Intersections

Finding common ground to advance the rights of persons with disabilities

An overview of results from the second UNPRPD Funding Round
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Intersection

Noun in·ter·sec·tion \( \text{in(t)}\text{o}r \ '\text{sekSH(a)n}' \)
1: a point or line common to lines or surfaces that intersect.
2: a point at which two or more things intersect.

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Acknowledgements

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Sahalia Abdulali provided copy-editing support. Paolo Ciampagna and Elena Panetti of LS graphic design oversaw the design elements of the report and the development of the infographics.

Our sincere thanks and gratitude is due to the many colleagues and partners in UNPRPD project countries who have supported us to document the work carried out under the second UNPRPD Funding Round and the many transformations effected as a result. This publication would not have been possible without them.

Sincere thanks are due to Catalina Devandas Aguilar, UN Special Rapporteur on the Rights of Persons with Disabilities, for sharing her valuable reflections at the conclusion of the Report.

Foreword

To systematically and systematically advance the rights of persons with disabilities, there is need for coordinated approaches and synergized actions based on strong partnerships. With this objective in mind, several UN entities came together in 2011 to form the UN Partnership on the Rights of Persons with Disabilities (UNPRPD). UNDP has been playing a key role in supporting the work of the Partnership both as an implementing entity and as the institutional home to the Partnership’s Technical Secretariat, which is based in the Governance and Peacebuilding Cluster of the Bureau for Policy and Programme Support.

This is a second report on the results of joint UN programmes supported by the UN Partnership on the Rights of Persons with Disabilities (UNPRPD). It follows in the footsteps of the “Connections” publication which showcased results from the first round of UNPRPD projects that started in 2012.

After a successful first funding cycle, in 2014 the Partnership launched the second UNPRPD funding round, which resulted in the selection of 18 joint UN programmes in five regions. This report aims to capture the main results achieved by these projects. It provides a summary of results for each project and, through several in focus stories, zooms in on some instances of structural transformation through the eyes of different stakeholders in the programme countries.

This publication highlights the positive outcomes that can result from country and regional level collaboration among UN entities, and with organizations of persons with disabilities, government and civil society partners. Entitled “Intersections”, the report appropriately documents how UN Country Teams have forged partnerships and found common ground within the UN system and with national partners to advance the implementation of the CRPD. The title, “Intersections” also speaks to the multi-dimensional nature of disability and compounded forms of discrimination experienced by men and women with disabilities. Furthermore, it outlines how the UNPRPD operates at the intersection of the normative and operational standards of the UN to make rights real and the Sustainable Development Goals achievable.

We continue to be grateful to the International Disability Alliance for their leadership and engagement from the very beginning of the Partnership and to the International Disability and Development Consortium for their ongoing support. We are equally thankful to the countries that have contributed to the Partnership through the UNPRPD Multi-Partner Trust Fund and to the Multi-Partner Trust Fund Office for its management of the Fund. But most of all, we are deeply appreciative of government and civil society partners as well as the many persons with disabilities and their representative organizations who have worked with us in programme countries to make the results presented in this publication possible. As a result of the structural focus on UNPRPD interventions and thanks to effective resource mobilization, partnership building and scaling-up strategies, a number of PRPD funded projects were successful in achieving remarkable scale with relatively limited funding. Continued support from existing and new partners would allow the programme to expand these interventions to more countries, hence reaching an increasing number of persons with disabilities of all ages and gender.

This publication demonstrates that if we are to leave no-one behind in the implementation of the global development agenda, then we need to intensify our collective efforts to promote and advance the rights of persons with disabilities.

Patrick Keuleers
Director, Governance and Peacebuilding
Bureau for Policy and Programme Support
United Nations Development Programme
Intersecting pathways and common ground to advance the rights of persons with disabilities

The United Nations Partnership on the Rights of Persons with Disabilities (UNPRPD) is a unique collaborative effort that brings together UN entities, governments, organizations of persons with disabilities and the broader civil society. The UNPRPD supports the implementation of the Convention on the Rights of Persons with Disabilities (CRPD) by facilitating policy dialogue, coalition-building and capacity development at the country, regional and global levels. In doing so, it leverages the comparative advantage of multiple stakeholders to further the vision of a ‘society for all’ in the 21st century.

The UN entities participating in the UNPRPD are the International Labour Organization (ILO), the Office of the High Commissioner for Human Rights (OHCHR), the United Nations Department for Economic and Social Affairs (UNDESA), the United Nations Development Programme (UNDP), the United Nations Educational, Scientific and Cultural Organization (UNESCO), the United Nations Population Fund (UNFPA), the United Nations Children’s Fund (UNICEF), the United Nations Entity for Gender Equality and the Empowerment of Women (UN Women) and the World Health Organization (WHO). UNDP serves as the home of the Partnership’s Technical Secretariat.

The UNPRPD also works closely with multiple civil society organizations. These include the International Disability Alliance (IDA) and the International Disability and Development Consortium (IDDC).

The UNPRPD Multi-Partner Trust Fund (UNPRPD Fund) was formally established in June 2011 and officially launched in December of the same year as a mechanism to mobilize resources for the Partnership. The UNPRPD Fund is administered by the UNDP Multi-Partner Trust Fund (MPTF) Office and builds on the experience developed by the MPTF Office in managing more than 60 Multi-Partner Trust Funds and 40 joint programmes. Since its inception, the UNPRPD Fund has benefited from the generous contributions of the following countries: Australia, Cyprus, Finland, Israel, Mexico, Norway, Spain, Sweden and the United Kingdom. Details of the contributions received by the Fund are available at the UNPRPD page of the MPTF Gateway: http://mptf.undp.org.

The second UNPRPD Funding Round

More than 75 UN Country Teams submitted expressions of interest in response to the announcement of the second UNPRPD Funding Round (UNPRPD R2) in 2014. At the end of a rigorous assessment process involving all UNPRPD constituencies – i.e. participating UN organizations, donors, representative organizations of persons with disabilities and broader civil society – 10 country-level joint UN programmes were selected for funding. These programmes were based in Armenia, Bolivia, China, Egypt, Ethiopia, India, Mexico, Sudan, Tajikistan and Uganda.

Each joint programme brought together a number of participating UN organizations to work together on a range of issues related to CRPD implementation. Most of the countries started project implementation in earnest in January 2015, except for Mexico and Ethiopia who were recommended revisions to their project proposals. Mexico, therefore, initiated the project in March 2015 and Ethiopia in June 2015.

<table>
<thead>
<tr>
<th>Africa</th>
<th>Arab States</th>
<th>Asia and The Pacific</th>
<th>Europe and Central Asia</th>
<th>Latin America and Caribbean</th>
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<tbody>
<tr>
<td>Ethiopia</td>
<td>Egypt</td>
<td>China</td>
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<td>Uganda</td>
<td>Sudan</td>
<td>India</td>
<td>Tajikistan</td>
<td>Mexico</td>
</tr>
</tbody>
</table>

As per the regional grouping system used by the UN Development Group

Community-based services at kindergarten. UNICEF/Armenia
Overview of results

The final project documents that were approved under the second UNPRPD Funding Round identified a total of 27 outcome-level objectives. However, at the end of the project implementation phase, 58 individual instances of outcome-level transformation (of varying importance and intensity) were recorded. This amounts to around five instances of outcome-level transformation, on average, per project.

Under the UNPRPD R2, UN Country Teams were encouraged to develop initiatives addressing one or more of the following thematic priorities (ref. UNPRPD Strategic and Operational Framework 2012, Section 2.2).

### TABLE 2. UNPRPD thematic priorities under R2

<table>
<thead>
<tr>
<th>Enabling factor</th>
<th>Thematic priority</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enabling legislation and policy frameworks</td>
<td>A. Promote the ratification of the CRPD whenever relevant, and the development (or reform) of legislation and policies (disability-specific and not) as well as strategies and action plans</td>
</tr>
<tr>
<td>Empowering cultural norms</td>
<td>B. Reverse stigma, prejudices and negative stereotypes, while promoting supportive and empowering attitudes</td>
</tr>
<tr>
<td>Capable and inclusive institutions</td>
<td>C. Strengthen national disability architecture by developing the capacity of national disability authorities as well as that of organizations of persons with disabilities, and by enhancing dialogue between the representative organizations of persons with disabilities and key actors in the area of disability rights</td>
</tr>
<tr>
<td>Access to services (mainstream and targeted)</td>
<td>D. Enhance access to mainstream as well as targeted services by improving their design and delivery modalities, and by promoting measures that will increase availability and affordability</td>
</tr>
<tr>
<td>Access to justice</td>
<td>E. Increase access to justice for persons with disabilities and the capacity of the justice sector to appropriately respond to the specific circumstances of persons with disabilities</td>
</tr>
<tr>
<td>Application of accessibility standards</td>
<td>F. Promote the application of accessibility standards to products, environments and processes, including non disability-specific interventions undertaken by development partners</td>
</tr>
<tr>
<td>Access to rehabilitation, habilitation including assistive technology</td>
<td>G. Improve access to rehabilitation and habilitation – including assistive technology – by strengthening the availability and affordability of services and improving the design of assistive technologies</td>
</tr>
<tr>
<td>Adequate data and evidence</td>
<td>H. Improve disability-specific data and support research on different aspects of disability as well as the codification of evidence</td>
</tr>
</tbody>
</table>

Figure 1 shows the distribution of UNPRPD R2 objectives and results across the UNPRPD thematic priorities.

A majority of the intended outcome-level objectives focused on access to services (37 percent), followed by capable and inclusive institutions (30 percent), enabling legislation (18 percent), empowering attitudes (6 percent), data and evidence (6 percent), habilitation and rehabilitation (4 percent), accessibility standards (7 percent) and access to justice (2 percent). On the other hand, among the results achieved, 26 percent were focused on access to services, 18 percent on enabling legislation, 38 percent on capable, inclusive institutions, 6 percent on empowering attitudes, 6 percent on data and evidence, 4 percent on accessibility standards, and 2 percent on access to justice.

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**Definition of outcome**

In keeping with the harmonized results-based management terminology adopted by the UN Development Group, outcome is defined for the purposes of the UNPRPD work as follows: “The intended or achieved short-term and medium-term effects of an intervention’s outputs, usually requiring the collective effort of partners. Outcomes represent changes in development conditions which occur between the completion of outputs and the achievement of impact.”

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* An inclusive classroom piloting accessible textbooks and the use of assistive technology, UNICEF/Uganda
Based on these figures, there appears to be a substantial alignment between objectives and results achieved by the UNPRPD R2 and over-achievement in the case of objectives set vis-à-vis enabling legislation and capable and inclusive institutions with the exception of “access to services” (underrepresented among the results in comparison to the objectives). This may be due simply to sequencing issues (i.e. it is necessary to reform legislative frameworks and strengthen institutions before access to services can be enhanced). It may also be reflective of the spinoffs of increased understanding and work on disability mainstreaming and shift in attitudes leading to policy change and system strengthening. Or it may be due to classification issues; since the UNPRPD inherently targets systemic shifts as precursors for the delivery of more inclusive services, there may be results directly pertaining to improved services subsumed under the enabling factor on capable and inclusive institutions.

FIGURE 1. Objectives and results of the UNPRPD R2

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enabling legislation</td>
<td>0%</td>
</tr>
<tr>
<td>Empowering attitudes</td>
<td>5%</td>
</tr>
<tr>
<td>Capable, inclusive institutions</td>
<td>10%</td>
</tr>
<tr>
<td>Access to services</td>
<td>15%</td>
</tr>
<tr>
<td>Access to justice</td>
<td>20%</td>
</tr>
<tr>
<td>Accessibility standards</td>
<td>25%</td>
</tr>
<tr>
<td>Habilitation and rehabilitation</td>
<td>30%</td>
</tr>
<tr>
<td>Data and evidence</td>
<td>35%</td>
</tr>
</tbody>
</table>

Finuz, a young photographer from Khujand, is acquiring a new skill in painting in Dushanbe where he participated in a workshop to produce communications materials for a nationwide evidence-based awareness raising campaign on disability inclusion. UNICEF/Tajikistan
Impact

The projects funded under the UNPRPD R2 were implemented over a period of 2-3 years. While this timeframe is undoubtedly too short for the achievement of extensive impact-level results, several projects were successful in triggering highly structural transformations that are likely to have a significant positive effect on the conditions of life of persons with disabilities in future. Box 2 provides some illustrative examples.

BOX 2. Examples of structural transformation achieved under UNPRPD R2

→ Changing paradigms in Armenia

Nationwide transition to a new model of disability assessment which is based on the International Framework for Classification of Functioning, Disability and Health and is aligned with the social model of disability embedded in the CRPD. This will enable both individual and environmental factors to be taken into account and comprehensive services to be provided to persons with disabilities in Armenia.

→ Inclusive schools in Sudan

As part of the overall systemic efforts put in place through the UNPRPD projects, including capacity-building of teachers in order to make the learning environment more inclusive, the Sudanese national school construction standards were also revised to ensure schools are accessible to children with disabilities. As a result, 1,312 classrooms including toilets have already been constructed, informed by the revised guidelines. The classrooms were built using funding from the Global Partnership for Education, indicating inclusive spending of mainstream resources.

→ Advancing dialogue and inclusive normative frameworks in China

A multistakeholder platform entitled the UN Sub-Group of Disability (UNSGD) was established and for the first time ever, representatives from the UN, China Disabled Persons’ Federation and disabled persons’ organizations (DPOs) and the diplomatic corps have come together to coordinate and strategize on the inclusion of persons with disabilities with impact on critical policy and legislative deliberations and advocacy leading to the adoption of the Family Violence Law and new Education Regulations on the inclusion of children with disabilities, etc.

→ Access to information and education in Uganda

Uganda pioneered and piloted the production of accessible textbooks and the use of Information and Communication Technologies (ICTs) to advance the inclusion of children with disabilities in Uganda, bringing together the ICT, education and disability communities for the first time. Initial scaling already shows highly positive feedback from key stakeholders in addressing a critical barrier to the inclusion of children with disabilities in the learning process in general school settings.

→ Inclusive early childhood development and care in Mexico

A model for inclusive childcare was developed and rolled out as a pilot to 405 Early Childhood Facilities in 9 states of Mexico, to be scaled to all 32 federal entities in 2018. An impact evaluation of the pilot showed significant improvement in the inclusion of the children with disabilities (9.6 percentage points, significant at 90 percent) as well as an impact on key development aspects of children with disabilities (2.1 percentage points, significant at 95 percent).

Scale

The overall budget allocation for UNPRPD R2 was slightly above $3.5 million. However, projects were often successful in obtaining additional resources to complement UNPRPD funding. The overall budget cost-sharing secured by Round 2 projects was $1.6 million (comprising 46 percent, nearly half of the R2 allocation). In addition, the total value of UN staff time devoted to UNPRPD country-level work but not paid by Round 2 project budgets is estimated at $597,883. This brings the overall value of resources dedicated to UNPRPD R2 projects to $5.6 million.

As a result of the structural focus of UNPRPD interventions and thanks to effective resource mobilization, partnership-building and scaling-up strategies, several UNPRPD R2 projects were successful in achieving remarkable scale with relatively limited funding. Figure 2 provides some illustrative examples.

FIGURE 2. Leveraging effect of UNPRPD resources in Round 2

Overall value of resources dedicated

Overall budget allocation

$3.5 million

Overall budget cost-sharing

$1.6 million

Total value of UN staff time devoted

$0.5 million
Achieving scale with limited resources: the UNPRPD R2 in numbers

72,000 → People to be reached by the new rights-based disability assessment system in Armenia.

67,801 → Beneficiaries received an individually tailored plan for provision of services and assistive products in Armenia.

1,312 → New classrooms built following revised national accessible school construction standards in Sudan demonstrating inclusive spending of GPE funds.

850 → Percentage change in number of districts with CBR programmes in Tajikistan.

830,000 → $495,000 in 2015 (68% increase).

10,730,000 → People with severe disabilities likely to benefit from supported employment in China.

4,000,000 → Children with disabilities likely to be impacted by the new Law on Education, which promotes inclusive education.

2,500,000 → Persons reached from UNPRPD-supported and DPO-led community-based awareness-raise in Ethiopia.

308,410 → Children access early childcare centers in Mexico and likely to develop positive attitudes towards inclusion.

8,626 → Early childcare centers across 32 federal entities of Mexico building capacity on inclusion of children with disabilities.

This report

This report provides a summary of results for each project, along with an accompanying infographic, as well as “in focus” stories that dive deeper into individual instances of outcome-level transformation triggered by UNPRPD activities. The information provided is based on periodic progress reports submitted by R2 projects, interviews with project staff and partners, and the interactions that took place in the framework of the “KnowUNPRPD” programme, the knowledge-management programme of the UNPRPD.

BOX 3. The Know UNPRPD Programme

A knowledge management and quality assurance programme for UNPRPD country-level projects – KnowUNPRPD – was launched in 2013 in collaboration with Trinity College Dublin and with financial support from the Irish Government. The KnowUNPRPD has supported three face-to-face sessions for representatives of UNPRPD R2 projects.

The KnowUNPRPD programme has three overall objectives: to strengthen relevant technical competencies of staff involved in the implementation of UNPRPD-funded joint UN programmes; to foster exchange of experiences among projects; and to document lessons learned in the context of work carried out by the Partnership at the country level.

KnowUNPRPD used a range of modalities to achieve these objectives, including intensive training workshops. In addition, a help desk service was provided for applicants to the second UNPRPD Funding Round, which made available technical assistance based on learning from Round 1. These components complemented other knowledge-sharing activities managed by the UNPRPD Technical Secretariat, such as webinars and publications of relevance.

Jiang Lan, a journalist at Xinjiang Metropolis Newspaper, Xinjiang Uygur Autonomous Region of China, a participant of UNPRPD training on promotion of positive media reporting on persons with disabilities speaking at the concluding symposium of the project. UNESCO/China
Hamlet makes shoes for a living and participated in the pilot testing of the new model of disability assessment in Armenia to inform its development. UNDP/Armenia
**Ethiopia**

**Promoting social inclusion of persons with disabilities in Ethiopia**

<table>
<thead>
<tr>
<th>Data</th>
<th>Budget</th>
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<td>ILO, OHCHR</td>
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**Introduction**

“Fifteen public institutions have been able to mainstream disability in their programmes and services. Those involved in services like education, health, employment, transport, communication and water have more advanced inclusive services while others are at a starting stage. UNPRPD has greatly contributed to the strengthening of CRPD implementing structures at federal and regional levels in Ethiopia through Disability Equality Training (DET) and by organizing consultative forums among stakeholders. Ministries and Regional Bureaux responsible for CRPD and the National Plan of Action implementation meet quarterly and report their disability annual plans and performance to Ministry of Labour and Social Affairs and the latter reports to the Social Standing Committee of the Parliament. This is a big step that contributes to disability mainstreaming in Ethiopia’s social, political and economic affairs. Thus, I greatly value the contributions of the UNPRPD Project in enhancing disability-inclusive public services in Ethiopia.”

Mr. Amaha Berhe
Policy and Programme Team Coordinator,
Ministry of Labour and Social Affairs,
Ethiopia

**Background**

Ethiopia ratified the CRPD in 2010. Furthermore, a National Plan of Action (NPA) of Persons with Disabilities was adopted for the period 2012-2021, under the leadership of the Ministry of Labour and Social Affairs in consultation with civil society and UN organizations. The project aimed to leverage this favourable institutional context to advance CRPD implementation.

It sought to foster collaboration among different actors and maximize the impact of their work through capacity-building on a rights-based approach to disability inclusion at federal and regional levels. Moreover, the project endeavoured to support organizations of persons with disabilities to shift cultural norms around disability through community-based radio programmes and other platforms;
The UNPRPD Project in Ethiopia contributed to improving the capacity of government ministries and organizations of persons with disabilities. Around 679 representatives (including 325 women) of CRPD Implementation and Coordinating Committees at federal and regional level, line ministries, media, the Ethiopian Institution of the Ombudsman, Ethiopian Human Rights Commission, Confederation of Ethiopian Trade Unions, media received Disability Equality Training (DET) and CRPD-related training. The number of government ministries and regional bureaux that have started/strengthened the delivery of disability-inclusive services has subsequently increased from 4 to 15 as reported by the Ministry of Labour and Social Affairs (MoLSA) to the Parliament.

From the past-training Knowledge-Attitude-Practice (KAP) survey questionnaires, 77 percent of participants committed to raise awareness on disability at different levels ranging from the regional offices to their own work place. After the KAP survey, follow-up was done to assess changes in practice indicating that disability issues are mainstreamed in the Ethiopian Human Rights Commission (EHRC) branches and Bureaux of Labour and Social Affairs (BOLSAs) with proper inclusion in the annual work plans. Ministries responsible for vocational training, employment, communication, transport, construction, media, women and youth, health, education, and justice are taking concrete steps on disability inclusion.

With the support of the UNPRPD Project, MoLSA has strengthened CRPD implementation structures of nine regions and 2 city administrations through Disability Equality Training (DET) and orientation on disability policy, laws and national plans.

The UNPRPD Project supported the Ethiopian Human Rights Commission (EHRC) and the Ethiopian Institution of the Ombudsman (EIO) to raise disability awareness amongst justice system actors. With UNPRPD support, EIO researched nine federal institutions and four regional states to shed light on the practice of disability inclusion and the challenges that need to be addressed by different stakeholders. The research report was shared with government organizations, DPOs and law enforcement agencies in order to help them create an enabling environment for the participation of persons with disabilities in their areas of work. As part of the project, federal and regional law enforcement agencies were trained on the CRPD and existing national policies and laws through workshops organized by EIO and EHRC. EHRC and EIO have planned more training and capacity-building support for 2017-2018 (2009/2010 Ethiopian fiscal year) for their regional branch offices and law enforcement agencies aiming at promoting the rights of persons with disability.

They have accordingly allotted budgets for the planned interventions to add leverage to the UNPRPD Project’s support to EIO and EHRC.

An immediate follow-up to the training delivered by EHRC attended by Health Bureau officials is sign language training to 122 health care providers that the Addis Ababa Health Bureau provided with the support of the National Association of the Deaf. The Bureau also carried out a disability audit of hospitals and health posts in the capital city and provided its recommendations to the concerned supervisors.

Justice Bureaux have targeted taxi and other transport associations to sensitize them to the needs of persons with disabilities. In addition, the Justice Bureau of Addis Ababa has provided a series of training to parliamentarians and the Addis Ababa Police Commission. Free legal aid services are provided to persons with disabilities by the legal clinics present within different universities.

Examples of inclusion measures taken by the above-mentioned organizations are:

- Inclusion of disability in sectoral annual plans.
- Affirmative actions in recruitment.
- Taking physical accessibility measures.
- Providing sign language services in health centres and television media transmissions.
- Increasing intake of candidates with disabilities in vocational training centres.
- Including women with disabilities in mainstream enterprise promotion programmes such as trade fairs.
- Assigning disability focal persons in ministries.
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- Including women with disabilities in mainstream enterprise promotion programmes such as trade fairs.
- Assigning disability focal persons in ministries.

The Project has reached a total of more than 2.5 million people (54 percent women) through a number of awareness raising interventions and disability inclusion trainings (radio programmes, DET, the International Day of Persons with Disabilities (IDPD) celebration, etc.). Project partners and beneficiaries have received disability research outputs, training and reference materials for sustained use and orientation in their plans, programmes and services.

The partnership with the Federation of Ethiopian National Associations of Persons with Disabilities (FENAPD) and the media was vital in generating awareness amongst the general public about the CRPD, national laws and policies through media outlets with national outreach both urban and rural. Radio programmes led by FENAPD, awareness-raising events like IDPD, community meetings, publications and TV shows were among the media mechanisms used to address negative attitudes towards disability and raise the general public’s awareness on disability rights laws/policies and inclusion. With UNPRPD support, FENAPD has run 12 radio programmes episodes in a 6-month period using different approaches such as interviews, music, drama and call-in sessions with listeners.

An interview with the Head of Addis Ababa Transport Authority, for example, shows positive changes in transport accessibility in the country with reference to the recently introduced accessible city trains and buses.
The UNPRPD Project had an effective partnership with the Confederation of Ethiopian Trade Unions (CETU). The Project organized workshops to build awareness among trade union leaders and workers on employment rights and inclusion of persons with disabilities. Positive shifts in understanding and attitudes towards disability were reported by trade union leaders and workers in post-training feedback.

To further strengthen inclusive employment, the project, in collaboration with the Ethiopian Centre for Disability and Development (ECDD), has contributed to the establishment of the Ethiopian Business and Disability Network (EBDN). EBDN comprises 32 multinational and national private companies that have committed to inclusive training and employment as well as inclusive work places for persons with disabilities in their respective companies. The network aims to promote and showcase disability inclusion.

The Confederation of Ethiopian Trade Unions (CETU) has also prepared a disability guide to promote disability inclusion in the workplace. The UNPRPD project team contributed to the guide by providing technical inputs and supporting dissemination of the guide with key stakeholders. Trade unionists are using it as a tool for disability rights and inclusion in collective agreements with employers.

The UN Partnership on the Rights of Persons with Disabilities

To coordinate the organization’s UNPRPD phase two activities which aims to capitalize on the recent positive development of a National Youth Employment Programme to advance the participation of persons with disabilities.

How will this influence your work and the work of your organization on the rights and issues of persons with disabilities? Please mention any specific steps taken and plans already made.

Following the UNPRPD Project, my organization has been directly involved in the preparation of manuals for inclusion of persons with disabilities; for example, we have been involved in the preparation of an inclusive health manual by the Ministry of Health and an inclusive training manual by the Federal TVET Agency.

Building on the success of the radio programmes from Phase 1, we also plan to air radio programmes in Phase 2 showcasing stories on participation of persons with disabilities in work. We will share stories of young persons with disabilities undertaking internships, women with disabilities who have successfully organized and led DPOs with significant contributions to the rights and livelihoods of hundreds of women with disabilities in Addis Ababa and regional states, have government officials share best practices on inclusion of persons with disabilities in youth employment programmes including the participation of women with disabilities and information about access to grievance redressal by key officials of the Ethiopian Human Rights Commission and the Ethiopian Institute of the Ombudsman.
Project title

Promoting the rights of persons with disabilities in Uganda

Data

<table>
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<tr>
<th>UN organizations</th>
<th>UNESCO, UNICEF</th>
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<td>Budget</td>
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Introduction

“The children are very much captivated and asked so many questions. Then I thought, if such a device is regularly used to teach deaf children, they will understand and perform better.”

Head Teacher of the Eruba Primary School, Uganda

“The children with low vision struggle and hold books too close to their eyes to read print. Most girls with low vision do not want to learn braille. However, in the Gulu primary school all the low-vision pupils are forced to learn braille. Now these accessible materials in large print and audio are easily accessible for these learners and this has made them more interested in learning.”

Sister Katherine In-Charge, Special Educational Needs in Kitgum Girls’ Primary School, Uganda

Background

The UNPRPD project in Uganda proposed to strengthen the policy environment and build institutional capacities for the use of assistive technology to ensure access to inclusive education and access to information.

The proposed programme established links among Article 9 (Accessibility), Article 21 (Freedom of Expression and Access to Information) and Article 24 (Education) of the CRPD. In doing so, it aimed to follow a two-track approach with one track focusing on policy interventions to promote access to information more broadly, and education more specifically.

In line with the work on an enabling policy environment, the second track focused on the development of textbook material in accessible formats and building the capacities of Disabled Persons Organizations (DPOs), key government stakeholders including teachers and information professionals as well as publishing companies on the use of assistive technology and accessible materials in the classroom, to ensure inclusive education and access to information.
Results

1. Establishment of an Inter-_sectoral Coordination Mechanism

As a result of the UNPRPD Project, a coordination mechanism was established in the form of a Policy Board and Management Committee comprising UN entities, DPOs, government agencies and other relevant implementing bodies and publishing companies to oversee and coordinate policy development and implementation with regard to ICTs and disability.

The Policy Board and Management Committee have met consistently since their creation in January 2015. An audit of inclusive ICTs for education in Uganda found this forum very valuable and recommended that it should be continued even after the programme phases out, as it is the only high-level multistakeholder forum in Uganda that deals with assistive technology to ensure inclusive education and access to information and brings together stakeholders from the ICT, education and other sectoral stakeholders as well as the disability community.

2. An Enabling Policy Environment for Access to Information and Inclusive Education

The UNPRPD Project in Uganda supported the strengthening of an enabling policy environment for the promotion of ICTs to advance the rights of persons with disabilities, particularly in the area of education.

As a result, a policy annex on ICT and education was developed to inform the policy on inclusive education, emphasizing the use of ICTs and assistive technology to promote access to an inclusive learning environment. Furthermore, in order to strengthen the overall ICT infrastructure in the country, project partners developed a policy for ICT equipment procurement following accessibility principles. The policy was developed and then validated by a range of stakeholders to ensure that persons with disabilities in Uganda have equitable, timely and barrier-free access to all public facilities, resources and services by creating an enabling ICT environment through public procurement.

In parallel, policy guidelines on accessible publications were also developed to ensure that all books, particularly textbooks, are accessible. Following the drafting of the guidelines, it was shared with the Uganda Publishers Association and discussions on using the guidelines to release more accessible educational material as openly licensed material for people with disabilities are ongoing.

The national regulator, the National Information Technology Authority (NITA-U), and the Ministry of ICT owns these policy instruments and the analytical tools developed through the UNPRPD project and NITA-U spearheads the training on the use of accessible learning materials to improve the teaching and learning achievements in an inclusive school environment. A total of 83 in-service primary school teachers in 28 schools and 255 teacher educators including district inspectors of schools and tutors have received training on the use of accessible learning materials in a classroom. The sensitization sessions focused on children with visual and hearing impairments.

For the first time in Uganda, the UNPRPD Project piloted the production and use of accessible learning materials for children with visual and hearing disabilities in primary grades four and six. The pilot is of particular significance as it tries to address a key barrier to the inclusion of children with disabilities in education due to the inaccessibility of learning materials. It also addresses the larger issue of the lack of access to information. As part of the pilot in Phase I of the project, textbooks were produced in accessible formats and the use of assistive technology facilitated in pilot schools along with training of key stakeholders in their use. This intervention reached 600 learners (including 78 learners with disabilities - 46 girls and 32 boys) from the 28 pilot schools.

The learners and teachers reported more interest in the teaching and learning process as a result of accessibility of the content using multimedia experiences.

Teacher educators and teachers also have enhanced knowledge on using accessible learning materials to improve the teaching and learning achievements in an inclusive school environment. A total of 83 in-service primary school teachers in 28 schools and 255 teacher educators including district inspectors of schools and tutors have received training on the use of accessible learning materials in a classroom.

Sensitization was conducted in 28 schools and communities, creating awareness in a total of 954 stakeholders (582 female and 372 male) on the availability and use of accessible learning materials for children with disabilities.
A tool for monitoring the use of assistive technology to ensure inclusive education and access to information was completed and handed over to the National Information Technology Authority (NITA), which administers it. Through the project, the tools functionalities have been refined, with the input of a range of stakeholders, including DPOs. The United Nations University identified the following categories of functions for the tool: policy monitoring, data collection, data processing, reporting, policy feedback and capacity-building. Requirements have also been reviewed, as well as expectations by users. As a result, 46 requirements for the tool have been validated.

The monitoring tool for the use of inclusive technology to ensure inclusive education and access to information is the first monitoring tool on ICT and disability developed for Uganda. By involving a range of stakeholders, including DPOs, the national regulator can collect data (disaggregated by sex), capture policy initiatives and share information on the use of inclusive technology to ensure inclusive education and access to information. Moreover, the tool is useful in view of the new policy instruments, to monitor their impact on people with disabilities and their use of technology.

In addition, innovative real-time monitoring methodologies were also used. The U-report developed by UNICEF in close collaboration with the government is based on a rapid SMS platform, collects real-time information and citizen feedback and was used to promote the rights of children with disabilities in collaboration with Ugandan National Association of the Deaf and African Youth with Disabilities Network.

For the first time, two polls were sent to youth in Uganda about access to services and barriers to access, including access to assistive technology, for children with disabilities. Going forward, the U-Report will continue to be used to monitor the use of the accessible learning materials and the corresponding hardware.

The U-report had an important impact in socially mobilizing young people on their knowledge on the use of ICT to access education and information. The two polls gathered important information on key messages to sensitize young people on the potential use of ICT in making education and information accessible. The Policy Board and Management Committee and DPOs were able to formulate sensitization messages in a way that corresponds to perceptions about technology in all regions of Uganda.
**Background**

Egypt ratified the CRPD in 2008. The National Council for Disability Affairs was established in 2012. In 2014, for the first time in Egypt, the Constitution included articles referring directly and indirectly to persons with disabilities as equal citizens with equal rights. This led to a momentum on disability issues, including promoting inclusive employment.

The UNPRPD project was launched against this backdrop, to promote skills training in the ICT sector following a baseline needs assessment study in several selected governorates; raising awareness among employers on inclusive employment, capacity building for service providers on inclusive vocational training and encouraging co-design of social innovation for addressing barriers experienced by persons with disabilities.

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**Egypt**

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| Jobs and skills for persons with disabilities with a focus on ICT-based solutions | UN organizations  \underline{UNDP, ILO}  
Duration  \underline{July 2014 — March 2017}  
Budget  \underline{$349,997} |

**Introduction**

“Through the local media, we heard about the Accessible Tourism Competition 2016 which was launched through the UNPRPD Project. We won the competition, and I got the chance to participate in a study tour to Spain. It was enlightening both personally and professionally. I was able to get to know best practices in Spain and Europe in the field of accessible tourism. As a representative of the private sector, meeting with other participants from other sectors as well as local NGOs was especially interesting. Most importantly, it was a great opportunity to see what could be adapted to Egypt. Through the award, we can showcase our commitment to accessible tourism to our partners and guests.”

Ornella Ditel  
Sales & Marketing Manager at the Camel Dive Club and Hotel in Sharm El Sheikh, Egypt
**Results**

**1. Enhanced Capacity of Public, Private, and Civil Society Organizations in Delivering Inclusive Skills Training**

Through the UNPRPD project, 41 entities representing public, private, and civil society stakeholders in Egypt involved in inclusive employment were extensively trained on disability inclusion and now have the knowledge and skills to provide disability-inclusive vocational training and employment services. A total of 81 trainers (42 percent female) have the capacity to conduct inclusive training for persons with visual and physical disabilities in training settings. Before this, a baseline study was conducted by the project in its early stages to map local needs in the job market in the targeted governorates. The study was implemented with 96 companies (large, medium, and small) in the IT sector. The findings of the study informed the selection of training packages for training of persons with visual and physical impairments.

As a result, 5 vocational training modules were developed based on skills needed in the job market. The first accessible tourism award

**2. Youths with Disabilities Have Enhanced Employability**

With support from the UNPRPD project, a total of 616 people with disabilities (39 percent of them female) have acquired skills that are needed in the labour market, such as basic IT and vocational IT skills, laptop and computer maintenance, graphic design, entrepreneurship, managerial skills, customer services, and call centre skills.

To facilitate access to employment, the following measures were undertaken:

- Signing letters of intent with interested companies to interview/hire project trainees. This was done with several large-scale IT companies in Egypt, such as Xceed, Nestle, Vodafone, and ElAraby Group.
- Awareness-raising events for HR divisions and managers in companies to present the project’s training program and support them to become more inclusive.
- Links with the Business and Disability Network that ILO is facilitating with the project trainees.
- Organizing and participating in job fairs, where 131 persons with disabilities participated and had the chance to meet and access companies and factories with potential job openings.

**3. Disability-Inclusive Design Thinking**

The project organized two design thinking workshops where persons with disabilities participated with peers without disabilities to co-design solutions for specific barriers experienced by persons with disabilities.

At the end of the two workshops, six innovative IT solutions aimed at addressing barriers were selected. These solutions were prototyped and are being implemented for targeted users. These solutions are (a) Read for me, (b) My wallet, (c) Mobile sound, (d) E-wheelchair, (e) White Stick with GPS and (f) Smart glasses.

**41** Entities representing public, private, and civil society stakeholders have the knowledge and skills to provide disability inclusive vocational training and employment services

**81** Trainers for persons with visual and physical disabilities

**616** People with disabilities who have acquired skills that are needed in the labour market

**42%** Women

**96** Companies in the IT sector

**39%** women

**1st accessible tourism award**
A National Business and Disability Network was established between 15 companies and the Chamber of Information and Communication Technology. The Network works on coordination, exchanging experiences, developing capacities, and presenting/solving common challenges related to the promotion of inclusive employment. Members of the Egyptian Business and Disability Network finalized a Charter about their commitment to promote inclusive employment.

A publication was prepared on good company practices in inclusive employment to highlight the efforts of companies operating in this field in Egypt. Some of the featured companies are members of the National Business and Disability Network, whose establishment the UNPRPD supported.

This publication compiles, for the first time in Egypt, concrete examples of inclusive employment to inspire and guide other companies in becoming more inclusive.

As part of the UNPRPD project in Egypt, a total of 616 people with disabilities (including 39 per cent women) have acquired skills that are needed in the labour market, for example basic IT and vocational IT skills, laptop and computer maintenance, graphic design, entrepreneurship, managerial skills, customer services, and call centre skills. The training modules were developed based on a labour market study undertaken in targeted governorates. Following this, partnerships were built with DPO and NGO partners in the community to include young persons with disabilities in their training programmes to deliver the vocational training modules. This led to significant capacity enhancement in the design and delivery of inclusive vocational training as the following stories tell.

Can you please tell us about yourself, what you do and where you are from?

Michael Mikhael: I am Michael Mikhael, I am the Executive Director of the Farah Development Foundation.

How were you involved in the UNPRPD Project?

We previously worked with ICT Trust Fund, one of the UNPRPD Project implementers, in other projects, so once they launched a call for participation, we were very excited to join the project. We were also excited because we faced some difficulties in creating access to employment for persons with disabilities, so we were very keen to innovate and to know how we can overcome those challenges.

What did you take away from the experience of participating in the capacity-building workshops on inclusive and demand-oriented training and employment? What was your experience of engaging with other peers and professionals with and without disabilities?

During the workshops organized through the UNPRPD Project on inclusive vocational training, we came to hear about different experiences and backgrounds from different governorates, which helped us to gain many new perspectives and insights. Through the project, we now have also engaged ten trainers with disabilities who can train more persons with and without disabilities, in addition to preparing a demand-led curriculum as well as training materials. Also with the success stories about the persons with disabilities we trained, we always can inspire more.
Sudan

Project title
Promoting Access to Education and Health for Children with Disabilities in Sudan

UN organizations …… UNESCO, UNICEF, WHO
Duration ……………… July 2014 — October 2016
Budget …………………………….. $349,680

Introduction

“… We really discovered that students have different needs in term of reading, writing, and understanding which should be considered during teaching and even in the exams… This obviously impacted our students’ promising results at year-end.”

Alhadi Mahmud
Mahmud is a secondary school teacher in Nyala, Sudan

He has been teaching mathematics and physics for almost 28 years. He attended the training on the use of the Adapted Teacher Toolkit on Inclusive Education supported by the UNPRPD Project.

Background

Despite Sudan’s ratification of the UNCRPD and development of national strategies and legislation, the rights of children with disabilities remained compromised, and they had limited opportunities to participate in society and be included with their peers at school.

Therefore in 2014, through joint coordination and implementation, UNICEF, WHO and UNESCO came together to employ a comprehensive approach to reach children with disabilities by engaging with government line ministries, the National Council for Persons with Disabilities, and national DPOs to promote access to inclusive education and health services in Sudanese schools.

The UNPRPD project adopted a two-pronged approach focusing on two main activities:

1. Institutional and capacity development of front-line officers including teachers and health workers to enhance their knowledge, skills, awareness and delivery of inclusive services;

DEVELOPMENT OF DISABILITY-SENSITIVE NATIONAL SCHOOL CONSTRUCTION STANDARDS

With UNPRPD support, the Sudanese national school construction standards were revised to ensure schools are accessible to children with disabilities. The revised construction standards, approved by the Ministry of Education, guide all school construction in Sudan implemented by all partners including UNICEF and the World Bank/Global Partnership for Education. A total of over 1,312 classrooms with including toilets have been constructed under the projects funded by the Global Partnership for Education (GPE) and guided by the revised guidelines, and are accessible to children with disabilities.

The revision of the construction standards was done through a participatory process bringing together 40 representatives from the state and federal Ministries of Education. The workshop involved the Head of Special Needs Department of the federal Ministry of Education and technical staff from 12 states (special needs managers and school construction engineers), enabling a cross-fertilization of ideas and the development of recommendations for making schools more accessible to children with disabilities. Participants, including those with disabilities, discussed the requirements of persons with different types of disabilities for inclusion in mainstream classrooms, the challenges associated with including children with disabilities and the technical guidelines and recommendations to make schools more inclusive for children with disabilities.

The UNPRPD Project in Sudan contributed to significant building of national capacities to scale up inclusive and gender-responsive quality education programmes. A national team was formed and worked under the supervision of the National Centre for Curriculum Development and Educational Research. The team developed four teacher guides, adopted by the Ministry of Education. These include an Inclusive Education Guide, Learning Difficulties Guide, Positive Discipline Guide and Managing Large Classrooms guide. As many as 300 teachers (187 female and 113 male) from Kassala and South Darfur were trained on inclusive education and learning difficulties to be able to mainstream inclusive practices in their day-to-day work.

Furthermore, to strengthen and embed coordination for an inclusive education system at an institutional level, a National Coordinating Committee on Inclusive Education has been established at the federal level. It is chaired by the Director of Special Needs (Ministry of Education) and involves relevant Ministry of Education departments, Ministry of Health, UNICEF, UNESCO and WHO. A Terms of Reference (TOR) has been developed and regular meetings are conducted at the federal level amongst education partners. Six states have signed TORs to replicate the same committee at the state level. This is a forum for sharing ideas, good practice and overseeing the implementation of the UNPRPD programme and other inclusive education initiatives.

The Sudanese national school construction standards were revised to ensure schools are accessible to children with disabilities.

The UN Partnership on the Rights of Persons with Disabilities (UNPRPD) is a programme that supports countries in implementing the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD). The UNPRPD was established in 2007 with the aim of supporting countries in implementing the international human rights framework for persons with disabilities, providing technical assistance and capacity building to the national and international levels, and facilitating the implementation of the UNCRPD.
Through the UNPRPD project, significant support was provided for the development and mainstreaming of a system for early identification and intervention as well as the adoption of community-based models for healthcare.

A disability component for early identification and intervention was developed and mainstreamed into the primary health care package of services of the Ministry of Health. These include an early detection questionnaire, early intervention manual and referral forms.

Further, through the UNPRPD project, the CBR training manual on the health component of CBR was adapted to the Sudanese context after a robust consultative process and discussions with stakeholders such as the National Council for People with Disabilities, NGOs working with persons with disabilities and the Health Promotion Directorate in the MoH. The Training and Human Resources Directorate at the MoH has been approached to explore the possibility of inclusion into training modules for different cadres as appropriate.

A comprehensive two-week training of trainers programme was undertaken with 27 key stakeholders to support trainings in target states (Kassala and South Darfur). The participants were a selection of health care providers from the areas of school health, health promotion, nutrition, NGO staff and persons with disabilities.
China

Project title
Support to the Rights and Entitlements of Persons with Disabilities

Data
UN organizations ILO, UNESCO, UNICEF, UNDP
Duration July 2014 — June 2017
Budget $349,998

Introduction

“I greatly appreciate the unremitting efforts dedicated by UNESCO, ILO and other UN agencies through the UNPRPD project in providing support to China financially and technically to advance work on disability issues. Without the international community’s attention and support, it would be impossible to witness China’s progress on disability today.”

Mr. You Liang
Deputy Director-General, International Affairs
Department of China’s Disabled Persons’ Federation
made these remarks at his statement at The UN Subgroup on Disability Meeting in May 2016

Background

The UNPRPD project in China aimed to follow a twofold approach to mainstreaming the rights of persons with disabilities,

On the one hand, the project strengthened the collaboration between the China Disabled Persons’ Federation (CDPF) and other DPOs through advocacy tools, knowledge and evidence-based research; on the other hand, the project aimed to target its awareness-raising efforts towards key decision makers and influencers, and facilitated collaboration on pilot initiatives among government and DPO stakeholders, providing testing and demonstration of scalable interventions with potential for high impact.
Family Violence Law

To facilitate dialogue and advocacy on the rights of persons with disabilities, the UN-PRPD project supported the development of a multistakeholder platform entitled the UN Subgroup of Disability (UNSGD).

For the first time ever, representatives from the UN, China Disabled Persons’ Federation and DPOs and the diplomatic corps have come together to coordinate and strategize on the inclusion of persons with disabilities.

The UNSGD also offers capacity development through technical presentations by renowned experts on key issues on the disability agenda, and, very importantly, a “safe space” for open dialogue and consultation on concerns, needs, models, concepts, evidence and approaches; and mechanisms for information exchange (including an e-repository for data and analyses on disability issues in China), partnership and collective planning/point action (including via an annual work plan) to conduct pilot initiatives and scale up awareness-raising and interventions.

Comprehensive discussions on gaps between Chinese legislation/policies and the vision provided by the CRPD were conducted, shared understandings were formed and recommendations were developed. Several of the policy advocacy efforts mentioned below in relation to persons with disabilities in China during this period resulted from the deliberations of the UNSGD. For example, as a spinoff outcome of the advocacy effort of the UN-PRPD partners and the UN Task Force, the People’s Congress of China approved and launched the Family Violence Law in March 2016, which includes persons with disabilities. The law is a landmark move to bring traditionally silent victims of abuse under legal protection. It provides a channel for addressing family-related violence and emphasizes the protection of people with disabilities, children, and the elderly.

During the process of drafting the bill on domestic violence, empowered UNPRPD partners, including DPOs, wrote and submitted fact sheets and technical suggestions on key concerns for persons with disabilities to the National People’s Congress. Suggestions provided included the definition of disability, the need to address domestic violence as a human rights issue, extension of legal protections to persons with disabilities, and the need for public education on requirements of persons with disabilities. These were reflected in the Family Violence Law adopted in December 2016.

Most importantly, this has provided a platform for joint dialogue and coordination among CDPF, international NGOs and Chinese DPOs/rights-based organizations and UN entities. Now open and productive discussions, including advocacy on positions and initiatives, routinely take place in a climate of trust and collaboration. The UNSGD also enhanced dialogue and coordination on the rights of persons with disabilities on a UNC101-wide basis and beyond.

Furthermore, the tremendous momentum generated was evidenced at the concluding forum of Phase I of the UNPRPD project attended by 137 participants representing 94 entities (Ministries, CDPF, DPOs, parents’ organizations, civil society organizations (CSOs), international NGOs, media, professional associations, universities) to debate a way forward, including how to scale up successful interventions. Participants were asked for the forum to be repeated annually, as a mechanism to discuss and assess progress towards full rights and entitlements of persons with disabilities in China.

More than 4 million children with disabilities are likely to be impacted by the new Law on Education, which promotes inclusive education, enabling them to enjoy higher quality education in mainstream schools.

Collaboration with the CDPF led to the inclusion, for the first time, of supported employment (SE) in the 23rd National Disability “Development Plan”. The Plan calls for 2,500 job coaches to be trained over five years, and a training system for SE job coaches to be established by 2020.

This is the result of extensive advocacy undertaken through the UNPRPD Project. CDPF plans to establish a fund to hold the levy, which is applied to all enterprises that do not succeed in recruiting persons with disabilities as at least 1.5 percent of their workforce. The fund will be used to finance the training of job coaches and support companies.

As a result of supported employment and the application of levy funds, 10.73 million persons with severe disabilities in China are more likely to be employed.
The UNPRPD project in China has made significant efforts to shift attitudes, knowledge and practice of key stakeholders with respect to the rights of persons with disabilities. The project built capacities and supported DPOs and NGOs in delivering training to key professionals, including Disability Equality Training (DET), a dynamic, highly participatory and interactive approach to stimulating fundamental attitudinal change towards disability inclusion among participants. DET effectively transformed attitudes and built confidence, competences and commitment of key professionals and the general public, to include and promote the rights of persons with disabilities. 350 professionals – including 88 media professionals and communications officers from DPOs (49 women), 78 legal professionals (28 women), 148 employers and HR managers, 68 DPO representatives (53 women) – were trained. Efforts will be scaled up in the second phase of the project 2018-2019 to train an additional 258 professionals who will develop action plans on disability inclusion for their organizations, as well as more DET facilitators. This will be sustained by establishing a formal community of practice involving key disability stakeholders, which hosts the knowledge and generates evidence for policy advocacy. Disability Equality Trainings (DETs) have begun to bring about spinoff results. After DET, many of the participants launched collaborative efforts to reduce the barriers in the policy and social environment.

Jiang Su Provincial Disabled Persons Federation (DPF) held 10 DETs. Following this, JiangSu DPF then invited many experts on CRPD to provide training and to change the mindset of local staff. More than 58 legal service providers, including lawyers, legal aid providers, and staff from Beijing and Wuhan DPF were sensitized about disability inclusion through DET. Some of the lawyers who were trained established a volunteer disability lawyers’ group, dedicated to providing pro bono legal services for persons with disabilities. The group was later registered as an NGO by one of the female lawyers trained through the project. Convinced by the impact of DET, the Beijing DPF requested further awareness trainings for its district-level DPF coordinators, following which UNDP delivered a participatory workshop on the CRPD to 250 community-level DPF coordinators. Through the UNPRPD, 25,000 DPF coordinators were trained and a community of practice was formed between them. This group of facilitators has allowed the UNPRPD partners to influence CRPD and the UN system in general through DET.

DET-trained journalists developed a media guide on rights-based reporting on disability and formed an online group of journalists and DPOs for mutual support. This had wide-ranging effects, leading to change in media narratives with greater focus on the capacities of persons with disabilities and a shift away from a charity approach.

China

**In Focus**

**Can you tell us about yourself?**

I am Jiang Lan and I am a journalist at Xinjiang Metropolis Newspaper, based in Urumqi, capital of Xinjiang Uygur Autonomous Region of China. I have been working in the media industry in Urumqi since graduating from college in 2003. Over the past 15 years, I have worked for various newspapers, interviewing and reporting on the front line.

**How were you part of the UNPRPD project in China?**

In June 2016, I took part in the Seminar on Media and Disability Advocacy – Promotion of Positive Media Reporting on Persons with Disabilities, organized as part of the UNPRPD project. The event included Disability Equality Training (DET).

**What did you take away from this experience?**

DET completely changed my understanding about disability.

When I first started reporting, the overwhelming majority of news articles portrayed persons with disabilities as either vulnerable and in need of aid or as role models who are “broken in body but firm in spirit”. I didn’t find that inappropriate until I attended the disability equality training, where I came to realize that I had been living in a “circle of fear”. Due to a lack of understanding of this group of people, I had merely been using stereotypes and secondhand experience in my previous reporting on disability issues. The training began a thought process: Why are persons with disabilities construed as vulnerable and in need of help? Why would the media portray persons with disabilities as “broken in body but firm in spirit”? “What are really the differences between “them” and “us”? From DET, I learned that persons with disabilities are no different from those without disabilities. The fact that persons with disabilities cannot fully participate in society is caused by various social barriers. The government and our society have the responsibility to remove the barriers and to promote social inclusion of persons with disabilities. As media professionals, we have the responsibility to remove the barriers in people’s minds.

**How will this influence your work on the rights of persons with disabilities?**

When reporting on issues related to disability, persons with disabilities should be treated equally, and their opinions duly respected. When they encounter barriers in society, we as media professionals should investigate the root cause and urge the government to provide reasonable accommodations, in order to ensure that persons with disabilities enjoy the same rights on an equal basis with others.

My reporting too has changed. While reporting on a story of eight persons with visual impairment who marched 162 kilometres across four Chinese cities in nine days, in order to advocate for improving access and inclusion in employment for the visually impaired, instead of applauding their “firm spirit” in completing this “mission impossible”, I highlighted the infinite possibilities when reasonable accommodation is provided to persons with visual impairments. By portraying the barriers experienced by persons with disabilities factually, my story conveyed to the public the message that persons with disabilities are capable and equal contributors to our society.

I will keep spreading these ideas to people, especially to those working in similar professions, because fostering respect for the rights and dignity of persons with disabilities has become a topic close to my heart, and vital for societal development.
India

Background

India was one of the first countries to ratify the CRPD, becoming a party to the Convention in 2007.

The key challenges to the operationalization of inclusive education systems include the divided ministerial mandate for the education of children with disabilities as well as the lack of teacher capacity. The rights of persons with disabilities and the implementation of the Convention is under the purview of the Ministry of Social Justice and Empowerment, while education in general is the responsibility of the Ministry of Human Resource Development.

Furthermore, disability is a cross-cutting human rights and development issue and therefore, a multitude of legislative and programmatic mechanisms across different ministries are directly relevant to the realization of these rights. Therefore, the UNPRPD Project in India aimed to address diffused responsibility among different government agencies with a need for greater coordination; and lack of adequate capacity among rights implementers.

Introduction

“The support received from UNICEF, through the UNPRPD Project, for the implementation of the Inclusive Education Initiative is phenomenal. The knowledge and expertise of inclusive education coordinators as well as resource teachers have increased significantly following these trainings and workshops. Schools are starting to benefit from this and will slowly be transformed into fully inclusive schools.”

Ms. P.S. Vakatar
State Council of Educational Research and Training, Gujarat

Project title

Promoting the rights of children with disabilities in India

Data

UN organizations: UNESCO, UNICEF
Duration: July 2014 — August 2017
Budget: $350,000
To address the issue of divided ministerial responsibilities for the education of children with disabilities and the need for stronger intersectoral coordination, the UNPRPD Project facilitated the creation of focal points within the government through a steering committee with an advisory role on the UNPRPD Project; and an inter-agency working group (IAWG) with a consultative role at the national level and, in five Indian states, more broadly on inclusive education.

The inter-agency coordination mechanism in the form of an IAWG facilitated greater convergence among concerned ministries, CSOs and academia working on the rights of persons with disabilities at both the central and state levels. The establishment of the coordination mechanism was important, especially as the new Rights of Persons with Disabilities Act 2016 mandates the setting up of cross-sectoral committees at both the central and state levels.

At the central (federal) level, IAWG comprises 29 representatives from the Ministry of Human Resource and Development, Ministry of Social Justice and Empowerment, Ministry of Health and Family Welfare, Ministry of Electronics and Information Technology, Ministry of Statistics and Programme Implementation, Ministry of Skill Development and Entrepreneurship, National Council of Educational Research and Training, National Initiative for Development and Harnessing Innovations, Centre for Development of Advanced Computing (C-DAC), and Rehabilitation Council of India (RCI) and UN agencies.

At the state level, IAWGs were established in five states (Assam, Gujarat, Maharashtra, Odisha and Uttar Pradesh) under the chairmanship of the Chief Secretaries. These have representation from several state government departments – including the nodal departments for education and disability, educational institutions, UN partners, and CSOs, comprising between 48 and 58 representatives. The IAWGs at the state level have received significant uptake from the government and all five states have developed work plans for disability inclusion. Additionally, in Maharashtra, three subgroups have been set up under the IAWG. The government of Maharashtra is also allocating a separate budget for inclusive education. In Gujarat, following the IAWG a State Disability Policy is being drafted, which stands to further strengthen coordination within the government. This will create the required multisectoral foundation as states start implementing the Rights of Persons with Disabilities Act 2016 and the SDGs.

Most importantly, the IAWG facilitated the coming together of the two nodal ministries – Ministry of Human Resource Development and Ministry of Social Justice and Empowerment – on the same platform to discuss inclusive education after the new disability rights law was enacted. This enhanced coordination is expected to create greater cohesion in the work of the two ministries in furthering the mandate on education as enshrined in the Rights of Persons with Disabilities Act 2016 in the second phase of the project.

**Results**

**ENHANCED COORDINATION AMONG RIGHTS IMPLEMENTERS ESTABLISHED TO FACILITATE A MULTIDIMENSIONAL APPROACH TO ACHIEVE QUALITY INCLUSIVE EDUCATION**

**To ensure that teachers on the ground are trained to adopt and successfully use inclusive teaching practices, especially as mandated in the NCERT handbook, UNICEF developed a teacher training module. Two training of trainers workshops were organized at the national level on this module with 76 master trainers (32 female and 44 male) from five states (including Jammu and Kashmir on a special request from the state government).**

These master trainers in turn conducted trainings in their respective states to develop a pool of teachers and key resource persons trained in inclusive education. In Assam, work is underway to train 3,800 teachers. In Odisha, a state resource group was formed, which trained 850 teachers (779 female and 71 male). In Gujarat, more than 500 block resource teachers have been trained.

To build knowledge and capacity on learning disabilities, the UNESCO Mahatma Gandhi Institute of Education and Peace (MGIEP) launched Sixth Space, a first of its kind web portal to serve as a one-stop shop for tools on “difference learning”. Academic papers, data articles and statistical information related to difference learning from national and global sources have been uploaded to this website. Moreover, UNESCO MGIEP staff provided hands-on training to more than 300 school counsellors from Delhi government schools on the use of screening and assessment materials for learning disabilities, specifically dyslexia. In addition, UNESCO MGIEP also partnered with Design Innovation Centre at University of Delhi to address the needs of children with dyslexia and difference learning. These will enable wider awareness of learning disability among school teachers.

**Government data** showed that only 1.32 percent of teachers had received any kind of training on inclusive education. The project has helped create significant momentum towards addressing this gap. Therefore, through the UNPRPD Project, UNICEF supported the preparation of a handbook entitled ‘Including Children with Special Needs’, developed by the National Council of Educational Research and Training (NCERT), which is an autonomous organization under the Government of India that assists and advises central and state governments on policies and programmes for qualitative improvement in education. The Handbook on Inclusive Education is a guide for teachers to address the needs of children with disabilities, offering advice on how teachers can adapt the curriculum, teaching and evaluation strategies to more effectively include children with disabilities in general schools. UNICEF also provided support to orient education functionaries on the handbook.

To ensure teachers on the ground are trained to adopt and successfully use inclusive teaching practices, especially as mandated in the NCERT handbook, UNICEF developed a teacher training module. Two training of trainers workshops were organized at the national level on this module with 76 master trainers (32 female and 44 male) from five states (including Jammu and Kashmir on a special request from the state government).
The UNPRPD Project has also contributed to reinforcing the critical role of accessibility in facilitating inclusive education. Orientation workshops for education functionaries and capacity building workshops for civil works personnel on this guidebook were organized in Assam, Odisha, Tamil Nadu and Uttar Pradesh. One hundred executive engineers in Odisha and 45 civil engineers each were trained in Assam, Tamil Nadu and Uttar Pradesh. As part of the training workshops, access audits were conducted in 4 schools each in Assam, Tamil Nadu and Uttar Pradesh. In Odisha, these audits were conducted in 25 schools and 5 teacher training institutes. Reports of these access audits were shared with the respective state governments. Based on this guidance, model inclusive schools are in the pipeline in Assam, while Gujarat is on the path to setting up 1,000 model inclusive schools.
Armenia

Project title

Improving access to services and participation of persons with disabilities on the conceptual framework of UNCRPD and ICF – Armenia

Data

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<tr>
<th>UN organizations</th>
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<td>Budget</td>
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Introduction

“We emphasize the importance of the UNPRPD Project, it is indeed a serious reform in the system. The ideology of the new disability determination model is very important, when we are switching to a social and human-rights based model of disability assessment, which is based not only on the health status of an individual, but takes into consideration participation of the individual and a variety of environmental factors which have never been considered before. As a consequence of comprehensive assessment, we’ll be able to develop and provide more targeted services and support to ensure the rights of persons with disabilities and to promote their inclusion.”

Mr. Artem Asatryan
Former Minister of Labour and Social Affairs of the Republic of Armenia (December 2016)

Background

An integrated social service reform process launched by the Government of Armenia in 2012 created an institutional platform for the alignment of the disability assessment model in the country with a rights-based model informed by the CRPD and the International Classification of Functioning, Disability and Health (ICF).

The precursor to this was the introduction of inclusive education in Armenia and the revision of assessment tools for learners with disabilities within the education sector based on the ICF. This highlighted the need for developing a common approach and understanding around disability and harmonizing service delivery across sectors – education, health, employment and social protection – as disability is multidimensional and addressing the rights of persons with disabilities requires an intersectoral approach.

This resulted in a ministerial commitment to a multidimensional assessment of disability in line with the ICF. The UNPRPD Project that commenced in October 2014 aimed to operationalize this commitment. The project is supporting a nationwide transition to a new disability assessment process and stronger linkage of the assessment process to allied service delivery based on a rights-based understanding of disability, as well as a roadmap for inclusion of persons with disabilities in all spheres of life.
Results

**UNCRPD and ICF-Based Disability Assessment Model Developed**

The UNPRPD Project in Armenia was successful in creating a paradigm shift in the conceptualization of disability in the country. The disability assessment model in Armenia, traditionally based on a medical approach, was revised and aligned with a rights-based model in alignment with the CRPD and ICF definition of disability. The new model of disability assessment, comprising specific tools and protocols and institutionalized by Ministerial Decrees, was tested and piloted in three regions of Armenia with 1,269 people and was integrated into the social service system. The full roll-out of the new model will impact 17,000 persons in the first year and an additional 72,000 persons in each of the following years.

The results of the tests showed that an ICF-based assessment allows needs – and rights-based assessment of an individual, which in turn allows for tailoring services to the needs of persons with disabilities and their specific contexts. An analysis of feedback from the pilot revealed that 85 percent of persons with disabilities who participated in the piloting were satisfied with the new model of disability assessment, and positively evaluated involvement of social workers in the disability assessment process. Additionally, 85 percent of primary health care institutions (120 out of 140 institutions) have been trained in a more rights-based understanding of disability as well as the ICF. In response to the demand created by the project, training modules were introduced within formal qualification courses in the educational system. A resource pack for multidisciplinary teams on provision of services to children with disabilities was also developed. Social workers, occupational therapists, representatives of DPOs and organizations of parents of children with disabilities have increased understanding of the ICF-CY principles, tools and guidelines.

**45 occupational therapists** were trained to apply their skills and knowledge on provision of services to children with disabilities, another key achievement of the project was the establishment of a separate Medical Social Expertise Committee for children. This marks a significant departure from the previous model of disability assessment, which was based only on the assessment of a person’s impairment.

Recognizing the specific needs of children with disabilities, another key achievement of the project was the establishment of a separate Medical Social Expertise Committee for children. This is significant as it allows the person applying for disability status to inform the decision-making process, which takes into account personal, medical and social circumstances for the first time.

The new model of disability assessment

Tested and piloted in three regions of Armenia with 1,269 persons

The full roll-out of the new model will impact in the first year 17,000 persons

And in the following years additional 72,000 persons

**+85%**

More than 85 percent of primary health care institutions (120 out of 140 institutions) have been trained in a more rights-based understanding of disability.

**All 170 professionals of the entities responsible for supervision, monitoring, mentoring of commissions, and data collection vis-à-vis disability assessment have increased capacities on the use of ICF principles, tools and guidelines.**

**CAPACITY DEVELOPMENT OF KEY STAKEHOLDERS**

To facilitate the development and piloting of the new model of disability assessment, the UNPRPD Project supported extensive capacity-building of core practitioners involved in the assessment process, doctors, staff of the medical and social expertise commissions, social workers and occupational therapists as well as representatives of line ministries and DPOs. This facilitated a slow but steady transformation in the thinking and practice on the rights of persons with disabilities.

Post-training self-reports by practitioners and participants involved in the assessment process reveal a transformation in the understanding of the concept of disability and a change in attitudes towards persons with disabilities. One of the most significant changes of attitude within the assessment teams was that they started to see the person rather than the impairment at the centre of the assessment. More than 85 percent of primary health care institutions (128 out of 140 institutions) have been trained in a more rights-based understanding of disability as well as the ICF. In response to the demand created by the project, training modules were introduced within formal qualification courses in the educational system. A resource pack for multidisciplinary teams on provision of services to children with disabilities was also developed. Social workers, occupational therapists, representatives of DPOs and organizations of parents of children with disabilities have increased understanding of the ICF-CY principles, tools and guidelines.

**Overall, 77 professionals comprising 63 social workers and case managers (including 43 women) and 14 occupational therapists were trained to apply their skills and knowledge on provision of services to children with disabilities, another key achievement of the project was the establishment of a separate Medical Social Expertise Committee for children.**

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More than 85 percent of primary health care institutions (128 out of 140 institutions) have been trained in a more rights-based understanding of disability.
A gender-responsive methodology for individual service planning (ISP) was developed and linked with disability assessment.

The project also laid the ground for strong alignment of reforms being carried out by the Ministry of Education and Science and Ministry of Health, namely the nationwide efforts on de-institutionalization of children including children with disabilities and the transition to unified electronic information management systems.

For the first time for disability assessment among children, information was gathered from the education sector and information sharing facilitated amongst ministries, to enhance collaboration among different sectors.

The project triggered the piloting of a community-based multisectoral service delivery model to ensure early learning and early intervention for children with disabilities and developmental delays in early childhood and education centres, to promote inclusion for children with disabilities (including children with severe and multiple disabilities) and to facilitate a smooth transition to primary school.

The child-centred services were provided through close collaboration of professionals from health, education and social sectors and active involvement of parents.

To advance inclusive employment and economic participation, two surveys were undertaken to assess attitudes and perceptions among employers and persons with disabilities who are self-employed. The data revealed that the issue of negative attitudes remains a central challenge to the inclusion of persons with disabilities as entrepreneurs or employees. Strategic recommendations for equal employment opportunities for persons with disabilities were developed with proactive participation of persons with disabilities and DPOs.

Building on the gaps identified by the survey, 48 representatives from NGOs, DPOs, public and private sectors were trained in best practices to engage institutions and companies to support inclusive employment policies and practices.

The transition to an ICF-based disability assessment process necessitates the strengthening of services across a range of sectors in parallel so that services are inclusive and can respond to the demands generated from a multidimensional disability assessment process. As an initial step, the project, therefore, supported a countrywide mapping of services, the development of an accessible database of services and a mobile-friendly website to enhance access to information on services and to facilitate referral of adults and children with disabilities and developmental delays. Further, based on an analysis of different sectors, a roadmap was developed for harmonization and coordination of services across sectors as well as for system strengthening for delivery of more inclusive services.

Project implementation contributed to the establishment of a technical commission to monitor provision of assistive technology. In 2016, 67,081 beneficiaries (54,352 women and 565 girls, 1,166 children under 18) received an individual plan including provision of services and assistive products.

Recognizing the compounded forms of discrimination experienced by women with disabilities, a gender-responsive methodology for individual service planning (ISP) was developed and linked with disability assessment. Assessment of individual service plans (ISPs) from a gender lens was conducted and ISPs were improved based on this.

The data revealed that the issue of negative attitudes remains a central challenge to the inclusion of persons with disabilities as entrepreneurs or employees. Strategic recommendations for equal employment opportunities for persons with disabilities were developed with proactive participation of persons with disabilities and DPOs.

Building on the gaps identified by the survey, 48 representatives from NGOs, DPOs, public and private sectors were trained in best practices to engage institutions and companies to support inclusive employment policies and practices.
The UNPRPD project in Tajikistan seized a unique opportunity, following the Universal Periodic Review of 2013, to promote the ratification of the CRPD. It enabled UN agencies to partner with state and non-state actors to support the required steps ahead of Tajikistan becoming a party to the CRPD and to address some of the key barriers to the realization of the rights of people with disabilities. It also acknowledged that organizations of persons with disabilities and associations of parents of children with disabilities have the potential to play a stronger role in promoting the rights envisaged in the CRPD, but need capacity-strengthening. The UN entities involved in the UNPRPD project in Tajikistan, therefore, proposed to collaborate with state and non-state actors to:

1. conduct a comprehensive analysis of existing legislation and policies in order to inform the government’s deliberations and plans on joining the CRPD;

2. develop a comprehensive communication for social change strategy and initiate a comprehensive awareness campaign to reduce stigma and discrimination against persons with disabilities;

3. leverage the UNPRPD joint programme to demonstrate a community-based rehabilitation model in one target district and advocate for a public-private partnership to implement CBR in other regions of the country.
Results

1. PAVING THE WAY FOR CRPD RATIFICATION

Significant progress has been made in paving the way for the ratification of the CRPD by Tajikistan, expected in 2020. In a significant move in this direction, the Government of Tajikistan signed the CRPD in March 2018. Towards this end, the UN-PRPD Project supported a comprehensive “Analysis of the legal, economic and functional implications of Tajikistan joining the UN CRPD” to inform the Government of Tajikistan’s decision to sign. Based on this analysis, the government, in cooperation with UN agencies and several DPOs, including organizations of women with disabilities, conducted extensive round tables from June to November 2015.

About 218 people participated in the national and regional round tables supported by the UNPRPD Project to discuss the ratification of the CRPD. As a result, in 2016, during the second cycle of the Universal Periodic Review (UPR), the government accepted the recommendations to join the CRPD. In 2017, Tajikistan adopted a UPR Action Plan, which included three specific measures related to the CRPD and its Optional Protocol.

The Presidential Decree for the signing of the CRPD was issued, followed by signing of the CRPD by the Government of Tajikistan in March 2018.

2. ESTABLISHING DISABILITY-INCLUSIVE STRATEGIC AND PROGRAMMATIC FRAMEWORKS

Following the extensive advocacy and technical analysis for the CRPD ratification, which promoted discussions about the rights of persons with disabilities at the highest levels, for the first time in 2015, the National Development Strategy (NDS: 2015-2020) of the Republic of Tajikistan reflects the rights of persons with disabilities. The NDS 2015-2018 developed under the leadership of the Ministry of Economic Development and Trade in line with the CRPD’s principles was endorsed by the Tajik Parliament in December 2016. Furthermore, the Mid-Term Development Strategy for 2016-2020 (MTDS) builds on the NDS (2015-2020) and incorporates the rights of persons with disabilities. DPOs were engaged in extensive discussions conducted at the local level on both draft strategies. Furthermore, targeted individual discussions with DPO representatives and persons with disabilities were undertaken to check the feasibility, relevance and importance of the suggested actions in the respective strategies. Consequently, the rights of persons with disabilities are incorporated throughout the NDS, MTDS and its action plan. These foundational strategy documents provide a solid basis for implementing the rights of persons with disabilities in Tajikistan.

The above experiences of inclusion and participation laid the foundations for a truly participatory process in the development of the multisectoral National Programme on Rehabilitation of Persons with Disabilities (2017-2020) as a precursor to the signing of the CRPD. The multisectoral National Programme on Disability provides a long-term vision and a roadmap for the realization of the rights of persons with disabilities in Tajikistan up to 2028.

The National Programme was drafted with close engagement of 22 different ministries, state agencies and committees along with national and international NGOs, United Nations agencies, donor agencies, associations of parents of children with disabilities and DPOs.

In total, approximately 118 different organizations within the country participated in the drafting and review process.

3. ADDRESSING STIGMA AND DISCRIMINATION TOWARDS CHILDREN WITH DISABILITIES

For the first time ever, the Ministry of Health and Social Protection (MOHSSP) submitted a detailed report to the government on the engagement of DPOs and civil society in the drafting of the National Programme. DPOs continue to actively participate in the monitoring of the National Programme. A national implementation view meeting of the National Programme was conducted by MOHSSP in October 2017 and was attended by donor agencies, UN agencies, INGOs and DPOs. Based on this review, the progress and challenges of the first year of implementation were reported at the 6th joint MOHSSP and development partners’ annual national review and planning forum, attended by all the ministries, agencies and committees as well as representatives from Parliament and the Presidential Executive Office, donor agencies, UN agencies, INGOs and DPOs in November 2017. This marks a significant advancement in expanding the space for civic engagement and inclusive governance in Tajikistan.

A solid foundation was laid to help raise awareness on issues of disability and to promote positive attitudes about adults and children with disabilities. The Base-line Study on Knowledge, Attitudes, Behaviours and Practices related to Children and Women with Disabilities conducted in 2018 generated the evidence necessary to develop a Communication for Social Change (C4SC) Strategy. In the process of developing the C4SC Strategy, the project also contributed to the mobilization and capacity enhancement of a wide range of stakeholders, including adults and children with disabilities, associations of parents of children with disabilities and DPOs, around the preparations of a nationwide evidence-based awareness-raising campaign on disability inclusion, which will be launched in 2018. A reference group comprising representatives of government, CSOs and UN agencies, including men and women with disabilities, was set up to guide and facilitate the C4SC Strategy implementation. Through the project, basic capacity on C4D was created among a range of stakeholders from DPOs, associations of parents of children with disabilities, NGOs, government, and media, which will be strengthened in the future and used to support the expansion of C4D interventions. Through continued engagement with national government officials using various platforms (e.g. steering committee meetings, reference group meetings, training workshops), the project was able to contribute to positively influencing perceptions among these officials about persons with disabilities.

The Endline Study on Knowledge, Attitudes, Behaviours and Practices related to Children and Women with Disabilities planned in 2019 will measure the progress in changing prevailing perceptions about disability.
A major contribution of the project was the development of a sustainable national CBR model that is owned by the government and implemented in partnership with local NGOs through public-private partnership (PPP). With technical support from the project, the MOHSSP initiated a CBR PPP mechanism in 15 districts in 2015, which was further expanded to 20 districts in 2016 and 28 districts in 2017. This represents a significant expansion from a baseline of four districts before the start of the project. The CBR projects will be further expanded to 38 districts in 2018. The UNPRPD Project had a positive influence on government funding for CBR, which increased from $495,000 in 2015 to $830,000 in 2018.

The project also supported consensus-building among a wide range of stakeholders – UN agencies, INGOs, NGOs, and government – to adopt a common vision on CBR and establish and strengthen a CBR coordination mechanism, namely the Tajikistan CBR Network, which is chaired by the government and co-chaired by two representatives of a DPO and a local NGO. The CBR Network’s membership increased from seven international organizations to 50, representing government, DPOs, associations of parents of children with disabilities, local NGOs, INGOs, and UN agencies. A few more actions have proved pivotal in enhancing CBR quality. This involved strengthening the capacity of CBR organizations involved in the implementation and management of CBR projects. This included the training of CBR workers and managers in 2015 and 2017. In total, 232 CBR workers and managers (164 women and 68 men) were trained across the country.
Bolivia

Strengthening the capacity to use evidence-based data to develop inclusive policies in Bolivia

Data

UN organizations ................. UNESCO, UNICEF, WHO, UNDP, OHCHR
Duration ........... October 2014 — February 2017
Budget ........................................ $349,098

Introduction

“The CONALPEDIS prior to the implementation of the UNPRPD project had gaps in capacity. Considering that we are a decentralized public entity responsible for the formulation of policies, plans, programmes and projects in the field of disability... the project contributed to the capacity-building of CONALPEDIS... through the training of public servants on the "Development of Inclusive Public Policies for Persons With Disabilities"... This will enable approximately 61,000 people with disabilities to benefit from the design of inclusive public policy proposals through CONALPEDIS to the Bolivian State. Following this process, the support provided to the CONALPEDIS led to the elaboration of a diagnosis of the current situation of the entity, identifying its strengths and weaknesses, but above all, supporting us as we began the construction of our first Institutional Strategic Plan 2016-2020 framed under the legislation in force, which was approved by Ministerial Resolution by our head of sector, The Ministry of Justice and Institutional Transparency.”

Sr. Edwin Juan Soto Morales
Executive Director, CONALPEDIS
(National Council of Persons with Disabilities)

Background

In 1995, Law Nº 1678 of Persons with Disabilities was approved. It defined norms and provisions on the rights of persons with disabilities in Bolivia. The same law established a National Committee of Persons with Disabilities (CONALPEDIS). In 2013, according to Law Nº 223, CONALPEDIS was reaffirmed as a decentralized institution of Bolivia, under the mandate of the Ministry of Justice, which assumes the lead role at the national level on matters of the rights of persons with disabilities. CONALPEDIS’ central objective is the coordination and oversight of policies, programmes, projects and actions that contribute to the rights of persons with disabilities in Bolivia.

When the UNPRPD project was conceptualized in 2014, it proposed to target key national institutions for disability mainstreaming. To strengthen these institutions, the programme adopted two separate but interrelated dimensions:

1. The provision and use of disability-inclusive data in the ministries of health, education and justice;
2. The strengthening of CONALPEDIS’ institutional capacities, given its mandate of ensuring the rights of persons with disabilities.
**Results**

**1. Disability-specific indicators**

The design and development of inclusive data systems to inform the design and monitoring of policies and programmes is a critical aspect of inclusive service delivery. The UNPRPD Project in Bolivia therefore aimed to address an important gap in data on persons with disabilities by promoting the inclusion of disability-specific indicators in administrative data systems across the ministries of education, justice, and health.

With UNPRPD support, the Ministry of Education integrated disability-related indicators from the Regional Education Information System on Students with Disabilities (SIRIED) within the Bolivian National Information System on education (SIE). In 2015, as part of this process, the project evaluated the status of data generation and information about students with disabilities. The findings confirmed the use of incompatible classification systems for students with disabilities and the absence of systemic and periodic indicators on access, retention and completion rates of learners with disabilities. In 2016, indicators from the SIRIED were fully integrated and tested in the SIE. The system with the newly incorporated indicators was fully implemented in the 2017 school management annual survey. The capacities of technicians from the Ministry of Education on the inclusion of indicators and interpretation of data for students with disabilities to inform planning processes of the Ministry of Education were also strengthened.

Similarly, in the area of justice, disability indicators were incorporated in the Integral System of Prevention, Care, Punishment and Eradication of Gender-based Violence (SIPPASE), which takes into account eight instruments to monitor the implementation of laws that guarantee freedom from violence.

In 2016, SIPPASE introduced a disability variable in the registration of women victims of gender-based violence, applied across 68 municipalities in the country.

As a result women with disabilities will have expanded access to the SIPPASE intervention. The programme contributed to the development of a validated guide for SIPPASE users that contains basic disability-inclusive guidelines on the implementation of the information system.

In 2015, disability was included in the National Health Information System (SNIS). The Ministry of Health is also being supported to link SNIS with the Unique Registration System of Persons with Disabilities (UMADIS), local legal services and others, with respect to the implementation of disability-inclusive sexual and reproductive health services.

With UNPRPD support, the Ministry of Justice Registration System on education for persons with disabilities who are victims of violence, and the inclusion of disability in the information system of the Ministry of Justice Registration System, SIPPASE, as mentioned above. For the implementation of that register, an implementation guide was developed containing a human rights-based approach, key principles of gender and disability inclusion with basic guidelines on the implementation of the information system. The guide was shared with priority municipalities providing comprehensive municipal legal services, which will make it possible to extend the intervention of SIPPASE to people with disabilities, especially women.

**2. Education and Health**

In coordination with the Directorate of Persons with Disabilities under the Ministry of Justice, the UNPRPD Project partners supported the development of the Plan of Access to Justice and the Protocol of Access to Due Process for Persons with Disabilities to offer justice system actors key tools to help them ensure that their actions allow access to justice and the full exercise of the rights of persons with disabilities.

**3. National Technical Standard**

The programme has contributed to the implementation of the recommendation of the CRPD Committee related to the registration of persons with disabilities who are victims of violence, and the inclusion of disability in the information system of the Ministry of Justice Registration System, SIPPASE, as mentioned above. For the implementation of that register, an implementation guide was developed containing a human rights-based approach, key principles of gender and disability inclusion with basic guidelines on the implementation of the information system. The guide was shared with priority municipalities providing comprehensive municipal legal services, which will make it possible to extend the intervention of SIPPASE to people with disabilities, especially women.

**The National Technical Standard of comprehensive care for sexual and reproductive health for persons with disabilities was formalized through a Ministerial Resolution of the Ministry of Justice.**

Capacities of members of the General Direction of Persons with Disabilities of the Ministry of Justice, a member of the CONALPREDIS, have also been strengthened, which in turn has enhanced the institutional capacities of municipal bodies such as the Municipal Units for Persons with Disabilities (UMADIS), local legal services (SIMS) and others, with respect to the implementation of comprehensive sexual and reproductive rights through plans, programmes and projects for persons with disabilities.

The Disability Unit of the Ministry of Health saw marked capacity gains in the process of developing the national technical norm regarding comprehensive sexual and reproductive health services for persons with disabilities. At the same time, tools were built to support the skills development of health personnel on the application of the national Technical Standard of Comprehensive Sexual and Reproductive Health Care for Persons with Disabilities. The validation process involved the participation of staff responsible for sexual and reproductive health care of departmental headquarters, and representatives of associations and federations of persons with disabilities.

**The Project has contributed to the development and adoption of inclusive measures and standards such as:**

- The National Technical Standard of comprehensive care for sexual and reproductive health for persons with disabilities.
- A guide on sexual and reproductive health for persons with disabilities.
- A guide on sexual and reproductive health training.
In August 2016, Bolivia presented its first report to the Committee of the Rights of Persons with Disabilities. The project has assisted the Bolivian State in this process by organizing working groups comprising different ministries, where information of their policies was gathered and structured in order to answer the list of issues observed by the committee. The programme has also supported CSOs with the development of an alternative shadow report to the CRPD Committee.

The UNPRPD programme in Bolivia has provided important support in strengthening the disability architecture in the country. The UNPRPD Project supported a diagnostic analysis of the institutional capacities of CONALPEDIS, the focal entity responsible for the rights of persons with disabilities. Based on this analysis, it supported CONALPEDIS in the elaboration of an Institutional Strategic Plan, which was approved by a ministerial resolution in January 2017.

The programme also developed a specialized virtual training course for the implementation of inclusive public policies for persons with disabilities, targeted at members of CONALPEDIS, CODEPEDIS departmental staff and Municipal Units for Persons with Disabilities (UMADIS) across the country.
**Mexico**

**Project title**

**Integral model of inclusive attention and care**

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**Introduction**

“The collaboration with United Nations Agencies – facilitated through the UNPRPD Project – has allowed the transfer of knowledge for the inclusion of children with disabilities in the Childcare Facilities Program. Additionally, it is creating a new institutional mechanism for inclusive childcare. The UNPRPD Project is finishing its pilot phase in a sample of more than 400 facilities from nine states of Mexico. In the short term scale-up plan, it will be implemented at a national level with the participation of nearly 5,000 Childcare Facilities Directors, and will thus become a public policy. The Ministry of Social Development recognizes the need to which the project responds and therefore supports its scaling up at the national level. [...] The project has tested new mechanisms of coordination between public institutions in Mexico and we are currently working to introduce a new policy model for inclusion and the respect of human rights guided by the best interest of children. Our administration is grateful for the UNPRPD Project and the effort to establish a unique model worldwide, where inclusion is not just an ambition but a fact. In the longer term, we would like to achieve the training of the 54,000 people who are in direct charge of the inclusive care and attention of children in the Childcare Facilities Program.”

Mr. José Edmundo Martínez Ramirez  
Deputy Director General of Program Liaison,  
Ministry of Social Development, Mexico

**Background**

Early Childcare Facilities for the Support of Working Mothers (Estancias Infantiles para Apoyar a Madres Trabajadoras) is a Mexican government programme in operation since 2006, run by the Ministry of Social Development (SEDESOL). It supports child-care services for mothers from households below the national poverty line, who are working, seeking jobs, or studying, or for single fathers in poverty conditions, without access to child-care services from social security institutions or other means.

There are 9,234 early child-care facilities providing services to 308,410 children. Only 30 percent of them provide services to approximately 4,500 children with disabilities. The UNPRPD project aimed to strengthen the inclusion of children with disabilities in early childcare facilities and the quality of care provided to children with disabilities.
The UNPRPD Project in Mexico supported SEDESOL’s early child-care programme to become inclusive of children with disabilities. A model for inclusive child-care entitled “Integral model of inclusive attention and care for children with disabilities” was developed and rolled out as a pilot to 405 early child-care facilities. This is a significant expansion from the original plan of 58 early child-care facilities and is the result of an agreement signed by the Head of the National System for the Integral Family Development (SNDIF) and the UN Resident Coordinator and UNDP’s Resident Representative in Mexico based on the project’s initial success.

Nine Mexican states, based on coverage of rural communities, families below the poverty line, and indigenous populations, were selected for the pilot.

As part of the project, a national quantitative survey, as well as a needs assessment of caregivers, families, and children with disabilities aged 25 to 38 months registered in 298 early child-care facilities, was completed in 2015. Furthermore, a comprehensive literature review was undertaken and a field study was conducted in seven early child-care facilities to develop a report with recommendations on the accessibility of early child-care facilities. Sixteen recommendations were shared with SEDESOL policymakers. Similarly, a literature review was undertaken and initial fieldwork carried out in nine early child-care facilities to inform the development of a protocol for inclusive child-care practices.

Based on this, a two-stage process comprising the development of technical guides and tools followed by the development and implementation of a comprehensive capacity-building plan was put in place for the creation of inclusive environments in child-care facilities in the nine pilot states.

An inclusive early child-care services guidebook with key concepts and practical skills was developed to provide guidance for early identification and referral for children with disabilities. It identified specific adaptations to facilitate inclusion of children with disabilities in the child-care facilities’ daily activities. This was complemented by a didactic activity book with inclusive actions and specific adaptations for children with different types of disability. It also allowed for weekly planning of inclusive developmental activities, to develop eight types of skills among children. Furthermore, to strengthen coordination, a workbook for information exchange between child-care facilities, families, and specialists for each child with disability enrolled in the child-care centre offers simple exercises and activities for parents to do at home with their children, depending on the type of disability. It also contains an activity-tracking format for each week to facilitate recording of activities undertaken in the child-care centre, home, and rehabilitation services, and to facilitate exchange of information, instructions for follow-up and coordination among actors across these domains.

All these toolkits were validated by SEDESOL and SNDIF, and adopted by the early child-care facilities, whose directors attended subsequent capacity-building trainings based on these tools.

A capacity-building plan for child-care centre directors was developed: “The Development of inclusive environments for children in early child-care facilities”. The plan incorporates six teaching areas and activities focusing on principles and concepts of inclusion:

- Diversity, human rights, Early Childhood Development (ECD), tools for the assessment of ECD and inclusive practices, weekly activity planning, and a strategy for working with families and other support networks.

The capacity-building plan underwent a significant validation process and included extensive consultations and feedback from SNDIF trainers and the Mexican Coalition for the Rights of Persons with Disabilities (COAMEX). The plan was rolled out to 485 child-care facilities reaching 247 child-care facility directors who at that time did not have children with disabilities attending their centres; 158 child-care facilities directors who were providing services to 425 children with disabilities (246 boys, 179 girls); and indirect beneficiaries comprising 13,407 children and 1,670 child-care facilities assistants. According to an impact evaluation, child-care facility directors improved their abilities and knowledge to use inclusion tools for children with disabilities by 25.9 percentage points (significant at 95 percent). Moreover, a pre/post training survey demonstrated that child-care facility directors have increased their capacity to identify and include children with disabilities on a scale of 5 (from 2.7 to 4.6), to give orientation to families for the inclusion and stimulation of children with disabilities (from 2.6 to 4.5), and to implement inclusive planning of didactic activities (from 2.5 to 4.6).
As mentioned, the model of inclusive childcare offers a protocol for referral of children with disabilities to rehabilitation. As such, a directory of more than 1,500 rehabilitation units was developed. Collaboration with General Direction of Rehabilitation (DGRI) allowed the validation of the directory of more than 1,500 rehabilitation units spread throughout the Mexican territory.

Directory of more than 1,500 centers of rehabilitation units spread throughout the Mexican territory +1,500

GOING TO SCALE

An impact evaluation of the pilot showed significant improvement in the inclusion of the children with disabilities (9.6 percentage points, significant at 90 percent) as well as an impact on key development aspects of children with disabilities (11 percentage points, significant at 95 percent).

After the validation resulting from the pilot phase, through new SEDESOL funding, the first scale-up of the project reached 4,495 directors of child-care facilities across 19 Mexican states during November and December 2017. In 2018, a second scale-up of the project is expected to be implemented thanks to new financial support by SEDESOL in the 13 states and 3,783 child-care facilities that have not participated yet in the initiative.

This would take the total to all 32 federal entities being reached through the scale-up.

REFERRAL SYSTEM DEVELOPED

The process of referrals and the creation of local networks for CBM is part of the training plan for early child-care facilities directors. Guidelines and mechanisms were validated by the General Directorate of Rehabilitation (federal) just after being piloted in the State’s Coordination of Yucatan and Campeche (local).

Can you tell us about yourselves?

Melitón Rodríguez and María de Lourdes de los Santos: We are Charlie’s father and mother, Melitón Rodríguez (38 years old), and María de Lourdes de los Santos (26 years old). We sell home-baked bread in the streets of the Mexican rural community Acultzingo, Veracruz. We do not have elementary school education. Our son Charlie acquired disability due to a difficult birth. He is now attending a child-care centre in our community. We discovered the child-care facility after seeing other boys and girls coming out of the centre.

Cristina Yvonne Jiménez Osorio, the Director of the Childcare offers a protocol for referral of children with disabilities in my centre. Charlie is the first child with disabilities to rehabilitation. The separation was quite difficult at first, when I left Charlie at the centre, I felt sad and empty because I no longer had my son in my arms. Then, we got used to it. Although it was an effort leaving him in the facility, we both agreed; it was better for Charlie since we sell bread next to roads and it can be very dangerous with passing vehicles.

What did you take away from this experience?

C. Y. J. O.: Our work combined with these elements has helped Charlie to improve in a significant way in several developmental areas, but mainly in his autonomy, self-esteem, learning, and safety.

I believe that this project has many meanings and benefits. Since early ages, children understand and consider the right to be included in society. This seed that we sow in the child-care facility will grow and become a beautiful garden of inclusion in the future society, based on respect, tolerance, and love for each other.

Charlie has changed my life. I have had the chance to realize that one is able to improve someone else’s life if he/she is willing. I will keep working with Charlie to provide the support he needs, and will give him free access to the preschool programme I also run in the community.

M. R. & M. L. S.: The child-care facility caregivers give us routines to play with Charlie at home as Charlie’s parents. We too have seen many changes in Charlie’s behaviour after he began to attend the child-care centre; for instance, he invites us more often to play with him. When other children of the family come to our house, they embrace each other and are very fond of playing together. He is a lot more alert and perceptive and we notice that Charlie wants to be more independent. Now when we are on the public bus, he hangs from all the rails of the bus; people come over to ask how old he is, and Charlie is interested in those around him.
In pursuing my mandate as the UN Special Rapporteur on the Rights of Persons with Disabilities, I have time and again highlighted the importance of inclusive development and the need for persons with disabilities to be guaranteed the full enjoyment of their human rights and fundamental freedoms without discrimination.

In my role, I cooperate with other UN human rights mechanisms and UN entities to advance the rights of persons with disabilities in a coherent manner. As such, I have closely followed the work and progress of the UN Partnership on the Rights of Persons with Disabilities (UNPRPD). The UNPRPD is unique as a mechanism within the UN system that brings together several UN entities to advance the implementation of the CRPD in a coordinated manner.

From my country visits and dialogue with States Parties from around the world, it is evident that the benefits of development have not reached all persons equally and that often there is a wide gap between policies and their implementation. At the same time, during these engagements, I have also been pleased to note that the UNPRPD has facilitated significant strides at country level in closing this gap by convening the UN, government, civil society and DPO partners to develop a common and coordinated strategy as also captured by this report, aptly called “Intersections”.

Addressing the discrimination and barriers encountered by persons with disabilities necessitates the creation of structures, systems and mechanisms that are based on principles of non-discrimination and inclusion. During my mission to Moldova, which implemented a UNPRPD Project under the first funding round, I saw how by supporting the creation of the Office of the Ombudsperson for Psychiatry and putting in place legal capacity reforms, the UNPRPD had for the first-time enabled women and men with intellectual and mental disabilities to voice their grievances, seek legal recourse and exercise their legal capacity. It also initiated the move towards the adaption of the Deinstitutionalization Strategy and Action Plan leading to the creation of Community Mental Health Centers in each of Moldova’s 26 districts.

The availability of data on persons with disabilities is critical to the better design of policies and services and to ensure that persons with disabilities are not being left behind. Disability is multidimensional and addressing the rights of persons with disabilities requires a multilateral approach, therefore the collection of data on persons with disabilities needs to be factored into the design of data collection systems that are harmonized across different sectors. Furthermore, data collection on persons with disabilities must be aligned with the fundamental principles of the CRPD. As we see in the case of the project in Armenia, a UNPRPD Round 2 Project, there is an effort to align the disability assessment process to a rights-based model of disability acknowledging the social and environmental barriers experienced by persons with disabilities and furthermore to streamline and harmonize disability data collection within administrative data systems in the areas of health, education, employment and social protection. The UNPRPD Round 2 Project in Bolivia also demonstrates a systematic effort to build disability inclusive data systems in education, health and access to justice.

For the first time, the global development agenda acknowledges the rights of persons with disabilities both in the universality of the Sustainable Development Goals (SDGs) but also with very specific references to persons with disabilities in the articulation of the 2030 Agenda. For the SDGs to be fully met, it is imperative that services are inclusive and for services to be inclusive it is absolutely critical to build national and local capacities in the design of inclusive systems of health, education, employment, social protection and others. As the examples in this UNPRPD report and its predecessor, the Connections Report show, UNPRPD partners have succeeded in building inroads and finding intersections for joint action to shift paradigms, create inclusive structures and systems for the realization of an inclusive development agenda for all.