

International Development: Disability Policy & Practice

White Paper

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Acronyms

CRPD	Convention on the Rights of Persons with Disabilities
DPOs	Disabled Peoples Organizations
DFAT	Department of Foreign Affairs and Trade of Australia
DFID	Department for International Development of the United Kingdom
ESF	World Bank Environmental and Social Framework
SDGs	Sustainable Development Goals
SIDA	Swedish International Development Agency
USAID	United States Agency for International Development
UN	United Nations
UNEP	United Nations Environment Programme
UNICEF	United Nations Children's Fund
USICD	United States International Council on Disabilities
WASH	Water, sanitation, and hygiene
WHO	World Health Organization

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1. Executive Summary

In many countries, *bilateral* and *multilateral agencies* support and fund programs to improve services and access to a variety of programs like healthcare, employment, clean water, education, etc. However, historically, inadvertent and advertent barriers have kept persons with disabilities from equitably participating in such programs. The **United Nations Convention on the Rights of Persons with Disabilities (CRPD)** addresses the holistic rights of persons with disabilities ranging from education to inclusion in humanitarian and crisis programs.

Article 32 of the CRPD requires that State Parties develop and implement inclusive international cooperation to reduce barriers to participation. Many bilateral and multilateral agencies are making concerted efforts to improve disability-inclusive development. As part of these efforts, they have developed policies, frameworks and strategic plans that formally state their commitment and outline how this commitment will be implemented. However, for agencies that do have policies and other relevant documents, there remains a large gap between policy and practice, and many agencies have yet to formalize their commitment publicly. Likewise, many civil society organizations including *disabled persons organizations* (DPOs) are unaware of bilateral and multilateral activities within their respective country, which only exacerbates this gap as there is no effective monitoring mechanism to ensure implementation.¹

The **United States International Council on Disabilities (USICD)**² conducted a study to assess which agencies have policies, frameworks and strategic plans on disability-inclusive development and to review the content of these policies. This review included analyzing policies, frameworks, and strategic documents that specifically address disability-inclusive development. USICD also reviewed other key documents within the agencies to assess if persons with disabilities were included as one of the important cross-cutting themes. This assessment was done through an extensive desk review with key disability-related documents being placed on USICD's website to facilitate access to civil society. These documents are available online at <http://uslcd.org/index.cfm/donor-agency-policies>. USICD also conducted an additional and more comprehensive assessment of the **United Nations Children's Fund (UNICEF)** and the World Bank Group to learn more about how disability-inclusive development is being implemented in practice.

Findings of this study show that while 63 percent of the agencies reviewed integrate disability into a mainstream policy, strategic plan, or framework in some manner only 9 percent of the agencies reviewed have specific policies, frameworks or strategies related to disability. There is

¹ See USICD's White Paper on Monitoring the Implementation of Article 32 of the Convention on the Rights of Persons with Disabilities (CRDP).

² USICD is a non-profit, membership, constituent-led organization committed to building bridges between American and international disability communities and cultures. Through a wide range of projects and programs, USICD promotes the inclusion of disability perspectives in U.S. foreign policy and aid, and provides opportunities for domestic disability rights organizations to interface with their international counterparts. USICD's major initiatives leverage a membership that spans organizations and individuals in more than 30 U.S. states and a number of foreign countries. USICD's Board of Directors includes leading experts in domestic and international disability issues. It is important to note that following adoption of the CRPD by the United Nations and the subsequent opening for national signatures in 2007, USICD launched a campaign for U.S. signature and ratification of the treaty.

also substantial variation in the quality and degree of inclusion of persons with disabilities in these key documents. Although some bilateral and multilateral organizations comprehensively address disability inclusion in their mainstream policy and strategic documents, others have minimal or no mention of disability in their policies, representing missed opportunities to better address disability inclusion. The study provides examples of **disability-specific** policies and plans, the inclusion of disability in mainstream policies and strategic documents, and missed opportunities where disabilities are barely mentioned.

For disability-inclusive development to take place, policies and other related documents must be strengthened to appropriately address the full inclusion and participation of persons with disabilities. The study provides the following recommendations on how bilateral and multilateral agencies can improve their formal commitment and implement inclusive international cooperation in the future (see Section 6 for the full recommendations):

- 1) Develop disability-specific policies or frameworks with complementary strategies on how this commitment will be implemented and operationalized.
- 2) Conduct an audit of key documents within each agency to include persons with disabilities.
- 3) Recruit and hire additional staff with expertise in disability-inclusive development.

2. Background

Disability knows no national boundaries and cuts across every ethnic community, gender, age, sexual orientation, religion, and socio-economic class. Discrimination, marginalization, accessibility barriers, and other forms of exclusion put people with disabilities at a disadvantage in accessing education, employment, healthcare, justice, or even water and sanitation.

Article 32 of the CRPD attempts to address these inequities by requiring bilateral and multilateral international development agencies to be disability inclusive in the projects they fund or implement to improve health and education outcomes or to reduce poverty. Many of these bilateral and multilateral agencies have made commitments to disability inclusion. But policies across the dozens of agencies are vastly uneven in the extent to which they discuss disability, the extent to which this discussion is consistent with a social model or human rights approach to disability, and the extent to which they promote inclusion.

Even when policies are robust and comprehensive in upholding the need for disability inclusion across all international development projects, there is still often a gap between policy and practice. A previous study by USICD and the InterAction Disability Working Group found that, out of 85 **solicitations** from the **United States Agency for International Development (USAID)** reviewed, nearly half did not mention disability within the scopes of work, while only 20 percent required the inclusion of people with disabilities throughout the program.³ This lack of inclusion in solicitation demonstrates the gap between USAID's disability policy and its practice in ensuring disability inclusion. This gap is then perpetuated in the programs that USAID funds:

³ *Inclusion of Disability in USAID Solicitations for Funding* (September 2015), can be retrieved at <http://uscd.org/doc/Inclusion-of-Disability-in-USAID-Solicitations-for-Funding.pdf>

a follow-on study found that in cases where the solicitation either had no language on disability or else had only the basic language from the USAID disability policy, reports from partners implementing the project had no mention of disability inclusion. Project reports only discussed disability inclusion if the solicitation addressed disability in a clear, concrete, specific way requiring its inclusion in all components of the project.⁴

In undertaking this study, USICD wanted to gain a general sense of how many bilateral and multilateral agencies had policies, frameworks or other key strategic documents focused on disability issues as well as how many had mainstream policies that integrated disability as a cross-cutting issue. This paper examines some of the gaps in policy and how they could be strengthened to improve the inclusion of persons with disabilities. It also reviews perspectives from key staff involved in developing or implementing disability inclusion within these policies, staff trainings, and the extent to which disability inclusion occurs in the agency's programs.

3. Methodology

The study used a bimodal approach to the research, conducting both an extensive desk review as well as interviews with staff from two selected organizations known for working in disability-inclusive development. The desk review took place between 2016 and early 2017. The interviews with key agencies took place in the fall of 2017 and the start of 2018.

The USICD assessment team conducted an extensive desk review and literature search. USICD staff⁵ searched online for policies, strategic documents, frameworks, guidance notes, or other materials expressing institutional visions and guidance for staff at more than 20 bilateral and multilateral international development agencies. This research included identifying not only policy documents specifically focused on disability but also mainstream policy documents focused on other themes that include some mention of disability issues. Each document was reviewed to assess if persons with disabilities were included and in what context.⁶ Each agency website included in the study was searched at least three times by three different people to ensure that policies were not inadvertently overlooked or excluded.

All documents located during the search are available in one central location via USICD's website at this page: <http://usicd.org/index.cfm/donor-agency-policies>. These policies are provided to enable advocates and other stakeholders to learn about policies at dozens of agencies meant to guide their staff in making their programming disability-inclusive. For some

⁴ *ibid*

⁵ Semin Seo, an intern from South Korea who completed a fellowship at USICD, assisted with reviewing agency websites to find policies and other documents. Jeremy Daffern, an intern who was completing a master's degree at Gallaudet University, later assisted with the same task.

⁶ Although staff did not read policy documents front to back, we did use the control-F function to search through each document for any mention of the key word "disab" (truncated to pick up all uses of either the word "disability", "disabilities", or "disabled"). In many documents, the staff read passages in which disability is mentioned to get a sense of how the term is used and the messaging conveyed in the relevant passages. In some cases, other terms such as "vulnerable" populations were searched, which has sometimes (not always) been intended to include people with disabilities.

agencies, no publicly available policies including substantive mention of disability could be found. The full list of organizations reviewed as part of this study is listed in Annex A.

In addition to the literature review, USICD staff interviewed two staff at the World Bank Group in Washington, DC, and four staff at UNICEF in New York to learn more about how these policies are implemented and how staff strive to translate pertinent policy documents into best practice. Interviews included contacts in the disability inclusion team and also contacts at other sectors within the agency not focused on disability. Most interviews were conducted in person with one interview conducted by text Skype. A list of individuals interviewed is listed in Annex B with the interview guides provided in Annex C. The findings of these interviews and the desk reviews are summarized and incorporated into this White Paper.

4. Study Limitations

The USICD team relied almost exclusively on the web to find relevant policies at international development agencies. Although many agencies post their internal policy documents on the web, it is possible that other agencies may only circulate their policy documents internally among staff without posting them. Relying on the web therefore inherently excludes any policies not made public via an agency's external website. This can make it difficult to assess whether our inability to find policies referencing disability at a given agency is due to their never integrating disability into their policies or whether it may be due to their declining to make certain policies public.

Due to limitations on our time, we focused the study on larger bilateral and multilateral organizations that are known to be working and supporting programs within multiple countries. Thus, the study omits some of the smaller bilateral and multilateral international development agencies.⁷ The research looked for both disability specific documents as well as inclusion in key strategies and policies for the agencies. Though data was coded and figures were obtained they should be seen only as illustrative. Given the breadth of documents prepared by each agency, it is possible that the research may not capture all of the relevant documents. This is also complicated by the fact that while some agencies may have included disability within one or two mainstream documents, it was left out in others. Given the complexities of this process, this exercise cannot be considered all-inclusive but does show important overall trends.

Policy implementation was assessed primarily via interviews with key staff at the World Bank and UNICEF headquarters offices in the United States. This limited focus on headquarter-based staff omits nuanced perspectives that could have been learned had it been feasible to interview staff in regional and country offices who are more directly involved with policy implementation. This limitation also omits perspectives that could have been gained if it had been feasible to review progress reports, monitoring and evaluation reports, and data on individual projects.

⁷ Examples of smaller agencies not included within this study include the European Bank for Reconstruction and Development, United Nations Human Settlement Program and International Telecommunication Union (ITU). Examples of bilateral agencies that are not a part of this study include agencies representing Austria, Belgium, Brazil, China, Netherlands and others.

Attempts were made to include interviews with USAID staff, which would have given a perspective on a bilateral organization as well as the two multilateral organizations. In the end, including USAID was not feasible due to internal bureaucracy issues that inhibited staff from granting interviews with external contacts.⁸

5. Study Results

The study includes both the desk review analysis and the interviews with selected multilateral organizations. The findings of these components are listed below.

5.1 International Development Agencies Disability Inclusive Policies

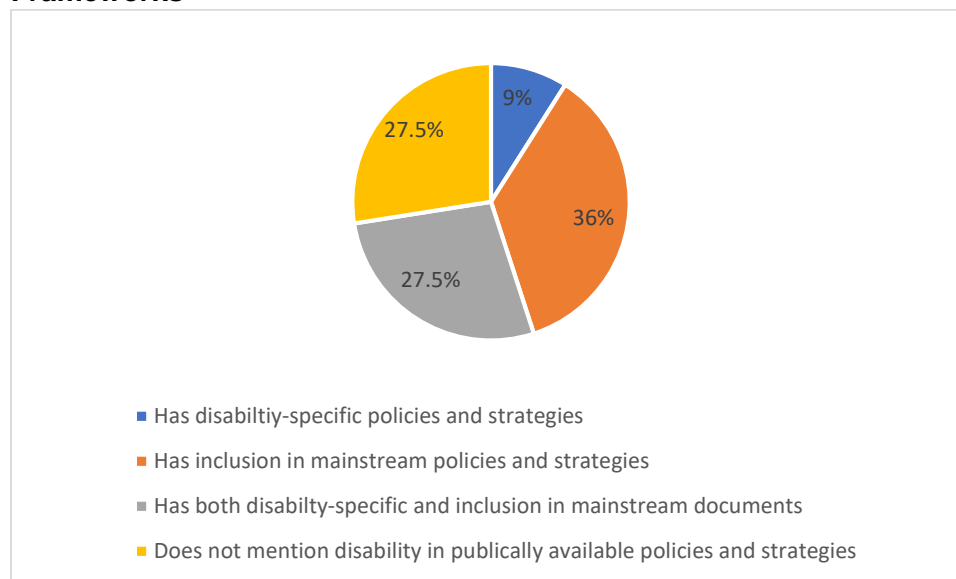
The desk review team searched websites at dozens of bilateral and multilateral international development agencies to locate internal agency policies, strategic planning documents, guidance notes written for agency staff, training toolkits for staff, and other materials meant to guide staff practice in the field. By this means, information was obtained on not only documents specifically focused on disability but also mainstream documents on other topics that included some mention of disability inclusion as a cross-cutting issue. Both are important to assess agencies' full commitment and internal obligations related to disability-inclusive development.

A positive finding is that a total of 63 percent of the agencies reviewed integrate disability into a mainstream policy, strategic plan, or framework. The extent to which disability was mentioned in mainstream documents, however, varied considerably. In some cases, disability was only minimally mentioned as part of a vulnerable group, while in other cases more significant language indicated intentional and thoughtful suggestions for inclusion. Many mainstream policies missed numerous opportunities where a disability-relevant reference could have been usefully or logically integrated but wasn't.

In other cases, agencies had specific policies or guidance on disability inclusion but failed to mention disability in any mainstream strategic documents. For example, 9 percent of the agencies reviewed had only disability-focused policies, while neglecting any mention of disability in their mainstream policy documents. This exclusion of persons with disabilities in mainstream documents raises the concerning possibility that disability is being siloed within the agency and is not seen as a cross-cutting issue. Figure 1 shows a full breakdown of the analysis of disability inclusion within policies, strategies, and frameworks.

⁸ Several attempts were made to disability staff within USAID for interviews over the course of many weeks. USAID policies require that their staff must first inform their legal office of any requests for interviews and obtain approval from legal before they can proceed to grant an interview with someone outside the organization. The legal department was contacted by staff, but approval was not received. Although a tentative interview date was scheduled with one of the USAID contacts (pending approval), this had to be rescheduled while awaiting a response from the legal department and then cancelled altogether.

Figure 1: Disability Inclusion within Bilateral and Multilateral Policies, Strategies and Frameworks



One concerning finding was that many major bilateral and multilateral agencies either have no disability-focused policy at all or else do not make this policy publicly available via their website. Based on publicly available documents, bilateral agencies do somewhat better than multilateral agencies at least in regard to disability-focused policies. About half of the bilateral agencies reviewed, but only a few of the multilateral agency, had some form of a disability-focused policy, strategic planning document, guidance note, or other similar documents that promote disability inclusion across all their programming.

Below are examples of different documents that represent disability-specific policies, or inclusion within mainstream policies, or missed opportunities for improved inclusion. These examples are intended to highlight good examples as well as indicate possible gaps that could be strengthened in the future.

Examples of disability-specific documents:

- **Australian Department of Foreign Affairs and Trade (DFAT)**. DFAT has published several strategic plans on disability including the most recent strategic plan, [Development for All 2015–2020: Strategy for strengthening disability-inclusive development in Australia’s aid program](#). The current strategy provides Australia’s objective for disability-inclusive development, which is to improve the quality of life of people with disabilities in developing countries. The document clearly states that this will be done through a twin-track approach focusing on disability-targeted programs and on promoting disability-inclusive development. With a geographic focus of the Indo-Pacific region, the strategy provides overarching principles such as taking into account the interaction of gender and disabilities as well as the need to include persons with a diverse range of disabilities. An independent review of the impact of the strategy and results achieved under the strategy take place during mid-term and at the end of 2020.
- **UK Department of International Development (DFID)**. In December 2014, DFID released its first version of the Disability Framework. Though the framework states that

the document will be revised annually to provide updates on changes that are happening within DFID to strengthen disability inclusion in policies and programs, only the Frameworks from 2014 and 2015 are publicly available. The [2015 Disability Framework- One Year On: Leaving No One Behind](#) highlights achievements from 2014, discusses the importance of disability-inclusive development and links the document to the Sustainable Development Goals (SDGs). The document states that the International Development Committee found that only 5 percent of DFID's support programs were designed to benefit persons with disabilities. To strengthen the capacity to implement programs, DFID has developed a Disability Team with a Director and 15 internal disability expert advisers. DFID lists the following as priority policy areas: education, data, humanitarian aid, social protection, water, sanitation and hygiene (WASH), climate and the environment, infrastructure, violence against women and girls, health, disability research and evidence, women and girls and DFID staff with disabilities.

- **United States Agency for International Development.** In 1997, USAID published its [Disability Policy Guidance](#), which represented the first time a bilateral **donor** had to develop a policy to promote disability inclusion. USAID has since also developed two corresponding policy directives: one requires that all infrastructure built using USAID funds must be accessible to people with physical disabilities, and the other requires the inclusion of non-discrimination language in all USAID solicitations for funding. While once the USAID policy was groundbreaking, it is now woefully outdated with no mention of the CRPD, for which the US is a signatory. The policy requires consultation with persons with disabilities or those that advocate on behalf of persons with disabilities, with no specific mention of engaging DPOs in this process. The Policy also states that USAID employees and contractors will be trained on issues related to persons with disabilities, as appropriate. Though USAID does have online training developed by USICD, it is not a part of the required training for new staff nor part of mandatory staff professional development.

Examples of inclusive policies, frameworks, and strategies:

- **United Nations Children's Fund (UNICEF).** A good example of a mainstream policy integrating disability as a cross-cutting issue would be the [UNICEF Strategic Plan 2018-2021: Working Together to Support Implementation of the 2030 Agenda](#), along with its two companion documents, [Theory of Change Paper, UNICEF Strategic Plan 2018–2021 Realizing the rights of every child, especially the most disadvantaged](#), and [Final Results Framework of the UNICEF Strategic Plan, 2018-2021](#). Disability is mentioned in some key passages throughout UNICEF's Strategic Plan 2018-2021. The strategic plan identifies five major goal areas UNICEF intends to work on from 2018 to 2021, but also promotes “synergies across multiple Goal Areas to [...] support children with disabilities.” Importantly, children with disabilities are specifically mentioned as a “vulnerable group” often excluded from education, especially likely to be in residential care, being in more need of “additional child protection interventions” during humanitarian crisis, having “specific needs” in relation to accessing water and sanitation, experiencing more

deprivation, and being in need of “enhanced support”.⁹ A full paragraph explains how children with disabilities “are among the most marginalized of all children,” being less likely to “attend school, access medical services, or have their voices heard,” as well as more likely to face violence in humanitarian situations and excluded from humanitarian assistance.¹⁰ UNICEF also commits to supporting countries in providing inclusive services for children with disabilities while continuing to invest in collecting data on children with disabilities.¹¹ Finally, UNICEF commits to providing services that are disability-inclusive during humanitarian situations.¹²

The accompanying Final Results Frameworks also highlights disability throughout the document by requiring that certain statistics should be disaggregated, not only by the age of children and by their gender, but also by ability status to monitor inequities experienced by children with disabilities. The Final Results Framework provides indicators to measure progress toward targets that address the needs of children with disabilities. This includes increasing the number of children with disabilities provided with assistive devices through UNICEF supported programs, increasing the percentage of countries that provide disability inclusive humanitarian programs and services, and increasing the percentage of countries with equitable education systems for access, including children with disabilities. Through its frequent requests for data to be disaggregated by disability status, UNICEF’s Final Results Framework is a strong model and best practice example of integrating disability into a policy document and data collection plan.

Disability is mentioned early and often in the Theory of Change Paper: This includes highlighting “issues affecting children with disabilities,” along with early childhood development and adolescent development, as an area UNICEF will address across all the five major goal areas of UNICEF’s Strategic Plan. The Theory of Change Paper also makes several references to the CRPD as one of several international human rights treaties that have strong relevance with both UNICEF’s major goal areas and also the Sustainable Development Goals. With only two minor exceptions,¹³ all other mentions of disability throughout the Theory of Change Paper are in the context of discussing children with disabilities who deserve access to education, protection from violence and abuse, water and sanitation facilities, basic health care, and the right to live with their families rather than in institutions. Or else, disability is discussed in the context of disaggregating data by disability status to enable monitoring of progress toward achieving disability inclusion across all of these areas. UNICEF’s Theory of Change

⁹ Paragraphs 22, 41, 47, 48, 61, 66, 69 of UNICEF’s Strategic Plan 2018-2021, retrieved at http://uscd.org/doc/2017-17-Rev1-Strategic_Plan_2018-2021-ODS-EN.pdf

¹⁰ Paragraph 71 of UNICEF’s Strategic Plan 2018-2021, retrieved at http://uscd.org/doc/2017-17-Rev1-Strategic_Plan_2018-2021-ODS-EN.pdf

¹¹ Paragraph 72 of UNICEF’s Strategic Plan 2018-2021, retrieved at http://uscd.org/doc/2017-17-Rev1-Strategic_Plan_2018-2021-ODS-EN.pdf

¹² Paragraph 76 of UNICEF’s Strategic Plan 2018-2021, retrieved at http://uscd.org/doc/2017-17-Rev1-Strategic_Plan_2018-2021-ODS-EN.pdf

¹³ One mention of disability is as a potential undesirable consequence of poor nutrition, and another is as a potential undesirable consequence of violence.

Paper is another strong model and best practice example of integrating disability into a document meant to provide important context to UNICEF's Strategic Plan 2018-2021.

- **Swedish International Development Agency (SIDA)**. Another example of a mainstream policy that mentions disability is SIDA's [Policy Framework for Swedish Development Cooperation and Humanitarian Assistance](#), a new framework that is aligned with the 2030 Agenda and its SDGs. In particular, SIDA is focusing on promoting democracy, respect for human rights and gender equality. Persons with disabilities are integrated throughout the document highlighting the need to address their vulnerabilities in SIDA programming. For example, the framework states the particular need to pay attention to marginalized and vulnerable groups in their holistic approach to education and specifically indicate that this approach needs to include children with disabilities. Likewise, the document highlights the "special needs and the vulnerability that people with disabilities have in humanitarian crises." In relation to human rights, democracy and the principles of the rule of law, the framework provides ten long-term policy directions of which the fifth specifically addresses persons with disabilities. The policy direction states "Sweden will be a global voice in combating discrimination in all its forms, whether on the basis of sex, age, gender identity and gender expression, sexual orientation, disability, ethnicity, or religion or other belief."^[1] This inclusion of disability throughout the framework and in key areas of work represents a possible model for other agencies to follow.
- **New Zealand Aid Programme, The New Zealand Action Plan for Human Rights** provides another strong model for agencies to emulate in how it comprehensively integrates disability. The central focus of the action plan for 2005-2010 is on children, people with disabilities, and race relations, and includes a specific section that focuses solely on disability rights. This section addresses the following issues: the need for full engagement of DPOs in decision-making; issues of safety, the need to eliminate compulsory treatment and places of detention; the provision of mental health services; the importance of eliminating poverty; access to quality services; and issues in the bioethics debate. Disability is also mentioned as a cross-cutting issue throughout the document. While the next strategic plan for 2015-2019, The [New Zealand AID Programme Intervention Priorities](#), also addresses disability as a cross-cutting theme, its inclusion within the more updated version appears substantially weaker than the previous strategic document.

Examples of missed opportunities where inclusion of persons with disabilities could have been strengthened.

- **Asian Development Bank**. The Asian Development Bank has only a few passing mentions of disability in their [Social Protection Operational Plan 2014-2020](#) and other

^[1] Swedish International Development Agency (SIDA) (2016) Policy Framework for Swedish Development Cooperation and Humanitarian Assistance (p.g 19). Retrieved from <http://www.usicd.org/doc/Policy%20framework%20for%20Swedish%20development%20cooperation%20and%20humanitarian%20assistance-%20Government%20communication%202016.pdf>

social protection documents. None relate to the human rights needs of people with disabilities, or the need for education, healthcare, employment, and other programs to be disability-inclusive.

- **European Commission**. The 191 page [2015 European Report on Development: Combining finance and policies to implement a transformative post-2015 development agenda](#), a publication supported by the European Commission, contains only a passing mention of disability pension, and a brief mention of elderly and persons with disabilities who cannot work. Neither of these superficial references to disability approach the issue from a human rights perspective, nor from a social justice and equality framework. In contrast, the word “women” appears 37 times, including in passages about the need to address discrimination in the health sector that impacts women and ethnic minorities, and the importance of empowering women through inclusion in financial opportunities. This represents a missed opportunity to raise the issue of discrimination against people with disabilities, including the need to remove accessibility barriers hindering their inclusion.
- **United Nations Environment Programme (UNEP)**. The UNEP [Healthy Environment, Healthy People: Thematic report: Ministerial policy review session: Second session of the United Nations Environment Assembly of the United Nations Environment Programme Nairobi, 23–27 May 2016](#) mentions disability throughout the document. However, most often in the context of referencing consequences of environmental damage in causing disability, and/or in context of mentioning the Disability Adjusted Live Years (DALY). Only one of 16 mentions of disability involves describing people with disabilities, along with women and children, as being particularly impacted by natural disasters. The UNEP also has a [Guideline on Developing National Legislation on Access to Information, Public Participation, and Access to Justice in Environmental Matters](#). The guideline makes no mention of disability—a fact highlighted by commentary on the guidelines suggesting that the guidelines should have discussed disability in the context of information access. No policy meant to increase public access to information is complete without recognizing the need to ensure that all information conveyed via sound is also conveyed via visual and/or tactile means and vice versa, and that information be available in plain language. Persons with disabilities are also missing from the [UNEP’s website that references major constituencies](#).¹⁴
- **United Nations Women**. Some of UN Women’s documents mention disability—however, gaps remain. For example, UN Women has a 21-page evaluation policy that makes no mention of disability. Another 174-page handbook on gender responsive evaluations only mentions disability once, lumped in with other populations in a list of “vulnerable” groups. UN Women cannot monitor how effectively they include women with disabilities in their programs without collecting and analyzing the pertinent disaggregated data during their evaluation process. Without monitoring disability inclusion in their

¹⁴ Groups mentioned include: farmers, women, the scientific and technological community, children and youth, indigenous peoples and their communities, workers and trade unions, business and industry, non-governmental organizations, and local authorities.

programming, it will be hard for them to assess where their gaps are, or to consider how to repair them. What isn't measured isn't prioritized for time or resources.

Advocates of disability inclusion in international development frequently promote a “twin-track” approach to programming, in which some projects are focused on the specific needs of people with disabilities, while all mainstream projects also integrate disability as a cross-cutting issue. A similar approach needs to be taken with disability-inclusive policy. Each agency should have a disability-focused policy to articulate a broad, over-arching vision for how they intend to promote disability inclusion in all its programming. A disability-focused policy, strategic plan, or framework is an opportunity to delve into certain nuances that might not belong in a mainstream document, such as an in-depth discussion of why the agency adheres to a social model perspective of disability rather than a medical model perspective. Meanwhile, each agency also needs to audit all mainstream policy documents to identify appropriate opportunities for integrating disability. Disability inclusion often isn't done unless guidance is concrete and specific. Integrating disability into mainstream policy or strategy documents is an opportunity to identify specific instances for where and how disability should be included in an agency's regular practice. For example, a strategic plan for poverty reduction could highlight how the marginalization of people with disabilities—similar to other forms of marginalization—can increase their risk for poverty. This hypothetical poverty reduction plan could then identify barriers that have commonly excluded people with disabilities from most poverty reduction programming and identify how to remove these specific types of barriers. Integrating disability into mainstream policies also can help an agency break free of the “silo trap” in which only the “disability experts” address disability while all the other programs further perpetuate and entrench the marginalization of people with disabilities.

5.2 In-depth Review of Inclusion in Practice

To obtain a better understanding how inclusion is taking place in practice, the USICD assessment team looked more extensively at two different agencies.¹⁵ These agencies were selected as they are known to have dedicated staff working on disability-inclusive development and several different programs related to disability. Part of the more in-depth review included interviews with staff and a more comprehensive desk review of public documents.

5.2.1 The World Bank Group

Until recently, the World Bank did not have a major, overarching policy guiding World Bank staff that explicitly required including “vulnerable” populations—including people with disabilities—in World Bank-funded activities. Having disability inclusion as a formal policy requisite for World Bank staff is new, beginning only with its recent publication, [The World Bank Environmental and Social Framework](#), adopted formally as World Bank policy in 2017. Although the World Bank had few to no official policies requiring disability inclusion before this, they have released many other types of documents discussing disability in other contexts for decades. Some of these publications have been heavily cited among researchers in disability and development,

¹⁵ Efforts were also made to review USAID, but the assessment team never received approval from the USAID Legal Office to interview staff. See the section on limitation.

particularly its 2011 [World Report on Disability](#) that it co-published with the World Health Organization (WHO). It also has released several practical guides to making transportation systems disability-accessible, intended for use by World Bank staff and others involved with designing and implementing transportation projects. One example is its [Bus Rapid Transit Accessibility Guidelines](#). Likewise, the water sector of the World Bank also released [Including Persons with Disabilities in Water Sector Operations: A Guidance Note](#).

The World Bank Environmental and Social Framework does not mention disability often, but it does mention disability early in the document, on page 1, in its vision statement:

“For the Bank, inclusion means empowering all people to participate in and benefit from, the development process. Inclusion encompasses policies to promote equality and nondiscrimination by improving the access of all people, including the poor and disadvantaged, to services and benefits such as education, health, social protection, infrastructure, affordable energy, employment, financial services and productive assets. It also embraces action to remove barriers against those who are often excluded from the development process, such as women, children, persons with disabilities, youth and minorities, and to ensure that the voice of all can be heard.”

It also mentions either “vulnerable” or “disadvantaged” populations throughout the text or people in disadvantaged or vulnerable “circumstances.” The two terms are sometimes used together or interchangeably, or sometimes they are used in isolation. In a few places, such as the passage quoted above, it is made clear that “disadvantaged” populations are meant to include people with disabilities. However, the terms “disadvantaged” and “vulnerable” are used in different ways throughout the text and are sometimes used to focus specifically on, for example, indigenous peoples without mention of disability. Or sometimes the publication lists several populations who may be considered “vulnerable,” such as ethnic minorities, the landless, and women, without mentioning disabilities (for example, on page 62). Most importantly, the definition given for “disadvantaged” and “vulnerable” in the glossary (page 103) does not mention people with disabilities at all. Since disability is only mentioned in a few places throughout the publication, and because none of these mentions involve lengthy discussion of the specific needs of people with disabilities or how to adapt standard practices to meet these needs more consistently, it is USICD’s concern and contention that the World Bank ESF leaves people with disabilities largely invisible.

According to World Bank staff, however, they are working to promote disability inclusion in the implementation of the World Bank ESF and its impact on institutional practices through a number of means. One is a newly released document, the World Bank [Disability Inclusion and Accountability Framework](#). Among other things, this framework highlights and elucidates how the World Bank ESF is meant to protect the rights of people with disabilities. It provides guidance on how World Bank staff should translate these requested protections for people with disabilities into action. Because this framework was still in draft form when interviews with staff were being conducted and has only been released just as this White Paper is being finalized, the full impact that this document will have on the implementation of World Bank-funded projects remains unknown. The framework calls upon the World Bank to promote the collection of more statistics disaggregated by disability; to strengthen staff knowledge of disability-inclusive development; to use the network of staff members working on disabilities across the

Bank as a channel to share information about effective practices in ongoing projects; to build the Global Disability Advisor's repository of information resources; to develop a web-based disability-inclusion platform; and to strengthen external partnerships for implementing its disability-inclusive agenda. One of the most revolutionary aspects of this framework, however, is not in its contents but in the process by which it was written. Most internal policies at most bilateral and multilateral institutes are written by staff, who may pursue only minimal consultation with external stakeholders. This newly launched framework, however, was developed through an intensive consultation process with the intended beneficiaries, including close consultation with representatives of DPOs. Thus, the World Bank efforts supported the popular slogan of the global disability rights movement "Nothing about us without us"—meaning that no policy or project should be designed, and no key decisions impacting the lives of people in a community or country, should be made without involving persons with disabilities in the process. What remains to be seen is how widely the new framework will be disseminated proliferated among World Bank staff, to what extent staff will have access to training in how to implement it, and whether the World Bank will continue to consult closely with DPOs in monitoring and evaluating the implementation of the framework.

As part of their ongoing responsibilities, staff in the office of the Global Disability Advisor provide guidance to World Bank staff responsible for a wide cross-section of projects to assist them in identifying appropriate opportunities for integrating disability into the work they do. Staff have consulted with colleagues at the World Bank headquarters in Washington, DC, and also has provided advice for local World Bank offices in Kenya, Zambia, and Bangladesh in organizing their own consultation with local civil society organizations, including DPOs. Staff throughout the World Bank are reportedly receptive to the message that disability concerns belong in the projects they support abroad.

Staff acknowledge that, at present, most World Bank projects are not yet disability-inclusive. They cite one university study that reviewed all World Bank project documents publicly available online and found that a very dismal ratio has any mention of disability.¹⁶ Although staff agree that too many projects miss opportunities for disability inclusion, they also assert that publicly available documents may fail to mention disability-inclusive practices that may be happening in the field. For example, staff indicate that projects focused on transportation and education have made good headway in improving disability inclusion—even though this may not be reflected in the projects' publicly available information. Staff also indicate that an increasing number of World Bank offices, not only the headquarters in Washington, DC but also among many of its offices in other countries, have been become more physically accessible for people with disabilities, particularly wheelchair users. Staff indicate that the headquarters office has made some attempt to recruit workers and interns with disabilities, but country offices have been slower to make similar attempts. Although they acknowledge that progress continues to be very uneven, they believe that both the CRPD that entered in force in 2007, and the 2030 Agenda (also known as the SDGs) have helped increase awareness of the importance of disability inclusion among the international development community.

In the education sector, staff who specialize in disability-inclusive education indicate they work closely with the Global Disability Advisor office in providing guidance about disability inclusion to

¹⁶ Upon further research it is unclear what document that staff was referencing. It is possible that they may be referring to a 2002 study by the World Bank entitled Inclusion and Disability In World Bank Activities available at <http://siteresources.worldbank.org/DISABILITY/Resources/280658-1172606907476/BaselineStienstra.pdf>

other staff in the education sector. Staff describe one example of a successful effort in promoting disability inclusive education in Moldova. A competition was held in the country for different cities to submit strategic plans for promoting inclusive education in their city. The best plans were selected and implemented. These included improving the physical accessibility of school buildings and providing training to teachers, principals, other education professionals, and local communities. When World Bank staff learned that some teachers were not using sign language with deaf students, they encouraged its use. Staff indicate that some of their colleagues in the education sector at the World Bank are more aware than others of World Bank guidelines and strategies for disability-inclusive education. They believe some of their colleagues in the education sector need more training to understand how to integrate disability inclusion in the projects that they implement. Some training has been done, for example, “brown bag lunch” training events on various topics related to inclusive education. In the meantime, staff specializing in disability inclusion have plans to create better tools for information sharing and learning among World Bank staff, so they can increase their knowledge about how to be more disability-inclusive in their work.

The need for more extensive training is evidenced in the [World Bank 2016 SABER Working Paper on What Matters Most for Equity and Inclusion in Education Systems: A Framework Paper](#). While the document does mention disability, the World Bank acknowledges that more detailed guidance notes on the issue of disability in education systems are needed to accompany the framework paper. However, some of the recommendations provided in the document are not aligned with the CRPD, for example, it suggests that students with “severe” disabilities may be best served in a segregated setting instead of an inclusive setting and implies that inclusion can only take place for students with fewer support needs. This misunderstanding of the right to inclusive education demonstrates the need for more training to understand the CRPD and inclusive education.

Staff suggest that more people with disabilities need to be involved with conversations with staff about disability inclusive education—not only in the World Bank headquarters in Washington D.C. but also among its many offices in the countries where the World Bank operates. They also see a need for significantly more resources focused on disability-inclusive education, particularly to provide closer guidance for staff working on individual projects on how to improve their disability inclusion. They call for raising awareness among teachers, particularly for children with specific area learning disabilities or other disabilities that are less visible. Aside from investing more resources and providing more training, staff also suggest the World Bank strengthen its network of partners and other stakeholders, so they can collaborate with external agencies, United Nation agencies, and others toward implementing disability-inclusive education. This needs to include the voices of people with disabilities and needs to include working with communities to promote more inclusive attitudes toward people with disabilities. Staff emphasize the importance of not merely providing physical access to schools, but ensuring that teachers and other specialists meet the needs of all students regardless of ability with appropriate support.

Interviews with World Bank contacts revealed that some key staff have extensive knowledge about disability-inclusive practice and that some country offices are in consultation with disabled people’s organizations in their country. However, this knowledge has not yet disseminated, proliferated throughout the World Bank as a whole. Although some of their guidance notes on disability draw attention to the importance of removing accessibility barriers in transportation,

water, and other sectors, other documents are not yet aligned with the principles expressed in the CRPD. It remains to be seen how well their newly released *Disability Inclusion and Accountability Framework* will rectify these issues. The World Bank will need to continue addressing knowledge gaps among its own staff and may also need to assess and help address knowledge gaps among the external partners with whom they wish to collaborate.

5.2.2 United Nations Children’s Fund

Similar to the World Bank, UNICEF has produced a number of guidance notes and guidelines either focusing on disability inclusion or else integrating disability issues into a mainstream set of guidelines. These documents reflect commitment among some of UNICEF’s staff to the idea of disability inclusion into the mainstream of UNICEF-coordinated programming. [Including Children with Disabilities in Humanitarian Action](#), for example, is a series of six booklets sharing tips on how to include children and adolescents with disabilities in humanitarian programs implemented after natural disasters such as floods or earthquakes, or during health epidemics or armed conflict.

In 2006, UNICEF’s Committee on the Rights of the Child issued General Comment No. 9, [The Rights of Children with Disabilities](#), providing guidance to countries that have ratified the Convention on the Rights of the Child (CRC) on how to improve their implementation of Articles 2 and 23, which focuses on children with disabilities. The *General Comment* explains that many of the other articles in the CRC have particular relevance to—even when not explicitly mentioning—children with disabilities. The General Comment also references the CRPD, which was still in draft form at the time the 2006 General Comment was written. A more recent two-page issue brief, [A Post-2015 World Fit for Children](#), makes a case for why the rights of children with disabilities are crucial in fulfilling the SDGs in the 2030 Agenda. It proposes indicators that should be disaggregated for disability in measuring progress toward certain targets within the SDGs.

UNICEF’s [Children and Young People with Disabilities Factsheet](#) is not, in itself, a policy document. But in providing a “global snapshot of the key issues affecting the lives of children with disabilities,” it is “intended to provide a starting point for approaching policies and programmes that can make a difference in the lives of these children.”¹⁷ With this intent in mind, the Factsheet suggests certain investments be made in order to “build inclusive societies in which children with disabilities are enabled to realise their civil, political, social, economic and cultural rights.”¹⁸ These recommended investments include mainstreaming disability as a global human rights issues in all development, health, and educational programs; ensuring that all people working with or on behalf of children should understand the social model and human rights perspective of disability; using a “twin-track” approach to disability, in which disability is both mainstreamed in general development programs while also addressed, where appropriate, in disability-specific efforts.

Another important UNICEF document focused on children with disabilities is its flagship publication, [The State of the World’s Children 2013: Children with Disabilities](#). Although this is

¹⁷ UNICEF (2013) Children and Young People with Disabilities Fact Sheet. Retrieved from https://www.unicef.org/disabilities/files/Factsheet_A5_Web_NEW.pdf

¹⁸ Ibid.

not a policy document either, it attempts to bring global attention to the many barriers that children with disabilities experience in becoming equal participants in society and receiving resources and services. It also highlights many opportunities for fostering inclusion of children with disabilities and some of the initiatives that have helped achieve this goal. In addition to documents focused on disability issues, UNICEF also has incorporated disability into some of its general guidelines, such as its [Guidelines for the Alternative Care of Children](#), and its [Guidelines on Children's Reintegration](#).

Overall, UNICEF has done well compared to most other international development agencies in mainstreaming disability into its key policy documents and some of its other guidance notes and guidelines. Some UNICEF staff closely involved with disability inclusion have indicated they feel that for the most part, the relevant policies they need to promote disability inclusion are in place. People who need to know are well aware they can turn to the disability team with questions about how they can improve implementation of disability inclusion in their work. Training videos are available online for staff wanting to educate themselves further about disability inclusion: these videos have subtitles and sign language to enable access for people who are deaf, and audio description to enable access for people who are blind. Subtitles are available in English, French, and Spanish, while sign language translation is available in either American Sign Language (in the English video) or International signs (in the French and Spanish videos).¹⁹

UNICEF staff also indicate that to some extent policies are translated into practice as well. Education programs, for example, have improved over the years in integrating a disability-inclusive approach so they can reach more children with disabilities. UNICEF's department of communication has been increasingly integrating images of children with disabilities in its global media campaign. UNICEF's website is also becoming more accessible for users with disabilities, including image descriptions for blind people who use text to voice or text to Braille screen reading software. In humanitarian contexts, UNICEF often ships a "school in a box"—a box of supplies that can be used to start a school in challenging, low-resource environments in the aftermath of a natural disaster or other emergency situations. This "school in a box" now includes guidance for teachers, social workers, and others using the materials in how to include children with disabilities in their school. An annual global survey conducted among UNICEF staff now asks questions to identify how many UNICEF staff identify as people with disabilities.

But despite these positive signs of progress, staff acknowledge that there remains significant room for improvement. They mention, for example, the importance of collecting more data that has been disaggregated by disability so that progress in achieving equality for people with disabilities can be measured. Staff also believe there needs to be a culture change within the agency so that more staff can claim a sense of ownership for the issue of disability inclusion. Some staff suggest that there should be more training for UNICEF staff on disability inclusion, particularly at the country level, and a higher priority for disability inclusion in budgeting decisions, again particularly at the country level. Training programs for teachers need to include

¹⁹ These videos can be accessed via the UNICEF website at https://www.unicef.org/disabilities/index_66434.html. American Sign Language is used predominantly in the U.S. and in English speaking parts of Canada, though it also is used in certain countries where the local signed language has been heavily influenced by American missionaries who imported the language. International signs is meant to integrate vocabulary and grammatical features from multiple different signed languages, predominantly influenced by various European signed languages, and can sometimes be understandable for some deaf people who use signed languages other than American Sign Language.

more content on how to be inclusive of students with disabilities. UNICEF staff also want expansion in the number of personnel focused on disability inclusion, with more points of contact at the regional level, and closer interaction between country offices and local DPOs.

The most promising sign for prospective future progress is, not simply that UNICEF has progressed over time, but more particularly that positive changes are occurring across multiple sectors and departments at once. When an organization is caught in a “silo trap” in which only disability experts address disability, it runs a significant risk of stagnation or even regression. In such a situation, positive change might only last as long as the administration keeps a team of disability specialists and then dissipate if key disability-focused personnel leave the organization. Involving larger numbers of staff in different departments creates more opportunities for knowledge on disability inclusion to spread among staff. Similar to how the development field needs a twin-track approach to disability inclusion in projects and a twin-track approach to disability inclusive policy, it also needs a twin-track approach to staffing. Although there is value in having a team dedicated full time to disability issues for the organization as a whole, there is also indispensable value in having key disability-focused points of contact across multiple departments and divisions who share other areas of expertise beside disability. They can speak to fellow experts in their fields of expertise, figuratively speaking, in their own “language”—in the jargon, ideas, and values shared by professionals within the same field. What remains to be seen is how well UNICEF staff will continue to carry forward the progress they have begun, and whether this will continue to encompass a broader cross-section of UNICEF staff.

6. Recommendations

Based on the findings of this study, there are several recommendations on how bilateral and multilateral agencies can strengthen disability inclusion within their agencies’ policies, frameworks, and strategic documents. These recommendations are as follows:

- 1) **Develop disability-specific policies or frameworks and complementary strategies on how this commitment will be implemented and operationalized.** All bilateral and multilateral agencies should have specific policies or frameworks detailing their commitment to disability-inclusive development. These documents should be coupled with strategic planning documents with specific goals, objectives, and activities that will be achieved within a specific timeframe to improve the lives of persons with disabilities. These documents should be developed in consultation with DPOs and other relevant civil society in the countries where the agency works. Bilateral and multilateral agencies should include a plan on how the implementation of the documents will be monitored and evaluated, again in consultation with DPOs and other civil society organizations. The plan should include relevant indicators and data disaggregated for disability as well as other demographics such as gender, sexuality, race, ethnicity, and others. There should also be a clear plan within the agency on how these documents will be updated as needed to ensure that they address changes in global policies and reflect other international initiatives such as the SDGs.
- 2) **Conduct an audit of key documents within each agency to insure inclusion of persons with disabilities.** Bilateral and multilateral agencies should review existing

policy and strategic documents to ensure that persons with disabilities are appropriately addressed throughout the document. This audit would also include a review panel for new policy documents to ensure that persons with disabilities are included and that all guidance is aligned with the CRPD principles. The panel should include members with expertise in disability inclusion across many of the sectors and regions in which the agency works. It is recommended that agencies also engage DPOs and civil society in their audit and review process, perhaps as fellow members or advisors in the review panel. Civil society representatives would be able to offer insights informed by lived experiences that staff may not all share, which can enrich the review process and lead to more robust and effective policies.

3) Recruit and hire additional staff with expertise in disability-inclusive development.

Agencies that do not already have a disability advising office with staff approaching disability from a social model framework should form such an office. In many cases, the agency may need to commit more funding support for this office to enable adequate staff capacity. The staff could then play a role in developing guidance documents for the various sectors in which the agency operates, developing and delivering training programs for staff, and otherwise supporting, advising, and guiding the integration of disability across all programming and in the workplace. Likewise, every major department and region at each agency should have a staff member who acts as a point of contact for disability issues within their division of the agency. This point of contact would review project plans to advise on how to improve disability inclusion, provide training to their peers, and take the lead on outreach to and partnership with DPOs relevant to their division. A concerted effort by all agencies must be made to recruit and hire persons with disabilities as staff and consultants at all levels of the agency from entry level to upper management.

7. Conclusions

Although each bilateral and multilateral organization, and the countries that fund them, has its own priorities and areas of emphasis, they all share certain goals and visions in common: ending poverty and hunger—for everyone, not just some; enabling every child to access an education; reducing inequities, prejudice, exclusion, and marginalization so everyone can have an equitable chance at a healthy and fulfilled life. None of these goals can be achieved if people with disabilities—an estimated 15 percent of the world population—are left behind. But again, and again, decades of international development and humanitarian efforts have done exactly that—leave them behind. Policy reform is not the only thing needed to end this perpetual exclusion, but it is a crucial step. Bilateral and multilateral agencies need policies focused on disability inclusion along with the integration of disability into all mainstream policy documents. They need to communicate the need for policy implementation, not only to their own staff but also to all key partners. One means of communicating this need, though not the only one, is in the text of solicitations for funding proposals. Another is by making all internal policy documents publicly available on websites so all partners, beneficiaries, and other stakeholders can be aware of them. Both donor and recipient countries need to be involved in calling for policy reform and monitoring its implementation. One means of monitoring, among others, is via the reporting and shadow reporting process for the CRPD. Some of the initial steps in improving

policies and their implementation, such as those at UNICEF, need to be replicated and scaled up across more organizations. These changes and more can help ensure that international development and humanitarian programs proactively and intentionally include people with disabilities rather than unwittingly excluding them. This will have a transformative impact on the daily lives and realities of people with disabilities, enabling them to participate fully in every aspect of society.

Glossary of Terminology

Bilateral agency. A bilateral agency is a federal government agency, usually in a high-income country, that funds or coordinates international development projects in developing countries. Examples of bilateral donor agencies include the U.S. Agency for International Development (USAID), the Japan International Cooperation Agency (JICA), the Department for International Development (DFID) in the United Kingdom, and others.

Convention on the Rights of Persons with Disabilities (CRPD). An international human rights treaty upholding the human rights of people with disabilities. The CRPD has been ratified by more than 170 countries. Ratification of an international treaty signifies the country's commitment to revising their laws as needed to be consistent with the treaty.

Disability specific policies and programming. In this report, the term “disability specific” is used to refer to programs that are focused on the specific needs of people with disabilities. An example of a “disability specific” program would be, a program that disseminates wheelchairs or hearing aids to people with disabilities, or a program meant to train special education teachers on how to meet the needs of students with disabilities.

Disability-inclusive programming. In this report, the use the term “disability-inclusive” to refer to mainstream programs that integrate disability as a cross-cutting issue and ensures that they are accessible to people with disabilities. An example of a “disability-inclusive” program would be an HIV/AIDS education outreach program for the general public that offers sign language interpreters on request for in-person training if a signing deaf person wishes to attend and can provide printed training materials in alternate format for people who cannot read print.

Disabled People's Organizations (DPOs). Organizations led by persons with disabilities themselves. This generally means a majority of the staff, volunteers, and board members are persons with disabilities rather than parents, family, or professionals working with persons with disabilities.

Donor country. For the purposes of the report this term refers to a country that gives more funding support for its international development programs. Most typically, these are high-income countries supporting international development programs in other countries via its bilateral donor agency and via various multilateral donor agencies.

Multilateral international development agency. This is an organization that receives its funds from many different country governments rather than just one. The funds are used to support international development projects in developing countries. Although high-income countries are usually the primary funders, some low- and middle-income countries may make contributions as well. Examples of multilateral donor agencies include the World Bank, the World Health Organization (WHO), the African Development Bank, the United Nations (UN), and others.

Solicitations. Some major funders, such as the U.S. Agency on International Development (USAID), solicit funding grant proposals by circulating a document describing the project they wish for a partner organization to coordinate and implement. Organizations then respond to this solicitation with proposals describing their process for how they would

implement the project and explaining why they would be the right partner organization to receive the grant to implement it.

Annex A: Bilateral and Multilateral Agencies Reviewed

Below are the bilateral and multilateral agencies reviewed as part of the study.

Bilateral Organizations (listed in alphabetical order):

- Australian Department of Foreign Affairs and Trade (DFAT)
- Federal Ministry of Economic Cooperation and Development of Germany (GIZ)
- French Agency for Development (AFD)
- Global Affairs Canada
- Irish Aid
- Japan International Cooperation Agency (JICA)
- Korea International Cooperation Agency
- Ministry of Foreign Affairs of Denmark (DANIDA)
- Ministry of Foreign Affairs of Finland
- Ministry of Foreign Affairs and International Cooperation of Italy
- Ministry of Foreign Affairs and Trade of New Zealand
- Norwegian Development Cooperation (NORAD)
- Spanish Agency for International Development Cooperation
- Swedish International Development Cooperation Agency (SIDA)
- Swiss Agency for Development and Cooperation

Multilateral Organizations (listed in alphabetical order):

- African Development Bank
- Asian Development Bank
- European Commission
- Inter-American Development Bank
- International Labor Organization
- International Organization for Migration
- Islamic Development Bank
- Organization for Economic Co-Operation and Development
- United Nations AIDS
- United Nations Children Fund
- United Nations Development Programme
- United Nations Educational, Scientific, and Cultural Organization (UNESCO)
- United Nation Environment Program
- United Nations High Commissioner for Refugees
- United Nations Office of the High Commissioner for Human Rights
- United Nations Population Fund
- United Nations Women
- World Bank
- World Food Program
- World Health Organization

Annex B: Contacts Interviewed

World Bank Contacts

- Lauri Sivonon, Senior Disability and Development Specialist, interviewed in person on October 31, 2017
- Hanna Katriina Alasuutari, Education Specialist, Education Global Practice, interviewed in person on January 24, 2018

UNICEF Contacts

- Willbald Zeck, Head of Global Maternal, Newborn and Adolescent Health Program, interviewed via Skype (text) on October 12, 2017
- Mark Waltham, Senior Education Advisor, interviewed in person on December 7, 2017
- David Tseste, WASH Section Specialist, interviewed in person on December 13, 2017
- Lieve Sabbe, Disability Section Programme Specialist, interviewed in person on December 13, 2017

Annex C: Stakeholder Interview Questions

Donor Disability Team Interview

USICD is interested in better understanding donor efforts to strengthen the inclusion of persons with disabilities in donor activities and programs. This includes programs that work to integrate people with disabilities into their mainstream activities (e.g., an HIV/AIDS prevention program that includes all community members, with and without disabilities, and ensures that all materials and training sessions are accessible) as well as disability targeted programs that focus on people with disabilities (for example, a project to disseminate wheelchairs or hearing aids, or a project to train special education teachers).

- What types of policies, strategies and frameworks exist within the agency to promote disability-inclusive development within your programs? How effective do you think these are as incentives to conduct more inclusive programs? How do you think these could be strengthened in the future? How are these documents reviewed and updated?
- Which staff team, office, or department has the responsibility of promoting disability inclusive development within the agency? How many staff members are employed in this team/office/department? Do these staff members also have responsibility for disability-targeted programs? If so, approximately what percent of their time is spent on activities promoting inclusive programming? What are the staffing plans for the future for this team/office/department?
- What has leadership done to show a commitment for disability inclusive development?
- How does the staff support for disability inclusive development compare to staff support for inclusiveness of other vulnerable groups such as women and girls, youth, LGBT, others?
- What are the stated responsibilities of this team/office/department? How are you expected to relate to other parts of the organization? For example, do you draft policies related to disability inclusive development? Do you provide training to others? Do you review program announcements to ensure that they have appropriate requirements to foster disability inclusive development? Do you create and provide checklists that departments can use to assess disability inclusion in their own programs?
- How open are general staff within the agency to integrating a disability-inclusive approach in designing, implementing, monitoring, and evaluating the programs for which they are responsible? What efforts are being made by the disability team to increase understanding and promote more disability-inclusive programming? What efforts have been the most impactful and which ones have been the least impactful?
- Approximately what percentage of agency programs includes persons with disabilities as a crosscutting theme? Do you have examples of programs that are seen as successful? What makes these programs successful? What is the budget of these inclusive programs? How were DPOs consulted or involved in developing and/or implementing the program?
- Are there certain sectors within the agency that are more effectively including persons with disabilities in their programs? If yes, what sectors? Why do you think these sectors are more successful in implementing disability inclusive development compared to others? Are there lessons learned that could be shared with other sectors/teams?

- What current training programs exist within the agency on disability inclusive development? How many people have participated in the training? How does this compare to the number of people participating in training programs related to other vulnerable populations such as women and girls, youth, LGBT, others? What are the strengths of the training and what are the weaknesses? What types of trainings would you recommend for other organizations in the future?
- What types of tools, guidance or support documents exist on disability inclusive development within your organization? How are these tools used by staff? What additional type of tools, guidance or support documents would you recommend being developed in the future?
- Are there other initiatives conducted by the agency that have promoted disability inclusive development? If so, what types of initiatives were these? Which ones have had the most impact and why?
- What role do you think donor agencies should play related to disability inclusive development? How would your respective organization potentially contribute to this goal?
- What efforts are being done to conduct programs that specifically target persons with disabilities as beneficiaries? What is the average budget of these programs? Do you have examples of programs that are seen as successful? What makes these programs successful? How were local disabled people's organizations (DPOs) consulted or involved in the program?

Donor General Staff Member

USICD is interested in better understanding donor efforts to strengthen the inclusion of persons with disabilities in donor activities and programs. This includes programs that work to integrate people with disabilities into their mainstream activities (e.g., an HIV/AIDS prevention program that includes all community members, with and without disabilities, and ensures that all materials and training sessions are accessible) as well as disability targeted programs that focus on people with disabilities (for example, a project to disseminate wheelchairs or hearing aids, or a project to train special education teachers).

- Are you familiar with any policies, strategies or frameworks that promote disability inclusive development within your agency's programs? If yes, what measure or actions have you taken to implement these policies/strategies/frameworks? How could these policies/strategies/frameworks be improved in the future?
- Have you ever had questions related to developing or implementing disability inclusive programs? If so, where do you go to have your questions answered?
- Have you ever received training on developing and implementing disability inclusive programs?
 - If yes, what were the strengths/weaknesses of the training? How have you used information from that training in your work? What type of training would you like to see made available in the future?
 - If no, was this because you were unaware of any available training or was there another reason that you did not participate in such training? If another reason, what was the reason you did not participate. Would you like to have training

available in the future? If so, what type of training would you like to see made available?

- Do you feel you have the resources needed to effectively include persons with disabilities in programs? If not, what additional resources do you think you need?
- What types of tools, guidance or support documents on disability-inclusive development are available to you? Do you have the tools and resources you need to effectively include persons with disabilities in the programs for which you are responsible? What type of tools, guidance or support documents would you recommend developing in the future?
- Are you aware of mainstream development or humanitarian aid programs within the agency that actively integrate persons with disabilities in their activities? What are the strengths/weaknesses of these programs? What are their estimated budgets? Were Disabled Persons Organizations (DPOs) consulted or involved in the program? If so, what was their involvement?
- What are some of the other initiatives conducted by the agency that have promoted disability-inclusive development? Which ones have had the most impact and why?
- What role do you think donor agencies should play related to encouraging disability inclusive program development? How would your respective organization potentially contribute to this effort?
- Are you aware of programs within the agency that are focused on persons with disabilities? What are the strengths and weaknesses of these programs? What was the estimated budget? How were local disabled people's organizations (DPOs) consulted or involved in the program?