



Mainstreaming Disability and Gender in Development Cooperation



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1. Introduction

© General information on disability and development

Disability is invisible, yet there are 650 million persons with disabilities in the world. Eighty per cent of persons with disabilities live in the poorest countries in the world. Disability is both a cause and a consequence of poverty¹, where persons with disabilities are not only economically disempowered, but socially and culturally disempowered and excluded.

The development community largely fails to address the full range of rights and concerns of persons with disabilities in mainstream development work. The exclusion barriers and social and environmental challenges which persons with disabilities living in poverty experience need to be urgently addressed if persons with disabilities are to be included in society and are to break out of a vicious cycle of poverty and disability. It is necessary and important to run development activities designed to address the particular needs of disabled people through sector-specific projects. But at the same time, it is also vital to address disability as a crosscutting issue, and to consider the needs of all sectors of a diverse population in generic development projects if the issues of concern to persons with disabilities living in poverty are not to remain as a side issue. All development staff should automatically consider and incorporate the rights and needs of disabled people into the design and application of their work, as they do regarding other marginalised and discriminated populations. This training manual will provide guidance and assistance to this end.

© What this manual is for and how to use it

This training manual incorporates the experiences and ideas discussed at the national training workshop on disability and gender which took place in December 2006 in Netherlands.

The purpose of this training manual is to provide a tool that will enable the reader to learn from best practice examples currently applied in specific areas of disability and development work. The training manual will also inform the reader on how to reproduce a similar training module in the future under different circumstances, as a way to spread knowledge and to reach out to an increasingly wide audience.

The target audience for this training manual is development cooperation professionals, and experts working in the field of project development, evaluation and funding. The aim of the training manual is to mainstream the disability dimension across all levels of development cooperation activities rather than solely on disability-specific projects; attention must be directed towards ensuring that mainstream projects are fully accessible to persons with disabilities.

This manual, therefore, provides information and training materials that will support the process of disability mainstreaming in development cooperation. The manual is, however, a starting point rather than a definitive prescription of what should be done. We recommend that you adapt the training according to the context of each organisation and / or country.

1 Online: <http://www.dfid.gov.uk/pubs/files/disability.pdf>

© **Involvement of persons with disabilities**

It is essential that people with disabilities and their representative organisations participate actively in the trainings and bring their expertise and experience into the process. Partnership between Disabled People's Organisations (DPOs) from developing countries, development NGOs, research and training institutions should be encouraged.

© **Gender**

Women with disabilities are particularly disadvantaged due to the multiple forms of discrimination they experience. For example, disabled girls are the least prioritised in terms of access to school and education. Development activities such as income-generating programmes for women are largely not accessible to women with disabilities and do not take active steps to include disabled women. Furthermore, girls and women who have a disability are more likely to become victims of physical and sexual abuse.² For this reason, the gender perspective must be mainstreamed across all the training activities. The training sessions and training modules must include specific reference to gender issues.

© **Accessibility**

To be inclusive and to secure the active participation of persons with disabilities, it is imperative that all aspects of the design, implementation and follow-up to the training activities be fully accessible to all persons with disabilities. Persons with disabilities are a heterogeneous group, including persons with a diversity of physical, sensory and learning disabilities. Consideration must be given to the accessibility of information and communication tools used for the training, accessibility of the buildings and transportation services provided for participants in the training, and thought must be given to the design and methodology of the training itself (e.g. use of clear language, easy-to-read material and regular breaks). There are a number of guides and manuals on accessibility for persons with disabilities which provide comprehensive and practical information. Among these are "Access for All: Helping to make participatory processes accessible for everyone" published by Save the Children UK. For further information and for other publications visit the website: http://www.iddc.org.uk/dis_dev/strategies/accessibility.shtml and the project website: www.make-development-inclusive.org.

² Singleton, Tina et al: **Gender and disability: a survey of InterAction member agencies. Findings and recommendations on inclusion of women and men with disabilities in international development programs.**
Online: <http://www.miusa.org/publications/freeresources/media/genderdisabilityreport.PDF>

2. General Logistics

General preparation

Facilitator/trainer

Selection criteria for identifying facilitators / trainers for the different parts:

Profile of the Facilitator

- Recognized person in the field of disability and development.
- In-depth understanding of disability, gender and development.
- Time management skills.
- Leadership abilities.
- Analytical skills: able to draw concluding observations and summarize the speaker's presentation.
- Enthusiastic and good-humoured: able to motivate the participants.

Session 2: Profile of the Trainer

- A woman with a disability.
- Trainer should be from a developing country.
- Working for a disability organization in the South.
- Actively working for the implementation of the rights of women with disabilities. This can be at grassroots level, in lobby ventures towards the government, etc.
- Fluent in English.
- Experienced in giving presentations at international fora.

Session 3: Profile of the Trainer:

- Preferably a woman with a disability.
- International Consultant on Gender, Disability and development cooperation.
- Expertise on advising development organisations and/or disability organisations on making their projects gender and disability specific.
- Fluent in English.
- Experienced in giving presentations and giving workshops at international fora.

Invitations

- Invitations must be sent at least four weeks in advance (by email and/or by post) with a tentative agenda. It is also advisable to speak to the main guests by telephone.
- Confirmation from the guests is requested one week beforehand at the latest.

Accessibility

- It is imperative that the workshop room be completely accessible.
- If hearing-impaired persons enrol in the workshop, a Sign Language interpreter must be hired.

Material needed**For projection of PowerPoint documents:**

- Computer
- LCD projector
- Screen
- Whiteboard

For the session:**Session 2: Power Point Presentation dealing with**

- The position of girls and women with disabilities in developing countries.
- Double discrimination and exclusion of girls and women with disabilities in development projects and programmes.
- The need for a specific article on 'Women' in the UN convention on the Rights of Persons with Disabilities.

Session 3: Case study dealing with

- A gender specific approach within development projects and/or programmes.

Session 4: Evaluation form

- See the examples in Toolbox 2.

Checkbox Planning and Preparation

Planning and preparation	Planning	Done ✓
Selection of 2 speakers and 1 facilitator		
Find a suitable facilitator (see profile above)	3.5 months ahead	
Find a suitable speaker for session 2 (see profile above)	3.5 months ahead	
Find a suitable speaker for session 3 (see profile above)	3.5 months ahead	
Assistance of speakers and facilitators		
Speakers for sessions 2 and 3 should send in their presentations and PPPs.	2–3 months ahead	
Discussion with speakers on the content of presentation, PPPs and case study. Further discussion should cover the schedule of the different sessions and what is expected of the speaker.	2 months ahead	
Discussion with facilitator on his/her role during the day from session to session: <ul style="list-style-type: none"> • underline the facilitator's specific role in time-management • provide facilitator with printed information on the different speakers so that he/she can introduce them correctly • provide facilitator with copies of the speakers' presentations and the case studies 	2 months ahead	
Make arrangements for speakers: hotel, tickets, insurance	2–3 months ahead	

Venue		
Book an accessible venue. Give special attention to: <ol style="list-style-type: none"> 1. The space required for wheelchairs and sign language interpreters; 2. Choosing a venue with sufficient work space for a group (max. 30 people) to be divided into six groups of five for group work; 3. The readability of PPPs for all participants; 4. There being suitable sound equipment and enough microphones for the audience's questions. 	3 months ahead	
Invitations		
Send a pre-announcement	2 months ahead	
Put the pre-announcement on different websites, in newsletters, etc.	2 months ahead	
Send final invitation with programme and directions	1 month ahead	
Send confirmation to participants	2 weeks ahead	
Material for the conference		
Collect information for conference file (see material in Toolbox 1)	1 month ahead	
Design an evaluation form (see toolbox 2)	1 month ahead	
Draft a list of participants (see toolbox 2)	1 week ahead	
Draw declaration forms for speakers	1 week ahead	
Design badges for the participants	1 week ahead	
Interpreters		
Arrange two Sign Language interpreters	2–3 months ahead	
Note-taker		
Make sure you have a note-taker to make a report of the training.	2 months ahead	
Decoration of the conference room		
Display leaflets and posters from your organization and others'	6 weeks ahead	
Make sure you have materials for an information table.	6 weeks ahead	

3. Basic Design of the Training

Aims and Objectives:

Aim for the training on 'Women': An international exchange of knowledge and expertise on mainstreaming disability and gender in development cooperation.

The specific objectives are to gain knowledge on:

- The position of girls and women with disabilities in developing countries (Double discrimination and exclusion of girls and women with disabilities in development projects and programmes).
- The content of, and need for, article 6 (Women) UN CRPD.
- The lack of gender-specific thinking in development and disability programmes and projects of development organisations.
- The difficulties and obstacles met when including disabled women and girls in development projects and programmes.
- Methods for including women and girls with disabilities.

Target Audience:

Total number of participants: between 15 and 25 people.

Preferably with representation from all of the following groups:

- National and international experts on human/disability rights.
- Government officials and politicians.
- Policy officers, directors and board members of Dutch development cooperation organisations and DPOs.
- Representatives from DPOs in developing countries.

4. Schedule

Detailed programme overview with timing

Registration		30 mins
Registration; coffee and tea	30 mins	
Session 1		25 mins
Opening by facilitator	5 mins	
Introduction of the participants	15 mins	
Introduction by chair on subject	5 mins	
Session 2		30 mins
Introduction by facilitator	5 mins	
Presentation by speaker	15 mins	
Questions from the audience	10 mins	
Break		30 mins
Session 3		90 mins
Introduction by facilitator of the speaker	5 mins	
Presentation by speaker	15 mins	
Explanation of group work by the speaker	5 mins	
Group work	40 mins	
Presentation of the solved case studies by the groups	15 mins	
Response to the solved case studies by the speaker	5 mins	
Summary of lessons learned by the facilitator	5 mins	
Session 4		15 mins
Summary of the lessons learn by the facilitator and feedback on the training by the audience	10 mins	
Audience fills out evaluation form	5 mins	
Drinks		30 mins
Total time		4 hours

Instructions on the different sessions

Session 1

Duration: 25 mins 

● Welcome and Introduction

Aims:

- To give an overview of the timing and structure of training
- To familiarize the participants with each other and get a general idea of the different backgrounds and organisations present
- To give an introduction article 6 (Women) UN CRPD

Method:

Facilitator:

- Welcomes everyone
- Gives a brief overview on the timing and structure of the day/training
- Asks everyone to introduce themselves, including their background in this field of expertise
- Opens the floor for each participant to introduce him/herself
- Gives a short introduction to the topic of article 6 (Women) UN CRPD

Session 2

Duration: 30 mins 

● Introduction of the subject 'Women with Disabilities'

Aim:

- To give the audience general information on the situation of disabled women in developing countries, and article 6 (Women) UN CRPD

Expectations of the speaker:

The speaker must be able to give the audience a general introduction to

- The position of girls and women with disabilities in developing countries
- Double discrimination – the increased vulnerability of women with disabilities
- The content and need for article 6 (Women) UN CRPD

Method:

Facilitator:

- Introduces the speaker
- Gives a brief overview of the timing and structure of this session
- Gives the speaker the floor

Speaker:

- Introduces him/herself, including his/her background in this field of expertise
- Gives an introduction to the situation of disabled women in developing countries, double discrimination, increased vulnerability, etc.

Facilitator:

- Opens the floor to questions from the audience

Session 3

Duration: 90 mins 

• Group work on the importance of gender-specific thinking

Aim:

To give the audience an understanding of the importance of gender- and disability-specific thinking in programmes and projects of development organisations

The speaker should:

Give the audience information on

- The lack of gender-specific thinking in development and disability programmes and projects of development organisations
- The results of this lack of gender-specific thinking: the exclusion of girls and women with disabilities in these projects and programmes, the failure to reach such women
- The difficulties and obstacles met when including disabled women and girls in development projects and programmes
- Methods to include women and girls with disabilities

The speaker should also be able to

- Develop a case study for the audience to work on how to set up a specific project in the South that is accessible to women and girls with disabilities
- Explain the case study fully to the audience
- Give feedback to the audience on how they handled the case study

Method:

Facilitator:

- Introduces the speaker
- Gives a brief overview of the timing and structure of this session
- Gives the speaker the floor

Speaker:

- Introduces him/herself, including his/her background in this field of expertise
- Explains what gender-specific thinking in projects and programmes of development organisations means
- Explains the current lack of gender-specific thinking in projects and programmes of development and disability organisations
- Explains the results of this lack of thinking: the exclusion of disabled women and girls
- Explains the case study, for which the audience will have to work in groups on how to set up a specific project in the South that is accessible to women and girls with disabilities

Facilitator:

- Splits the audience into groups of no more than five people, ensuring that there are not more than 2 people in each group from the same organisation
- Let the group start solving their case study

Speaker:

- Visits all groups to see how they are proceeding and to answer any questions

Facilitator:

- Keeps a close eye on the time
- Announces when there are 10 minutes left before the group work must be finished

Speaker

- Asks three or four of the groups how they have solved their case study
- Gives response to their solutions: advice and lessons learned

Facilitator

- Summarize the lessons learned from the group work

Session 4

Duration: 15 mins 

● Conclusions

Aim:

- To offer conclusions from the day's work and lessons learned
- To reflect upon and evaluate the training, give feedback, plan follow-ups, etc.

Method:

Facilitator

- Gives a summary of the lessons learned in each session
- Asks some participants for the most important lesson of the day, **what else might have been covered**, and what they would like to see as a follow-up activity
- Asks participants to fill out the evaluation form

5. Description of the Contents

Gender

General Women with disabilities experience double discrimination: first as a woman, and second as a person with a disability. They experience discrimination across all aspects of life – in social, cultural, political and economical spheres – and they are more likely to be victims of sexual abuse. In developing countries, women with disabilities are particularly vulnerable to abuse, stigma and rejection by society. They have low self-esteem, lack education and are generally the poorest member of the family. Often, they are regarded as being ‘not fit to marry’.

Organizations continue to produce policies and programmes that fail to recognize the specific needs of women with disabilities. Women’s organizations are not reaching out or making efforts to include women with disabilities, and decision-making roles in disability organizations are largely held by men.

For this reason, women with disabilities have fought for a specific article on their rights and position in the UN Convention. They have succeeded: the Convention includes Article 6: ‘Women’.

Some of the key areas of concern for disabled women are:

Education: Disabled girls are less likely to attend school than disabled boys.

Employment: Disabled women are less likely to be granted loan facilities or be employed.

Violence: Women and girls with disabilities are particularly vulnerable to violence, especially in domestic situations. Sexual abuse is quite common, especially among women with mental and/or hearing disabilities.

Health services: Refusal of health workers to advise disabled women and girls on appropriate family planning services and methods.