

# “It’s a Matter of Attitudes”

Mainstreaming disability issues  
in the Nordic development co-operation  
with developing countries

Part 4. Gender and Children Perspectives

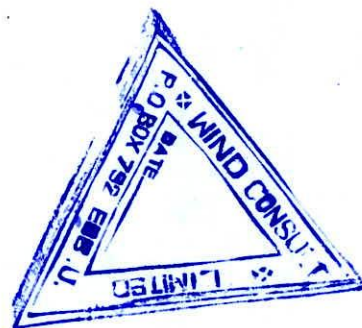
*Good Practice - Good Ideas*

*“Using a medical rather than a social definition of disability has been an important factor in building the concept of disabled people as ‘different’, and has resulted in the provision of specialized solutions that emphasize the differences rather than integrating them.”*

(UNICEF Implementation Handbook  
for the Convention on the Rights of the Child)

A Report from The Hässelby Seminar 25 - 26 October 1999  
SHIA - Swedish Organisation of Disabled Persons  
International Aid Association

SHIA EDITED VERSION – MARCH 2000



12/1/10

1  
362.4  
MAF

*Editing: Erica Olsson e-mail [erica@shia.se](mailto:erica@shia.se)  
Writer: Gunnel Bergström e-mail: [gunnel.bergstrom@telia.com](mailto:gunnel.bergstrom@telia.com)  
Assistant writer: Gia Kjellén e-mail: [gia.kjellen@svipnet.se](mailto:gia.kjellen@svipnet.se)*

*More copies of this report can be obtained from  
SHLA, Box 4060, SE-102 61 STOCKHOLM, Sweden  
tel +46-8-462 33 60, fax +46-8-714 5922  
textphone +46-8-714 59 51  
e-mail [erica@shia.se](mailto:erica@shia.se)*

# Contents

<b>Foreword</b>	<b>5</b>
<b>1. Welcome to Hässelby Castle!</b>	<b>6</b>
<b>2. Recommendations from the Hässelby seminar</b>	<b>7</b>
Policies, Strategies and other Instruments	7
Children's Voices	8
Community Based Rehabilitation (CBR)	9
Gender Analysis	10
<b>3. Listen to the children!</b>	<b>11</b>
<b>Listen to girls</b>	<b>11</b>
<b>... and listen to boys</b>	<b>12</b>
<u><b>Policies</b></u> The Convention on the Rights of the Child	13
The Standard Rules	13
Policies and strategies bring status and make fieldwork easier	14
<u><b>Practice</b></u> Supporting families and schools	15
HÄSSELBY SEMINAR. <i>Education for children with disabilities in Uganda</i>	17
Education is the key	20
HÄSSELBY SEMINAR. <i>Education of deaf children in Nicaragua</i>	22
Sexual abuse against children	24
<u><b>Actors</b></u> UNICEF	25
Save the Children - and their rights	25
<b>4. Listen to women! Listen to men!</b>	<b>27</b>
<u><b>Policies</b></u> CEDAW	27
Beijing and Huairouh 1995	27
The Standard Rules, once more	27
A Gender Equality Checklist	28
<u><b>Practice</b></u> HÄSSELBY SEMINAR. <i>Under the pink and blue blankets</i>	28
Women with disabilities	30
HÄSSELBY SEMINAR. <i>Empowering disabled women in Uganda</i>	32
Education is the key, once more	32
Health and Reproductive Health	33
Violence against women	34

<b>Practice</b>	Diversity in working life	35
	Overcoming suppression techniques	35
	HÄSSELBY SEMINAR. <i>Strong women move CBR forward in Palestine</i>	37
	... and listen to Men	39
	Men can gain from improved gender equality!	39
	HÄSSELBY SEMINAR. <i>Young men produce wheelchairs in Zambia</i>	40
<b>5. Mainstreaming methods</b>		<b>42</b>
	Education on disability/gender/children perspectives	42
	Training of staff	42
	Future diplomats and development workers	42
	Informal networks	42
	Sustainable Disabled People's Organisations	43
	Country analyses and country strategies	43
	Public awareness through culture	43
	Public awareness through media	43
<b>6. Finally</b>		<b>44</b>
<b>7. Summary</b>		<b>45</b>
<b>Appendix 1. Contacts</b>		<b>47</b>
<b>Appendix 2. References</b>		<b>51</b>

## Foreword

At their meeting in June 1998 the Nordic ministers of development co-operation met with Barbro Carlsson, Secretary General of SHIA. She represented Nordiskt Kontaktutvalg, NKU, a network consisting of organisations working with a development co-operation of and for, persons with disabilities. Ms Carlsson talked about the status of persons with disabilities within the Nordic development co-operation. The ministers expressed a wish to support a conference where methods for mainstreaming persons with disabilities in development co-operation would be discussed. NKU, where commissioned to draw up plans for such a conference, in close co-operation with a group of representatives from the Nordic ministries of foreign affairs.

This group decided to organise the conference in the autumn of 2000. To prepare for this conference four preparatory meetings were arranged, each of them with a special topic: **Multilateral aspects** were highlighted in Helsinki, Finland, in August. Two seminars were held in September, one on **education** in Helsingor, Denmark, and one on **health**, in Oslo, Norway. The fourth topic was **Gender and children perspectives**, with a seminar in Hässelby castle outside Stockholm, Sweden, on October 25 - 26, 1999, arranged with financial support from the Swedish Ministry of Foreign Affairs. The seminar gathered some thirty participants from the Nordic countries. Disabled People's Organisations, Development Co-operation Agencies and Ministries for Foreign Affairs were represented.

To prepare for the Swedish pre-meeting a discussion paper was produced, later revised with the outcome of the Hässelby Seminar into "It's a Matter of Attitudes". Swedish Ministry of Foreign Affairs financed two consultants, hired by SHIA, to do the work. Representatives from the Ministry of Foreign Affairs, Sida, the Department for Health and Social Affairs and SHIA formed a reference group to the consultants. What appears in this report though is the responsibility of SHIA only. The report will be used as background material for continued Nordic discussions on persons with disabilities and development co-operation.

In the report you will find good examples and ideas and listen to voices from Denmark, Finland, Norway and Sweden, and from some partners in developing countries. The information is based on interviews, letters, e-mails, telephone calls, presentations at the Hässelby Seminar and literature. The report is far from mapping all activities going on within Nordic Development Co-operation.

"Mainstreaming" is not an empty word. It has a lot to do with attitudes, as the concept means that these topics should be in our minds all the time. In this case, it also means that we must work very consciously with gender and children perspectives. We must avoid the risk of the topics "fading away" in a holistic view but instead making women and men, girls and boys with disabilities visible in all development projects and programmes.

In the Hanaholm Resolution, The Nordic Council of Ministers for Nordic Development Co-operation recommends that "disability-oriented development programmes should be aimed at enhancing equality, full participation and equal opportunity for disabled persons and at the same time focus in particular on the situation of disabled women". The Resolution also states that it should be endeavoured to realise the UN Convention of the Rights of the Child "in practical work for disabled children in the Third World." 69) So, the topics are not new, but nevertheless very urgent!

# 1. Welcome to Hässelby castle!

On behalf of SHIA, the Swedish Organisation of Disabled People's Association and the Ministry of Social Affairs, Ms Barbro Carlsson bid welcome to the fourth and last preparatory meeting before the Nordic conference on mainstreaming disability issues in the Nordic development co-operation with the developing countries. These meetings were discussed already one and a half years ago, when Ms Carlsson met with the Nordic Ministers of Development Co-operation, who were enthusiastic about a collaboration in a Nordic spirit.

## **Visible and again invisible**

The Hässelby seminar focused on gender and children perspectives. Ms Carlsson reminded us about the Beijing + 5 conference that will take place in June 2000. "There is still a lot to be done, for women to be more equal around the world," she said, bearing in mind the UN Conference on Women, in Beijing 1995. "This was a real breakthrough for women with disabilities. For the first time, we were visible during a big UN Conference. Seminars, demonstrations and press conferences were organised to highlight our situation."

"It is of vital importance that the Nordic countries are active in the same way in the follow-up conference in New York. It is of vital importance because otherwise women with disabilities will become invisible again. I haven't seen a single word about them in the documents for the next conference," Ms Carlsson warned. "I have not seen a single work about women with disabilities there!" she said.

Ms Carlsson chose one good example from this report of how women can strengthen each other: "The World Blind Union has succeeded to do an incredible thing - to create women's committees on regional levels all over the world. These committees may serve as a model for women's work in other disabled people's internationals. This model can also be applied in gender-specific work from the Governments.

## **Ten years of Children's Rights**

From being invisible, also children are getting more and more spotlight in the development co-operation. For instance, The Convention on the Rights of the Child, CRC, was adopted ten years ago, with a special paragraph on children with disabilities. "It is very important that we in all possible ways follow up the CRC and make sure that children with disabilities get more attention. That is why Sweden is preparing a special policy on children with disabilities in the development Co-operation."

Ms Carlsson said. She also wanted to pay more attention to one special group:

"Children at war and refugees. Their situation was made very clear in connections with the wars in Bosnia and in Kosovo and it suddenly came very close via television. 8) SHIA is now trying to map what happens with disabled children, mentally retarded children, children in institutions, children with visual and physical impairments, when they have to flee their homes.

## **Disability issues within the UN system**

Women and children with disabilities are issues that need to be strengthened also in the United Nations. In the beginning of 2000, the Standard Rules on the Equalization of Opportunities for Persons with Disabilities and the special Rapporteur will be evaluated. "I wish that we could act unanimously in relation to our Governments, in order to enhance the Standard Rules, especially concerning women and children" Ms Carlsson urged.

## 2. Recommendations

During the Hässelby Seminar the following topics were discussed in four groups: policies and strategies, community-based rehabilitation, children's voices and gender analysis within the development co-operation. The text below contains all recommendations made in group discussions and does not view a general consensus on the topics discussed.

### Policies, Strategies and other Instruments

#### 1. Disabled people are full citizens of a country

This means that their needs should be part of all activities and policies of governments, the United Nations, International organisations etc. The needs should be reflected in both bilateral and multilateral development co-operation policies (within for instance UNDP, the World Bank, UNICEF, ILO, WHO, UNESCO and the High Commissioner's Office).

A programme is more efficient if disability is included from the beginning. The bus directive of the European Union is one example, where it would cost a fortune to include disability measures at a later stage.

The Nordic Governments should decide that their development co-operation agencies should practice the disability component in all their activities and in doing so consult the DPOs.

The Governments should furthermore influence the UN system and the EU to adopt the disability component.

A Nordic Consultative Body consisting of the development co-operation agencies and Nordic DPOs should be established.

#### 2. The Nordic Governments should decide that both their development co-operation agencies and their foreign offices should produce policy papers of their own.

DPOs should be included in the co-operation.

Country strategies should reflect the disability component. On the programme level, the co-operating partners should work out a checklist regarding children and gender.

International documents on disability issues are important to use. The Standard Rules on the Equalization of Opportunities for Persons with Disabilities is one example. The Convention on the Rights of the Child also includes disability aspects.

#### 3. The Standard Rules on the Equalization of Opportunities for Persons with Disabilities

are to be revised in 2000. The Nordic Governments should agree upon how to promote the Rules at the meeting of the UN Commission for Social Development in February and at the meeting of the UN Commission on Human Rights in March/April 2000. They should try to get support not only from EU member states, but also other countries.

The Governments should include a representative of the DPOs in their delegation to these meetings.

The Governments should try to strengthen the text in the Rules regarding children, gender and human rights by an amendment in the text.

The Governments should decide that in all development co-operation of the Nordic countries, the Rules should be highlighted to create a platform for further concrete action.

In all the Nordic countries, resource kits on how to use the Rules at the municipality level have been produced. These resource kits should be prepared for use in developing countries.

## Children's Voices

**1. Political commitments on the rights of children with disabilities need to be taken by the ministers** in the four Nordic countries. This is the most important part of the mainstreaming process. If there are no binding commitments, the ministries can avoid the issues. The Swedish strategy for children with disabilities in developing countries is under preparation and may serve as a model for other policies.

What can be done by the countries together? What can be done by the separate countries?

**2. The following documents need to be used** all the time, as the governments have signed them:

- The Standard Rules on the Equalization of Opportunities for Persons with Disabilities
- The Convention on the Rights of the Child
- The Declaration of Human Rights
- Education for all - the Salamanca Declaration

A Nordic Forum for these issues ought to be created.

**3. The Governments ought to commit themselves to raise the issues every year** at all relevant levels and in all organisations within the UN system.

**4. The Governments shall commit themselves to adopt a Plan of Action** for children with disabilities. This plan should include implementation and how it ought to be followed up.

**5. The Governments ought to commit themselves to change the non-balance** between donors and recipients that is a big problem in the relations with the partners in the developing countries.



## Community Based Rehabilitation (CBR)

### 1. There is a need to analyse all aspects around Community Based Rehabilitation.

There are many interpretations of the content of a CBR project. CBR programmes are concentrated around different fields like physiotherapy and awareness, income generating activities and vocational training. CBR projects are also carried out on different levels, local as well as national. There is therefore a need to analyse all aspects around Community Based Rehabilitation to reach a common understanding of all its aspects.

Disabled People's Organisations are a prerequisite for influence and self-representation for persons with disabilities in CBR programmes. An important component in CBR programmes is to change attitudes. DPOs here play a central role in changing attitudes and showing role models. CBR programmes have to deal with negative attitudes in the society towards women and children with disabilities. Attitudes also have to be changed among people with disabilities themselves and among parents towards their disabled children.

CBR is to take into account all the aspects of a disabled person, but this is not to be interpreted as if participation in a CBR programme is the whole life of a disabled person - only a part of it.

CBR gives support to people with disabilities to find new ways in life.

### 2. To enable participation for women is to enable influence on the leadership of the projects.

Within the DPOs it is also important to create women wings and parent groups, who can have influence over the direction of the project.

CBR can be a good arena for information on HIV and AIDS and may also be used by specific HIV/AIDS organisations etc.

CBR can be important for children in helping with

- Registration at birth
- Sufficient mother care
- Education - a prerequisite for participation later in life.

### 3. Participation for children is difficult to ensure, but it is important not to give up. At the same time, it is very important to involve the parents in all the aspects of their children's lives

-Empowering the parents mean that they will get a better attitude towards their children with disabilities, that they will meet with other parents in the same situation and get some chance to be freed from the responsibility at times.

-Parents of disabled children may act as role models for adults and for young people with disabilities.

### 4. Organise a joint Nordic seminar on CBR, involving CBR actors (DPOs North/South, CBR workers, development agencies, departments concerned North/South), in Africa, Asia, Latin America, revealing good practice and hindrances with special focus on gender, women's participation, children and their parents

### 5. Enable a South to South exchange of CBR experiences with the same focus as above.

## Gender Analysis

The governments are recommended to make political commitments.

- 1. All Nordic governments should work out a policy paper** on how to integrate the needs of persons with disabilities in the different sectors and channels of development co-operation.

In the process of making such a policy paper, organisations of persons with disabilities, DPOs (including women's organisations) should be partners.

- 2. Promote equality between men and women** are the objective of gender analysis.

In this work, you need

- A Gender Equality checklist in development programmes.
- to make use of good examples, success projects, on how improved gender equality is obtained in different sectors within the development co-operation .
- to analyse bad examples as well,

- 3. Make active use of international conventions and declarations.**

Focus on UN Convention on the Elimination of All Forms of Discrimination Against Women. Use the Convention as an instrument to improve the situation of women with disabilities and work closely with organisations of women with disabilities.

- 4. Secure documentation by studies and research in all agencies for development co-operation**

- Decide on focus areas and initiate studies for documentation
- Make sure that basic data concerning gender is recorded/reported in different programmes (e.g. users of health services)
- Analyse the issue violence against women and publish statistics
- Study democracy, and to what extent women with disabilities participate in the political process and decision-making process.
- Study the situation of financial rights for women and how the effects of micro-credits schemes are encouraged to be implemented in different programmes for women with disabilities
- Documentation in all development programmes has to find gender balance - and that gender specific statistics are published, especially in programmes where both men and women are user of services

- 5. Raise awareness via media about gender issues**

Use newspapers, journals, TV, radio etc to discuss attitudes and to disseminate information about women and men with disabilities and their respective needs.

**6. Upgrade the Standard Rules to a UN Convention**, which will be more binding for the Governments. All the Nordic Governments should work for this upgrading.

- There is also a need to improve the content of the UN Standard Rules for the Equalization of Opportunities for Persons with Disabilities, so that it gets a sharper focus on women and children with disabilities.

### **3. Listen to the children!**

#### **Listen to girls . . .**

"I am Chantal Rex. I am a 17 years old disabled youth representing South Africa. I was born with Spina Bifida, a condition in which the spinal cord does not fuse completely during foetal development, but is split, thus exposing part of the nerves, which become damaged during birth. 39) As a child I thus needed many operations to enable me to use my limbs effectively. I have since birth required constant medical attention, and living in a rural area far away from good medical facilities made this very stressful for my parents to cope with."

#### **International debut**

Ms Chantal Rex presented her paper at the International Children's Day, on October 6th, 1997. A thematic discussion on childhood disability was then held in the United Nation's office in Geneva, Switzerland. This was the first time ever, that the international community had been addressed by children with disabilities. There is always a risk that you use children and young people as symbols to draw attraction. The audience noticed that this was not the case: Chantal Rex and her friends were very well able to represent themselves and other youngsters with disabilities.

#### **The President's attention**

In an interview, Ms Rex told that the conditions for people with disabilities were worse during the apartheid era, but things began to move forward when Nelson Mandela took office. The rights of persons with functional impairment came high on the list of social changes. On his 78th birthday, President Mandela gave a three-day party in his home for 200 disabled children and youngsters. It was a special event: "Just the experience of meeting other disabled people was incredible", said Chantal Rex. "We have always been segregated, with blind people by themselves, the deaf by themselves, and those with physical and mental disabilities by themselves. We have been marginalised, pigeon-holed."

Ms Rex ended her official speech by appealing: "Disabled People throughout the world are standing up for their rights. Please do not stand in our way of leading a better life. We demand the recognition we deserve. Don't pity us, become actively involved and support us!"

#### **Disabled Children Action Group**

Chantal Rex represented Disabled Children Action Group, DICAG, in South Africa. DICAG is an affiliate of Disabled People South Africa, DPSA, and is committed to the promotion and protection of the rights of children with physical, intellectual, psychiatric, genetic and sensory disabilities. The specific reference is to the prevention, rehabilitation, social integration and equalisation of opportunities through the mobilisation and empowerment of children, parents and guardians. They are supported by Swedish Save the Children

### **. . . and listen to boys**

"My name is Christopher Galada. When I was a child, there was no school for deaf people where I was living. My mother left me in Transkaii. I came to Cape Town seven years ago. 34). I go to school now and learn. I try to keep the younger children from fighting. I get no support and can't pay for my trips to school. I am all alone. Now I have got a bed in a youth hostel. At first, I was the only one who was deaf, but now there are two more. Many of those who live there drink and use a lot of drugs, it is not good."

This is an excerpt from an interview with Mr Christopher Galada, who is 17 years old. The interview was interpreted by one of very few sign-language interpreters. Mr Galada is a member of the newly founded youth section DYSA, Disabled Youth South Africa, with close links to DICAG. Christopher Galada would like to study science and mathematics at the university.

### **Children cannot wait**

- At least 150 million of the world's over 500 million disabled persons are children. 39)
- Only 3 percent of children with disabilities have access to rehabilitation, and less than 2 percent of children with disabilities attend schools
- Around 10 per cent are expected to survive their twentieth birthday.
- About 80 percent of the world's disabled persons live in developing countries, mostly in poor rural areas
- Only one per cent of children with disabilities living in developing countries can count on any help.

### **It's a matter of attitude**

Investing in early childhood development prevents damages that will be too late to heal at school age. Therefore, children with disabilities perspective should be included at the early stages in planning of a project. It should also be integrated in the work done by WHO, UNFPA, UNICEF and other international organisations.

In UNICEF's Implementation Handbook for the Convention on the Rights of the Child, it says: "Using a medical rather than a social definition of disability has been an important factor in building the concept of disabled people as 'different', and has resulted in the provision of specialized solutions that emphasize the differences rather than integrating them." 41) Indeed, it's a matter of attitude. You have to turn to the whole society, because the attitude of the surrounding is a strong obstacle.

## Policies

### **The Convention on the Rights of the Child**

In November 20th, 1989, the Convention on the Rights of the Child, CRC, was adopted by the UN General Assembly. All UN Member States have ratified the Convention, except for the United States, that has only signed it, and Somalia that has neither signed nor ratified it.

The Convention defines a child as every human being under 18, unless national laws recognize the age of majority earlier. The Convention is based on the following general principles:

- States shall ensure that each child enjoys full rights without discrimination or distinctions of any kind (art. 2);
- The child's best interests shall be a primary consideration in all actions concerning children whether undertaken by public or private social institutions, courts, administrative authorities or legislative bodies (art. 3);
- Every child has an inherent right to life and States shall ensure, to the maximum extent possible, child survival and development.
- Children have the right to be heard (art. 12);

In article 23 on the needs of children with disabilities it says that disabled children shall;

- have the right to protection and preparation for life skills and employment
- access to education, health services and adequate nutrition
- access to sport and recreation
- the right to a safe and supportive environment free from exploitation and abuse.

Some say that article 2 is even more important for children with disabilities: It concerns non-discrimination, and that it is the State's obligation to protect the children and take positive actions to promote their rights.

There is a great need for awareness raising concerning children and their rights. It would probably be most useful if children could start at school to learn about human rights issues to integrate these into their thinking. The Convention should be integrated in all human rights projects.

### **The Standard Rules**

There is no special Convention on People with Disabilities. But on December 20, 1993, The Standard Rules on the Equalization of Opportunities for Persons with Disabilities were adopted by the UN General Assembly. These 22 rules express distinct standpoints of principles concerning rights, opportunities and responsibilities, and make concrete proposals concerning ways in which national governments can remove obstacles to persons with disabilities and create an accessible society. 39) 71)

Since then, the UN Special Rapporteur Bengt Lindqvist has sent out questionnaires and monitored how the Rules are implemented in different countries. The Rules have led to new initiatives, laws and development plans in e.g. Sri Lanka, Mexico, Japan, South Africa and Uganda. Being a Swede himself, Mr Lindqvist has remarked, that for instance Sweden ought to strengthen the legislation on accessibility and discrimination.

Most of the Standard Rules are relevant to disabled children, for example:

- Rule 1. Awareness raising should be an important part of the education of children with disabilities and in rehabilitation programmes. Awareness raising should be part of the education of all children and should be a component of teacher-training courses and training of all professionals.
- Rule 6. Education - where children are mentioned specifically.

#### *Strengthen children and gender perspectives*

The second period of the mandate of the Special Rapporteur will come to an end by the year 2000. The UN Commission for Social Development has to make a decision in February on what will happen in the future with the Rules and the Rapporteur. This gives a chance to have a crucial look at the Rules. There are a number of areas that are not very well covered – Human Rights, Children and Gender perspectives et cetera.

#### **Policies and strategies bring status and make fieldwork easier**

Several countries have special strategies or policies on children, on gender, on disabilities and on development co-operation. Very few strategies or manuals on ministerial levels have mainstreamed all these issues in the same document, but at least some examples show a "cross-mainstreaming" ambition:

#### *A Danish Manual on Children and Youth*

Danida, The Danish International Development Assistance at the Royal Danish Ministry of Foreign Affairs, has developed a Manual on the Integration of Children and Youth Protection. The Manual has been elaborated within the Danish Sector Programme Support. It is divided into sections on basic principles and main priorities of the CRC followed by standard terms of reference and UNICEF guidelines. 7)

The specific sectors are health and sexual and reproductive health and rights; education; agriculture, forestry, livestock and fishery; water and sanitation; transport; energy; environment; indigenous peoples; human rights, media, poverty alleviation and women; decentralisation, institutional building, public administration and economy. In all these areas there are special sections on disabled children and youth.

International instruments, declarations, plans of action and relevant charters are also included in the Manual. It has been sent out to the embassies and it is then up to them how it will be used. A method has recently been elaborated in which it only takes two minutes to learn how to use the Manual. It is too early to evaluate the results.

The Manual states that it is important to realise that by ratifying the CRC, the countries in the North have taken on a responsibility to support the developing countries. The Convention is a common international responsibility. The developing countries should not ratify the CRC if they were not aware that they would get help from outside to implement it. According to the manual, this is unique with the CRC.

### *Swedish Strategies and Position Papers*

The Swedish Parliament has ordered a review of children's issues within development co-operation, which will be presented in 2001. The Ministry for Foreign Affairs is responsible for these strategies that are aimed at mainstreaming Sweden's international development co-operation for the best interest of a child from a rights perspective. The strategies will embrace vulnerable children in six groups:

1. Child labour
2. Children with disabilities
3. Children in institutions
4. Sexually abused children
5. Children in armed conflicts
6. Children and HIV/Aids

Children with disabilities are vulnerable in all six contexts.

SHIA and Swedish Save the Children have written some points of departure for a Swedish Strategy on children with disabilities in development co-operation. The following corner stones have been identified for building the strategy. 5)

- Make children with disabilities visible in all contexts
- Promote the children's right to be respected
- Promote the right of education and development
- Involve the children themselves and their representatives
- Use international agreements as tools
- Influence international work

The position paper "Sida's development co-operation for children and adults with disabilities" was published spring 1999. Many topics concern children, for instance: CBR, The Standard Rules, and The UN Convention on the Rights of the Child, Support to education for children with special needs. Sida finds it important that development co-operation is carried out together with disabled people's organisation and other non-governmental organisations. 4) 65)

## **Practice**

### **Supporting families and schools**

Support to children with disabilities in developing countries needs to be put in a broader perspective. The whole family has to be supported so that the parents develop enough daily power and also find some time for themselves to recharge their batteries.

The Nordic countries are actively involved in different kinds of projects and programmes that are targeting children and their parents in developing countries. Some of them seem to have a wide outreach. It is important to mainstream these issues in several sectors and disparate ministries - social, education, culture etc.

- In Matare training centre in Kenya, mentally retarded pupils are from 5 - 20 years old. It has a small lot where the pupils grow vegetables and where they also have rabbits. The school is segregated, as it is very difficult to integrate children with disabilities in this slum area. It is a problem how to take care of them when they are too old to go to school. In connection with the school, there is a network for these children and their parents, a very heterogeneous group. The Parent Mobilisation Resource Group is a Norwegian Model, here applied by the Finnish FDUV and SHIA.
- NFU, Norwegian Association for Mentally Retarded started to parents because the DPOs in the co-operation countries found it difficult to gather parents and associates to solidarity actions for rights as access to schools, health support etc through official systems. The following organisations have participated: DICAG/South Africa, LSMHP/Lesotho, ZACALD/Zambia, UAMH/Uganda, TAMH/Tanzania, ZPHCA/Zimbabwe, APEIM/Mauritius and NPAG/Jamaica.
- The Parent Mobilisation Resource Group, PRMG, is a successful model for involving parents and people who are associated with the child. PMRG has been working towards a situation where parents are able to participate in forming of both state and private actions for children, in creating policies and in training of professionals. Quite some material has been produced and several training courses have been organised. Today, PMRG is a resource and consultant group in African countries, that supports parents organisations and authorities in developing locally based activities for people with disabilities.
- A multi-sectorial CBR programme in Uganda prioritising children with disabilities is run by NUDIPU and three Ugandan ministries: Ministry of Gender, Labour and Social Development, Ministry of Health and Ministry of Education, with support from The Norwegian Association of the Disabled. Children and women are the main target groups.
- The Finnish Association on Mental Retardation is supporting an ABC programme (CBR) in Mozambique. The support is especially aimed at activities concerning mentally retarded children, and a part of it is channelled to a parents organisation.
- In India, the organisation Reach has been supported by the Swedish National Society for Persons with Mental Handicap. Reach is working both with deaf children and with mentally disabled children. A Habilitation Centre in Calcutta has been established. Reach is broadcasting "awareness programs" on TV. The organisation connects teachers with special education teachers and mentally disabled children with non-mentally disabled children. Now, the project is finished, but Reach is still active with parents education where some have gone further by educating other parents.
- The Association of the Swedish Deaf and Blind supports a training centre in Kenya for teachers in Kenya, Uganda and Tanzania. There are regular workshops, and a manual on deaf/blind issues has been published. The Hilton/Perkins Foundation in Boston sends experienced teachers from Norway, Denmark, Finland and the USA to train teachers in Kenya and Uganda.
- Two good examples of involving parents, including fathers, are found in Romania. Romanian families with disabled children spend the holiday on the coast of the Black Sea together with Swedish families who also have disabled children. Romanian children with disabilities have not been out in open society very much, so this is a big event for them, their families and for the surrounding society. It is also of vital importance that the fathers are present. This proves that taking care of children - and children with disabilities, is not only a female duty and pleasure. These activities are organised by Swedish and Romanian Save the Children and The National Swedish Association for Disabled Children and Young People, RBU.



- AURORA in Bucharest is a centre for physically disabled children, where they can go after school. The centre organizes male weekends where fathers and other men can meet and share emotional and practical experience. It is run by a Romanian parents organisation with support from Swedish Save the Children and the Stockholm branch of The National Swedish Association for Disabled Children and Young People (RBU).

#### *Self confidence in Sri Lanka*

Kalamulla is a fishing village in the Kalutara district, Sri Lanka. Mr Antony Fernando and his wife Mrs Kanthi Jayasundare are living in a little house, where the brick walls are plastered and painted white. Their son is severely mentally disabled. 39) The father used to work in the government hospital. The wife is not employed and she is the one who takes most care of their son, Mr Sujith Nisantha, who is now 24 years old, but with a child's mental capacity. They did not want to leave their son in an institution, but wished to take care of him at home.

"We had a lot of problems in the beginning, and I felt very tense", says the father. "We do not take our son out, only when he needs to go the hospital. People around will look at him as if he is an animal brought from the zoo. But there are a few who sympathise." The mother is a member of the Cultural Rehabilitation Foundation. She has received not only money and assistance, but also useful contacts with other parents. "When there is a disabled child in the family, you can feel depressed", she says", but when I started working with other parents in a similar situation, it helped me to gain self-confidence." The SHIA Foundation in Sri Lanka is supporting the National CBR programme and is at the same time trying to create a sustainable district CBR model. Kalutara is one district where such a model will be elaborated.

#### HÄSSELBY SEMINAR

##### **Education for children with disabilities in Uganda**

Who would believe, under the suppressive regime of Idi Amin in the 1980s, that Uganda would be one of the most interesting countries to develop Human Rights for people with disabilities? Today, it is. But there are still two groups of people whose living conditions are very difficult to tackle - women and children with disabilities.

#### *Parents organisations just started*

The Danish Council of Organisations of Disabled People (DSI) has been active in Uganda since 1994. DSI came to Uganda upon the request of Danida, the development department within the Ministry of Foreign Affairs. Danida had already been working for some ten years with national education programmes in Uganda and Kenya, and asked DSI to add an important component - to organise a national decentralised users movement including parents. At the Hässelby Seminar in late 1999, Mr Wulffsberg from DSI admitted: "We have still not succeeded in organising the parents in a way that reflects other things in the movement. We have only reached a starting point. Organisations of parents are almost at the same stage as the adult disability movement 10 - 15 years ago. And almost no movement is working for disabled children and youth today."

#### *Disabled people on all political levels*

Even if the parents' organisations are not established yet, a lot of other things have been achieved. One of the first things that DSI got involved in was trying to get disabled men and women together - to build a movement and get into politics. In 1994, there existed a small activist disabled people's movement in Uganda, consisting of about 100 self-help groups. They were working from a Human Rights perspective. DSI chose this movement now called NUDIPU, National Union of Disabled

People Uganda, as a partner. Another organisation became the second partner - Disabled People South Africa. "In Denmark, we are used to working from a welfare model, from a dialogue", said Mr Wulffsberg. "We have no anti-discrimination legislation, but DSI has learnt a lot from the Human Rights strategy, that the DPOs use in Uganda."

The Constitution of Uganda from 1995 has provisions of affirmative action towards vulnerable groups in society, among these are persons with disabilities. These insights are also reflected in the Parliament, where people with disabilities have five seats - one person - man or woman - representing each of the four regions of Uganda and one woman representing women with disabilities nation wide.

#### *Free primary education for one disabled child*

The disabled parliamentarians sit in 6 to 7 commissions that work with corruption, health issues, education, poverty alleviation etc. Their presence has already shown some results, which Mr Wulffsberg told about: "The president Museveni wanted a review of the education sector, and he decided to grant free of charge four children of each family for primary education. The disabled people's parliamentarian went in and lobbied that out of those children - if there is a disabled child, he or she would be the first one to go to school. But of course there are problems - not every family would accept that an autistic girl would go to school, but not her brother, if he is number five and has no disability." 17)

#### *45.000 volunteered as disabled*

On the political level under the Parliament, 2.000 seats are secured for people with disabilities - 1.000 for men, 1.000 for women. These politicians have been elected by 45.000 people who volunteered to identify themselves as disabled and work as councillors at a local level. "This has had an enormous effect", said Mr Wulffsberg. "Imagine this in a society with so much prejudice against disabilities. Many people connect it with witchcraft or just think that it is contagious. It is far from prestigious to be a disabled person."

#### *National Plans and Programmes*

To be able to live up to all the goals in the Constitution, there are National Plans of Action (NPA) for women and for children, a national gender policy, a Ugandan programme for children and a National Council for Children. In these programmes, disability is included as a result of the movement's work. 74) 75) The Uganda National Programme of Action for Children, UNPAC, was issued by the Ministry of Financial and Economic Planning, which is a ministry of high status. This was done in co-operation with NGOs and international agencies immediately after the World Summit for Children, held in New York in 1990. The Programme is there to protect the rights of children with disabilities to equal access to health services, education and freedom from discrimination. A National Council for Children and its Secretariat should support the implementation of the goals.

#### *800.000 children with disabilities*

Half of all Ugandans are children, and a significant proportion of them live under difficult circumstances being effected by hazardous work, armed conflict, mental and physical abuse, neglect, violence, drug abuse, family disintegration, poverty and environmental degradation. Around 800.000 children in Uganda have disabilities. Most of these children have little access to education, health care or recreation, and they are ill prepared for employment. Apart from their mental, physical and sensory disabilities they are disadvantaged and discriminated by the society.

#### *Training teachers in special education*

Several activities now focus on children with disabilities. Integration of children with disabilities in formal and vocational training schools is one issue to deal with in Uganda. On an average, about seven pupils are integrated in formal schools per year. Due to lack of trained special teachers to handle some of the cases at lower levels of formal education, integration of children with disabilities has not been fully realised. "Few children attend special schools. Our advice to the movement in both South Africa and Uganda has been to keep the special schools and to develop small competence centres instead of just closing the special schools", said Mr Wulffsberg.

EARS is a project on special education of disabled children. It is aimed at training special teachers and at building up a network of centres where disabled children can be examined and further impairment be prevented. In 1998 centres had been established in 39 districts. 225 special teachers had been trained and about 1 200 teachers have participated in courses on teaching disabled children.

#### *Parents coming up*

"There is one interesting thing - parents of disabled children are not recognised by the disabled people's movement of Uganda. We are not equal partners, even though we have the right to represent our children". However, during the last years, several parents have been sensitised in disability management and ways of enhancing development among people with disabilities in their respective communities. "We see a change coming up - NUDIPU has now decided that they want to include parents in their movement," said Mr Wulffsberg.

#### *DSI and NUDIPU are the watchdogs*

The international donors are obliged to follow the National Plans of Action in Uganda. Among these donors, Mr Wulffsberg mentioned UNICEF, WHO, World Bank, UNDP, Unifem, ILO, Sida, NORAD, The Finnish Ministry for Foreign Affairs and Danida. "But very little attention is given to the NPAs", he said. DSI's lobbying work has had various results. Unifem gave 200 000 US dollars for a research programme on needs of disabled women. WHO granted consultancy support to the ministry of Health. The World Bank has not given any support so far, and a meeting with UNICEF was not successful either: "UNICEF runs a few Community Based Rehabilitation programmes. But they do not want to mainstream children with disabilities", concluded Mr Wulffsberg. "UN organisations or other international donors do not usually invite DPOs from developing countries, but they open the door for us," he said. "Therefore, we can act as facilitators for DPOs who want to come in contact with international donors." DSI and NUDIPU act as watchdogs to make sure that people with disabilities are mainstreamed and that resources are allocated for their needs - from global to local levels.

#### *Is it too expensive?*

In Uganda, DSI tries to do more for people who are marginalised because of their different disabilities even within the disabled people's movement, like for instance epilepsy, mental illness, diabetes, autism and heard of hearing. The blind, deaf and mobility-impaired people play the prominent roles. They assisted the Ministry of Health to establish a section for disability. A team work from Norway and DSI resulted in guidelines for 15 different disability groups that should be addressed within primary health care. The work was included in the Ugandan government priority for the district health care. "But when the donors met with the government, people from Danida took out the disability component, saying 'It's too expensive'. This shows how difficult it is and how detailed you have to be", summarised Mr Wulffsberg. "In fact, it is very simple: It is much more

cost-effective to integrate disability issues and mainstream programmes. The alternative in developing countries is not segregated programmes but total exclusion because of the little resources. If we want things to change, we have to affiliate to agencies, programmes and projects, for instance the UN Aids programme” said Hans Wulffsborg. “We have to use the existing instruments.”

### **Education is the key**

In developing countries, it is estimated that 130 million children of primary school age can neither read nor write. Most of them are girls. This is stated in the UNICEF’s annual report on children’s situation around the world. Worldwide, about three per cent of people with functional impairment can read, and only one per cent can both read and write.

#### *Inclusive Education welcomes all children*

The principle of inclusion in The Salamanca Statement and Framework for Action on Special Needs Education from 1994 means that ordinary schools should accommodate all children, regardless of their physical, intellectual, emotional, social, linguistic or other conditions. 64) There is a distinction between the older term INTEGRATION, where mainly the child is adjusted to the environment, and on the other hand the more modern word INCLUSION, where the environment is adjusted to the child. Deaf children need to get education in their first language, sign language. If this need cannot be met in a hearing environment, necessary alternatives are special classes or units for pupils who are using sign language. Children with disabilities also need role models and mentors.

#### *Vietnamese inclusive work*

Vietnam has experience in organising Inclusive Education with support from Swedish Save the Children. It is a part of a comprehensive Community Based Rehabilitation programme. Children with all kinds of disabilities - hearing or visual impairments, physical disabilities, mental disabilities, epilepsy et cetera are involved. 42) 73) The project addresses out-of-school children who have mild, moderate or severe special educational needs, and children who come to school and are likely to drop out because of inadequate attention and support.

Some years ago, an evaluation team stated that the main benefits for the children are their improved social integration, self-confidence and hopes for the future. Not only can children with disabilities learn, but that they can also learn in the regular education system, an assumption often questioned in Vietnam.

The training and their external consultant was very successful in

- changing attitudes from advocating segregation to support for the inclusion of children with special educational needs;
- creating a deep understanding for every child’s right to inclusion in the regular education system; and
- developing attitudes that promote the search for solutions to problems that arise during the process of improving the quality of education provided for children with special educational needs in the regular education system.

Recently, a programme officer gave a comment on the development: “We have been implementing it in our country for a long time, since 1991. It is a long process and it took about 4 to 5 years for the education people to be fully aware of it and convinced. So far, what has been successful might be the mobilisation of children with disabilities to school, the acceptance by schoolteachers and other

children, change in attitude among community people. However, we still have a long way to go, because it is not yet a wide practise, it is only in some pilot project areas.

So far, we have been able to include blind children and speech impairment/hearing impairment in regular schools. Children with physical disabilities are not a problem - they have always been there. The most difficult is to try to include children with mental retardation. We are not only talking about academic achievement, but also aiming at social inclusion and in this case it is working well. Our challenge now is to make inclusive education really functioning because taking into account our present education system which is characterised by crowded class population, traditional teaching methods, not well trained teachers, lack of facilities, hard assessment system, low level of child participation etc, it is not at all easy. However, we have started a one year pre-service training on inclusive education, and I believe that there will be a change in one or two years time, in a faster way."

#### *Towards inclusion in Ethiopia*

The "Support to Special Education in Ethiopia" - project (SSEP) was launched in 1994 as a continuation of Finland's ten-year long support to special education in the country. SSEP's implementing part was the Ethiopian Ministry of Education, and the University of Joensuu provided supporting services. 59) A report from 1997 states that the Ethiopian society was taking definite steps to shoulder the responsibility for the disadvantaged people. New units for special education started for the disabled children, most often in connection with ordinary schools. Training at the certificate and BA- and MA-degree levels in special education was initiated. The large CBR programme includes independent living, gender perspectives, academic studies, advanced research and skills training of teachers. Due to the ongoing war, the programme is not functioning the way it used to do.

#### *Supportive education in Zimbabwe*

In a school in Zimbabwe, children with visual impairments or learning difficulties are offered supportive education in a special class-room. Their teachers have some training in special education and how to use tactile means of assistance. Two teachers meet these children twice a week to help them catch up with the education. There is also a mobile education programme, where teachers travel around and train other teachers in special education. The Ministry of Education has run these activities.

#### *Teaching sign language to parents and relatives*

The Finnish Association of the Deaf has been involved in a CBR programme in Mozambique in co-operation with MICAS and KEPA Mozambique. Deaf adults have taught sign language to the parents and relatives of deaf children and also to other people who communicate with deaf children. Associations of the Deaf want to bring to attention the significance of Paragraph 21 on the Salamanca Statement, which underlines the right of the deaf and deaf-blind to attend their own schools and to study in their own language. This paragraph should always be mentioned when speaking about inclusive education.

### **A long and winding road to sign language, education of deaf children in Nicaragua**

"It is terrible to see a child, whose eyes are really talking, but who is not able to express him- or herself in any language. To have a language is a right and the basis of all learning in life. Therefore, it is so important that deaf children get a sign language as their first language." In many countries, Kerstin Kjellberg has met deaf children without any language. This happened again when she first visited Nicaragua, in 1990, as the international secretary of the Swedish Association of the Deaf, SDR, she saw the same pattern: "One big obstacle is that society wants deaf children to learn spoken language and how to speak."

#### *Showing is the best way of convincing*

"We cannot come from Sweden and tell that it should be in this or that way", said Kerstin Kjellberg. "We have to take one step at a time and SHOW what is good for deaf children to convince both parents and teachers of the best way." In 1990, there were no special deaf schools in Nicaragua. Ms Kjellberg found deaf children when she visited a school for disabled. "This made us sad. Deaf children were mixed with mentally retarded children and were taught how to use scissors, knife and fork, dress, wash etc. This was very good for mentally disabled children, but not for these deaf children who knew it already. They had no language, and their teachers gave them instructions by pointing a finger to them, as if you were giving order to a dog." The children left school without knowledge and language.

#### *Few deaf children in nuclear families*

There are more children born in Nicaragua than in other countries in Central America. Very few grow up in a nuclear family, where they have a mother, father, brothers and sisters. Another situation is that a deaf child has two or three siblings who have the same parents, and that the mother is alone with the children. It could also be that a deaf child has two or three brothers or sisters, but none of them has the same father. The grandmother could bring up a deaf child, if the mother has met a new man who does not want to have a deaf person in the family. It is also common that a deaf child grows up in a family where both the mother and the father are drug or alcohol abusers.

#### *Four hours at school*

The school system in Nicaragua is not very well developed, and the education budget was earlier cut down during some years. A very large group of children, also non-disabled, are still not embraced by the school system. Among deaf children around 95 per cent are illiterate, due to both the school system and the education method. Both hearing and deaf children go to school only four hours a day. In the big cities, there are so called deaf classes for every stage. In smaller towns and in the villages, they collect all deaf children from class 1 to 7 in the same group. Furthermore, there is a lack of pedagogical education for the different levels. There is now a discussion going on with the ministry of education about starting deaf classes within every school. Deaf children and youth have to know quite a lot of Spanish, to be able to participate in the society, i.e. to become bilingual. "But first you need sign language as your first language, to be able to later on learn some Spanish", Ms Kjellberg emphasised.

#### *Sign language classes*

SDR started a project together with the deaf organisation in Nicaragua, first called ANSNIC, later on APRIAS. Sign language classes were organised for young people who came to the organisation. The teachers were deaf adults, who had a fully developed sign language and some knowledge of Spanish. Little by little, the deaf organisation started to give information to parents of deaf children. ANSNIC

has educated parents from different regions to become information officers, who in their turn visited parents of deaf children in their homes.

#### *Astonishing results*

After some years, there were grown up deaf people, who were ready to work as sign language teachers and began by organising sign language classes for parents. They also gave information about how much influence sign language has on the development of the child. Slowly but surely, the attitude towards sign language was changing in a positive way. Many parents were astonished, when they saw what their children were able to do, and they saw the improvement of the communication.

#### *Sign language dictionary*

A dictionary was also needed, for self-studies, or for learning new signs. There was neither a dictionary nor education material. SDR decided to start a sign language project, and a group of deaf, started to collect material for a dictionary. As their knowledge of Spanish was not very good, a deaf man from Brazil was asked for help. It takes a lot of work to produce a sign language dictionary. You need a video and a camera to catch different signs. Afterwards you can draw or print the signs that will be divided into classes or in alphabetical order. "In 1997, the dictionary was ready and inaugurated under pomp and circumstances", Ms Kjellberg said. "The authorities showed a great interest in the dictionary, and decided that it should be used in all deaf classes. Now they are preparing the second part of it".

#### *Import from Colombia*

But you cannot develop a language only by learning terms and a vocabulary. Skills in methodology and pedagogy had to be found as well. It was not a good idea to send people from Sweden to the projects, but rather get the knowledge from the surrounding environment or neighbour countries. So in Colombia they found the expertise needed, which in its turn had developed from co-operation with the Association of the Swedish Deaf-Blind, FSDB. Training programme for hearing teachers and for deaf teachers of the deaf started, which included pedagogical and methodological training as well. Organisations in Colombia also helped Nicaragua by producing posters, pictures, videofilms and other material.

#### *Sign language as the first language?*

The Nicaraguan project has an important goal. "Sign language will be recognised as the first language of deaf people and used fully in the education of deaf people and within all fields, where deaf children and adults get education and that teachers of the deaf already from the beginning of their studies will have sign language education on their schedule. But it takes time... says Ms Kjellberg."

The Ministry of Education has made it possible for teachers to participate in sign language education in their working time. Furthermore, they are changing the programme for future education of special teachers. In some four years you will find deaf pupils in any secondary school in Nicaragua. Along with the education for parents, teachers of the deaf and deaf children, there is also an education for interpreters. Interpreters are necessary for deaf people, who want higher education.

What about older people then? In fact, during the ten years that Ms Kjellberg has been travelling in Nicaragua, she has never met more than five deaf persons who were over 40 years old. "Older deaf people seem to be hidden, forgotten and silent."

### **Sexual abuse against children**

Children are usually vulnerable, but children with disabilities are even more at risk of becoming victims of sexual abuse, when they cannot defend themselves physically and mentally. The booklet *A Matter of Social Context*, published by Swedish Save the Children points out that Article 24 in the Convention on the Rights of the Child states that; "State Parties undertake to protect the child from all forms of sexual exploitation and sexual abuse." 3) The same report underlines "As knowledge about the sexual abuse of children with disabilities is limited, it is important to integrate the sexual abuse of these children in the follow-up to the World Congress against Commercial Sexual Exploitation of Children."

It is important to include these children in all activities related to the analysis of the prevalence, prevention, detection and support strategies relating to sexually abused children and their families. Save the Children's report states that children with disabilities are especially vulnerable in situations which are specific to them, such as living in institutions. The most prevalent categories of offenders are service-providers, acquaintances and neighbours, family members and peers with disabilities. Other categories are members of foster families, step-relatives, dates and transportation-providers, seldom strangers. According to some statistics, 39 to 83 per cent of all girls with development disabilities and 16 to 32 per cent of all boys with development disabilities are sexually abused before they reach the age of 18. These figures are much higher than for girls and boys in general. Probably, only one in 30 cases of sexual abuse of individuals is reported, compared to one in 5 cases for the non-disabled children.

Throughout history there have been various prejudice towards people with disabilities. These girls, boys, men and women have been looked upon as having special powers or gifts, as being less worthy, as being punished by God, as being insensitive to pain etc. Attitudes like this can have a powerful effect on the encouragement or inhibition of violence towards and the abuse of people with disabilities.

A publication on deafness is quoted, namely *No more secrets* by Margaret Kennedy. It lists some factors which make children with disabilities more vulnerable to abuse than children in general. Some of these factors are:

- they are not given information about abuse, and consequently they may not understand the inappropriateness of abusive situations;
- they get less affection by family and friends and may therefore accept a sexual relationship as compensation
- the child may be less able to disclose a case of abuse because of, for example, a speech impairment, isolation in a residential school, no school contact, etc.
- society's negative attitude towards disability may give the abuser 'permission' to abuse
- the child may find it difficult to distinguish between different forms of touch, when most of their body-care is attended to by other people
- the child does not believe that he or she can have control of what happens because children with disabilities are used to having decisions made for them, they have less opportunity than others to learn whether to accept or reject sexual advances in situations of decision and
- children with disabilities often have low self-esteem.



## Actors

### UNICEF

Founded in 1946, UNICEF advocates and works for the protection of children's rights, to help the young meet their basic needs and to expand their opportunities to reach their full potential. The UNICEF Executive Board reaffirmed this mandate in January 1996, when it adopted a statement on the mission of UNICEF saying that the organisation "is guided by the Convention on the Rights of the Child and strives to establish children's rights as enduring ethical principles and international standards of behaviour towards children." 41)

Concerning children with disabilities, UNICEF concentrates on

- Primary Prevention - the need for more effective prevention of impairments, particularly from the main causes of inadequate nutrition - including micro-nutrient deficiencies, infectious diseases, maternal health and nutrition, problems during pregnancy, birth and accidents. An additional example of Primary Prevention is Prevention of Injuries and Disabilities due to Landmines (in some countries there may be around 20 million land mines, i.e. at least two mines per person for the whole population)
- Secondary prevention - the need to reduce the effects of disability through early detection and early intervention measures
- Tertiary prevention - The need for service delivery to children who have acquired disabilities, in order to prevent or rehabilitate handicaps. The family and the community is considered a primary vehicle in this process

### Save the Children - and their rights

Save the Children organisations in many countries are watchdogs in relation to the Convention on the Rights of the Child. They want to see the child within a framework of rights activities. It is important to work with different professionals - teachers, doctors, rehabilitation workers, lawyers, police etc. 23) 43) 48) Children as a whole are marginalised within the development process, and there is a campaign by several Save the Children organisations to push the "children's agenda" in development co-operation. Early childhood education, primary school education, self-representation and full participation are important working areas. The topic children and violence is also urgent, as well as sexual abuse against children in institutions. More statistics are needed. 18)

Rädda Barnen (Swedish Save the Children) has a policy and a strategy on how to reach children with disabilities, one of the prioritised target groups. Work is concentrated around girls and boys with disabilities in especially complicated situations - children in war, refugees, street children, child labour and other groups at risk. There are three main working areas - practical support, awareness raising, and education. The organisation works with for instance CBR and Inclusive Education, but is striving towards including children with disabilities in already existing projects, rather than creating special disability programmes.

### *Norwegian Global Strategy*

Redd Barna's Global Strategy for 1998-2000 consists of six thematic areas. The foundation for the work is the UN Convention on the Rights of the Child. 77)

The objectives concern all children. Children with disabilities are very affected, and in some countries they are the target groups for certain projects. The goals are

- To promote understanding and acceptance of children's rights as defined in the CRC
- To increase the number of children, and especially girls, who experience positive early childhood development and fulfilment of their right to an appropriate basic education
- To oppose conditions causing the negative economic exploitation of children and which hinder children's rights to education, health and development
- To oppose conditions causing the sexual exploitation and abuse of children
- To strengthen initiatives which ensure the psychological rehabilitation and social reintegration of children affected by, or who have fled from, armed conflict or disasters
- To oppose the structural causes leading to infringement of children's rights, especially those related to international trade policies and indebtedness.

#### *Home based care in Cambodia*

Redd Barna RB is supporting a project in Cambodia on home based care and rehabilitation for what they call differently able children (DAC). The duration of the project is four years with start in 1998. Redd Barna is working through a local agency Opération Enfants de Battambang. Apart from RB there are also other donors such as EC/UNFPA and some French NGOs. 61)

Two hundred children with disabilities in six districts are reached through this programme. The younger children attend public school and the children who have left school attend vocational training and are able to support themselves financially. The long-term objectives are to reinforce their schooling and help them start small business enterprises. There is also education of the children and their parents on nutrition, hygiene and special care for children with disabilities. The families also get assistance in income generating activities based on family capacity and needs. There is a continuous monitoring of the children's situation. People in the community are involved and they understand the importance of the participation of children with disabilities. They are also aware of the village-based measures against exploitation activities. It is not possible to ascertain whether or not more boys than girls get education and help or if there is an equal sharing.

#### *Red Barnet (Save the Children Denmark)*

In 1996 the Danish Save the Children started to support a project on disabled children in Kyrgystan. Kyrgystan is one of five Central Asian republics that became independent in 1991, when the Soviet Union was dissolved. As a greater part of the country's economy was dependent on income from Moscow, the economic situation became really difficult. As a result of this, many children were left in children's homes. The aim is to support disabled children in institutions so that their rights are respected and also help the children to achieve a higher life quality during their often short lives. The target group is 632 children with disabilities of whom half are girls. They are found in four institutions in different regions. The first year was taken up by renovating, modernising and restructuring the four institutions. The second year the personnel and the children were trained. The children have got a new diagnosis and were divided up into family groups in which they can influence their daily lives. 44)

## 4. Listen to women! Listen to men!

### Policies

#### **CEDAW**

The Convention on the Elimination of All Forms of Discrimination Against Women, CEDAW, was adopted by the UN General Assembly on December 18th, 1979. There are 165 countries that have signed the Convention.

It is a Convention against discrimination of Women in all areas - political and social as well as economic and cultural. Here are some of the statements from CEDAW:

- "Recalling that discrimination against women violates the principles of equality of rights and respect for human dignity, is an obstacle to the participation of women, on equal terms with men, in the political, social, economic and cultural life of their countries, hampers the growth of the prosperity of society and the family and makes more difficult the full development of the potentialities of women in the service of their countries and of humanity."
- "Concerned that in situations of poverty women have the least access to food, health, education, training and opportunities for employment and other needs."
- "Convinced that the establishment of the new international economic order based on equity and justice will contribute significantly towards the promotion of equality between men and women."

#### **Beijing and Huairouh 1995**

In September 1995, the 4th UN World Conference on Women was organised in Beijing, China. In Huairouh, some 60 kilometres from Beijing, an NGO Forum was alive with activity. Women - and some men - from several NGOs had set up their tents in a sometimes very rainy and muddy open space. A SHIA delegation came with participants from Nicaragua, Tanzania, Uganda, Ghana, Thailand, Nepal, India and Sweden who were working in the Disability Issues tent, disseminating material, and organising seminars. 25) 26) 36) 38) 78) The Beijing Declaration and the Platform for Action PFA, adopted at the conference, gives guidelines for the future work of the UN States concerning women's living conditions and their possibilities of having influence in society. In 38 articles, the text includes special reference to women and girls with disabilities.

All the Nordic countries are working on implementing the PFA. The Danish Parliament passed a resolution on 24 February 1999, where it is stated: "The Parliament ascertains that the implementation of the decision from the UN Conference on Women in Beijing is moving forward and calls on the Government to (among others): continue the work in the Danish development co-operation to fight poverty and therewith support the poor women with disabilities." In June 2000, there will be a Beijing + 5 Conference organised by the UN.

#### **The Standard Rules - once more**

The Standard Rules on the Equalization of Opportunities for Persons with Disabilities, adopted by the UN General Assembly in 1993, have already been described. These 22 rules express distinct standpoints of principles concerning rights, opportunities and responsibilities, and make concrete proposals concerning ways in which national governments can remove obstacles to persons with disabilities and create an accessible society. 71)

Gender perspectives are not analysed in the Standard Rules. However, women with disabilities are mentioned in the Standard Rules in the Introduction, paragraph 15, as one group that may need special attention. Also Rule 6, Education, points out women as an adult group that should be given special attention.

#### *Other international documents*

The human rights of disabled women and girls are enshrined also in for instance The Convention on the Economic, Social and Cultural Rights, The Universal Declaration on Human Rights, Manifesto by Disabled Women in Europe 49) and The Beijing Declaration and the Platform for Action. 36)

### **A Gender Equality Checklist**

Many development co-operation projects do not specifically mention persons with disabilities. Nor do many projects on disabilities specifically mention women - or men. In order to ascertain how many disabled women and men participate and therefore gain from the projects, it is essential to introduce gender specific statistics in all countries. SHIA's working group for women's issues has compiled a Gender Equality Checklist - methods document. Co-operation partners in Africa, Latin America and Asia are asked about how the checklist would work in practice. 29)

#### *Defining gender issues*

"Whereas the word 'sex' is concerned with the biological difference between men and women, gender is concerned with 'social sex'", it says in the checklist. "It is a system of relations between men and women, which is created by and permeates society - economically, socially and ideologically. Men and women are allotted different spheres and are allotted or chose different roles and tasks in society - gender-based division of labour."

Reproductive work means bearing and caring for children and performing domestic work for the purpose of reproducing (not only biologically) labour (members of the family with "paid work) and the future labour force (the children). Productive work is the work done (by both men and women) for pay. In most societies, women with low incomes have three roles, performing as they do both reproductive and productive work and 'community managing'. Men devote themselves above all to productive work and to 'community politics'.

#### *Different roles, different needs*

If men and women have different roles in society, this means that they also have different needs. The gender equality checklist has compiled questions on the project's target groups, whether both men and women had drawn up a needs analysis and planned the project. Gender equality is also to be checked in Decision-making, Resource Allocation, Employees/participants, Evaluation and other areas that are covered in the list.

## **Practice**

### HÄSSELBY SEMINAR

#### **Under the pink and blue blankets**

Gender equality, where the opinions of women and men have the same value is a precondition for good decision-making. This was made clear by Ms Kicki Nordström in her introductory reflections on gender perspectives during the Hässelby seminar. She is running a project within the World Blind

Union, a very old and traditionally male dominated disabled people's organisation. The aim of the project is to get women mainstreamed into a gender balanced organisation.

#### *HuMAN demands*

"Human beings are always men in cultures around the world, as long as nothing else is told", she remarked. "The language gives us the direction: The word is HuMAN." Gender is the social sex that you bear. If you analyse men and women in the society, you discover that they are approached in different ways. "There is a social relation to the sexes. It tells us the place we have in the social hierarchy. Women have throughout our history been recognised as less capable than men, who possess power and influence in cultures of today."

#### *Patriarchy, Matriarchy or Gender equality?*

Gender is not the same as Women. However, there seems to be a period where gender analysis has to be carried out in favour of women. Ms Nordström defined it: "As long as women are excluded from the most important parts of decision-making and education". Most societies are patriarchal, but there are a few examples of matriarchies, where women have the real political power. Having studied social anthropology herself, Ms Nordstrom advised the audience to learn more about these different models. For instance, the book *Men, Women and Humanity*, by Margaret Mead, analyses gender in practice when telling about three different cultures in New Guinea. One is a typical patriarchal system, in the other one both men and women have influence, and Mead classifies the third as a matriarchy.

#### *Practise what one preaches*

In the Nordic development co-operation with developing countries, Democracy is a word of honour, included in almost every project. When trying to influence countries in Africa, Latin America and Asia, we ought to look back on our own development, Ms Nordström remarked: "It has struck me, that the democracy that we adopted some 100 years ago in the Nordic countries, was designed by men for men. Women had no place in it."

#### *Active boys and nice girls*

Children are not neutral, Ms Nordström underlined: "They are not just children, they are boys or girls from the very beginning. As soon as they are born, you put the little girl under the pink blanket and the boy under the blue blanket and treat the babies differently. We accept that the boy is screaming and we say 'what an active and good boy he is!' while we praise the girl if she is 'such a nice and pretty little girl.' Most female or male characteristics develop through the demands and expectations of the surrounding. They do not come naturally."

#### *In search of education statistics*

We are all living under gender pressure. But a lot more research has to be carried out to analyse this pressure. No comprehensive study has gone deeply into gender perspectives from birth throughout the whole life span of a girl or a boy. Better statistics are needed, for instance on education. In many development countries, boys are the first to receive education if the family cannot afford education for all the children. "If there is a boy and a girl in the family and both of them have a disability, the family would think that the boy would bring more success if he is allowed to study." The World Bank has stated: "To educate a man, is to educate an individual. To educate a woman is to educate a family." Women take care of farming and water, and they also teach their children how to cultivate and how to use and carry water.

### *Women do not support women*

Welfare reaches men easier than women. According to Ms Nordström's theory it is easier to give support to a man than to a woman. It is not a coincidence, that most of the social workers are women: "The girl's pink blanket told her: 'I should really take care, I should care for everyone, it is my responsibility. A woman should of course also take care of herself and be prepared to do so. If I have another lady in front of me, I expect her to carry as heavy burdens as I do, even if she has a disability that I do not know anything about. This hidden part of social welfare has to be investigated more.'"

50 - 50

Ms Nordström thinks that a model where decision-making on official levels is a responsibility for both sexes can lead to more women in higher education and more women on leading roles in the private companies. The society would be much richer if you could mix the sexes among the decision-making and jobs, she said and added. "The gender balance has to be established already in the nursery and at school. We have to support the teachers to change the situation to give every person a chance to develop into a full human being with full responsibility and access to the society."

### **Women with disabilities**

There is a lack of international data concerning the exact amount of women and men with disabilities. But according to WHO estimations, between 7 and 10 per cent of the population are disabled. This means that about 500 million people have special needs. Around 80 per cent of these people live in developing countries and are among the poorest of the poor. And half of them are women. 19) 78)

Poverty makes people more vulnerable to disability and disability reinforces and deepens poverty. Being poor does not only mean to lack food, housing and income. It also means lack of influence and limited access to education and information. UNESCO estimates that 3 per cent of the disabled people in the world are literate. Among women with disabilities this figure goes as low as 1 per cent.

In many cultures, women are assessed above all by their prospects of marrying and having children. A disabled woman comes low down on the scale. She is denied her identity as a woman, and her self-esteem as well as social status is undermined. Girls and women with disabilities are more exposed than women without disabilities to mental and physical cruelty are.

Women with disabilities are often denied access to health care. They also have far less access than men to rehabilitation. In 1990, UNICEF estimated that only 20 per cent of all rehabilitation were given to women and children. Women between the ages of 15 and 44 run more risk than men of incurring disabilities, due for example to their health being undermined by early pregnancies, by too many pregnancies, by inadequate obstetric and perinatal care and by botched abortions. It is estimated that about 2 million women yearly contract a disability as a consequence of abortions or insufficient maternity welfare.

Experience in recent years has shown that the best results from development co-operation projects are obtained with development measures targeting women. Women are mainly responsible for food production, they take care of the children and keep the family together. There are even many examples of how men tend to leave their family if a disabled child is born. That is why measures targeting women benefit a larger number of people.

*African Development Initiatives and Services (DIS)*

In September 1998, a workshop was held for women with disabilities from Eastern, Central and Southern Africa in Harare, Zimbabwe. It was organised by the Development Initiatives and Services for women with disabilities and financed by Caritas Netherlands, Action on Disability and Development, the Atlas Alliance and the Commonwealth Foundation. 13) The workshop was intended to impart skills among women in leadership, gender issues, economic empowerment and mobilisation of women's groups. There were several women ministers from different countries participating (Uganda, Tanzania and Zimbabwe). One workshop conclusion was that women with disabilities should continue to participate in the existing structures of disabled people's organisations but they should also start a process of forming their own autonomous organisations. These should exist concurrently with other existing structures of disabled people. Women with disabilities should carry out environmental analyses including poverty factors, which differentiate women. They should strive to access and to understand the provisions of international instruments such as UN Conventions and other international instruments. They should organise training workshops at all levels so as to provide an opportunity for debates around the issues, which affect them in their organisations

It was recommended that disabled people's organisations should encourage and facilitate the formation of parent's support groups as well as building strong linkages and collaboration between parent's support groups and disabled people's organisations. Women with disabilities were urged to develop strong alliances with other women NGOs and other community organisations locally, nationally and internationally. There is a need for technical support for women with disabilities in political decision making organs of the state.

*"If the rivers flow together, the river changes direction."*

The women's section of CHAWATA, (The Tanzanian Association of the Disabled), the DHR Jämtland County (The district organisation of the Federation of Disabled Persons, Sweden) and The Oslo Branch of the Norwegian Society of the Disabled are running a long-term project together. The purpose is to improve the situation for disabled women in the regions of Rukwa and Mbeya so that they can run their own business and earn their own livelihood, for instance by sewing. The women of CHAWATA are also to be encouraged to take a hand in planning their organisation's activities. 35)

One of the co-ordinators has explained: "It is a specific, concrete project in which most things are based on a dialogue with the women themselves. Only too often, one finds the helping organisation telling people how to do things." This is a low-budget project, as is so often the case when women are involved. The chances of reaching the recipient are much greater when women are involved at all stages of the project. "Putting women in charge of a project is a fantastic experience. That way you get results and you know that the money is properly looked after", said the same co-ordinator.

Who said this, a man or a woman? A Nordic man! He is also worth quoting for the following insights, already some years ago: "In projects, it is important to tick off whether both men and women are involved in the decision-making process. If the two rivers flow together, the river changes direction."

## HÄSSELBY SEMINAR

### **Empowering disabled women in Uganda**

As women with disabilities traditionally have very low status in Uganda, it was evident that these women have to learn how to participate actively in the decision-making process to fulfil their duty at all political levels. In his presentation at the Hässelby Seminar, Mr Hans Wulffsberg from DSI also focused on women. When 938 women with disabilities had been elected to Local Government Councils in Uganda in 1999, a project was started by NUDIPU, Danish Women with Disabilities (Danske Kvinder med Handikap (DKH) and KULU, Women and development, an umbrella organisation for organisations interested in women and development, particularly in developing countries. 7) The project strategy has three lines: One concerns capacity building and awareness raising among the disabled women counsellors carried out by other disabled women or facilitators selected by them. The second line is to bring these counsellors together, to encourage them and build up self-esteem and political affiliation. Thirdly, the work with other stakeholders has to be co-ordinated, so that they can make use of existing resources to avoid duplication of work and avoid further marginalisation of women with disabilities.

KULU participated in a meeting in Kampala, the capital of Uganda, where several problem areas were presented by disabled women - Sexual abuse and rape; men in relation to disabled women; Access to education; Access to credits; Isolation, no access to normal life; little understanding of the deaf and their need for interpreters; little understanding of disabled women's wish and need to have children.

In Uganda, also the Norwegian Association of the Disabled has supported the development of NUDIPU since 1987. NUDIPU has not wished to create a separate women wing, but to include women on the same conditions as men from the very beginning. The women of NUDIPU create their own groups and shape courses according to their own needs, but they are elected to different tasks within the organisation on the basis of their qualifications and experience in competition with men. NUDIPU has a woman who is responsible for "gender/women issues". Today NUDIPU is lead by a woman, and the Minister of Gender and Disabilities is also a woman. They have both developed their organisation and awareness through the programme of NUDIPU and their positive attitude towards the participation of women.

### **Education is the key, once more**

Two-thirds of the world's illiterates are women. This is a result of many societies taking the view that girls have no need for education. World-wide about three per cent of people with disabilities can read, and only one per cent can both read and write. If women get better education, it will also help the children. The World Bank has stated that the most important investment that could be done in national economic terms is education of girls. It keeps the birth rate down; the women can get jobs and they spend their incomes on the family, preferably their children and their education. The same must apply to girls and women with disabilities. Education is the key to social and economic integration, also for girls and women with disabilities. But still, many families in developing countries decide that it is no use to allow their daughter - especially if she is disabled - to go to school.

### *Women's literacy in Nicaragua*

Dansk Handicapforbund works on a project, which aims at advancing women's different activities within various areas. 605 women with disabilities have been organised during the four-year period of the project (1994-1998). 383 women have been involved in learning to read and write and 515 women have participated in activities, which aimed at capacity building. One of the areas was to get



women involved in the job market and here 207 women have received credits while 45 women participated in activities aimed at production. 12) The various women's groups have been able to support each other and they have taken the first step towards forming a national organisation of disabled women.

### **Health and Reproductive Health**

The health conditions of children and women are closely linked. Women - and also disabled women - are more likely to take care of the children than the fathers are.

#### *Children and health*

A Norwegian evaluation has showed that Norway should endeavour to make a difference through investing in early childhood development in order to prevent damages that will be too late to heal at school age. Many countries lack good children's health care, disabilities or injuries are mostly detected too late. Early treatment and adequate support is needed. One good example comes from a group of doctors in Malmö, Sweden and in Tanzania. Research has been carried out on how middle ear infections can be detected by the staff at rural primary health care centres, at an early stage in order to prevent severe hearing impairments and deafness.

#### *Treating youth in The Philippines*

Landsforeningen af Polio, Trafik og Ulykkesskadede works on the project Breaking Barriers in the Philippines in which 1 500 children and young persons with disabilities are involved. Five treatment centres had been built by 1998. 2 150 children and young people had received treatment or were in treatment and had also received individual treatment plans. The parents had been trained in basic treatment of their children. Voluntary physio- and ergo therapists have been used and the treatment centres are now accepted as training centre for future physio- and ergo therapists.

#### *Women and Health*

Women and girls have specific health needs as a consequence of the biology of reproduction and their social and cultural roles in society. More than 15 million girls aged 15-19 give birth each year. Motherhood at this young age entails extra complications and risks. 67) Frighteningly many women die each year due to risky abortions or complications during delivery. Cultural discrimination of girls and women often has serious health implications for girls and women. Among women of reproductive age (15-44 years) in developing countries illness associated with reproduction is far greater than the burden from tuberculosis, respiratory infections or war. Women's reproductive illness accounts for 36% of the total, compared with 12% for men (Human Development Report, UNDP, p 111). Women's health is of crucial importance in poverty alleviation work. Many adult women in developing countries are disabled as a result of childhood protein-energy malnutrition. (UN Report of the Fourth World Conference on Women, Beijing, 1995). Norway supports social development through UNFPA and UNICEF concerning reproductive health. The aim is to reduce the mortality of mothers. They are also working against genital mutilation.

#### *Fighting HIV/Aids in Kenya*

In a red-light slum district of Nairobi, around 70 per cent of the prostitutes are HIV positive, and suffer from neurological diseases. Some of them are mentally disabled. Several have given birth to children with disabilities, due to STDs (sexually transmitted disease). In order to help these women to lead another life, no longer as sex workers, there is a UNDP project, supported by Denmark and Sweden. Women are given microcredits, to be able to start small-scale business, like barbershops and grocery stores. 2)

### *Mental health services for women and children*

The Norwegian People's Aid is working together with the Guidance and Training Centre for the Child and Family in Bethlehem and the West Bank. The target group is children with learning disabilities or emotional/behavioural problems and women with depressions or other mental health disturbances. The long-term objective is to reduce the level of disability caused by mental health illness. Children should be integrated into the school system after psychological intervention.

### **Violence against women**

Violence against women VAW is a human rights issue, which has been brought up on the international agenda through the UN conferences during the 1990s. In 1994, a special UN rapporteur on violence against women was installed. There is a growing awareness that violence against women is a huge problem all over the world and represents serious violations of women's human rights. Research indicates that the abusers and victims of gender violence come from all classes, nationalities and economic strata. (Heise L, et.al., Violence against women: A Neglected Public Health Issue in Less Developed Countries- Social Science and Medicine, 39:1165-1179, 1994, Panos). It is estimated that gender violence causes more death and disability among women and girls aged 15-44 than cancer, malaria, traffic accidents or even war. (Murray CJL and Lopez AD, The Global Burden of Disease, Harvard University, 1996) (Texts from NPA's Strategy for women, gender equality and development, October 1998)

Women with disabilities are more exposed than other women to violence and abuse. In some countries for instance, deaf women are raped, because many men do not believe that a deaf woman can be HIV positive or suffer from AIDS. There are several examples from developing countries, that there is a belief that a woman with a disability even can cure a man from HIV/AIDS.

### *South African seminar on Violence against Women*

In November 1999, a South African National Network on Violence Against Women organised a seminar. South Africa has the highest rate of sexual abuse, sexual harassment, violence and domestic rape in the world - 49.280 women were reported in 1998. One sixth of the women are said to be abused by men, and many of them do not find shelters. Boys grow up in an environment where VAW is a way of life, a learnt behaviour from the media and from the homes. There are even reports of young boys raping little girls. Men must be taken on board in the battle of VAW, otherwise reaching a sustainable result will be difficult. Children are emotionally injured and traumatised by abuse in their homes. Women die of abuse, leaving their children alone.

It is not easy for a woman to report abuse or rape to the police. Even if she does, there is a lack of understanding from the police. But on the 15th of December 1999, a law was adopted on Domestic Violence. There is also an act on Prevention of Family Violence. South Africa has signed international instruments like CEDAW and the Platform for Action. Laws need to be implemented.

Women with disabilities are more likely to be stigmatised in their society. They are more likely to be disbelieved when reporting rape and violence. Women with disabilities often miss a social network of family and friends. Women with disabilities more often live in poverty. They are often regarded as childlike and helpless. Disabled women are turned away from shelters or they are denied access due to unaccessability. They are denied access to family planning. Women with disabilities are denied a gynaecological examination in privacy like other women. The argument is that they do not have sex, so the examination would not have to look the same. Workshops with disabled women on VAW

have shown that the most experienced form of abuse against disabled women is abuse carried out by other women. Most often this takes the form of verbal and mental abuse - they are harassed about their shortcomings and inabilities.

### **Diversity in working life**

ILO has stated that there is a loss in a country's economy if people with disabilities are not involved in the production. Bearing that in mind, think of what a loss it is if young people do not get the right training for working life, and if gender perspectives are not taken into consideration. It is also a loss for the individual person and/or family.

There are several examples of special support to women, in terms of training in small-scale business and giving micro-credits to new enterprises. Also, already established international enterprises could do more in hiring people with disabilities. Economic arguments for better productivity directly and - indirectly - a sharper profile as an enterprise with human and ethic values.

#### *Training of business trainers*

United Nations Development Fund for Women was established in 1976 after the first conference on Women in Mexico in 1975. UNIFEM follows closely the work of the CEDAW Committee. The main work is concentrated on political and economic empowerment of women in developing countries and also in the Baltic States, Eastern and Central Europe.

In some countries, UNIFEM organisations are active in disability projects. This concerns for instance UNIFEM Finland, who will soon launch a project concerning disabled women in Southern Africa, together with the Southern African Federation of the Disabled, SAFOD. The project will begin in Lesotho, Botswana, and Swaziland and in a second phase - Namibia, Zambia and Zimbabwe. Training for trainers will be organized together with national disabled people's organisations. The project is concentrated around small-scale business for women with different kinds of disabilities. The trainers will in their turn help women to start their own business. Not only will entrepreneurship be taught, but also organisation building and leadership. The initiative came from Disabled People International's Women's Committee.

### **Overcoming Suppression Techniques**

The World Blind Union, WBU, uses the Five Master Suppression Techniques when educating female leaders on regional levels of the Union:

1. Making you invisible
2. Expose you to ridicule
3. Withholding information
4. Double punishment
5. Blame and shame

First, each technique is described in detail, as well as the theory behind. Then the techniques are illustrated in a couple of sketches. After that, some "actions to be taken" are suggested, to avoid becoming a victim of the techniques. In the workshop discussions, the participants are asked to find more examples. If they wish, they can give their report back to the others by playing a sketch or hand in a written report. Most men in WBU today back up the Women's committee, and members have found that they will be much more creative when both sexes participate in improving conditions for blind people.

*Some examples from the WBU workshops*

#### 1. MAKING YOU INVISIBLE

- Occurs when a woman or a girl is made invisible by ignoring her inputs, for instance in a discussion.

Actions to be taken:

- If men talk to each other while you are presenting your case, make a pause until everyone is listening.

#### 2. EXPOSE YOU TO RIDICULE

- Occurs when a woman with a disability is made to feel embarrassed of her appearance due to her disability.

Actions to be taken:

- If you are good at using "turn around" jokes, use them. But your jokes can be misunderstood and it is therefore a risky technique.
- You can say that you look seriously on what has happened and make it clear that you do not accept such treatment. Ask for an excuse.

#### 3. WITHHOLDING INFORMATION AND KNOWLEDGE

- Occurs when decisions are made up without informing all board members.

Actions to be taken:

- In a meeting, where you have insufficient background information, urge that the matter should be postponed.

#### 4. DAMNED IF YOU DO AND DAMNED IF YOU DON'T

- Occurs when women working outside their homes are blamed for neglecting their families and women who work at home are blamed for not being productive.

Actions to be taken:

- Stand up for what you believe is fair and protest when you find the demands being too much for you.
- Choose your husband carefully!

#### 5. HEAPING BLAME AND PUTTING TO SHAME

- Occurs when a woman with disability is put to shame for getting pregnant and blamed when she is told she cannot take care of the child.

Actions to be taken:

- Build up your self-confidence and your self-esteem.

### *Involving men*

In an earlier stage, men were excluded from the meetings, as women became silent when men were present. Now, men are welcome to be included in the process, and women have to get used to speaking in front of them. Suppression techniques can also be discussed with male participants. The word "women" is changed to "visually impaired", so that it suits men also. In the discussion about attitudes, men have found how they are also made invisible or exposed to ridicule - it is the same root. It has happened that they understand: "AHA, this means that women are twice as discriminated."

### HÄSSELBY SEMINAR

#### **Strong women move CBR forward in Palestine**

Marianne Ziesler from the Norwegian Association of the Disabled, (NAD, NHF) made a presentation of a Community Based Rehabilitation project in the Gaza Strip and the West Bank. 10) NAD and Diakonia in collaboration with 17 Palestinian NGOs the Ministry of Health, Ministry of Education and the Ministry of Social Affairs support the Palestinian CBR project. The project started in 1986. "It is more a community development than a rehabilitation programme", Ms Ziesler explained about this project which is aimed at building a network around people with disabilities in the area where they live. About 50 per cent of the country is now involved in a CBR structure.

### *Started in chaos*

"When we started, Palestine was occupied territory and there was a war going on with constant violations of the Human Rights. The civil society was very vivid, but there was no government and no overall planning. It was a sort of chaos, and we added to this chaos, we certainly did," said Ms Ziesler. "There was a competition between the NGOs", Ms Ziesler had noticed. "They did not want to tell each other if they had got support from outside. This lead of course to an inefficient situation with a lot of unnecessary duplication of efforts."

### *Disabled people were isolated*

Two - three per cent of the population is disabled, in need of rehabilitation. In the early 1990s, they had no right to services and the support they got was charity based. As there was no government, there were no policies to ensure the rights of the population. Disabled people had neither access to the ordinary school system nor to information in general. There was a mystification around the treatment. Of the disabled, 53 per cent are men, 47 per cent are women. The young are a bigger group because they are wounded in the Intifada. Many of them have a damaged spinal cord. You find people with disabilities very often in the poor social groups. Disabled in general are not seen as a productive force, but suffer from negative attitudes and they are isolated in the society.

### *Higher death rates for girls and women*

There are special burdens on girls and women with disabilities: "Early marriages create disabilities, as the girls are too young when they give birth to children. And if you are a mother of a child with a disability, it is your fault. The families and your husband blame you, and he can choose another wife. On top of that, the mother has the total responsibility of the disabled child." It is a fact, she stated, that there is a double discrimination of girls and women with disabilities, especially mentally handicapped and deaf girls and women. It is also known that death rates are higher for girls and women because they receive less attention. But in the family there is another problem - the daughters are overprotected.

### *The Palestinian CBR Project*

The goal of the CBR project is to promote the social integration of disabled persons into all levels of society based on equal opportunities, human rights and equal access to services, i.e. to work towards a democratic society. Usually, the CBR programmes are very medically orientated, but this project is different. The target groups are all persons with disabilities of all ages, with special reference to females. Other target groups are local grassroots communities, NGOs and policy makers. Responsible for the implementation are services providers, grassroots groups, associations of disabled people and policy makers. "Our approach is holistic, and we are trying to invite and influence all the levels in the Palestine society". Ms Ziesler's experience is that is important to work with existing resources on all levels and to link them to each other when dealing with disability issues:

### *Disability issues link political fractions*

Within the capacity building, NGOs in the programme now have the competence to play the leading role of the programme and also to export it to other countries of the region. For instance, co-operation is well established with refugee camps in Jordan. "It is their programme now, THEY make the proposals, not we," said Ms Ziesler. Local committees' structures have been formed to deal with disability issues. Local resources are better linked to each other. Active women's committees have been created. Voluntary work has been promoted, but the leaders of the project, mostly women, are paid.

### *More positive attitudes*

The social integration shows many good results. Hundreds of children with disabilities have been integrated into kindergarten and schools. The participation has improved and disabled people have become more active in their families and the communities. The communities have developed more physical access, home adaptation and mobility, and the attitude towards disabled people has become more positive. More jobs have been available both for men and women.

### *Women are key persons*

Also women's empowerment is in progress. The CBR workers are mostly women, and there are quite a few very strong women who are key persons for leadership within the community. "There is a practical reason for choosing women to leading positions within the CBR programmes: They can easier get access to the families. Not many women would let a man into their home." Women and children in Gaza were approached in their homes. The CBR workers used a WHO manual, when asking for disabled people. These meetings were focussing on problems and led to very fruitful discussions. Several women's groups are active in the programme. Special efforts are made to get disabled girls into education. The strategy to achieve these results is built on active training and capacity building among women.

Still, there are many things that have to get more attention. For instance, it is a big problem for mothers to accept a disabled child and it is difficult to help her relieve the burden of guilt. One active strategy is to encourage mothers to meet other mothers and form groups to share experiences. There is a need to put extra pressure on schools and families.

### *Basic strategies for success*

By showing three circles that are linked to each other - Human Rights, Gender, Democracy - Ms Ziesler moved towards the end of her speech. She listed some basic strategies for success.

"The work should not be vertical, but integrated into an overall process of development. It is not effective when it is too theoretical. More practical application is needed. It has to be related to cultural realities and social and political contexts. We need to work and promote our concepts of what is right through local organisation and not implementing things ourselves. From concepts we need practical implication at the lowest level possible. It is important to strengthen local organisations. This forms a better ground for the development. If you can get a change on the ground, it will influence policies and laws from the bottom and up."

### **... and listen to men!**

Mr. Audax Barthazar was born in a village not very far from the town Bukoba, Tanzania. He got polio when he was four years old. The attitudes in the village were not good, so it took a long time before he got any good treatment. When he was around eight, he was sent to a rehabilitation centre, where he stayed for three years. Today, Mr. Barthazar is a member of the executive committee of CHAWATA Kagera. He is active helping other members with commercial advice, for instance on how to handle bookkeeping and accounts. He also travels a lot in the rural areas to inform and organise seminars on the conditions for people with disabilities. There are still a lot of taboos and traditional beliefs. "I see it as a responsibility to change attitudes towards the disabled, starting from the grass-root level," he says.

Another task is to strengthen the local branches of Kagera CHAWATA. Mr. Barthazar also finds it important that women get actively involved in the work. About 50 per cent of the executive members are women. The CHAWATA organisation has women wings on several levels, also on the national level.

The situation for disabled people is still not good, but Mr Barthazar points that in many areas, it is more complicated for women than for men: They have fewer chances to get education, to get a job - and to get married. The parents of a disabled son expect him to get married and they look actively for a future spouse. Audax Barthazar is married and has two children. Before the marriage, his wife got several warnings from the surrounding about the future difficulties. "It depends on the stability of the wife's feelings not her family. But it is more difficult for a disabled woman to marry a non-disabled man, at least in the rural areas. His family will think that he is bringing a burden to the family, as the wife is supposed to be responsible for family life, doing the cooking, fetching water etc". "A disabled woman is more likely to be determined to spend her life with her family", says Mr Barthazar and concludes: "In CHAWATA, we try to raise the women's self-confidence."

### **Men can gain from improved gender equality!**

Topics concerning men and masculinity in general, was highlighted at a seminar in Lusaka, Zambia, in January 1999. 50) The organisers were the Swedish Ministry of Foreign affairs in co-operation with the Danish Ministry of Foreign affairs. In the concluding discussions, several gains from gender equality were listed, such as more resources from sharing financial burdens, increased income to the family, life becomes easier when you share responsibilities, and you get improved self-knowledge through dialogue. It was also said that men live longer when they have a loving relationship with their spouse, they get more job satisfaction that leads to less stress, and a man gets the opportunity of being an individual rather than a means for reproduction. Health services aimed at men allow for specific services like screening for infertility, sexually transmitted diseases, prostate cancer etc. One important reason for targeting men is that they have to take their responsibility for sexual behaviour, e.g. to protect themselves and their female partners from HIV/AIDS.

Research and literature on male gender issues were discussed. Men reacting to the expanding violence against women have initiated many men's groups. One example is Adapt, a South African organisation against violence at home.

#### HÄSSELBY SEMINAR

##### **Young men produce wheelchairs in Zambia**

Disabled people in developing countries are often left without mobility devices, and their opportunities for participating in society are therefore very small. In USA, one in 200 people use a wheeled mobility device. In England, one in 100. In the absence of accurate statistics, the one in 200 figure can be used to estimate that twenty million people in developing countries need wheeled mobility devices. Less than 1 % of this need has currently been met. There is an obvious need for better statistics. Thus, the number of children and adults of working age needing wheelchairs throughout the world is estimated to be four million. Only a small portion of that need has been met. "Without mobility, this population represents a sizeable drain on economic resources," Marja Pihkala from the National Association of the Disabled in Finland, FIDIDA stated in her presentation at the Hässelby Seminar.

In Lusaka, the capital of Zambia, a group of disabled young men had set up their own project, Lusaka Disabled People's Self Help Development Project. It was aimed at providing jobs for the disabled. In 1990, they established a small metal workshop, which began by repairing bicycles and shopping trolleys, and continued with producing wheelchairs. In October Disacare Wheelchair centre was officially founded, and the group expanded to eight men. At this point, the paths of Disacare and FIDIDA crossed.

In September 1991, co-operation between FIDIDA and the network of ministries for The Health and Social Welfare and NGOs began to improve service and availability of wheelchairs in Zambia. The project also involved development of prostheses and orthopaedic dressings. A direct objective was to make the independent operation of the wheelchair workshop commercially viable, and to ensure that the highest possible percentage of the raw materials used by the wheelchair and orthopaedic workshops were of Zambian origin.

#### *Gaining self-confidence*

The self-confidence of the disabled workers grew during the project. Almost all of them found a wife and set up a family. Over the years, the men learnt to recognise their own abilities, both their strengths and their shortcomings. All of them were keen to learn new things. Two of them went on study trips to Finland. FIDIDA launched a new self-help project for Zambia's disabled, on a low budget. The wheelchair workshop was in need of moral support. A businessman from Finland, who used a wheelchair, travelled to Disacare to provide instruction in the rudiments of wheelchair support.

#### *Wheeling wheels 1998 - 2000*

The project Wheeling Wheels started in 1998, with the aim of training the personnel of two wheelchair workshops - Disacare in Lusaka, Zambia and one in Zanzibar, Tanzania. The programme has also included an exchange programme, so that one trainee from each workshop had the chance to participate in the training conducted at the other workshop. The training itself will provide the workshops with new skills and techniques in wheelchair building and allows them to start producing the Whirlwind wheelchair in small series. The Wheelchair workshop in Zanzibar also had good technical background and is run by disabled people themselves.



### *Equalising the opportunities*

The overall objective of Wheeling Wheels is to equalise the opportunities for disabled people. The target groups were physically disabled wheelchair users and secondly employers in the enterprises which produce wheelchairs. "Gender equality has not been attained in these projects, but they have been dominated by men. Nevertheless, irrespective of gender or age, unobstructed mobility and devices are the preconditions for participation", she said. Disacare's vision is to empower every person with limited mobility by making affordable, strong, fast and quality wheelchairs. It also envisages co-operating and working together with other African wheelchair makers to counteract the mass distribution of imported wheelchairs from Europe which are not suitable for Africa terrain and cannot be repaired in Africa.

### *The oak grows bigger and bigger . . .*

Disacare has developed an advisory board, which helps it to keep the business transparent in its accounting and helps raise sustainable funds. The workshop nowadays makes and repairs other mobility aids, garden tools, burglar bars, chairs and also works with plumbing and ventilation. They also run a small tailoring shop and small-scale home furnishing shop. They would like to set up a sliding scale whereby the Zambian government pays for up to 25 - 75 % of the wheelchair. Disacare owns its own plot of land where it has built a workshop, housing for some of its members and a vegetable garden. It hopes to build a guesthouse for visitors in the future.

### *Wheelchair constructors break psychological barriers*

The Disacare Metal Workshop in Zambia does not only construct and sell wheelchairs. Sometimes the workers also play another very important role - as a counsellor for parents who are afraid of showing their disabled children. This especially concerns children with Cerebral Palsy, a group that tends to grow, according to Mr Kenneth Mubuyaeta, the workshop manager of Disacare.

Parents of children with cerebral palsy are normally very shy, says Mr Mubuyaeta. "The mothers do not want to show their children in a wheelchair, but rather carry them on their backs, if they have to take them out. But we can help them to overcome this attitude. Not very long ago, such a mother came in, and we convinced her to give a wheelchair to her child, it would be much more convenient for him. So she did, and now she is a role model for other parents".

### *Gender-specific*

Disacare is a male-dominated place. The 14 - 15 men are young, in their twenties, mainly. Right now, only two ladies are working in the workshop. One is a tailor the other is a co-ordinator. "We would like to have more women in the workshop, but usually they do not like this kind of work, says Mr Mubuyaeta. They find it too noisy, and they can't stand the strong light from the welding unit."

Suddenly, Mr Mubuyaeta comes to think of some gender-specific thing about the wheelchairs: "The chairs are extra light for women, as the ladies are quite heavy themselves. And we have one speciality: The chair has two seats, one is lower. This is especially for women who do their cooking on the floor." "What about the men, don't they need such a seat?" "No, they are usually not allowed to do the cooking!"

## 5. Mainstreaming methods

### **Education on disability/gender/children perspectives**

Step one in a mainstreaming process is to have good policies, implementation and competence on disability issues within your own country. At the same time, several organisations like ministries for foreign affairs and development organisations have their special contact persons on gender, on children, on disabilities. These persons, sometimes called focal points, are there to watch what is going on in our countries and on international arenas. E.g. they have to make sure that the disability aspect is included in different resolutions that are to be adopted in international committees.

### **Training of staff**

Gender issues are being disseminated within ministries and organisations through seminars, unit training, or even targeting colleagues, one by one. Gender manuals with concrete examples have been published. 28) 29) 30) 32) 33) 46) 47) 66) 67)

One example on training of staff comes from Sida. It concerns the issue of mainstreaming a child rights perspective. Information on the UN Convention on the Rights of the Child has been disseminated to all Sida units and all employees have been asked to consider in what way the Child Convention is linked with his or her job. At each unit there are two contact persons, one for democracy, human rights, children and the other for gender. They form a network group within Sida, responsible e.g. for project assessments and evaluations. They are also important key persons when training is carried out within the agency.

### **Future diplomats and development workers**

Education of young people is of course essential. During their education, for instance future diplomats get some information on gender issues, on children, on disabilities, on development co-operation, and they meet with NGOs and other experts. Some participants have said they would want more, and one good model would be to have a case study, which includes trade policy, development policy, the Lomé negotiation, international actors, NGOs etc. Other professionals (or just interested people) can be reached through the universities, colleges, institutes, where there is education already (or will be organised) on development co-operation work, health, law, international affairs etc. Study circles can be offered within different organisations (also for the public via study organisations). Study trips to countries in the third world are of vital importance.

### **Informal networks**

Networks exist and dissolve. They are important tools for exchanging ideas and also for concrete co-operation. These are a few examples of circles where to find network partners:

- Disabled people's organisations
- NGO's active in development co-operation
- Ministries for Foreign Affairs
- Ministries/departments for development co-operation
- UN bodies
- Trade unions
- Religious organisations
- Universities

### **Sustainable Disabled People's Organisations**

Disabled persons are the experts on disabled persons. It has become more and more natural that Nordic development co-operation relies on this expertise in our countries and in developing countries. Nordic DPOs co-operate with and support DPOs in developing countries in order to help them to help themselves. 27) 39)

SHIA, FIDIDA, the Atlas Alliance and DSI are umbrella organisations of respectively Swedish, Finnish, Norwegian and Danish disabled people's organisations that run important projects in developing countries to support democracy when building up organisations. The Nordic DPOs and other NGOs also have an important role to play as a discussion partner and an organiser of meeting points of organisations within the country and across the borders.

It is also of vital importance to support DPOs on local levels with some legal expertise, "local spokesmen" who can travel around and ask people what kind of advocacy they need. There is a risk in talking legislation only on a high level with bureaucrats and lawyers in the capitals.

### **Country analyses and country strategies**

To a large extent, the Nordic countries (ministries for foreign affairs, development co-operation agencies and organisations) already have, or are planning to create, separate policies, strategies, manuals and handbooks on the issues gender, children and disabilities. There are also a few examples of "cross-mainstreaming" all these issues in the same document.

A sustainable way of mainstreaming disability issues, gender and children perspectives in development co-operation is to include these topics in a country analysis and a country strategy. Sida has recently begun to include Human Rights, democracy and disability issues in these documents. Zimbabwe is the first country in focus for such a strategy.

### **Public Awareness through Culture**

Several short cuts may change attitudes towards persons with disabilities. 70) A personal meeting, a laughter when you recognise your own prejudice, can bridge a gap.

- Comics are a common way of disseminating information. 55)
- Theatre groups may have an impact, especially when performing role-plays on attitudes:
- Open house activities in organisations and schools can get more people acquainted with everyday life of persons with disabilities.
- Encourage writers to write more stories for young people, where there are disabled children involved as detectives or other interesting characters, so that the disability is not in focus, but the child.
- Publish Easy-to-Read books for people with learning disabilities 6)
- Videos about disabilities and attitudes are produced for school children and others
- A disabled stand-up comedian dares to crack harsh jokes on disabilities.

### **Public Awareness through Media**

Media coverage is valuable for creating awareness and showing role models. Newspapers, TV, radio and journals can spread knowledge and produce less prejudiced articles if there are enough serious and trained journalists. It is important to educate media professionals in the North and in developing

countries and create a network with serious journalist. Some organisations have prepared guidelines for reporting and writing about people with disabilities. 31)

## 6. Finally

"Tell your development co-operation agency, that next time they plan a school in our country, they ought to think of the accessibility for disabled children from the beginning - and our government must think of that, too." A Tanzanian man said this some five years ago. Will it come true now?

During the autumn of 1999, good examples have been collected and ideas from the Nordic countries and from countries in Africa, Latin America and Asia. The report is not to evaluate and compare the Nordic activities, but to look for sustainable models that would be applicable in many programmes and projects. Several organisations have good ideas on how to build up women's confidence and possibility to get a better life, for instance in the labour market. There is much knowledge and quite a few important policy documents on gender perspectives. But in there is often still a lack of a deeper understanding in practice of the different roles and needs of women and men and of girls and boys with disabilities. Very few policies or strategies exist, where several issues are presented at the same time. It would be very useful if agencies, ministries and organisations to produce their own document on disability issues, gender and children perspectives and developing countries. Several networks exist between organisations, but short-cuts can still be done to speed up the process of mainstreaming. With a more sufficient communication work will not have to be duplicated.

The issue of inclusive education is very complicated. Every individual child would have the possibility of trying different ways of going to school. In some cases non-inclusion might be the best way, for instance for a multi-handicapped child, as long as the competence is not there for him or her where the family lives. You need very skilled architects to design a proper school surrounding to suit all kinds of disabilities, as for instance visual and hearing-impaired children need different kinds of sound signals.

We all have special ideas about men and women, about different disabilities and different cultures, as we do not share the same experience, that we do not know anybody with that special kind of disability or that we have not been travelling in a certain country. If we really want to know more about gender and children perspectives, disability issues and developing countries - women and men, boys and girls with disabilities in developing countries must be free to speak for themselves. For instance, both adults and children with disabilities have to be invited to international forums and tell the world about their situation. There is also a need to educate young people on these issues, people who are future development workers, diplomats or just ordinary people who want to understand the world. One important task is to improve the developing countries possibilities of learning directly from each other in a South to South exchange.

The overall topic is mainstreaming disability issues in development co-operation. We must work very consciously with these issues, and with gender and children perspectives, as there is a risk of the topics "fading away" in a holistic view. On the contrary, women and men, girls and boys with disabilities should be visible in all development projects and programmes. It is very important that the organisations like UN, UNICEF, WHO etc are approached so that the disability issues are strengthened at international level. If you take a look in your surrounding - the accessibility for different kinds of disabilities is far from sufficient. It is expensive to rearrange already existing

buildings. But if disability perspectives for men and for women, for boys and for girls, are included from the beginning, it is not expensive. It is, after all, a matter of attitudes.

## 7. Summary

**It's a Matter of Attitudes** was prepared as a discussion paper for the Hässelby seminar in October 1999 on gender and perspectives on disability issues in Nordic development co-operation with countries in Africa, Latin America and Asia. Good sustainable examples and ideas have been collected from development agencies, ministries and organisations in Denmark, Finland, Norway and Finland during the autumn of 1999. The report now also includes recommendations and presentations from the Hässelby Seminar.

At least 150 million of the world's over 500 million disabled persons are children. Only 3 % of children with disabilities have access to rehabilitation. Less than 2 % of children with disabilities attend schools.

The Convention on the Rights of the Child has one article on children with disabilities (art.23) but also other articles are of interest, for instance article 2 that concerns non-discrimination. CRC points out that disability is a Human Rights issue, not a medical issue. The Standard Rules on the Equalization of Opportunities for Persons with Disabilities were adopted by the UN General Assembly in 1993. Some rules are relevant to disabled children, for instance No 1. Awareness raising and 6. Education.

Uganda has published manuals, policies and strategies on national levels for children with disabilities. In Uganda, four children in each family should receive free education. If the family has a disabled child, this child should have one of the four places, no matter how many children the family has or in which order this child is born. This means that 300 - 400 000 disabled children in Uganda should be allowed into the general school system together with non-disabled children.

There are several CBR programmes that put extra focus on children with disabilities. The Community Based Rehabilitation Programme on the West Bank and Gaza strip is said to be one of the best by which a lot of children have been included in the school system.

Education for children with disabilities would be a key to a better life. It is especially important for deaf and deaf-blind children in developing countries, who are at risk of growing up without any language at all. Teaching sign language has proved to be the best way of giving deaf children possibilities to communicate. Deaf people's organisations tell that deaf children need to go to school with other deaf children. Inclusive education for children has developed in many countries, but Vietnam is mentioned as one of the best models so far, where many children have been included and a new pedagogy has developed, that is also fruitful for all school children.

The UN Convention on the Elimination of All Forms of Discrimination Against Women was adopted in 1979. The UN Standard Rules on the Equalisation of Opportunities for Persons with Disabilities mention women with disabilities as a group that needs special attention.

Gender issues are defined as the social sex of men and women. An example of a gender equality checklist is given, to be used in different projects, to "tick off" whether and how both men and women are involved.

Women and girls with disabilities in developing countries often have even harder living conditions than men. For instance, they are often denied access to health care. Education is another field that is often not accessible for girls and women with disabilities. The World Bank has stated that the most important investment that could be done in national economic terms is education of girls.

Girls and women with disabilities are also more exposed than women without disabilities to mental and physical cruelty.

The 4th UN World Conference on Women was organized in Beijing, China. The Beijing Declaration and the Platform for Action, adopted at the conference, gives guidelines for the future work of the UN States concerning women's living conditions and their possibilities of having influence in society. In 38 articles, the text includes special reference to women and girls with disabilities. Empowering women to get a better self-confidence is an important issue, as well as training them to get a job or build up a business of their own.

Men with disabilities might have a special male problem, if they are not able to be the breadwinner of the family. But it is also up to the surrounding. A seminar on men's issues stated that men have a lot to gain from improved gender equality.

Step one in a mainstreaming process is to have good policies, implementation and competence on these disability issues within your own country. Several ministries, development agencies and disabled people's organisations have their special contact persons on gender, on children, on disabilities. Working groups and networks are formed within the organisations or with links to others outside the house. Training of staff, future diplomats and development co-operation workers is offered in some places. Disabled People's Organisations, DPOs are getting more and more involved as natural co-operation partner, as they are the experts on disability. Country analyses, strategies and policies on gender and children perspectives on disability issues in Nordic development co-operation are published in some organisations.

# Appendix 1. Contacts

Contact has been taken with the following persons/organisations (personal meetings, telephone interviews, and letters).

## DENMARK

Birgit Dyssegaard, County of Copenhagen

Hans Wulffsberg, DSI (The Danish Council of Organizations of Disabled)

Aase Skov, K.U.L.U. - Women and Development

### Ministry of Foreign Affairs

Jette Egelund

Lone Fruerskov Andersen

Janice Granados

Helle-Marianne Vadmand

## FINLAND

### FDUV

Helena af Hällström

Mikael Lindholm

### FIDIDA (Finnish Disabled People's International Development Association)

Tuija Halmari

Kalle Könkkölä

Arvo Karvinen, Finnish Federation of the Visually Impaired

Anna-Kaarina Kallio, Folkhälsan (People's Health)

### KEPA (Service Center for Development Co-operation )

Kari Bottas

Eija Mustonen

Folke Sundman

Elisa Pelkonen, Kynnys ry (The Threshold, Center for Independent Living)

### Ministry for Foreign Affairs

Johanna Arponen

Pekka Haavisto

Heikki Kokkala

Eija Linnell

Päivi Mattila

Mikael Sjövall

Christian Sundgren  
Anneli Vuorinen

Eila Alanko, **UNIFEM**

All the speakers at the Finnish Workshop on Multilateral Aspects 30 - 31 August 1999, have also contributed with several facts and perspectives

## **NORWAY**

Anne Horgheim, The Norwegian Heart- and Lung Association, **Atlas-alliancen**

**Diakonhjems Internasjonale Senter (Centre for Partnership in Development)**

Camilla Hansen  
Anne Hertzberg  
Paal Jareg

Turid Heiberg, **Fokus (Forum for Women and Development)**

**Ministry of Foreign Affairs**

Dag Nissen  
Unni Rambøll

**Norad (Norwegian Agency for Development Co-operation )**

Anne Liv Evensen  
Bodil Maal  
Brita Naess

Arne Husveg, **Norges Blindeforbund (Norwegian Association of the Blind)**

**Redd Barna (Save the Children Norway)**

Zoe Isabel Øiestad  
Aina Bergstrøm

Marianne Thorén, **Norsk Folkehjelp (Norwegian People's Aid)**

## **SWEDEN**

Conny Vingås, **Diakonia**

Lars Bolander, **FUB (The Swedish National Society for Persons with Mental Handicap)**

Gabor Tiroler, **FRU (The Association for Rehabilitation in Developing Countries)**

Birgitta Holm, **Holm, Birgitta, Architect Office**

**Ministry for Foreign Affairs**

Gunilla von Bahr



Anna Bergström  
Cecilia Engström  
Barbro Holmberg  
Gerd Johnsson  
Johan Ndisi

**Ministry of Health and Social Affairs**

Lars Blomgren  
Kerstin Jansson

Ulla Lindeberg, **NHR (The Swedish Association of Neurologically Disabled)**

**Pingstkyrkan (Pentecostal Revival, and PMU - the Mission Union)**

Curt Karlsson  
Roland Stenlund

**Rädda Barnen (Swedish Save the Children)**

Lena Karlsson  
Ulrika Persson

**SDR (Swedish National Association of the Deaf)**

Anders Andersson  
Ingvar Edwall

**SHIA (Swedish Organisation of Disabled Persons Aid Association)**

Gunilla Hogling  
Anneli Joneken  
Tiina Nummi Södergren

**Sida (Swedish International Development Co-operation Agency)**

Per Dans  
Ulla Edström  
Maria Leissner  
Eva Falkenberg  
Annika Nordin Jayawardena  
Kerstin Rosenkrantz  
Birgitta Sevefjord  
Brita Östberg

Lisbet Palme (earlier interview, **Unicef Sweden**)

**TANZANIA**

**CHAWATA (Organisation for physically disabled)**

Audax Barthazar (CHAWATA Bukoba region)  
Bo Svensson, DHR Linköping (Swedish Federation of Disabled Persons)

Lennart Hernander, **Forum Syd (Sweden)**

**ZAMBIA**

Kenneth Mubuyaeta, **Disacare (metal workshop)**  
Cardinal Uwishaka, **WFC (Women for Change)**

**VIETNAM**

Ta Thuy Hanh, **Save the Children**

**SOUTH AFRICA**

Washiela Sait, **DICAG (Disabled Children Action Group)**

Henrietta Bogopane, **Member of Parliament**

**URUGUAY**

Norma Toucedo, **FBU (The Organisation of visually impaired in Uruguay)**

**SRI LANKA**

G. Wanniarachchi

**UNITED NATIONS**

Bengt Lindqvist, **the UN Special Rapporteur on Disability**

**WORLD BLIND UNION, WOMEN'S COMMITTEE**

Kicki Nordström

## Appendix 2. References

- 1) Abu-Habib, Lina, Gender and Disability. Women's Experience in the Middle East. Oxfam 1997.
- 2) Aids and the Grassroots. Problems, challenges and opportunities. Iepelelegeng Publishers. The Nordic School of Public Health, Gothenburg 1996.
- 3) A Matter of Social Context . . . The Sexual Abuse of Children with Disabilities. Swedish Save the Children, 1997.
- 4) Barnets rättigheter i bilateralt utvecklingssamarbete. Ett positionspapper. Sida 1999.
- 5) Barn med funktionshinder. Några utgångspunkter för en svensk strategi inom internationellt utvecklingssamarbete (draft), Swedish Ministry for Foreign Affairs, 1999.
- 6) Blume, Pia, URAFIKI - vad är det? Lättläst Studiebok om östra Afrika, LTs förlag Stockholm 1989.
- 7) Child Protection, Manual. Danida 1999.
- 8) Children with Disability in Armed Conflict and Displacement. Swedish Save the Children, 1997.
- 9) Childwatch International, Terms of Reference, 1996.
- 10) Community-Based Rehabilitation (CBR) Program. West Bank and Gaza strip. Report of an Evaluation Mission, ed Dr Padmani Mendis, Disability Studies Unit, Faculty of Medicine, University of Kelanya, P.O. Box 06, Ragama, Sri Lanka, 1996.
- 11) Community-based rehabilitation (CBR). NU, News on Health Care in Developing Countries 2/95, International Child Health, Uppsala University, Sweden 1995.
- 12) Danida/57 Programmer og Projekter, September 1999
- 13) Development Initiatives and Services (DIS). Report on the workshop for women with disabilities from Eastern, Central and Southern Africa. DIS, Zimbabwe, 1998.
- 14) Dimensions of Comprehensive Security. Alleviating Poverty creates Human Security. Ministry for Foreign Affairs of Finland 1999.
- 15) DSI Policy Paper: Facing the Third World, Copenhagen, 1992
- 16) DSI-Nyhedsbrev, Nr 2/1998, Nr 3/1999
- 17) DSI-U-land, U-landsudvalgets nyhedsbrev 2-3/97
- 18) Disabled Children and the Convention on the Rights of the Child. An Advocacy Tool, Save the Children Alliance Task Group on Disability and Discrimination, 1999
- 19) Disabled women in countries cooperating with SHIA. 1994.
- 20) Dobble risiko? Uppdager vi seksuelle overgrep hos barn med funksjonshemining?, Redd Barna, Rapport nr 1, 1998
- 21) Evaluation of the Strategy for Assistance to Children in Norwegian Development Co-operation , Evaluation Report 10.98, Ministry of Foreign Affairs, Oslo
- 23) Everyone has the right to blossom. Learning about children with disabilities. Save the Children Sweden 1999.
- 24) Folketinget 1998-99, Forslag til vedtagelse, 24 februar 1999.
- 25) From words to actions. After Beijing and Huairouh. About women with disabilities in developing countries. SHIA 1999.
- 26) Funktionshindrade kvinnors erfarenheter av FN:s konferens om kvinnor i Beijing och NGO Forum i Huairou. Projektet Kvinnor och handikapp. Disabled People's International Sverige. 1995.
- 27) Frön som groer. En studiebok om funktionshinder och internationell solidaritet. SHIA 1996.
- 28) Gender Equality between Women and Men in Development Co-operation . A Manual. Swedish Ministry for Foreign Affairs, 1998.
- 29) Gender Equality Checklist - a methods document (draft) SHIA 1999.

- 30) Gender Sensitive Terms of Reference, Danida 1999
- 31) Guidelines for Reporting and Writing About People With Disabilities. The Research & Training Center on Independent Living
- 32) Handbook on Gender and Empowerment Assessment, Draft, NORAD, 1999
- 33) Handbook for Mainstreaming. A Gender Perspective in the Health Sector. Sida 1997.
- 34) Handling (SHIA's journal) 1/99: Barns rättigheter i Sydafrika;
- 35) Handling, Special edition 1995: Women on the Move (before the UN Conference in Beijing and NGO Forum in Huairouh)
- 36) Beijing Declaration and Platform of Action (UN Conference on Women 1995) + Handlingsplanen från FN:s fjärde kvinnokonferens i Peking 1995 - ett sammandrag. Utrikesdepartementet 1997.
- 37) Hvem, hvad, hvordan om Kvindernes U-Landsudvalg (KULU) Copenhagen, 1997
- 38) Hidden sisters. Women and Girls with Disabilities in the Asian and Pacific Region UN, ESCAP (Economic and Social Commission for Asia and the Pacific), ST/ESCAP/1548. United Nations, New York 1995.
- 39) Human Rights for people with disabilities. A series of 5 short radio items (Human Rights, Children, Women, Standard Rules, Organisations). Available on cassette and CD, produced by SHIA in 1998.
- 40) I Himalayas skugga. A video on CBR in Nepal, produced by NHR The Swedish Association of Neurologically Disabled, 1998
- 41) Implementation Handbook for the Convention on the Rights of the Child, Unicef 1998.
- 42) Inclusive Education in Vietnam. An evaluation of the support by Rädda Barnen 1991-95. Swedish Save the Children, 1996.
- 43) In Our Own Words. Save the Children, UK
- 44) Kirgistan, Red Barnet, Denmark 1999
- 45) Landstrategi för samarbetet med Zimbabwe. 1997 - 2001. Sida.
- 46) Looking at Gender, Agriculture and Rural Development. Ministry for Foreign Affairs of Finland 1995.
- 47) Making a difference. Gender Equality in Bilateral Development Co-operation . Sida 1999.
- 48) Making the Link. A report from the International Seminar on Macroeconomics and Children's Rights (focusing on developing countries, Midran, South Africa 1998. Save the Children Sweden.
- 49) Manifesto by Disabled Women in Europe. European Union, Bruxelles 1999.
- 50) Men's voices, men's choices. Sexuality, fatherhood and male identity in a changing society. Report from a Sweden-Africa regional seminar in Lusaka, Zambia. Swedish Ministry for Foreign Affairs, 1999.
- 51) Mere end den halve verden, Barn og unge i dansk udviklingsbistand, Lotte Grauballe og Mikkel Balslev, Dansk Ungdoms Faellesråd, 1998
- 52) Nicaragua external annual report, 1998, Redd Barna, Norway
- 53) NORAD investerer i framtida, NORADs strategi mot år 2005, NORAD, 1999
- 54) Norsk bistand i tall, 1998, NORAD, Oslo
- 55) Odoi, Frank and Packalén, Leif. Comics with an Attitude . . . A Guide to the Use of Comics in Development Information. Ministry for Foreign Affairs of Finland 1999.
- 56) Oversikt over Atlas-alliansens bistandsprosjekter i 1999
- 57) Report on the Workshop for Women with Disabilities from Eastern, Central and Southern Africa, Development Initiatives and Services (DIS) , Bulawayo, Zimbabwe, 1998 ( see 13) )
- 58) Principbeslut om Finlands bistånd. Finlands utrikesministerium 1998.

- 59) Providing Special Education for those who need it in developing countries, ed Heikki Kokkala. Department for International Development Co-operation, Ministry for Foreign Affairs of Finland 1997.
- 60) Project review of Lesotho Society for Mentally Handicapped persons, Norwegian Association for Persons with Developmental Disabilities, 1999
- 61) RBC Annual Plan 2000, Home Based care and Rehabilitation for Differently Abled Children in Cambodia, Redd Barna
- 62) Redd Barna - Nepal, Annual Report, 1997
- 63) Rettighetsbasering av utviklingssamarbeidet, NORAD, 1999
- 64) The Salamanca Statement and Framework for Action on Special Needs Education from 1994 + Salamanca - five years on. A review of UNESCO activities in the light of the Salamanca Statement and Framework for Action adopted at the World Conference on Special Needs Education: Access and Quality, Salamanca, Spain 1994. Draft an advance copy. UNESCO.
- 65) Sida's development co-operation for children and adults with disabilities. A Position paper, Sida 1999.
- 66) Strategi for kvinne- og likestillingsrettet utviklingssamarbeid 1997-2005, Utenriksdepartementet, Oslo
- 67) Strategy for women, gender equality and development, Norwegian People's Aid (NPA), Oslo, 1998
- 68) Stöd till Utsatta Barn, red Barbro Andreasson och Margareta Mobergh. Missionsinstitutet - PMU, 1995.
- 69) The Hanaholm Resolution. Nordic Development Assistance Seminar on Disability Issues at Hanaholmen in Finland on 4 - 6 March 1991
- 70) The Role of Culture in Development. Sida 1995.
- 71) The Standard Rules on the equalization of opportunities for persons with disabilities. + The Standard Rules of United Nations to enable people with handicaps to live others and be equal as human beings. Easy-to-read version of the Standard Rules on the equalization of opportunities for persons with disabilities. Easy-to-Read Foundation, Stockholm 1996.
- 73) Towards Inclusive Education. The Vietnamese Experience. Swedish Save the Children, 1996.
- 74) Uganda National Programme of Action for Children, Ministry of Finance and Economic Planning, Kampala, 1992
- 75) Uganda National Programme of Action for Children Review and Update, National Council for Children/UNICEF/Social Service Line Ministries, 1999
- 76) Undersøgelse af NGO-Støtten til Handicapområdet, Utkast til Synteserapport, International Development Partners. Danida 1999.
- 77) Vision, Global Strategy and Policy, Redd Barna 1998-2001, Save the Children, Norway
- 78) Women on the move - disabled women participating in the NGO Forum held at Huairou, China, in connection with the 4th UN World Conference on Women in Beijing. SHIA Women's Group 1997.
- 79) Årsrapport 1998, Forum for Women and Development, FOKUS (Norway)
- 80) Årsrapporter 1993-1998, NORAD, Oslo