzung interessierter Entsende- und Partnerorganisationen statt. Zudem steht ein Beratungsangebot in trägerübergreifenden Gremien zur Verfügung. Bei Fragen zu Mehrkosten und deren Abrechnung vermittelt bezev zwischen der Koordinierungsstelle des *weltwärts*-Programms und den Entsendeorganisationen. Außerdem evaluiert bezev sowohl die Erfahrungen der Freiwilligen als auch ihrer Entsende- und Partnerorganisationen im Rahmen von Fachgesprächen und Befragungen. Die Ergebnisse der Evaluation werden in Konzepten sowie Leitlinien veröffentlicht. Diese stehen allen Interessierten mehrsprachig für die Praxis zur Verfügung.

**Information:** [www.jetzt-einfach-machen.de](http://www.jetzt-einfach-machen.de); [www.inklusivefreiwilligendienste.de](http://www.inklusivefreiwilligendienste.de).





## Literatur/Reviews

Human Rights Watch

### **Complicit in Exclusion South Africa's Failure to Guarantee Inclusive Education for Children with Disabilities**

With over half a million children with disabilities estimated to be out of school in South Africa, and many more experiencing unequal access to quality education, Human Rights Watch has published research and created a video on the equal right to education. Based on over 130 interviews, most of them with parents, children, and young adults with disabilities, Human Rights Watch found that children with disabilities face multiple barriers when trying to enter and complete basic education. Human Rights Watch proposes ways to address these gaps in education, through better data collection, resource allocation and information on the right to education for children with disabilities and their families, as well as policy reform to ensure access to mainstream schools.

**Bezug:** <http://bit.ly/1EAyhIj>, <http://www.hrw.org/report/2015/08/18/complicit-exclusion/south-africas-failure-guarantee-inclusive-education-children>.

Christoffel-Blindenmission

### **Zukunft inklusiv(e)! Entwicklungszusammenarbeit mit und für Menschen mit Behinderungen gestalten**

Der erste Band der CBM-Fachpublikationsreihe *Behinderung – Inklusion – Entwicklung* befasst sich mit der Frage, warum Menschen mit Behinderungen in die internationale Entwicklungszusammenarbeit und in humanitäre Maßnahmen einbezogen werden müssen. Der Band gibt den LeserInnen theoretische Grundlagen und praktische Beispiele zu der Frage an die Hand, wie die Verwirklichung einer inklusiven Entwicklung gelingen kann.

**Bezug:** <https://www.cbm.de/infothek/bestellshop/artikel/101/Zukunft+inklusive%28e%29%21+Entwicklungszusammenarbeit+mit+und+für+Menschen+mit+Behinderungen+gestalten>, [https://www.cbm.de/static/shopmanager/media/downloads/101\\_CBM\\_Zukunft\\_inklusive\\_EZ\\_Menschen\\_mit\\_Behinderungen.pdf](https://www.cbm.de/static/shopmanager/media/downloads/101_CBM_Zukunft_inklusive_EZ_Menschen_mit_Behinderungen.pdf).

World Intellectual Property Organisation

### **Patent Landscape Report on Assistive Devices and Technologies for Visually and Hearing Impaired Persons**

In June 2015, the World Intellectual Property Organisation published the Patent Landscape Report on Assistive Devices and Technologies for Visually and Hearing Impaired Persons. It presents research on various assistive devices and technologies, includes an analysis on the geographical distribution of patent protection of these technologies,

and features business data on major patent portfolios as well as a round-up of key innovators. Additionally, the report touches on technologies serving the same goals as the Marrakesh Treaty and the Accessible Book Consortium, namely those facilitating access of visually and hearing impaired persons to published works.

**Bezug:** [http://www.wipo.int/patentscope/en/programs/patent\\_landscapes/reports/assistive\\_devices.html](http://www.wipo.int/patentscope/en/programs/patent_landscapes/reports/assistive_devices.html), [http://www.wipo.int/edocs/pubdocs/en/wipo\\_pub\\_949\\_1.pdf](http://www.wipo.int/edocs/pubdocs/en/wipo_pub_949_1.pdf).

International Labour Organisation

### **Inclusion of People with Disabilities in National Employment Policies**

The International Labour Organisation's recent publication *Inclusion of People with Disabilities in National Employment Policies* is designed to provide step-by-step support in effectively including women and men with disabilities in the development of national employment policies. Furthermore, the resource guide on gender issues in employment and labour market policies gives guidance on how to effectively embed gender dimensions in national employment policies development. The International Labour Organisation's work on disability inclusion focuses on promoting pathways into decent work for people with disabilities in developing countries.

**Bezug:** [http://www.ilo.org/skills/pubs/WCMS\\_407646/lang--en/index.htm](http://www.ilo.org/skills/pubs/WCMS_407646/lang--en/index.htm), [http://www.ilo.org/wcmsp5/groups/public/---ed\\_emp/---ifp\\_skills/documents/publication/wcms\\_407646.pdf](http://www.ilo.org/wcmsp5/groups/public/---ed_emp/---ifp_skills/documents/publication/wcms_407646.pdf).

Priscila Rodriguez/ Eric Rosenthal/Humberto Guerrero

### **No Justice: Torture, Trafficking and Segregation in Mexico**

This report presents the findings of Disability Rights International's two-year investigation into the treatment of children and adults with mental impairment in Mexico City which found a pattern of egregious and widespread human rights violations. The investigation found that in Mexico City having a disability can mean a life of detention and uncovered the existence of a *blacklist* of particularly abusive institutions that the Mexico City authorities are aware of – yet they permit these facilities to operate. Disability Rights International visited five of 25 facilities on the blacklist and specifically highlights the findings from Mama Rosa and Casa Esperanza, which was so abusive that Disability Rights International filed a formal complaint to Mexico City's Department of Family Development and sought immediate action to protect detainees. The report outlines the overall findings and how Mexico can take steps toward reform and justice calling for immediate steps to enforce the basic human rights of people with dis-



abilities.

**Bezug:** <http://www.asksource.info/node/70912>,  
<http://www.driadvocacy.org/media-gallery/our-reports-publications/>,  
<http://www.driadvocacy.org/wp-content/uploads/DRI-No-Justice-web-version.pdf>.

Erica Burman/Anat Greenstein/Manasi Kumar  
**Disabled Children and Disabling  
Childhoods in the Global South**

This resource provides a link to the articles of Disability and the Global South journal's Special Issue on disabled children within the Global South. This special issue features a variety of topics such as rehabilitation, inclusion, child sexual abuse, and the disabling effects of education systems within the Global South

**Bezug:** Disability and the Global South (DGS), Vol 2, Issue 2, <http://www.asksource.info/node/70899>,  
<http://dgsjournal.org/current-issue/>.

Mary Ann Waddell  
**Contextual Factors around the Sexual  
Abuse of People with Disability in  
East Africa**

This literature review discusses the issue of sexual violence against people with disability in East Africa. It contains a synthesis of the knowledge contained in the best selected research, reading notes and an annotated bibliography. The synthesis provides a summary of the state knowledge concerning the sexual abuse of people with disabilities in East Africa.

**Bezug:** <http://www.asksource.info/node/70884/>,  
<http://www.firah.org/centre-ressources/upload/bulletin/advantageafrica/rladvantageafricaenpdf.pdf>.

Christoffel-Blindenmission  
**Neglected Tropical Diseases Report 2015**

Neglected tropical diseases flourish under conditions characterised by poor housing and sanitation, unsafe water, and limited access to basic health care. They cause great human misery – pain, disfigurement, and impairments – and result in about 0.5 million deaths each year. These diseases often lead to social stigmatisation and discrimination, especially for children, women and persons with disabilities. Neglected tropical diseases hinder development, keeping individuals and communities trapped in a cycle of poverty, and negatively impact almost all millennium development goals. The Report gives an overview of the different Neglected Tropical diseases and intervention strategies.

**Bezug:** [http://www.cbm.org/article/downloads/54741/NTD\\_Report\\_2015\\_accessible\\_.pdf](http://www.cbm.org/article/downloads/54741/NTD_Report_2015_accessible_.pdf).

Institute on Disability and Public Policy  
**Accessible Global Governance Study**

In the Accessible Global Governance Study the factors that enhance or limit the participation of persons with disabilities in the UN system and in broader global governance processes were examined. The study aimed to build up a better understanding of these specific issues.

**Bezug:** <http://aseanidpp.org/accessible-global-governance-research-project>, <http://www.american.edu/sis/news/20150629-Professor-Showcases-Disability-and-Global-Governance-Research-at-UN.cfm>.

G3ict  
**CRPD Implementation: Promoting Global  
Digital Inclusion through ICT Procurement  
Policies & Accessibility Standards**

Stakeholders in the global disability movement view public procurement as an important tool for digital inclusion and implementing the Convention on the Rights of Persons with Disabilities (CRPD). In response to this need, G3ict has begun an effort to convene diverse stakeholders from civil society, government, standards bodies, and industry to understand more clearly the impact of inclusive ICT procurement and to explore strategies to support broader adoption globally of these policies and related accessibility standards. Through a series of international roundtable discussions and expert interviews in June of 2015, G3ict explored success stories, challenges to address, need for capacity and knowledge, and insights into the building blocks that can pave the way for inclusive public procurement and accessible ICT standards around the world. This white paper brings together the insights gained through these discussions. The G3ict Policy White Paper Series researches innovative policies and documents programs and good practices promoting ICT accessibility solutions among States Parties to the Convention on the Rights of Persons with Disabilities and International Organisations.

**Bezug:** [http://g3ict.org/resource\\_center/publications\\_and\\_reports/p/productCategory\\_whitepapers/subCat\\_7/id\\_339/](http://g3ict.org/resource_center/publications_and_reports/p/productCategory_whitepapers/subCat_7/id_339/), [http://g3ict.org/download/p/fileId\\_1030/productId\\_339](http://g3ict.org/download/p/fileId_1030/productId_339).

UNICEF  
**For Every Child, a Fair Chance:  
The Promise of Equity**

The report highlights the stark contrast between global progress on one hand and the urgent needs of the world's most vulnerable on the other. For example, declines in child mortality since 2000 have allowed an estimated 48 million additional children to see their fifth birthday. However, in 2015 an estimated 5.9 million children will have died before turning five – and children under five from the poorest households are twice as likely to die as those from the richest. The global rate of stunting among children under five fell by 40% between 1990 and 2014. However, one in four children under five still suffers from stunting.



**Bezug:** [http://www.unicef.org/publications/index\\_86269.html](http://www.unicef.org/publications/index_86269.html), [http://www.unicef.org/publications/files/For\\_every\\_child\\_a\\_fair\\_chance.pdf](http://www.unicef.org/publications/files/For_every_child_a_fair_chance.pdf).

Valentina Lemmi

### **Community Based Rehabilitation for People with Disabilities in Low and Middle Income Countries: A Systematic Review**

This Campbell Collaboration systematic review assesses the effectiveness and cost-effectiveness of community-based rehabilitation (CBR) for people with physical and mental impairments in low- and middle-income countries, and/or their family, their carers, and their community. This review identified 15 studies that assessed the impact of community-based rehabilitation on the lives of people with disabilities and their carers. The studies included in the review used different types of community-based rehabilitation interventions and targeted different types of physical (stroke, arthritis, chronic obstructive pulmonary disease) and mental impairments (schizophrenia, dementia, intellectual impairment). The authors conclude that the evidence on the effectiveness of CBR suggests that CBR may be effective in improving the clinical outcomes and enhancing functioning and quality of life of the person with disabilities and his/her carer. They recommend that future studies will need better study designs within the focus on broader clients groups and the integration of economic evaluations.

**Bezug:** <http://www.campbellcollaboration.org/lib/project/244/>, [http://www.campbellcollaboration.org/lib/download/3887/lemmi\\_CBR\\_LMIC\\_Review\\_v2.pdf](http://www.campbellcollaboration.org/lib/download/3887/lemmi_CBR_LMIC_Review_v2.pdf).

Handicap International

### **Disability in Humanitarian Context: Views from Affected People and Field Organisations**

This report is based on the results of a global consultation carried out in 2015 as a contribution to the World Humanitarian Summit and is intended to better identify the changes needed for a disability inclusive humanitarian response. A total of 769 responses were collected through three online surveys targeting persons with disabilities, disabled people's organisations and humanitarian actors. The results demonstrate that while most humanitarian actors pledge to target vulnerable persons in crisis time, few of them are putting in place specific mechanisms and procedures to effectively reach to, and taking into account, persons with disabilities in their programmes. Addressing these challenges is a human right imperative and has also to do with an effective implementation of principled humanitarian aid. This ambition requires changes in policies and practices within the humanitarian community as a whole.

**Bezug:** <https://www.worldhumanitariansummit.org/node/504293>, <https://www.worldhumanitariansummit.org/file/504293/download/549496>.

### **Tanvi Bhatkal/Emma Samman/Elizabeth Stuart Leave No One Behind: The Real Bottom Billion**

This paper sets out why the *leave no one behind* agenda should be a key priority in implementing the Sustainable Development Goals in all countries and in assessing whether or not governments have met them. It underlines how deeply entrenched marginalisation is, how vulnerabilities often overlap to amplify multiple disadvantages, and just how little we know about some groups that are likely to be deprived.

**Bezug:** <http://www.odi.org/sites/odi.org.uk/files/odi-assets/publications-opinion-files/9846.pdf>.

Marie Grandisson

### **Community-Based Rehabilitation Programme Evaluations: Lessons Learned in the Field**

In this paper, the authors share lessons learned on suitable evaluation strategies for community-based rehabilitation programmes through a South African programme evaluation. At the end of the field visit, parents, staff members and managers provided feedback anonymously about what they liked and disliked about the evaluation, and offered their suggestions.

**Bezug:** <http://dcidj.org/article/view/240/184>, <http://dcidj.org/article/download/240/184>.

Lars Bosselmann

### **Dialogues on Sustainable Development: A Disability-Inclusive Perspective**

This publication with contributions from civil society, UN agencies and EU institutions as well as disability and development organisations highlights the many commonalities between disability-inclusive development and a range of overarching development themes. It is structured around the three basic elements of sustainable development – economic, social and environmental sustainability – and discusses a range of sub topics relevant to these areas.

**Bezug:** [http://www.cbm.org/article/downloads/54741/CBM\\_Inclusive\\_Development\\_Dialogues\\_2015.pdf](http://www.cbm.org/article/downloads/54741/CBM_Inclusive_Development_Dialogues_2015.pdf).



Susan Nicolai

### **Projecting Progress: Reaching the SDGs by 2030**

The report presents an analysis that begins to systematically quantify the scale of the challenge that the world has set itself with the Sustainable Development Goals. The authors select one target per goal – a total of 17 – and project forward to 2030, grading them from A-F according to how near they will be to completion in 2030. The projection is based on available information of current trends sourced from leading institutions and own data. The resulting scorecard shows that unless significant changes are made, none of the SDGs will be met.

**Bezug:** <http://www.odi.org/sites/odi.org.uk/files/odi-assets/publications-opinion-files/9839.pdf>.

James Smith

### **A Systematic Literature Review of the Quality of Evidence for Injury and Rehabilitation Interventions in Humanitarian Crises**

This review assessed the quality of evidence that informs injury and physical rehabilitation interventions in humanitarian crises. Peer-reviewed and grey literature sources were assessed in a systematic manner, 46 articles met the inclusion criteria and got examined. The article concludes that while there is now a greater emphasis on research in this sector, the volume of evidence remains inadequate given the growing number of humanitarian programmes worldwide. Further research is needed to ensure a greater breadth and depth of understanding of the most appropriate interventions in different settings.

**Bezug:** International Journal of Public Health, Vol 60; <http://link.springer.com/article/10.1007/s00038-015-0723-6>, <http://link.springer.com/content/pdf/10.1007%2Fs00038-015-0723-6.pdf>.

Behinderung und

Entwicklungszusammenarbeit e.V.

### **Blaues Wunder – Wie das Wasser unser Leben bestimmt. Inklusives Globales Lernen in der Grundschule**

Das inklusive Handbuch *Blaues Wunder* ist für die dritte und vierte Klasse konzipiert und unterstützt mit seinen vielfältigen und flexiblen Materialien gemeinsames Lernen in heterogenen Gruppen. Dabei werden kreative didaktische Ideen und eine Vielfalt an methodischen Hinweisen vorgestellt, die auf die unterschiedlichen Lernbedürfnisse der Kinder eingehen.

**Bezug:** <http://www.bezev.de/global-learning/wasser-projekt.html>



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## VERANSTALTUNGEN/EVENTS

- 17.02. - 18.02.2016 World CSR Congress, Taj Lands End, Mumbai.  
**Information:** <http://worldcsrcongress.com/#index>.  
Kontakt: 402, Savoy Chambers, Dattatraya Road, Santacruz Jn., Santacruz (W), Mumbai - 400 054, INDIA; Tel: +91 22 2660 1263, Mobile : +91 98216 88999; Fax: +91 22 2660 2500; E-Mail : [founder@worldcsrday.com](mailto:founder@worldcsrday.com); [secretariat@worldcsrcongress.com](mailto:secretariat@worldcsrcongress.com).
- 11.04. - 13.04.2016 9th World Assembly of Disabled People's International (DPI), New Delhi, India.  
**Information:** [www.disabledpeoplesinternational.org](http://www.disabledpeoplesinternational.org).  
Kontakt: [secretariat.dpi@gmail.com](mailto:secretariat.dpi@gmail.com).
- 25.04. - 26.04.2016 Pacific Rim International Conference on Disability and Diversity, Hawaii.  
**Information:** [www.pacrim.hawaii.edu/](http://www.pacrim.hawaii.edu/).  
Kontakt: Charmaine Crockett; 1410 Lower Campus Rd., #171F  
Tel: 808 956 7539; Fax: 808 956-4437, E-Mail: [cccrocke@hawaii.edu](mailto:cccrocke@hawaii.edu).
- 25.04. - 27.04.2016 VIII Latin-American Congress of the Blind, Montevideo, Uruguay.  
**Information:** [www.ulacdigital.org/montevideo2016](http://www.ulacdigital.org/montevideo2016).  
Kontakt: Unión Latinoamericana de Ciegos - Organización Internacional no Gubernamental, Mercedes 1327 C.P. 11100, Montevideo, Uruguay; Tel: +598 2901 9797 22; Fax: +598 2901 9797 21; E-Mail: [ulac@ulacdigital.org](mailto:ulac@ulacdigital.org).
- 23.05. - 24.05.2016 World Humanitarian Summit, Istanbul, Turkey.  
**Information:** <https://www.worldhumanitariansummit.org>.  
Kontakt: [info@whsummit.org](mailto:info@whsummit.org).
- 17.10. -20.10.2016 Habitat III: UN Conference on Housing and Sustainable Urban Development, Quito, Ecuador.  
**Information:** <https://www.habitat3.org/the-new-urban-agenda/about>.



## Schwerpunktthemen kommender Ausgaben der Zeitschrift Focal Topics of Upcoming Issues

- 1/2016: Frühkindliche Entwicklung und Inklusion/Early Child Development and Inclusion (verantwortlich/responsible: Sabine Schäper)
- 2/2016: 2030 - Agenda und Inklusion/2030 Agenda and Inclusion (verantwortlich/responsible: Gabriele Weigt)
- 3/2016: 10 Jahre UN-BRK: Chancen, Grenzen, Perspektiven/10 Years of the CRPD: Chances, Limits, Perspectives (verantwortlich/responsible: Christine Bruker/Isabella Bertmann)

Interessierte Autorinnen und Autoren mögen sich für nähere Informationen und unseren *Leitfaden für AutorInnen* bitte an die oben genannten Verantwortlichen wenden. Darüber hinaus sind Vorschläge für weitere Schwerpunktthemen willkommen unter [info@inie-inid.org](mailto:info@inie-inid.org).

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### Deadlines for the upcoming issues:

	1/2016	2/2016	3/2016
<b>Hauptbeiträge/Focal articles</b>	15.10.2015	15.03.2016	15.07.2016
<b>Kurzbeiträge/Other contributions</b>	15.10.2015	15.03.2016	15.07.2016

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Institut für inklusive Entwicklung  
Wandastr. 9, 45136 Essen, Germany  
Tel.: +49-(0)201/17 89 123, Fax: +49-(0)201/17 89 026  
E-Mail: [info@inie-inid.org](mailto:info@inie-inid.org)  
Internet: [www.inie-inid.org/](http://www.inie-inid.org/)

The journal *Disability and International Development* is published three times a year since 1990, featuring contributions in both English and German. Its objective is the scholarly and practice-oriented discourse on disability in low-income countries. The journal aims at providing a platform for a cross-border dialogue and promoting the professional discussion of related development policy, pedagogical/educational, socio-political and intercultural questions. Each issue is dedicated to a focal topic, complemented by single contributions on other subjects and up-to-date information.

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In addition, a free online version is available at [www.zbdw.de](http://www.zbdw.de).

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Kindernothilfe



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Misereor



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