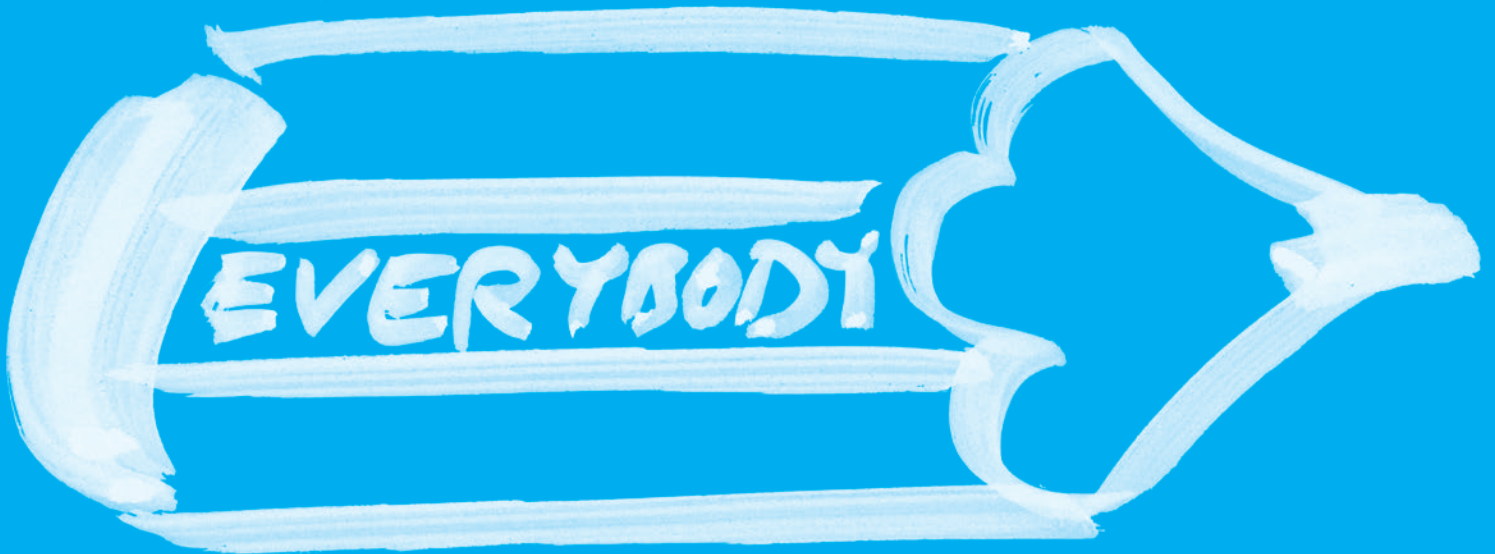


Behinderung und internationale Entwicklung Disability and International Development

Themen: Covid-19 und Menschen mit Behinderungen
Themes: Covid-19 and Persons with Disabilities



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Sehr geehrte Leserinnen und Leser,

die COVID-19 Pandemie hält die Welt auch nach über einem Jahr weiter in Atem. Im Verlauf der Pandemie zeigen sich sowohl erfolgreiche Strategien der Eindämmung, wie aber auch immer wieder dramatische Entwicklungen in bestimmten Regionen oder für bestimmte Personengruppen.

Menschen mit Behinderungen gehören nach wie vor zu den Personengruppen, die in politischen Programmen der Pandemiebekämpfung nicht an erster Stelle stehen, sondern vielfach zurückgelassen werden. *The global crisis of COVID-19 is deepening pre-existing inequalities, exposing the extent of exclusion and highlighting that work on disability inclusion is imperative* – so der bereits im Mai 2020 erschienene *Policy Brief* der Vereinten Nationen. Passgenaue politische Strategien fehlen dennoch vielerorts bis heute, u.a. weil weiterhin zu wenige Daten vorliegen, die differenziert Auskunft geben über die unmittelbaren gesundheitlichen Folgen, vor allem aber auch die mittel- und langfristigen Auswirkungen für Menschen mit Behinderungen weltweit.

Diese Ausgabe widmet sich dem Schwerpunkt COVID-19, um auf diese Lücke aufmerksam zu machen. Die Suche nach Autor*innen, die über differenzierte Kenntnisse aus eigenen Projekten oder aus eigenen Forschungsaktivitäten verfügen und zugleich trotz der vielfachen Mehrbelastungen durch die Pandemie in der Lage sind, einen Beitrag beizusteuern, gestaltete sich schwierig. Eine Reihe von Forschungsaktivitäten sind im letzten Jahr angestoßen worden, es liegen aber bisher nur wenige abschließende Ergebnisse vor. Daneben gibt es eine ganze Reihe von Stellungnahmen und Positionspapieren, die auf die Folgen für Menschen mit Behinderungen hinweisen und die Notwendigkeit einer *disability-inclusive response to COVID-19* betonen (<https://www.un.org/en/coronavirus/disability-inclusion>).

Für diese Ausgabe haben wir zwei Berichte von beeindruckenden kleineren Projekten erhalten, die auf sehr spezifische Risiken hinweisen:

Der Beitrag von Subekshya Karki (*Handicap International*, Nepal) berichtet von einer Untersuchung zur Benachteiligung von Kindern mit Behinderungen im Zugang zu alternativen Bildungsangeboten während der Phase der Schließung von Schulen in der Pandemie und leitet aus den Erkenntnissen Empfehlungen für kreative

Dear readers,

the COVID-19 pandemic continues to keep the world on tenterhooks even after more than one year. In the course of the pandemic, both successful containment strategies and dramatic developments in certain regions or for certain groups of people are becoming apparent.

People with disabilities continue to be one of the groups of people who are not at the forefront of pandemic response policies, but are often left behind. The United Nations Policy Brief published in May 2020 pointed out: *The Global Crisis of COVID-19 is Deepening Pre-existing Inequalities, Exposing the Extent of Exclusion and Highlighting that Work on Disability Inclusion is Imperative*. Nevertheless, there is still a lack of appropriate political strategies in many places. There is still a lack of disaggregated data that provides information about the immediate health consequences, but above all also the medium- and long-term effects for people with disabilities worldwide.

This issue focuses on COVID-19 and disability to draw attention to this gap. The search for authors who have differentiated knowledge from their own projects or from their own research activities and at the same time are able to contribute despite the multiple additional burdens caused by the pandemic proved to be difficult. A number of research activities have been initiated during the last year, but only a few conclusive results are available so far. At least, there is a huge number of statements and position papers that point out the consequences for people with disabilities and emphasise the need for a *disability-inclusive response to COVID-19* (<https://www.un.org/en/coronavirus/disability-inclusion>).

For this issue we have received two reports from impressive smaller projects that point to very specific risks:

The contribution by Subekshya Karki (*Handicap International*, Nepal) reports on an investigation of barriers for children with disabilities in accessing alternative education during the period of school closure in the pandemic. From the findings she derives recommendations for creative solutions to preserve access to education that can be very inspiring for other contexts.

The contribution by Jacob Devabhaktula from India presents findings from a study on domestic violence against women with disabilities in

Lösungen zur Wahrung des Zugangs zu Bildung ab, die auch für andere Kontexte sehr anregend sein können.

Der Beitrag von Jacob Devabhaktula aus Indien schildert Ergebnisse einer Studie zur häuslichen Gewalt gegen Frauen und Mädchen mit Behinderungen in Kalkutta und der ländlichen Provinz Bihar in Indien. Die beobachtete Zunahme von Gewalt während des Lockdown wird auf die Zunahme von Arbeitslosigkeit, die Zunahme von Stress und Ängsten sowie den stark eingeschränkten Zugang zu Unterstützungsnetzwerken im Gemeinwesen zurückgeführt. Dieses Beispiel macht deutlich, wie sehr sich unter Pandemiebedingungen soziale Benachteiligung intersektionell verknüpft und verschärft.

Ein weiterer, themenübergreifender Beitrag beschäftigt sich mit gesellschaftlichen Konstruktionen und Perzeptionen von Behinderung im Globalen Süden. Diese sind so heterogen wie die Lebensverhältnisse. Michael Boecker weist dabei zugleich auf die Prägung beider Einflussfaktoren durch koloniale Einflüsse hin, die auch kulturwissenschaftliche Betrachtungen beeinflussen. Die zentrale politische Herausforderung sieht er in der Bekämpfung der prekären Lebensverhältnisse von Menschen mit Behinderungen in den Ländern des Globalen Südens, die – wie die beiden auf COVID-19 bezogenen Artikel deutlich zeigen – wesentlich für das Leben und Erleben auch unter Pandemiebedingungen sind.

Wir hoffen, diese Ausgabe trägt bei zu einer stärkeren Fokussierung individueller Risiken und Barrieren, die Menschen mit Behinderungen in der Pandemie erleben, und zur Sensibilisierung politischer Akteure für die Langzeitfolgen der Pandemie im Blick auf Personengruppen, deren Benachteiligung durch die Pandemie noch verschärft wird.

Die Pandemie kann nur gemeinsam bewältigt werden – in Solidarität. Und – wie der UN-Sonderberichterstatter über die Rechte von Menschen mit Behinderungen in seiner Ansprache zur 13. *Conference of States Parties* im November 2020 betonte – wir brauchen (weiterhin) sehr konsequente strukturelle Veränderungen, damit der Geist der UN-Behindertenrechtskonvention an all den kleinen Orten spürbar wird, an denen Menschen mit Behinderungen leben.

Wir wünschen Ihnen eine anregende Lektüre.

Ihr Redaktionsteam

Kolkata and rural Bihar province in India. The observed increase in violence during the lockdown is attributed to increased unemployment, stress and anxiety, and the severely limited access to community support networks. This example highlights the extent to which social disadvantage is intersectionally linked and exacerbated under pandemic conditions.

Another cross-thematic contribution deals with social constructions and perceptions of disability in the Global South. These are as heterogeneous as the living conditions. At the same time, Michael Boecker points out the influence of colonial influences on both factors, which also influence cultural studies. He sees the central political challenge in combating the precarious living conditions of people with disabilities in the countries of the Global South, which – as the two articles related to COVID-19 clearly show – are essential for daily experience of disability even under pandemic conditions.

We hope this issue contributes to a stronger focus on individual risks and barriers experienced by people with disabilities in the pandemic, and to raising awareness among political actors about the long-term consequences of the pandemic with regard to persons whose disadvantages are exacerbated by the pandemic.

The pandemic can only be overcome together – in solidarity. And – as the UN Special Rapporteur on the Rights of Persons with Disabilities emphasised in his address to the 13th Conference of States Parties in November 2020: “We need deep systems change to ensure that new ideas actually reach the small places where people live”.

We wish you a stimulating read.

Your editorial board

Assessment of Education Provision for Children with Disabilities during COVID-19 in Nepal

Subekshya Karki

From an educational viewpoint, there is a huge gap in accessing the available services and approaches provided by Nepalese Ministry of Education, Science and Technology (MoEST) to support continuing learning during the COVID-19 pandemic. Children with disabilities are the least likely to benefit from those current alternative learning solutions, that have been applied in Nepal. The findings from this assessment can support education stakeholders to include children with disabilities in their future initiatives and programmes in response to COVID-19. Besides, the findings from the assessment will be helpful to government offices (rural municipalities and municipalities), education stakeholders and NGO/INGOs, which are directly and indirectly involved in inclusive education in Nepal.

Introduction

The COVID-19 crisis is an unprecedented situation globally, and Nepal is no different. The pandemic has disrupted education significantly. According to a UNESCO report, the temporary closure of the educational institutions impacted 1.6 billion children across 190 countries (UNESCO 2020).

In Nepal, prior to COVID-19, approximately 8,188,425 children were enrolled in school from grade 1 to 12. Among these, 70,225 were children with disabilities. This data indicates that less than 1% of children with disabilities were enrolled in schools, although it is likely that a higher number of children with undiagnosed disabilities are already in schools (MoEST Flash Report 2018). When the Government of Nepal announced a complete lockdown on 23rd March 2020, the Ministry of Education, Science and Technology (MoEST) had already called for the closing of all schools as a precautionary measure. In order to mitigate the impact of school closures, the MoEST has endorsed the Guideline on Facilitation of Students' Learning through Alternative System 2020 which listed radio, television, online and offline lessons, self-learning, and remote teaching as methods to be used for teaching and learning.

An education assessment conducted by Handicap International – Humanity & Inclusion (HI) in July 2020 examined the impact of COVID-19 on the Nepalese education system, with a focus on children with disabilities. The specific objective of this education assessment was to understand the educational needs, barriers to access, and issues for children with disabilities and provide evidence to advocate for education policy, planning, and response for children with disabilities during and after COVID-19. The assessment was conducted in leadership of HI's technical unit and support from the HI's local implementing partner organisations in 21 districts covering all the 7 provinces of Nepal (Humanity & Inclusion 2020).

The assessment was carried out through telephone survey during July 2020. A total of 1,166 samples were interviewed in this survey which includes: parents and caregivers of children with disabilities, teachers, head teachers and school management committee members. The education assessment samples collected disaggregated data of the 1,166 respondents by gender, types of disabilities, grade, age, type of respondents and location.

The findings indicate that the pandemic has had serious impacts on access to

The pandemic has had serious impacts on access to continued learning for children with disabilities and on their well-being, and [that] potentially widens the gap between advantaged and disadvantaged children in their equitable access to quality education.

continued learning for children with disabilities and on their well-being, and that it potentially widens the gap between advantaged and disadvantaged children in their equitable access to quality education. Although inclusive education with a focus on children with disabilities is part of the COVID-19-education response plan, many of the planned activities have yet to be implemented – even more so at a large scale (Nepal Education Cluster, 2020).

Major Findings
Parents and Caregivers of Children with Disabilities

A total of 677 parents/caregivers of children with disabilities were interviewed on the barriers, challenges and support provided by parents/caregivers of children with disabilities to their children in order to

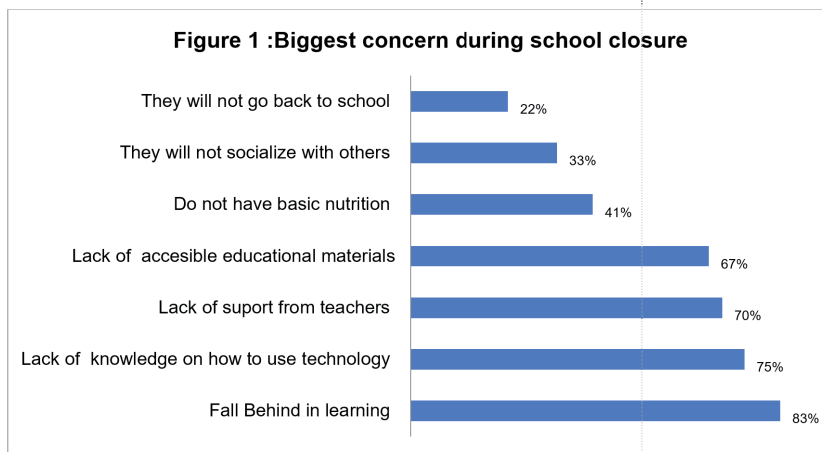


Figure 1: Biggest concern during school closure. Own data collection and analysis by HI Nepal (Humanity & Inclusion 2020)

continue their learning during COVID-19. Among the respondents, 54% were male and 46 % were female.

One of the biggest concerns shown by 83% parents/caregivers of children with disabilities is fear of their children falling behind in learning followed by lack of knowledge on how to use technology (75%) and lack of support from teachers (70%).

While schools are closed due to COVID-19, many students are struggling to keep their education on track. But children with disabilities can be among the hardest hit, as they and their parents/caregivers face particular obstacles such as lack of access to different services, accessible learning materials and access to electronic devices to connect for lessons. Interestingly, 66% families have access to simple mobile phones which is more than those who have access to radio at 44%. 41% percent had access to television and only 22% had access to smartphones. Only 22% families are using radio, 16% are using television and 6% are using smartphones in order to support their child in learning. Access to use of internet, computer and tablets for learning are below 1%.

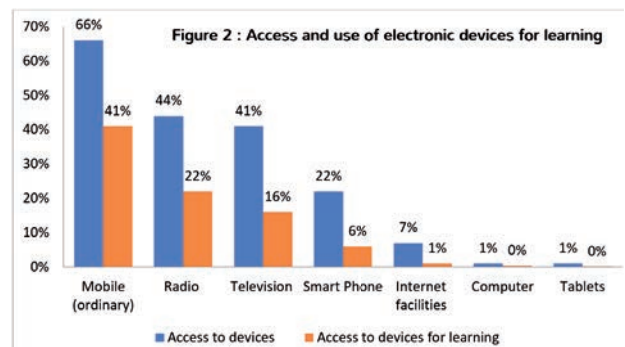


Figure 2: Access and use of electronic devices for learning. Own data collection and analysis by HI Nepal (Humanity & Inclusion 2020)

Only 14% (96) parents/caretakers said that their children with disabilities have access to accessible learning materials. Among those children only 35 have access to textbooks whereas 12 have access to braille materials, 3 children have access to sign language charts and only 2 children have access to books with large fonts. Limited access to learning materials for children with disabilities further increases the risk of a child falling behind.

52% parents/caregivers shared that they are providing support in their child’s reading which is a positive statistic. Most of the parents who are reading with their

Only 22% families are using radio, 16% are using television and 6% are using smart phones in order to support their child in learning. Access to use of internet, computer and tablets for learning are below 1%.

Supports to Radio Schooling Programme initiated by the Government

HI along with its local partner organisation Disable Empowerment and Communication Center (DEC-N) and their project Empowering a New Generation of Adolescent Girls with Education (ENGAGE) have provided financial support to Baijanath Rural Municipality in Banke to broadcast Radio Schooling Programme for students of grade 1-10 as an alternative mode of self-learning. DEC-N’s role is also to ensure that the community volunteers of the project constantly encourage children to listen to the radio programme, ensure that it is accessible to children with disabilities (visual impairment), use the correct terminology to address children with disabilities and also encourage teachers to deliver the lesson slowly considering the diverse needs/capacities of learners and an overall meaningful teaching experience.

The Radio Schooling Programme has been identified as an effective and alternative mode of distance learning by the Government of Nepal which is also mentioned in the Guidelines on Facilitating Students’ Learning through Alternative System 2077. The programme which is currently being carried out in Banke can be beneficial to the direct beneficiaries of ENGAGE (HI’s Inclusive Education project) including children with disabilities (mild, moderate, and visual impairment) who have been staying at home since the lockdown due to the closure of the bridge classes they were enrolled in. In order to help retain the knowledge of the direct beneficiaries who have visual and hearing impairment, volunteers who are already trained in Braille and sign languages are providing one-to-one learning support. Considering its efficacy, the radio programme can also be replicated in the other project municipalities in Parsa and Sarlahi.

children buy story books, read stories, and ask children to read aloud. 70% parents/caregivers shared that the lack of suitable learning materials was the top barrier as compared to only 31% reporting that distraction by other children in the house is an obstacle in support their child in continuing learning.

Teachers

A total of 232 teachers were interviewed. Among those interviewed the highest representation was from Bagmati province (34%), followed by province 5 (recently renamed to Lumbini) and province 2 with 16% representation, respectively. Similarly, 13% respondents were from Sudurpaschim province, 11% from Gandaki province and 5% each from Karnali and province 1.

In order to provide online education for children, devices with access to internet facilities are required. Whilst a relatively high 69% of teachers have access to smartphones and 67% have access to mobile phones (ordinary), only 46% have internet facilities and other devices. According to the teachers, similarly to the parents, the highest barrier is the lack of accessible educational materials for children with disabilities (91%) which adds barriers for them to provide learning support during COVID-19. Around 87% of the teachers responded that they do not have the adequate support they need to continue helping children with disabilities learn compared to children without disabilities during this time. Whilst a relatively high rate of teachers has access to smartphones (69%) and 67% have access to mobile phones (ordinary), only 46% have internet facilities and other devices. According to the teachers, similarly to the parents, the highest barrier for children with disabilities is the lack of accessible educational materials (91%), which adds barriers for them to provide learning support during COVID-19.

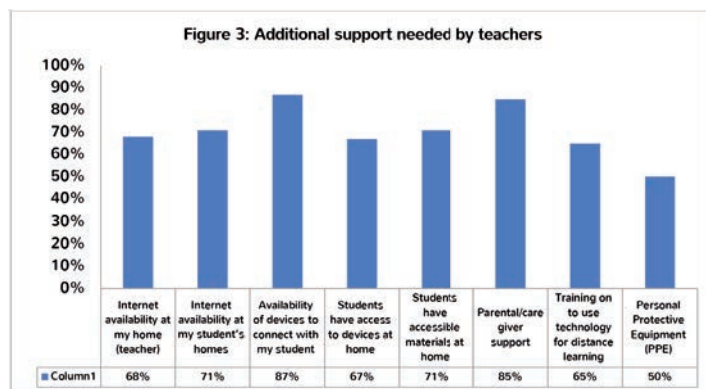


Figure 3: Additional support needed by teachers. Own data collection and analysis by HI Nepal (Humanity & Inclusion 2020)

Although most respondents thought that disinfecting schools and providing accessible WASH facilities were a high priority, only 33% of the respondents feel they have sufficient funds to do so.

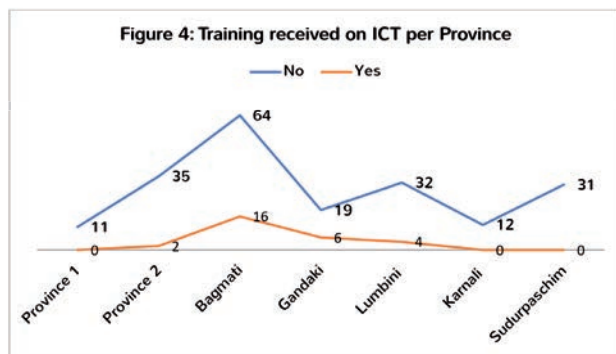


Figure 4: Training received on ICT per Province. Own data collection and analysis by HI Nepal (Humanity & Inclusion 2020)

An assessment of the training on the use of technology received by teachers revealed that more than 88% of teachers had not received training. Indeed, most teachers do not seem to have adequate skills to run online classes as they have not received respective training which creates barriers for supporting children in learning through distance mode during this pandemic.

Crucially, 85% teachers explained that their most important need was to have support from parents or caregivers to develop the relevant materials and support children in their learning. One of the greatest challenges shared by teachers when schools reopen was to ensure social distancing, as this can be a challenge for children with disabilities who are often dependent on personal support in carrying out the educational and other activities at school. Teachers also expressed concern that children with disabilities may not return, although this was not reflected in the responses given by parents. They also expressed concern over psychological stress,

anxiety, and stigma among children.

Head Teachers and School Management Committee Members

A total of 257 head teachers and school management committee members were interviewed, among them 170 head teachers and 87 school management committee members.

A more positive finding is the fact that a majority of schools (78%) have at least provided support in the form of a self-learning pack, with 54% providing support by facilitating small group learning sessions. Only 23% are providing distance learning which reflects the challenge of information and communications technology (ICT) and resources described earlier. It is perhaps a positive finding that only 12% provided no support at all as they felt they were *not capable* to do so.

One of the challenges expressed by the respondent when school opens is on the risk of drop out (62 respondents) due to the long gap in terms of learning, and other competing priorities. When schools gradually reopen, it is crucial to plan how schools will be able to support children with disabilities and their families psychologically as many teachers (38 respondents) expressed concerned about the impact of stress, anxiety, and stigma.

Like workplaces, schools will also need to adopt and enforce safety protocols. Respondents gave cleaning and disinfecting of school buildings, including classrooms and washrooms a high priority. Similarly, provision of soap and reliable clean water with accessible hand washing facilities and toilets is crucial. However, both disinfection and provision of accessible WASH facilities needs adequate funds. Some teachers also mentioned other social distancing measures, such as creating more space between desks, cancelling assemblies, sports games, and other crowded events and opening schools with double shift. These aspects

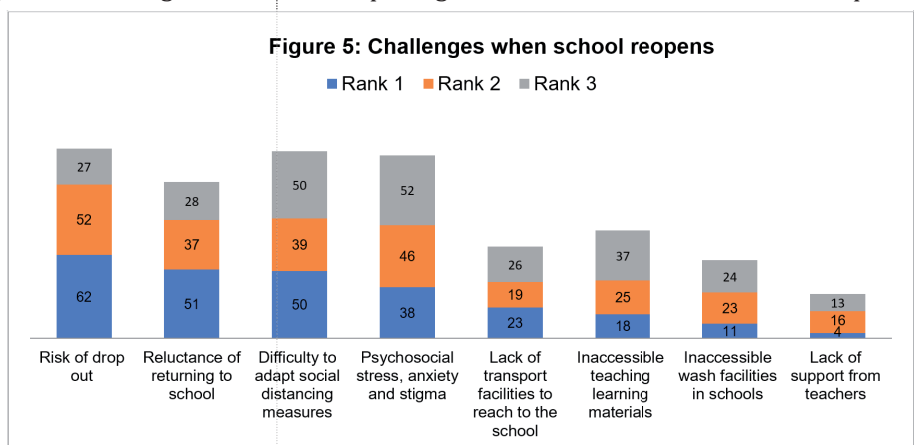


Figure 5: Challenges when school reopens. Own data collection and analysis by HI Nepal (Humanity & Inclusion 2020)

were, however, not seen as the highest priority.

Although most respondents thought that disinfecting schools and providing accessible WASH facilities were a high priority only 33% of the respondents feel they have sufficient funds to do so. This indicates that although schools have placed these activities as a priority, limited funding is a barrier at present and increased advocacy towards local government is urgently needed to allow extra funds to be directed towards this area.

Conclusions

The assessment has provided a situational analysis of the education of children with disabilities during COVID-19 when schools are closed. Highlighted were the impact of COVID-19 on children with disabilities due to school closures, the lack of accessible technology to reach to the distance/alternative learning provided by MoEST, and the lack of teacher training on ICT. Furthermore, some strategies for supporting the education of children with disabilities during and after COVID-19 were suggested.

The uneven access to technology has created a gap between those who get to learn and those who do not. Most of the approaches mentioned in the alternative guideline should use a combined approach of innovative technologies (e.g. digital and mobile technologies combined with traditional technologies such as radio and TV). In addition, some low-tech options such as learning packs, small group learning and community level support as well as continued communication between teachers and parents should be included in order to provide at least some form of educational continuity. As distance and online education is dependent on technological facilities, including access to internet services, the variance that exists in their availability is widening the gap in access and quality of education. The lack of preparedness from teachers, head teachers, and SMCs in supporting children with disabilities especially in a remote setting are creating barriers to providing continued education support during COVID-19. MoEST should ensure that all children including children with disabilities are continuing their learning. For this to happen effectively, the school system needs to be adequately financed, teachers need to be trained on using ICT effectively in the classroom and parents should be aware of the provision and plans of the MoEST so they can ensure that their children have access to those services.

Recommendations

Based on the findings from the assessment below are ten recommendations for government, teachers, schools, and organisations working on education.

- Educational support to children with disabilities through distance learning must be accompanied by additional resources such as learning packs or support from family members.
- Learning materials must be available in different formats and through various approaches (no-tech, low-tech, and high-tech) to ensure accessibility for all.
- Additional support from community volunteers who are trained in supporting children with disabilities is required to guide parents/caregivers.
- Frequent communication through phone calls, text messages and home visits, where possible, could be done by teachers to support parents. HI is supporting in this through its programmes.
- Psychosocial support for parents and caregivers who support children in these difficult times and build their resilience is imperative. Parents and caregivers should stay in touch with teachers during this time and be receptive when the teachers reach out.
- Teachers are central in making sure that children learn best, and they need to be trained to use all available technological interfaces to support the learning of all children.
- Training on pedagogical methodologies considering the need and support required for children with different types of disabilities.
- All efforts to publicise school opening must prioritise the needs of children with disabilities and new measures should be inclusive and accessible.
- Schools should plan for routine cleaning and disinfection of facilities and surroundings, especially frequently touched surfaces such as tables, doors, handles, etc.
- Education sector, health, social protection, and livelihood sectors must collaborate and work together to increase support to children with disabilities and their family members to have affordable and sustained access to care, well-being, and education during emergencies such as the current COVID-19 pandemic.

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Zusammenfassung

Aus pädagogischer Sicht gibt es eine große Lücke beim Zugang zu den verfügbaren Dienstleistungen und Konzepten, die vom nepalesischen Ministerium für Bildung, Wissenschaft und Technologie (MoEST) zur Unterstützung des weiterführenden Lernens während der COVID-19-Pandemie angeboten werden. Kinder mit Behinderungen profitieren am wenigsten von den derzeitigen alternativen Lernmöglichkeiten, die in Nepal angewendet werden. Die Erkenntnisse aus dieser Bewertung können Bildungsakteure dabei unterstützen, Kinder mit Behinderungen in ihre zukünftigen Initiativen und Programme als Reaktion auf COVID-19 einzubeziehen. Außerdem werden die Erkenntnisse aus der Bewertung für Regierungsstellen (ländliche Gemeinden und Kommunen), Bildungsakteure und NGO/INGOs hilfreich sein, die direkt und indirekt an der inklusiven Bildung in Nepal beteiligt sind.

Résumé

D'un point de vue éducatif, il y a un fossé énorme dans l'accès aux services et approches disponibles fournis par le Ministère de l'Éducation, des Sciences et de la Technologie (MoEST) népalais pour le soutien d'une maintenance de l'éducation pendant la pandémie COVID-19. Les enfants handicapés sont les moins susceptibles de profiter de ces solutions alternatives de formation actuellement appliquées au Népal. Les conclusions de cette évaluation peuvent encourager les acteurs de l'éducation à inclure les enfants handicapés dans leurs initiatives et programmes à venir en réponse à COVID-19. D'ailleurs, les résultats de cette analyse seront utiles pour les bureaux gouvernementaux, les acteurs de l'éducation et les ONG/ONGI, qui sont directement et indirectement impliqués dans l'éducation inclusive.

Resumen

Desde el punto de vista de la educación, existe una enorme brecha en el acceso a los servicios y enfoques disponibles proporcionados por el Ministerio de Educación, Ciencia y Tecnología (MoEST) de Nepal para apoyar el aprendizaje continuo durante la pandemia de Covid-19. Los niños con discapacidades son los que menos se benefician de las soluciones de aprendizaje alternativas que se aplican actualmente en Nepal. Los resultados de esta evaluación

pueden ayudar a las partes interesadas en la educación a incluir a los niños con discapacidades en sus futuras iniciativas y programas en respuesta a COVID-19. Además, los resultados de la evaluación serán útiles para las oficinas gubernamentales (municipios rurales y municipalidades), las partes interesadas en la educación y las ONG/ONGI, que están directa e indirectamente involucradas en la educación inclusiva en Nepal.

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Gender-based Violence Faced by Women with Disabilities during the COVID-19 Lockdown in Delhi, Kolkata (Urban Areas) and Bihar State (Rural Areas)

Jacob Devabhaktula

Promoting gender equality and empowerment of women is essential to the achievement of the Sustainable Development Goals. Women and girls with disabilities experience double discrimination, which places them at higher risk of gender-based violence, sexual abuse, neglect, maltreatment, and exploitation. The novel coronavirus disease (COVID-19) has spread across the world emerging as a pandemic, traumatising the globe. Women with disabilities are at a higher risk of becoming more vulnerable during the COVID-19 lockdown. This study is conducted via telephone, given that the lockdown has forced families including women with disabilities to be at home and maintain social distancing. This study aims to understand gender-based violence among women with disabilities. Through this study, we have highlighted some recommendations for the inclusion of women with disabilities in communities and creating a support system for women with disabilities for addressing the issues of gender-based violence.

Introduction

Globally one in five women live with some form of disability. A higher number of women living with disability are found in developing countries (Women Enabled International 2020). As per the latest Census from 2011 (Ministry of Statistics and Program Implementation 2016), in India, among the 1.21 billion population, about 26.8 million persons (2.21%) were identified as disabled, out of which 11.08 million (44%) are women with disabilities. Below data from the Census 2011 is based on the residence of persons with disabilities in rural and urban parts of the country.

Residence	Male	Female	Total
Rural	10,408,168	8,223,753	18,631,921
Urban	4,578,034	3,600,602	8,178,636
Total	14,986,202	11,824,355	26,810,557

Table 1: Total population living with disabilities in rural and urban locations.

Women with disability face multiple and intersecting discriminations, marginalisation, and denial of rights. In India,

their voices remain hidden and silent, their concerns are largely unknown, and their rights are overlooked both in urban and rural communities alike. Many women with disability face triple discrimination by society due to being discriminated against based on their disabilities, their sex and coming from a lower economic family in the community (Rising Flame and Sightsavers 2020).

Data provided by the National Commission of Women (NCW) in mid-April suggested that gender-based violence (GBV) has increased significantly at the household level with an almost 100% increase in domestic violence during the lockdown (Shemin Joy 2020).

As per the COVID-19 India Dashboard on 10th January 2021, the novel coronavirus disease (COVID-19) has hit India particularly hard with a total of 10.4 million recorded cases with 151,160 deaths as per The Official Times of India COVID-19 Tracker (The Times of India 2021).

Objective of the Assessment

India is a male-dominated society and women across society face gender-based violence (GBV). The COVID-19 pandemic has further exacerbated the prevalence of GBV and women with disabilities have been found to be particularly affected.

The following assessment was conducted to understand the impact of the COVID-19 lockdown in India on women with disabilities, specifically looking at exposure to GBV. Based on the findings, World Vision (WV) India developed a set of recommendations at the family, community, and government levels to reduce the risk of GBV.

Methodology

Area	Location	Number of Respondents
Urban	Delhi	25
	Kolkata (West Bengal)	25
Rural	Patna (Bihar)	50
	Total	100

Table 2: Location and sample size of respondents of the assessment.

Respondents

Women with disabilities aged 15-60 years from urban settings in Delhi and Kolkata, as well as rural Patna in Bihar state.

Data Collection

Primary data was collected from the respondents telephonically using the in-depth interview method. A structured interview guide was prepared, the respondents were informed about the assessment and verbal consent was obtained from each of them. The women interviewed are from World Vision India's target communities and were generally assessed to have good awareness on disability inclusion within the organisation's programmes and have previously attended some form of disability awareness meeting organised by WV.

Interview Guide

A structured interview guide was prepared, including the following topics for discussion to understand the prevalence of GBV during the COVID-19 lockdown:

- Profile of the women with disabilities
- Types of GBV faced by women with disabilities
- Impact of the lockdown on the socio-economic situation of women with disabilities
- Access to support services
- Family support or lack thereof for women with disabilities Survivors of GBV

The assessment also compared data from women in urban and rural areas to assess whether any differences between urban and rural settings could be recorded.

Ethical considerations followed for conducting the discussion

- Confidentiality between the respondent and interviewer was maintained.
- Non-judgemental and supportive attitudes were applied by the interviewers; interviewers kept a professional distance to respondents.
- Incidents of GBV were reported to the women's helpline number when the interviewers came across any such cases and if women consented.
- Informed consent was obtained from each individual prior to the interview.

Key Findings

The following key findings were recorded through the assessment:

- 36% of urban and 38% of rural women with disabilities expressed that they felt vulnerable because of their disability during the lockdown.
- 66% of women with disabilities in urban settings and 20% of women with disabilities in rural setting said that they are more likely to experience GBV because of their vulnerability, while 30% of urban and 50% of rural women with disabilities expressed that women without disabilities are just as likely to face GBV.
- 12% of respondents from the urban settings and 24% from the rural areas reported that they had faced GBV since the beginning of the lockdown (23rd March 2020 onwards). Around 76% of the women with disabilities in rural settings chose not to answer stating that they consider this topic to be a family matter which is not to be shared outside the home. The interviewers therefore found that the rate of GBV in rural areas is difficult to estimate given that stigma around reporting exists. It is believed that the GBV incidence rate among women with disabilities in rural areas is significant, but at the time of the study no data was available upon research.

Type of GBV faced since the lockdown	Urban	Rural
Verbal Abuse	24	2
Physical Abuse	8	2
Psychological Abuse	10	0
Stalking	2	6
Economic Violence	2	2
Chose not to Respond	4	38
Total Respondents	50	50

Table 3: Types of GBV faced by women with disabilities during the lockdown period (in numbers).

Women with disability face multiple and intersecting discriminations, marginalisation, and denial of rights.

Domestic Violence

One such example from the assessment is Shivani (name changed) who lives in Patna, Bihar with her husband and two sons. She is 34 years old and has a hearing impairment, causing her difficulty to communicate with others. During the lockdown Shivani and her husband were locked in the house for a long time. Due to unemployment and stress from being confined to the home, tensions in the family were on the rise and Shivani's husband resorted to physical violence against Shivani when her disability led to misunderstanding between the two.

The quarantine imposed during the COVID-19 lockdown to reduce the community spread of the coronavirus disease had serious psychological and socially disruptive consequences on women with disabilities. Various risk factors have been attributed to the increase of GBV during the lockdown period, such as economic insecurity and loss of jobs, alcohol consumption of family members and psychological health issues among women with disabilities resulting from isolation, loneliness, and uncertainty.

Employment

Many of the women with disabilities interviewed for the assessment and their family members lost their employment since a majority of them were working as daily wagers, including as domestic help in schools and homes, in construction, or in farming on agricultural lands. When schools and public spaces were closed, many daily wagers were left without an opportunity to make a living.

Tara (name changed) from Delhi told the interviewers that her place of work was closed, and she was asked to stay home. She did not have a contract and was paid on a monthly basis, therefore losing her

income when the lockdown started. Since many businesses have been forced to stay closed, she stated "I cannot go out and look for other opportunities to work. I am worried what will happen to my family and me". While she has a disability certificate and gets a pension of 2500 Indian Rupee per month (roughly 28 Euros), this is not sufficient to take care of her family. She has experienced pressure from her family to support them and has faced emotional abuse as she is unable to do so.

Rita Mallick (name changed) residing in Kolkata with a locomotor disability was pursuing her higher studies and worked in a private firm to earn a living. Due to the lockdown, she also lost her job and is now unable to support her family financially. Since she had previously provided significant financial support to her family, the sudden loss of income created tension and stress in the family. As a consequence, her family members started to emotionally abuse her, making her feel like a burden to the family.

Social Services and Support Provided by the Government

Prior to the COVID-19 outbreak, many of the women with disabilities interviewed through the assessment applied for government schemes, a process which was stopped due to the sudden lockdown. As a consequence, women with disabilities were not able to avail government services and facilities offered under the respective schemes to assist persons with disabilities (PWD). Furthermore, many services such as banking were only offered or routed through online portals due to the lockdown. This makes it difficult for women with disabilities to access these services as many of them stated they are neither informed nor equipped to use online services. Where government has continued to provide women with disabilities with financial support such as pensions, due to social distancing and lockdown measures it has become increasingly difficult for women with disabilities to collect money from their bank accounts. Prior to the COVID-19 lockdown measures women with disabilities were already highly dependent on others to help them access these services and this dependency has since been exacerbated.

Sunitha (name changed) applied for disability support pension but she is unable to collect her pension because respective government ministries are unable to process her request due to the lockdown. Sunitha is now dependent on others to feed and support her, which puts her at a high risk of being exploited, including sexually exploited.

Access to Essential Basic Services and Goods

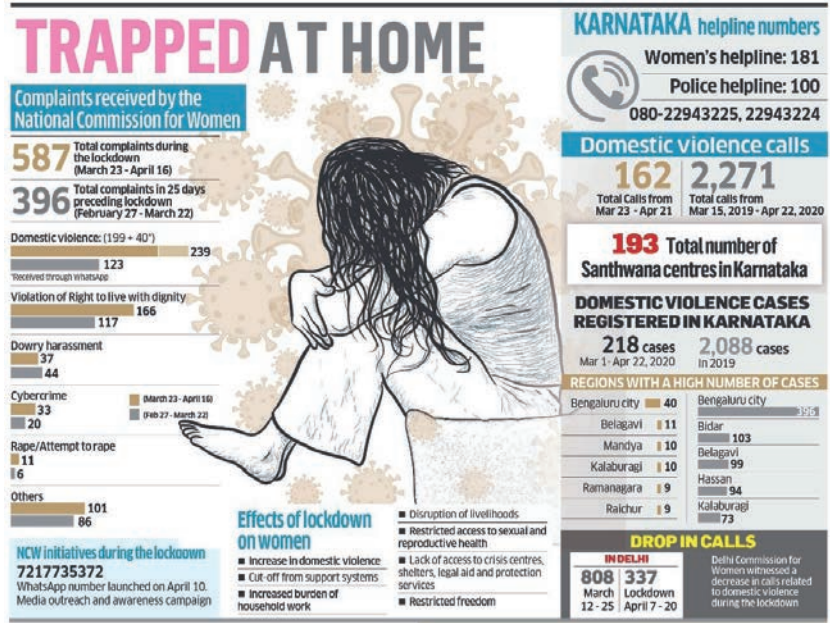
At the time of the assessment, due to the lockdown only certain provision stores were open to buy basic essentials. Women with disabilities interviewed through the study told the interviewers that they were forced to travel long distances to access basic goods and faced additional challenges to bring groceries home when left without any assistance to transport their groceries. Where they are not able to avail support from friends or relatives to access these services, the women with disabilities interviewed for the assessment stated that they are afraid of being exposed to GBV by cab drivers who might take advantage of their increased vulnerability. Compounded by the fact that many women with disabilities lost their employment or cannot access government support, some of the women with disabilities interviewed through the assessment stated their families reduced their food intake to two meals a day. While medical services were already difficult to access for PWD prior to the pandemic, the many COVID-19 cases made it all the more difficult for women with disabilities to receive medical care, due to loss of job, shops were closed and accessibility issues. This is particularly true for GBV support services. As a consequence, women with disabilities who were subjected to sexual abuse, including rape, are not able to access Post-exposure Prophylaxis (PEP) Kits and other medical services.

As a consequence, women with disabilities who were subjected to sexual abuse, including rape, are not able to access Post-exposure Prophylaxis (PEP) Kits and other medical services.

Access to Protection and Support Services for Survivors of GBV

In this section, we found significant differences between women living in rural or urban areas. When asked about support services for women with disabilities exposed to GBV, 62% of respondents from the urban cohort expressed that community members or NGOs would help a survivor of GBV compared to only 30% from the rural cohort. Women with disabilities in rural areas stated that a probable explanation for this may be that not many NGOs focused on supporting women and survivors of GBV are operational in rural areas. 36% of urban and 20% of rural women with disabilities interviewed for this assessment articulated that they believe they will not receive any help from community members or NGOs. The likely chance that women-focused NGOs do not reach the most vulnerable women in rural areas can be inferred from the response of 50% of women with disabilities from rural

areas who replied that they had no idea whether they would get any help from NGOs and the community. In areas where NGOs are operational which assist survivors of GBV, the National Commission for Women reports that since the COVID-19 lockdown, support services have been highly strained.



Graph 1: Information material by the National Commission for Women providing an overview of GBV and support services during the lockdown

Access to Justice

Among the urban respondents, only 54% of women with disabilities felt that the laws of the country are effective in protecting women with disabilities from GBV. At the same time, 42% of urban and an alarming 66% of women from the rural areas stated that they do not feel that the laws are effective, while 4% of urban and 34% of rural women with disabilities responded that they did not know whether the legal system was effective in protecting women. The lack of awareness about the laws among the rural respondents highlights the need for increasing the reach of awareness programmes and paying specific attention to ensuring that women with disabilities can participate in such awareness events, particularly in more remote locations. Even though women with disabilities in urban settings are generally found to have better access to facilities and services, they also faced new challenges brought by the lockdown. While more support services are in place in urban settings, due to the lockdown these were more difficult to access for women with disabilities confined to the home and abusers exploiting the inability of disabled women to call for help or escape. This situation was further exacerbated by the

fact that the lockdown also forced NGOs and government offices to stay closed so that many calls to help-lines went unanswered. With the healthcare system overstretched and justice services disrupted, women with disabilities who experienced violence did not receive the support services they needed.

Recreational and Emotional Wellbeing

Many of the women with disabilities interviewed for this assessment reported a sense of loneliness and isolation which was further increased due to the lockdown. More than 50% of the participants stated that they missed social interactions with their friends or colleagues, were disillusioned with not being able to work or study and frustrated with being confined to their homes. Many women with disabilities highlighted that lockdown and movement restrictions have increased tensions in the family and that women with disabilities are especially vulnerable to violence from family members.

Meena (name changed) lives in Samastipur, Bihar with her husband, two daughters and one son. She is 35 years old and has a locomotor disability. Her husband lost his job, and the family has since lived in fear of not being able to meet their daily needs, including putting food on the table. In the absence of community resources and financial support and being confined to the home, tensions in the family escalated. Meena's husband started abusing alcohol as a coping mechanism and started beating, verbally and sexually abusing his wife. Meena decided to ask her parents for help and Meena's and her husband's parents sat together to discuss the situation, which allowed the family to de-escalate some of the tensions.

Family Support

The study team assessed the support from families for women with disabilities in case they became subjected to GBV, asking respondents whether their families would support them, ignore GBV incidents, or refuse to support them. The responses underline that stigma continues to exist even within families, particularly in rural settings. 88% of women with disabilities from rural areas either stated that their families would not support them in case they became exposed to GBV or did not provide an answer to this question, while only 10% replied that their families had been supportive of them. The remaining 2% of women with disabilities from rural settings stated that their families would most likely ignore GBV incidents. Responses from women with disabilities from urban settings painted a different picture: 78% of women with disabilities from urban areas reported that their families had provided support, while 22% expressed that their

families ignored GBV incidents and that this may be due to the family's concern about their social status and that they did not wish to become stigmatised in their communities. These differences are influenced by some general differences between women living in rural or urban areas: In rural contexts the families of women with disabilities tend to more conservative attitudes towards the role of women, financial conditions are poor and societal norms are more rigid as compared to urban contexts.

Recommendations

To empower and better support women with disabilities who have been exposed to GBV or are at risk of experiencing GBV, the following framework is recommended:

Family level support systems:

- There is a need to empower girls and women with disabilities at the family level to reduce stigma when it comes to addressing GBV. Awareness raising and capacity building for women and girls with disabilities plays a crucial role in educating them about their rights and building their capacity to educate their families on the topic of GBV.
- Aside from empowering women and girls with disability, it is crucial to work with families to reduce stigma around reporting GBV and so that families can seek support prior to GBV incidents taking place at the family level. Aside from raising awareness about support services available, it is crucial to educate families about the rights and entitlements of women with disabilities and the impact of GBV.
- To change beliefs and norms which are at the root of GBV, programmes which target men and boys are paramount to make them allies in the fight against GBV. India is still a patriarchal society and men mostly have a dominant role in families. Therefore inclusion of men in combating GBV issues will have great impact. WV India has successfully implemented the Men Care Model (World Vision 2013), a programme which works at the community, national, and regional levels by advocating for more gender equitable policies related to caregiving and developing and adapting programs to work with fathers and their partners to prevent violence against women and children. There is a need to roll out this project model specifically for families with women with disabilities.

Community level:

- To reduce the risk of GBV incidents, mitigate their impact and strengthen support services for survivors, it is paramount to strengthen or build up

community protection networks and referral systems for women with disabilities. Furthermore, community structures such as Disabled Peoples' Organisations (DPOs), Community Based Organisations (CBOs), Self Help Groups¹ (SHGs), and NGOs need to be better capacitated to identify the needs of women with disabilities and provide support to them. Currently, women with disabilities are mostly excluded from SHGs. To sensitise SHGs on the topic of disability and enable the meaningful participation of women with disabilities is an important step toward strengthening women with disabilities' access to community resources and networks and foster their integration in community development.

- Awareness raising is key to sensitise the community about the rights of women with disabilities and the need to include them in community development. Women with disabilities also need to be capacitated about their rights and entitlements and how to claim them. Capacity building training for stakeholders through online/virtual platforms is key to reaching communities during the lockdown.
- Opportunities for meaningful engagement and cooperation between communities, NGOs and the local government need to be created to foster a safe and friendly environment to address the needs and challenges of women with disabilities specifically with regard to GBV risks.

Government level:

- To strengthen access to justice for women with disabilities, the assessment team recommends that the government allocate special hearing sessions for GBV cases on women with disabilities and conduct capacity building for judges and clerks on disability laws and sensitise them on the special needs of women with disabilities. Women with disability who survived GBV need to have access to specific support to navigate the court system.
- Police stations need to be better equipped to provide safe spaces where women, including women with disabilities, can report incidents of GBV. Where women with disabilities feel more comfortable to interact with female police officers, they need to be given an opportunity to report cases to female officers. Overall, police officers need to be trained on how to better assist women with disabilities and their capacity on disability laws built.
- The assessment team further recommends appointing women police officers to visit communities and provide awareness raising sessions among women with disabilities on the issue of GBV.
- Shelter homes need to be made available for survi-

vors of GBV, including women with disabilities and their children, where they can access comprehensive support services in line with COVID-19 hygiene protocols.

- The Government has a responsibility to raise awareness on the challenges women with disabilities face. During the COVID-19 pandemic, the media, and particularly TV, plays a key role in reaching communities.

Limitations

This assessment has its limitations, since the enforcement of the lockdown in the country made it challenging for World Vision staff to access and engage with women with disabilities. Interviews were conducted over phone, and therefore expressions and emotions could not be captured in the way possible through face-to-face interactions. Interview calls were made on the time given by the women themselves to ensure that they are conducted in privacy, but ultimately the domestic situation around the phone calls cannot be controlled by the interviewers.

Conclusion

During the COVID-19 lockdown, growing unemployment, increased anxiety and financial stress, and a scarcity of community resources have led to an increase in GBV incidents perpetrated against women with disabilities. Many disabled women found themselves isolated in violent homes, without access to resources or support networks.

This assessment highlights how women with disabilities have become even more vulnerable to GBV due to the impact of the lockdown. The research team found it alarming that 56% of women with disabilities from both urban and rural settings stated that their family members did not support them or pay any heed to them being exposed to GBV. It is important to note that the level of family support was assessed to be much higher by women with disabilities from urban areas. Leveraging the support of those families as agents of change is key to change attitudes in families where GBV incidents continue to take place. The state also has a role to play in building the trust of women with disabilities in the law of the country and their access to legal services, especially in rural areas.

Notes

- 1 Self Help Groups are Savings Groups which are formed with the aim of strengthening families without access to economic resources.

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Zusammenfassung

Die Förderung der Gleichstellung der Geschlechter und das Empowerment von Frauen ist wesentlich für die Erreichung der Ziele für nachhaltige Entwicklung. Frauen und Mädchen mit Behinderungen erfahren eine doppelte Diskriminierung, wodurch sie einem höheren Risiko von geschlechtsspezifischer Gewalt, sexuellem Missbrauch, Vernachlässigung, Misshandlung und Ausbeutung ausgesetzt sind. Die neuartige Coronavirus-Erkrankung (COVID-19) hat sich als Pandemie über die ganze Welt ausgebreitet und traumatisiert den gesamten Globus. Frauen mit Behinderungen haben ein höheres Risiko, während des COVID-19-Lockdowns verletzlicher zu werden. Diese Studie wurde per Telefon durchgeführt, da der Lockdown Familien, einschließlich Frauen mit Behinderungen, dazu gezwungen hat, zu Hause zu bleiben und soziale Distanz zu wahren. Diese Studie zielt darauf ab, geschlechtsspezifische Gewalt unter Frauen mit Behinderungen zu verstehen. Durch diese Studie haben wir einige Empfehlungen für die Einbeziehung von Frauen mit Behinderungen in Gemeinschaften und die Schaffung eines Unterstützungssystems für Frauen mit Behinderungen hervorgehoben, um die Probleme der geschlechtsspezifischen Gewalt anzugehen.

Résumé

La promotion de l'égalité des sexes et de l'habilitation des femmes est indispensable à la réalisation des objectifs de développement durable. Femmes et filles handicapées subissent une double dis-

crimination, ce qui les expose à un risque accru de violence sexiste, d'abus sexuels, de négligence, de maltraitance et d'exploitation. La nouvelle maladie à coronavirus 2019 (COVID-19) s'est propagée dans le monde entier, devenant une pandémie qui traumatise la planète. Les femmes handicapées ont un risque plus élevé de devenir plus vulnérables pendant le confinement lié au COVID-19. Les entrevues réalisées dans le cadre de cette étude sont effectuées par voie téléphonique, vu que le confinement a obligé les familles, y inclus les femmes handicapées, de rester à la maison et de maintenir la distanciation sociale. Présente étude vise à mieux comprendre la violence sexiste contre les femmes handicapées. Dans cette étude, nous avons souligné quelques recommandations pour l'inclusion des femmes handicapées dans les communautés et pour la mise en place d'un système de soutien pour les femmes handicapés, qui a pour but de s'adresser aux problèmes de la violence sexiste.

Resumen

Promover la igualdad de género y el empoderamiento de las mujeres es esencial para la consecución de los Objetivos de Desarrollo Sostenible (ODS). Las mujeres y las niñas con discapacidad sufren una doble discriminación que las expone a un mayor riesgo de violencia de género, abuso sexual, abandono, maltrato y explotación. La nueva enfermedad por coronavirus (COVID-19) se ha extendido por todo el mundo y se ha convertido en una pandemia que ha traumatizado al planeta. Las mujeres con discapacidades corren un mayor riesgo de ser más vulnerables durante el cierre de COVID-19. Este estudio se realiza por teléfono, dado que el bloqueo ha obligado a las familias, incluidas las mujeres con discapacidad, a estar en casa y mantener el distanciamiento social. Este estudio pretende conocer la violencia de género entre las mujeres con discapacidad. A través de él, hemos destacado algunas recomendaciones para su inclusión y para la creación de un sistema de apoyo y así abordar los problemas de la violencia de género.

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The Social and Cultural Construction of Disability in the Global South

Michael Boecker

The following article will explore the life situations and realities of disabled people in the Global South by looking just at the example of the African countries, and in particular South Africa. In doing so, the article describes several essential factors and framework conditions as well as traditional concepts of disability. It also shows that people with disabilities in the countries of the Global South are disproportionately affected by poverty. The promise of the United Nations as part of its pursuit of SDG goals to explicitly focus on the precarious situation of people with disabilities in the Global South requires a solid data basis and consistent observation. The promise of the SDG's *to leave no one behind* (Mont 2019:11) can only be fulfilled with a differentiated monitoring system.

The Global South is a term initially coined by the Italian Marxist Antonio Gramsci in order to demonstrate how Southern Italy was colonised by the Northern provinces characterised by their capitalist structures (Dados & Connell 2012:12-13). It differentiates the developing and threshold countries from the rich industrial countries of the Global North and does not sound pejorative in comparison to the previously common division into the *first*, *second* and *third* world. More than 80 % of all people with disabilities in the world live in the countries of the Global South (WHO 2011:29; UN Enable 2006). Their living conditions are frequently characterised by social exclusion, discrimination, violence and poverty (Deepak 2011:5-6; WHO 2018). Furthermore, all authors agree that poverty and disabilities are immediately interrelated (WHO 2011; Grech 2017:217-233; Schneider/Mokomane/Graham 2017:365-374.). A look at the heterogeneous list of countries, which include not only Turkey and Serbia but

also numerous African and Asian countries such as Brazil, Argentina, and Jamaica, shows that the social construction of being disabled in the Global South has very different features and peculiarities (OECD 2020). Equally heterogeneous and complex are the cultural, socio-political, and economic framework conditions of people with disabilities in the Global South, along with their different historical developments and diverse narrations as well (Grech/Soldatic 2017; Ingstad & Whyte 1995).

For example, for many generations it has been customary for the Kamayurá, a tribe with more than 600 members at the southern edge of the Amazon region, to kill children with disabilities. The children of single mothers or twins, which are regarded as a bad omen, are among the victims of this tradition. Similar traditions can also be observed for additional indigenous peoples of Brazil (Oliveira 2018). While the killing of children among indigenous peoples can be explained from a historical perspective

by their harsh living conditions, it is in clear contrast with the Brazilian Constitution and the General Declaration on Human Rights.

The traditional views of people with disabilities in Ghana also reflect the very different narrations of the disability *phenomenon*, which cannot be generalised as they strongly vary by ethnicity and region. For example, the Dagomba (Northern Region) assume that people of small stature originate from sexual intercourse between midnight and four in the morning, because dwarfs are out and about during this period and intervene into the destinies of humans (Gadagbui 2013:7). The Hausa (Northern Region) trace handicaps back to the notion that women had sexual intercourse during menstruation, while the explanation of the Asanti (Ashanti region) for the birth of children with disabilities is that pregnant women eating in public have been put under a spell by witches (*ibid.*). The Ewes based in the Volta region are only supposed to show their children to their closest relatives and friends, because if they are shown in public, they could be affected by an evil stare and thus suffer damage (*ibid.*). Pregnant Ewes woman are also not supposed to reject a favour during pregnancy, because it could increase the probability of giving birth to a disabled child (Gadagbui 2013:7).

These few examples reveal that the historically developed patriarchal structures have a large influence on the feminisation of the construction of disabilities. Disabilities only originate from the woman, who bears the child, even though this traditional view of disabilities has been exposed to numerous cultural influences in recent years, which I will elaborate on in the course of this article. Nevertheless, gender-specific attributions play an important role in the subjective and social judgements of disabilities in many countries of the Global South.

For example, studies (see Ingstad & Whyte 1995:137-138) from Uganda and Botswana show that the sexes deal differently with spouses who have gone blind. It is not usual for a seeing woman to be married to a blind spouse. Seeing men, however, prefer seeing women. The authors of this study trace this back to the notion that men in traditional African families are dependent on the economic, social, and cultural abilities of women. They take care of the household and are responsible for the food supply and cultivating relationships with friends and neighbours (Ingstad & Whyte 1995:137-138).

Besides the gender-specific differences with regard to the construction of disability and the initially mentioned mostly negative connotations of disabilities as

God's punishment, there are also signs of other perceptions of disabilities. "In some places, the perception [...] [of disability] was once seen as a gift, a source of wisdom or a welcome contact with the spirits or the spiritual or philosophical life [...]" (UN 2013:6). This positive view of disabilities can also be found in numerous additional narratives. They are described as the "gifted ones" or "the special people" (Shakel 2008:37). Many indigenous people – not only from the Global South – often have no word at all for disability (UN 2013:6), e.g., the Maasai, the indigenous population of Kenya and Tanzania (Talle 1995:56-57). Even if the Maasai, like many other indigenous peoples, regard illnesses as a godly challenge, the focus is placed on the human being with his or her specific abilities and traits, and not the disability and its social interpretation: "A child is a child whatever it looks like" (Talle 1995:69).

By contrast though, as described by Patrick Devlieger in his article on physical disabilities in African societies the question "Why me?" (Devlieger 1995:98) is deeply anchored in the cultural imprint of African societies and respectively an expression of the traditional convictions and spiritual interlinkages. Thus, traditional concepts and narratives of disabilities and current discourses are not dichotomously opposed to one another.

There are numerous additional narratives of the peoples of the Global South, which cannot be further addressed here. In any case, the examples provided make it clear how heterogeneous the constructions of disabilities are in the countries of the Global South. Besides traditional and cultural factors, a multitude of additional influences play a large role. An essential factor is the influence of postcolonial hegemony.

By any rate, an analysis of disabilities from a cultural sciences perspective certainly cannot avoid highlighting the influence of colonial and thus hegemonial power constellations. Most studies in the countries of the Global South were carried out from a strongly western European perspective, often without sufficiently integrating the historical, traditional, and specific life circumstances of the relevant population groups (Grech 2011; Rioux, Pinto & Viera et al. 2017). This western-European construction of disabilities and the consequences of colonial influences, in particular Christian religious transformations (Betcher & Wangila 2017:117-128), still impact the life circumstances of people with disabilities in the Global South as well as the problems for governmental and non-governmental developmental cooperation nowadays; they often neglect traditional socio-economic conditions at the

not rigid or irreversible, rather should be understood and interpreted in terms of a “construction of the other and the connection between self and external attribution” (Struve 2012:96). This can be demonstrated by looking at the example of the Sub-Saharan countries of Africa, in particular South Africa.

The most recent developments of the Disability Rights Movements in Africa should always be understood in the context of the specific independence efforts of individual countries since the 1950s. In particular in South Africa, the rights of people with disabilities became the focus of social and political disputes as a response to the years of suppression of (not only) the black African population by the Apartheid system (Rowland 2004). The Bill of Rights, which was published as a working paper in April 1991 and constitutes the cornerstone of the South African Constitution, guaranteed the equal treatment of the sexes, different cultures and skin colours as a constitutive element of the Constitution. Disabilities are not treated as something curious (any longer), rather as a part of the mainstream society. This new perspective on disabilities reflects, on the one hand, the large influence of the liberation struggle of the African National Congress (ANC) with its most famous figure, Nelson Mandela. “Free at last”, Mandela’s proclamation after the first free democratic elections in South Africa in April 1994, addresses all people regardless of their socio-economic status. On the other hand, as described by the first Chairman of the South African Human Rights Commission, Barney Pityana, the equal participation of people with disabilities is an expression of a deeply rooted view of *ubuntu* in the African context – the traditional view of the recursiveness of individuals and society (Rowland 2004:xi).

In order to understand the social construction of disabilities in the Sub-Saharan countries of Africa, it is indispensable to elaborate on the philosophical and conceptual basis of *ubuntu*. The *ubuntu* concept has experienced a renaissance in recent years, in particular as a response to post-colonial forms of socialisation. It is perhaps the indigenous African response to a Euro-centric construction of community. The *ubuntu* philosophy makes the relationship between people in a community the starting point of all additional reflections at the meso- and macro-level of society (Mupedziswa, Rankopo & Mwansa 2019:21-35). It assumes that “that community strength comes out of community support, and that dignity and identity are achieved through the values of mutualism, empathy, generosity, and community commitment” (ibid.:22). This concept, which is also described as African humanism, requires the unconditional respect of the other as a human being and refers to the fact that one’s own humanity is deeply rooted in that of others “so that we belong in a bundle of life” (ibid.:22). Or as it is called in the language of the Xhosas: *Umuntungumuntu ngabantu* (a person is a person through others).

It should become clear what large influence the *ubuntu* concept also has had on the cultural-normative interpretation of disabilities: “[U]buntu is predicated on the quid pro quo mantra – which emphasises reciprocity, a spirit of sharing, and belief that one earns respect by respecting and empowering others” (Mupedziswa, Rankopo & Mwansa 2019:23). The *ubuntu* extends deeply into the Central African countries and several similar concepts can be found, which grasp the philosophy of *ubuntu*, e.g., *botho* (Botswana), *gimuntu* (Angola), *bumuntu* (Tanzania) or *bomoto* (Congo). Despite the *ubuntu* philosophy of African countries, the situation of people with disabilities in the countries of the Global South remains precarious and they are often marginalised, which has to do with the socio-economic living conditions above all.

People with disabilities in the countries of the Global South are disproportionately affected by poverty. For women with disabilities, the situation is especially precarious. While women are already the population group most affected by poverty around the globe, it is even more so the case with women with disabilities. As shown by numerous empirical studies, poverty brings about a multitude of additional socio-economic after-effects, e.g., educational disadvantages, poorer health-care, and nutrition as well as the frequent exclusion from gainful employment (see e.g., Daniel 2018). Furthermore, people with disabilities are more frequently victims of violence around the world. They are much

more adversely affected by the natural catastrophes as well as armed conflicts, whether it be due to physical impediments by means of direct violence, e.g., landmines, as well as the psychological effects of war.

The political challenge remains to combat the precarious living conditions of humans with disabilities in the countries of the Global South. The overarching goal of the Agenda 2030 in the context of the Sustainable Development Goals (SDGs) is to comprehensively combat all forms of discrimination. The promise of the United Nations as part of its pursuit of SDG goals to explicitly focus on the precarious situation of people with disabilities in the Global South requires a solid data basis and consistent observation. The promise of the SDGs to leave no one behind (Mont 2019:11) can only be fulfilled with a differentiated monitoring system. Daniel Mont, among others, points out that a country as a whole indeed could be successful and demonstrate progress in education, for example, but that this progress may not apply to all social groups equally (Mont 2019:13).

In order to take this fact into account, the Washington Group on Disability Statistics (WG), developed a sub-group of the United Nation Statistical Commission, a catalogue of questions (Washington Short Set – WG-SS), which is supposed to allow for a transnational comparative analysis of the life situation of people with disabilities. This WG-SS is based on the bio-psychological model of disability and is thus much better able to depict the specific barriers, living conditions and narratives of disabilities. This can be considered as an opportunity to address and make visible indigenous constructions of disabilities, for example, much more than previously. However, this approach also cannot avoid a Euro-centric construction of disabilities. Ultimately the present article has also been written from a subjective and Euro-centric perspective. Bartholomäus Grill (2012:50), an Africa correspondent for many years, summarises his self-reflection when looking at an image from Roumald Hazoumé:

“It looks like Africa. So simple, so puzzling. Whenever I look at it, it tells me: try to do away with the distortions in the projections. But do not believe to have recognised the true, undistorted, and real Africa. You can only depict Africa and the Africans from a European viewpoint. You have no other one.”

And this applies not only to Africa.

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Zusammenfassung

Im folgenden Artikel werden die Lebenssituationen und -realitäten von Menschen mit Behinderungen im Globalen Süden am Beispiel der afrikanischen Länder und insbesondere Südafrikas untersucht. Dabei beschreibt der Artikel einige wesentliche Faktoren und Rahmenbedingungen sowie traditionelle Konzepte von Behinderung. Er zeigt auch, dass Menschen mit Behinderungen in den Ländern des Globalen Südens überproportional von Armut betroffen sind. Das Versprechen der Vereinten Nationen im Rahmen der Verfolgung der SDG-Ziele, die prekäre Situation von Menschen mit Behinderungen im Globalen Süden explizit in den Blick zu nehmen, bedarf einer soliden Datengrundlage und einer konsequenten Beobachtung. Das Versprechen der SDGs to Leave No One Behind (Mont 2019:11), kann nur mit einem differenzierten Monitoringsystem eingelöst werden.

Résumé

Le présent article explorera les situations de vie et réalités des personnes handicapées dans le Sud global, en examinant seulement l'exemple des pays africains, et en particulier de l'Afrique du Sud.

Ce faisant, l'article décrit plusieurs facteurs et conditions-cadres indispensables, ainsi que les concepts traditionnels de handicap. Il montre également que les personnes handicapées dans les pays du Sud sont touchées de façon disproportionnée par la pauvreté. La promesse des Nations Unies, dans le cadre de la poursuite des objectifs de développement durable (ODD), de mettre l'accent explicitement sur la situation précaire des personnes handicapées du Sud global, exige une base de données solide et une observation régulière. La promesse des ODD 'to leave no one behind' (Mont 2019, 11) ('de ne laisser aucun à la traîne') ne peut être tenue qu'avec un système de contrôle différencié.

Resumen

El siguiente artículo explorará las situaciones y realidades de la vida de las personas discapacitadas en el Sur Global, examinando sólo el ejemplo de los países africanos, y en particular de Sudáfrica. Para ello, el artículo describe varios factores y condiciones esenciales, así como los conceptos tradicionales de discapacidad. También muestra que las personas con discapacidad de los países del Sur Global se ven afectadas de forma desproporcionada por la pobreza. La promesa de las Naciones Unidas, en el marco de la consecución de los objetivos de desarrollo sostenible (ODS), de centrarse explícitamente en la precaria situación de las personas con discapacidad en el Sur Global, requiere una base de datos sólida y una observación coherente. La promesa de los ODS de "no dejar a nadie atrás" (Mont 2019, 11) solo puede cumplirse con un sistema de seguimiento diferenciado.

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National Consultation and Learning Workshop on COVID-19: Issues of Indigenous Youth and Women with Disabilities

National Indigenous Disabled Women Association (NIDWAN) with support of the International Disability Alliance (IDA) and Indigenous Persons with Disabilities Global Network (IPWDGN) organised three national workshops from 5th to 11th December 2020 in Kathmandu to celebrate 29th International Day of the Persons with Disabilities. The representatives of indigenous peoples, indigenous women, and marginalised groups with disabilities from seven provinces in Nepal have joined the workshop. The workshop has been organised with a slogan of Nothing About Us, Without Us to build the skills and capacities of indigenous peoples/women with disabilities to take the lead with their innovative initiations for their own issues, concerns and rights. The workshops dealt with the impacts of COVID-19 on indigenous peoples with disabilities, the national level consultation on the issues of indigenous women and youths with disabilities for the preparation of 2nd World Conference on Indigenous Women and the progress made by Nepal in implementation of the Global Disability Summit 2018 Commitments. The overall aim of these national and evaluating workshops was to encourage and create the pathways for the inclusion of marginalised and under-represented groups, particularly indigenous peoples, and indigenous women with disabilities.

Information: <https://www.internationaldisabilityalliance.org/covid-Indigenous-youth-women-with-disabilities>

Call to Action: Priority, Accessibility and Inclusion for Persons with Disabilities in COVID-19 Vaccination Rollout

COVID-19 has exposed inequalities in countries across the world, deepening the existing discrimination and marginalisation experienced by persons with disabilities. The pandemic constitutes a serious challenge in the implementation of the Convention on the Rights of Persons with Disabilities (CRPD) and the achievement of the Sustainable Development Goals. With the development and rollout of a COVID-19 vaccine gaining momentum – and particularly with limited initial vaccine supplies – it is vital that persons with disabilities are not left behind. That's why the International Disability Alliance (IDA) and the International Disability and Development Consortium call on UN agencies and national governments to ensure persons with disabilities are recognised as a priority group and that vaccination plans are inclusive, equitable and accessible. They point out that the failure to appropriately prioritise persons with disabilities in vaccination programmes contravenes States' obligations under the CRPD for persons with disabilities to enjoy their right to life, and to health, on an equal basis with others, and it will undermine the promise of the Sustainable Development Goals to leave no one behind.

Information: https://www.internationaldisabilityalliance.org/sites/default/files/call_to_action_final_26_feb_.pdf

Mädchen mit Behinderung werden doppelt diskriminiert

Mädchen mit Behinderung dürfen oftmals nicht in die Schule gehen. Anlässlich des Internationalen Tages der Bildung am 24. Januar rief die gemeinnützige Organisation *Handicap International* (HI) dazu auf, diese Ungerechtigkeit und Benachteiligung zu bekämpfen. Eine Untersuchung, die HI in Ländern der Sahelzone durchgeführt hat, zeigt, dass Mädchen mit Behinderung in vielen Familien als Strafe oder Tragödie angesehen werden. So berichtet HI, dass das Kind – hauptsächlich basierend auf Vorurteilen und Aberglaube, die davon ausgehen, dass Menschen mit Behinderung ansteckend seien oder magische Eigenschaften aufwiesen – schlechter behandelt wird, weniger zu essen bekommt und teilweise versteckt und weggesperrt wird, weil die Familie sich schämt. Hinzu kommt eine archaische Rollenverteilung, der nach ein Mädchen auf häusliche Tätigkeiten beschränkt wird, wodurch Mädchen mit Behinderung aufgrund einer möglichen physischen oder geistigen Einschränkung sehr oft als zusätzliche Belastung für die Familie betrachtet werden. Nur wenige dürfen die Schule besuchen. Ein Mädchen zu sein und eine Behinderung zu haben, stellt somit eine doppelte Diskriminierung dar. Nach UN-Angaben ist die Analphabetenrate bei Frauen mit Behinderung weltweit dreimal höher als bei Männern. HI legt deshalb großen Wert darauf dieser Verletzung von Rechten entgegenzuwirken, indem unter anderem

Interessensvertreter*innen geschult und sensibilisiert, Schulen mit pädagogischen Materialien ausgestattet oder Initiativen, die sich für die Grundrechte von Kindern mit Behinderung einsetzen, gefördert werden.

Information: <https://handicap-international.de/de/neuigkeiten/tag-der-bildung>

Webinar During the NYC Climate Week: Towards Disability-Inclusive Climate Action

As part of New York Climate Week in September, the Centre of Human Rights and Legal Pluralism and the Canada Research Chair in Human Rights and the Environment held an event entitled Towards Disability-Inclusive Climate Action. It featured a panel of guest speakers from around the world. The panellists and participants emphasised the pressing need for radical inclusion of people with disabilities (PWDs) in every decision-making context, particularly concerning measures in adapting to climate change due to its disproportionately harmful effects on PWDs. The speakers discussed not only the projects and groups they are each working with diligently, but also provided words of sobering reality (such as the lack of cognisance in multilateral agreements of the issues PWDs face, exacerbated by climate displacement, gender inequalities, and human rights violations) and motivating truths (we must act *glocally* – thinking globally and acting locally). It was emphasised throughout the talk that PWDs have their own unique perspectives and ways of knowing the world which, having been excluded from mainstream decision-making and discussions, has led to a society-wide hindrance. It is only with fervent resolution and

action by people with and without disabilities that we as a society can overcome and thrive.

Information: <https://www.internationaldisabilityalliance.org/inclusive-climate-action>

CRPD NOV 30 Committee Elections: Final Results!

On 30th November, during the Conference of States Parties to the Committee on the Rights of Persons with Disabilities (CRPD), elections for the CRPD Committee took place. A third round of elections took place on 11th December, bringing it to a total of 9 of the 18 members that were newly elected for the period 2021-2024.

The great news is that gender parity was more than achieved. States Parties elected six women and three men. The call by the Gqual Campaign, the International Disability Alliance and the International Disability and Development Consortium to achieve gender parity in a joint statement published in November has hence been responded by States Parties. The elected members are Ms. Rosa Idalia Aldana Salguero (Guatemala), Ms. Odelia Fitoussi (Israel), Mr. Floyd Morris (Jamaica), Mr. Samuel Kabue (Kenya), Ms. Gerel Dondovdorj (Mongolia), Mr. Robert George Martin (New Zealand), Ms. Soumia Amrani (Morocco), Ms. Vivian Fernández de Torrijo (Panama) and Ms. Saowalak Thongkuay (Thailand).

Information: <https://www.internationaldisabilityalliance.org/blog/crpd-nov-30-committee-elections-final-results>

Global Disability Summit - Civil Society Consultations 2020

In December 2020, International Disability Alliance (IDA) coordinated with local and regional

partners four Global Disability Summit (GDS) consultations involving persons with disabilities in Africa, Latin America, and Asia. These were the beginning of a series of more than 20 workshops that IDA is planning with partner organisations in different parts of the world, to assess progress made against national commitments adopted in 2018, discuss thematic priorities, and plan events, discussions, and training for the run-up to the main GDS event in Oslo. In total, consultations have been carried in 15 countries with more than 100 participants, reaching five under-represented groups: persons with intellectual & psychosocial disabilities, indigenous persons with disabilities, youth, and women. The Global Disability Summit (GDS) is a participatory process, in which governments, multilateral agencies, international organisations, organisations of persons with disabilities and other stakeholders convene to dialogue and commit to concrete goals that promote the inclusion of persons with disabilities in global development. The consultations with organisations of persons with disabilities are a central aspect of the GDS. Communities of persons with disabilities around the world are encouraged to seize the GDS as an opportunity to advance disability inclusion in their countries as well as globally. This is why national and regional consultations are crucial; they serve as the basis for the elaboration of the GDS agenda, so it reflects the priorities, aspirations, and concerns of people with disabilities in different parts of the world.

Information: <https://www.internationaldisabilityalliance.org/GDS-consultations-2020>

IDDC Input for the European Disability Rights Strategy 2021-2030 Consultation

On 12th November 2020, the International Disability and Development Consortium (IDDC) participated in the European Commission's roadmap consultation on the EU Disability Rights Strategy 2021-2030 and focused its recommendations on EU external action, international cooperation, and humanitarian action. The EU and all EU Member States are Parties to the CRPD and have an obligation "to adopt all appropriate legislative, administrative and other measures for the implementation of the CRPD" (CRPD Art. 4), including in relation to Art. 11 (Situations of risk and humanitarian emergencies) and Art. 32 (International cooperation). It is essential that the EU Disability Rights Strategy 2021-2030 strengthens the EU's current commitments to the disability-inclusive, CRPD-compliant implementation of the 2030 Agenda and the Agenda for Humanity as well as other key human rights, development, and humanitarian frameworks, and ensures coherence across all the EU's policies and programmes related to external action, international cooperation, and humanitarian action. The IDDC recommends for the new EU Disability Rights Strategy to reinforce external action as a priority action, among other things by promoting rights of persons with disabilities and disability-inclusion across all EU policies and programmes related to external action and across all sectors.

Information: <https://www.iddcconsortium.net/blog/iddc-input-for-the-european-disability-rights-strategy-2021-2030-consultation/>

UN Rwanda and Partners Launched a Joint Disability Inclusion Initiative

On 30th November 2020, the One UN Rwanda, the UNDP, the National Council of Persons with Disabilities (NCP) and other partners, in partnership with HVP Gatagara launched a disability inclusion initiative to promote innovative learning for children with disabilities. The initiative aims at empowering persons with disabilities in Rwanda for them to achieve their full potential. The launch of this initiative took place at HVP Gatagara which is the main rehabilitation centre in the country. It is part of the celebration of the International Day of Persons with Disabilities celebrated every December. The initiative echoed the theme Building back better: toward a disability-inclusive, accessible, and sustainable post COVID-19 world. The Disability Inclusion Initiative is aligned with the UN's principle of Leaving no one behind streamlined in Agenda 2030. Overall, the disability inclusion initiative calls on different stakeholders – mainly the public sector, the private sector, civil society organisations, development partners and the UN in Rwanda – to contribute towards decent living conditions for persons with disabilities. It is also calling for innovative partnerships bringing together the comparative advantage of each actor to find sustainable solutions for the empowerment of persons with disabilities. On the occasion, UNDP further partnered with Liquid Telecom to provide 10 smart boards to HVP Gatagara schools as well as free internet as a way of scaling up the smart classroom promoted by the Government of Rwanda. With the support of the Rwanda Education Board, the smart boards will enable easier access to national

curricula online modules hence ensuring equitable access to education for all, particularly students with disabilities.

Information: <https://www.rw.undp.org/content/rwanda/en/home/presscenter/articles/2020/News0/News.html>

UNDP, Disability Alliance Seek Disability Inclusive 8th 5-Year Plan

On 2nd December 2020, United Nations Development Programme (UNDP) and Disability Alliance on SDGs Bangladesh – a network of 25 national and international organisations working for promoting disability rights in Bangladesh – have called on the government for the disability inclusion in the 8th 5-Year Plan of Bangladesh (2021-2021). They have made the appeal in a workshop titled Making Disability Inclusive Social Security Policies and Programmes in Bangladesh held in Dhaka. The keynote papers presented by Aminul Arifeen from UNDP and Ayon Debnath from Sightsavers respectively showed that people with disabilities are the ones worst-affected by the ongoing COVID-19 pandemic and the coverage under the current social protection framework of the government for the people with disabilities is not sufficient. Hence, both the presentations emphasised enhanced disability inclusion in the 8th Five-Year Plan of the government with an extended allocation for people with disabilities in the upcoming 5-Year Plan of the country.

Information: <https://www.bd.undp.org/content/bangladesh/en/home/presscenter/pressreleases/2020/12/02/undp--disability-alliance-seek-disability-inclusive-8th-5-year-p.html>

Buildings, Transport to be Made More Accessible in Punjab, India

On 21st November 2020, the Punjab Cabinet approved the

Punjab Divyangjan Shaktikaran Yojana to provide a barrier-free environment to persons with disabilities by making government and public-centric buildings, public transportation, and websites accessible to them. The scheme also aims at clearing the job quota backlog for persons with disabilities under the state employment plan. Minister for Social Security, Women and Child Development, Aruna Chaudhary, said the aim was to enrol all persons with disabilities for the unique disability IDs so that they could benefit from 30 existing schemes and programmes. As per the 2011 census, in Punjab, of a population of 27.2 million, there are 650,000 disabled persons — 379,000 (58 per cent) males and 274,000 (42 per cent) females. A majority (20 per cent) of disabled persons have the disability in movement, 12.6 per cent visual disability and another 22.4 per cent disability in hearing. In the first phase, the focus would be on strengthening the existing programmes to ensure that their benefits reach the persons with disabilities, while in the second phase, 13 new interventions are proposed for the empowerment of such persons.

Information: <https://globalaccessibilitynews.com/2020/11/21/buildings-transport-to-be-made-more-accessible-in-punjab-india/>

New Unit to Enhance Communication with Persons with Disabilities in Malaysia

The Persons with Disabilities (PWD) Communication Unit which will be launched in 2021 is aimed at improving the delivery of service and information to the community nationwide. Communication and Multimedia Minister, Datuk

Saifuddin Abdullah, said the unit will work closely with the Women, Family and Community Development Ministry in various joint efforts including providing explanations, aid disbursement and ensure vital information reaches the community in PWD-friendly ways, for instance through radio stations or national television. He pointed out that communication is a main barrier for the disabled community from receiving assistance or proper information when they go to government agencies or the hospital. Hence, the unit ought to help improve the efficiency of the registration process for the disabled at state and district levels

Information: <https://globalaccessibilitynews.com/2020/12/21/new-unit-to-enhance-communication-with-persons-with-disabilities-in-malaysia/>

Ministry of Education in Peru Set to Deliver Accessible Educational Materials

During 2020, the Ministry of Education, through the Directorate of Special Basic Education (DEBE), produced more than 1,100 accessible audios and about 500 educational materials adapted to the Braille system for girls, boys, adolescents, and young people with visual disabilities and deafblindness of the public educational institutions of the country. The beneficiaries will be 438 students with visual disabilities and deafblindness from public educational institutions of the modality of Special Basic Education and Regular Basic Education, to whom these educational materials will be delivered during 2021. Likewise, more than 1,100 accessible audios were made during 2020, which were used in virtual educational sessions for schoolchildren with visual disabilities from all regions of the country. These audios are part of a legacy of accessible educational materials for future

students, thus contributing to offer an equitable and quality education for students with special educational needs associated with disabilities. In addition to this, on 23rd December 2020, the first tutored virtual course Strategies for Attending to Students with Deafblindness concluded, in which more than 400 teachers of alternative, regular, and special basic education participated.

Information: <https://globalaccessibilitynews.com/2021/01/04/ministry-of-education-in-peru-set-to-deliver-accessible-educational-materials/>

WHO Provides Assistive Devices to the Government of Balochistan

On 7th January 2021, the World Health Organisation (WHO) Country Representative in Pakistan, Dr. Palitha Mahipala, handed over assistive devices to the government of Balochistan for persons with disabilities. Addressing the ceremony, Dr. Palitha said that WHO is working with the Government of Pakistan to advocate change and public awareness regarding disability and to formulate strategies which promote access to healthcare services, rehabilitation, and support for disabled persons. He said that WHO is striving hard to ensure that disability inclusion is consistently and systematically integrated into political, cultural, economic, and social arenas of life, in order to fight the human right abuses, development issues and participation limitations people with disabilities still face. Assistive technology combines assistive, adaptive, and rehabilitative devices for disabled persons to ensure their equal participation, enhance their functioning and independence in a social milieu. The WHO through its Protection Rights of Older People with Disabilities (PROD) project extended support for improved access to

high-quality assistive technology to support mobility of older people and persons with physical disabilities. Minister for Social Welfare Department Balochistan, Assad Ullah Baloch expressed his gratitude for the incessant support of WHO towards the sustainable empowerment and inclusion of people with disabilities in the social spectrum.

Information: <https://globalaccessibilitynews.com/2021/01/08/pakistan-who-provides-assistive-devices-to-the-government-of-balochistan/>

HI and the ILO Join Forces for an E-Learning Course on Inclusive TVET

Humanity & Inclusion, the International Labour Organisation's Employment Department (Skills and Employability Branch) and the ILO's International Training Centre have joined forces to organise an online training on skills development for social inclusion in 2021. The online training, which took place from 1st February to 26th March, aimed at providing practical guidance for assessing and building inclusive TVET (Technical and Vocational Education and Training) and skills development systems catered to a range of vulnerable groups and individuals at risk of being excluded from those services, such as women, persons with disabilities, people living in rural areas, migrant workers, and people working in the informal sector. A number of topics were addressed, such as inclusive TVET policies and strategies, following a rights-based approach; universal TVET system design from access to participation, graduation, and transition to work; inclusive learning methodologies; framework for analysis of inequalities in TVET; and targeted measures to redress inequalities. The training was designed for different stakeholders in the field of TVET, from policy makers to specialised institutions from the public,

private, and not-for-profit sectors.

Information: <https://hi.org/en/news/hi-and-the-ilo-join-forces-for-an-e-learning-course-on-inclusive-tvet>

Tagungsdokumentation: Being Left Behind: Globale Gesundheit inklusiv gestalten!

Am 29.09.2020 hat in Berlin die Tagung zum Thema *Being Left Behind - Globale Gesundheit inklusiv gestalten!* stattgefunden. Diese war gemeinsam von *bezev*, Caritas international, Handicap International, der Kindernothilfe und Misereor veranstaltet worden.

Die Tagung mit internationalen Referent*innen stand unter der Frage, wie das Nachhaltigkeitsziel 3 unter der Berücksichtigung von Menschen mit Behinderung umgesetzt wird. Diese Frage war umso dringlicher, da während der in 2020 beginnenden Corona-Pandemie sehr schnell deutlich geworden war, dass Menschen mit Behinderung nicht angemessen berücksichtigt werden. Inhaltlich lag daher der Schwerpunkt auf der Frage, wie sich Gesundheitssysteme im Rahmen ihrer universellen Gesundheitsversorgung inklusiver verändern können, so dass niemand zurückgelassen wird.

Die Beiträge der Tagung sind neben der Tagungsdokumentation als Dokument und als Video über den folgenden Link abrufbar: <https://www.bezev.de/de/home/institut-fuer-inklusive-entwicklung/tagungen/being-left-behind-globale-gesundheit-inklusive-gestalten/>

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*Alex Cote/Meenakshi
Balasubramanian/Fatma
Wangare et al.*

Inclusion of Persons with Disabilities in Social Protection for COVID-19 Recovery and Beyond

The COVID-19 crisis has magnified the barriers and inequalities faced by persons with disabilities. Consultation with organisations representing persons with disabilities across regions highlighted the limitation of social protection systems in low- and middle-income countries (LMIC) to provide adequate support due to lack of social protection schemes, low coverage, and inadequacy of existing schemes. There is little in the way of publicly funded community support services and in some contexts an overreliance on residential institutions, whose users have been disproportionately represented among COVID-19 fatalities. In the midst of the crisis, countries have been struggling with inaccessible information (e.g. sign language), the lack of universal schemes, and national disability registry for broad outreach and fast relief. This publication aims at providing a global overview of the social protection response for persons with disabilities and their families as well as the different key social protection issues to consider for an inclusive COVID-19 recovery.

Bezug: https://socialprotection.org/sites/default/files/publications_files/Webinar%20presentation%2001%2009%202020.pdf

Humanity & Inclusion **Let's Break Silos Now! Achieving Disability- Inclusive Education in a Post- COVID World**

Children with disabilities face multiple obstacles to access and thrive in education. In low- and middle-income countries, 50% of children with disabilities are out of school. More than 40% of countries in the regions of Asia, Latin America and the Caribbean still lean towards segregated education systems. Obstacles for the education of children with disabilities exist both within and outside the education system. The COVID-19 pandemic has further exacerbated inequalities in education. In times of crisis, coordinated multi-sectoral approaches are even more important to address the complexity and interdependency of children's care, safety, wellbeing, and education. The extensive experience of Humanity & Inclusion and its partners across the 27 countries where they implement Inclusive Education Projects was crucial to develop this report and to nourish it with first-hand expertise and evidence. The report contains arguments, testimonies, case-studies, and a list of actionable recommendations for governments in low- and middle-income countries, aid donors, and multilateral agencies.

Bezug: https://www.hi-us.org/news_half_of_children_with_disabilities_still_excluded_from_the_school_system

UNICEF **Children with Disabilities: Ensuring Their Inclusion in COVID-19 Response Strategies and Evidence Generation**

Even before the COVID-19 pandemic struck, children with disabilities were among the most disadvantaged, facing increased exposure to abuse and discrimination and reduced access to services in many parts of the world. Understanding these pre-existing vulnerabilities can help anticipate how the COVID-19 pandemic could sharpen existing inequities and can shed light on where targeted efforts may be required. The publication draws on pre-COVID data to highlight how children with disabilities face greater risks in the midst of this pandemic. It documents what has happened to services for children and adults with disabilities across the world and includes examples of what has been done to address disruptions in services. It also discusses the challenges in generating disability-inclusive data during the pandemic.

Bezug: <https://data.unicef.org/resources/children-with-disabilities-ensuring-inclusion-in-covid-19-response/>

International Disability Alliance **A Report on the Social Protection. Response to COVID-19 for Persons with Disabilities, South Asian Region**

The purpose of this report is to provide an overview of the social protection response and recovery initiatives by countries in the South Asian Region towards people with disabilities from the perspective of Disabled People's Organisations (DPOs). The region is

characterised by a high population with majority of states falling under low and middle-income status, high levels of economic informality, low social protection coverage, intersectional marginalisation due to gender, ethnicity and caste, and a high concentration of migrant population. The COVID-19 crisis has magnified vulnerabilities in the region and furthered the marginalisation of persons with disabilities. The report does not only describe the experiences of persons with disabilities during the crisis, but also gives key recommendations for a better social protection of the target group.

Bezug: https://www.internationaldisabilityalliance.org/sites/default/files/ida_south-asian-region-report_02-02-2021_2.pdf

ADD International
COVID-19: Violence Risk and Loss of Income Among Persons with Disabilities

This report presents findings from telephone interviews with 87 members from Disabled People's Organisation (DPO) partners and 10 DPO/Self-Help Group (SHG) leaders from organisations with 1,998 members in ten districts across seven provinces of Cambodia, to ask about the impact of the COVID-19 pandemic on persons with disabilities. Three patterns emerge from these interviews: compounding vulnerability to violence, significant livelihood loss that is felt differently by disability type and gender, and a link between livelihood loss and pronounced increase in economic and psychological violence against women and girls with disabilities. Evidence from these interviews suggests that, during the COVID-19 pandemic, some women with disabilities are at increased risk of violence and suffering a dramatic loss in household earnings. Reported violence risk increase is mostly psychological and economic, higher among older respondents and most pronounced among those who

already experienced medium to high risk of violence before COVID-19.

Bezug: https://asksource.info/sites/default/files/Final_Cambodia_Covid_PersonswithDisabilities_Report.pdf

Inclusive Futures/ADD International
COVID-19: Income Loss, Risk of Violence and the Response of Persons with Disabilities and Their Representative Organisations in Uganda

Findings from this report show evidence that some persons with disabilities face multiple types of jeopardy during COVID-19: they are at an increased risk of violence and are suffering a dramatic loss in household earnings. But they are also taking action: many plan to adapt their livelihood and are mobilising resources for their communities. The interviews and findings emerge together with some recommendations for the Ugandan government and NGOs because the response to crises needs to become more inclusive, e.g. through the increased access to capital or the engagement of persons with disabilities and their respective organisations in response planning and implementation. The interviews were conducted to raise evidence during COVID-19, but they seem to also be tapping into something deeper than the crisis itself. The interviews expose three underlying patterns: precarious livelihood, discrimination, and disproportionately high risk of violence. These patterns are exacerbated now, but they stretch before and beyond the pandemic.

Bezug: <https://asksource.info/node/73694>

UNESCO
Rapid Impact Assessment of COVID-19 on Persons with Disabilities in Zimbabwe

The COVID-19 pandemic has disproportionately affected persons with disabilities across the world. The International Disability Alliance (IDA) and World Health Organisation (WHO) say

that persons with disabilities are likely to face more barriers during a humanitarian crisis, unless some practical solutions are availed to effectively address the range of risks. The United Nations Disability Inclusion Strategy recognises that the rights of persons with disabilities are central to the promise of the 2030 Agenda for Sustainable Development, whereby the principle of Leaving No One Behind requires transformative and lasting change, particularly, during times of crisis. This UNESCO-commissioned rapid assessment sought to understand and assess the impact of COVID-19 and of the government's response to it on persons with disabilities in Zimbabwe and formulate relevant recommendations for a disability-inclusive national response on the immediate and medium terms. The findings of the assessment shall inform the UN's Common Country Assessment (CCA) to ensure the development of a disability inclusive Zimbabwe United Nations Development Cooperation Framework (2021-2025).

Bezug: <https://unesdoc.unesco.org/ark:/48223/pf0000375260?posInSet=10&queryId=ebe5fad0-20dc-41eb-b135-106c7f0857d1>

Sharin Shajahan
Life Becomes Harder: Intersectional Feminist Lens to Dis/abled Experience of Women in Afghanistan During COVID-19 Pandemic and Post COVID Development Context

More than 40 years of war, ethnic conflict, violence, and poverty have made Afghanistan a country where at least one in five live with a serious physical, sensory, intellectual, or psychosocial disability. Women with disabilities in Afghanistan are considered to be doubly stigmatised due to gender inequality and disability stigmatisation and are often hidden from the social and political aspects of life. Although in the post-Taliban era, development

interventions backed by international aid have been designed to include women with disabilities, their intersectionalities cutting across class, ethnicity, region, different types of impairments and other positionalities have not been explored to address different needs, barriers, and inequalities across various regions. In this context, the COVID-19 crisis has made the lives of Afghan women with disabilities harder due to gender discrimination, stigma and shame, unemployment, lack of mobility, lack of awareness, and insufficient institutional support and infrastructure coupled with widespread feelings of insecurity resulting from conflict and terrorist attacks. Based on both primary and secondary data, this paper will shed a feminist intersectional insight into the plight of women with dis/abled experience during the COVID-19 pandemic in the complex political and social terrain of Afghanistan. The paper will also explore visions for designing interventions aimed at integrating women with disabilities in post COVID development plans.

Bezug: https://disabilityglobalsouth.files.wordpress.com/2021/01/dgs08_01_01.pdf

*Alarcos Cieza/Kate Causey/
Kaloyan Kamenov et al.*

Global Estimates of the Need for Rehabilitation Based on the Global Burden of Disease Study 2019: A Systematic Analysis for the Global Burden of Disease Study 2019

Rehabilitation has often been seen as a disability-specific service needed by only few of the population. Despite its individual and societal benefits, rehabilitation has not been prioritised in countries and is under-resourced. Global, regional, and country data for the number of people who would benefit from rehabilitation at least once during the course of their disabling illness or injury is presented. To estimate the need for rehabilitation, data

from the Global Burden of Diseases, Injuries, and Risk Factors Study 2019 were used to calculate the prevalence and years of life lived with disability (YLDs) of 25 diseases, impairments, or bespoke aggregations of sequelae that were selected as amenable to rehabilitation. All analyses were done at the country level and then aggregated to seven regions: World Bank high-income countries and the six WHO regions (i.e., Africa, the Americas, Southeast Asia, Europe, Eastern Mediterranean, and Western Pacific).

Bezug: <https://www.thelancet.com/action/showPdf?pii=S0140-6736%2820%2932340-0>

Health Systems Trust **South African Health Review 2020**

The Health Systems Trust's annual health review has been released and this time it is focusing on the challenges persons with disabilities face when accessing healthcare services. Under the theme Access to Health Care for Persons with Disabilities in South Africa, this 23rd edition provides critical insight into barriers and facilitators good practices, and successful service-delivery models for disability inclusion and rehabilitation. Chapters in the Review provide information on the multitude of challenges associated with providing a seamless continuum of appropriate and adequate care for persons with disabilities in the public health sector. These challenges include human resource constraints, fragmented and under-resourced rehabilitation services, lack of appropriate assistive devices, and the adoption of an overwhelmingly medicalised approach to disability, all of which translate to poor availability, affordability, and access to health services for persons living with disabilities. This results in many persons with disabilities being denied the opportunity to reach their full potential. Collectively, the 2020 edition represents an evidence base

that can be used to strengthen health services and inform future policy development in disability inclusion and rehabilitation in South Africa.

Bezug: <https://www.thisability.co.za/wp-content/uploads/2021/01/south-african-health-review-2020.pdf>

*Andreas Köpfer/Justin J. W.
Powell/Raphael Zahnd*

Handbuch Inklusion international / International Handbook of Inclusive Education

Globales Paradigma, nationale Normen und lokale Praxen. Das *Handbuch Inklusion international* verbindet theoretische Entwicklungslinien und vielfältige vergleichende Perspektiven der Inklusiven Bildung in ihrer globalen Verbreitung. Die Beiträge bieten einen umfassenden Zugang zu internationalen Diskursen, vergleichenden Forschungsergebnissen und *inspiring practices* aus diversen Weltregionen – Europa, Afrika, Asien und Nordamerika. Besondere Aufmerksamkeit wird dabei der Relevanz komparativer Studien gewidmet.

Bezug: <https://shop.budrich-academic.de/wp-content/uploads/2021/01/9783847415770.pdf>

*Simon Brown/Susan
Scott-Parker*

The Disability-Confident Employers' Toolkit

The Disability-Confident Toolkit is grounded in best corporate practice and offers a complete, step by step, roadmap for business leaders, human resource executives and building property managers on how to foster inclusive workspaces. It comes as a portfolio of practical guides, checklists, case studies and resources which make it easier for any business to deliver the best practice of disability confidence. As an open-source toolkit, the reader can tailor it to fit according to industry, workplace, and country.

Bezug: <https://asksource.info/topics/>

livihoods/inclusive-futures-disability-confident-employers-toolkit

Lisa Adams

Inclusion Counts: Disability Data Tracker. A Data Collection and Advocacy Guideline for Organisations of Persons with Disabilities (Spotlight on Work and Employment)

This guideline is intended to be a tool for Organisations of Persons with Disabilities (OPDs) and their allies on how to advocate for the rights of persons with disabilities within the global development framework known as the Sustainable Development Goals (SDGs). The guideline is intended to be used as an advocacy tool for OPDs to engage with government, development agencies and other civil society actors on the implementation of the SDGs in line with the UN Convention on the Rights of Persons with Disabilities (CRPD). The thematic focus of this guideline is work and employment. The guideline will explore how the right to work and employment of persons with disabilities can be applied to the SDGs. In particular, this guideline will look at how the rights enshrined in CRPD Article 27 (Work and employment) can be addressed within SDG 8 (Decent Work and Economic Growth).

Bezug: https://d3n8a8pro7vhmx.cloudfront.net/handicapinternational/pages/3830/attachments/original/1603296424/Disability_Data_Tracker_-_work_and_employment_October_2020.pdf?1603296424

Development Initiatives

Uganda's Disability Data Landscape and the Economic Inclusion of Persons with Disabilities

This report looks at the landscape of data on disability in Uganda – summarising what data on persons with disabilities is available, who produces and uses it, and how – as well as what

this means for the economic inclusion of persons with disabilities. For persons with disabilities to benefit from and contribute to society and the economy there needs to be effective policies, programmes and services that support their inclusion, particularly in employment. Reliable information and data on persons with disabilities is essential to planning and for decision-making. When it is of high quality, accessible and used effectively, disability data can help organisations of persons with disabilities (OPDs), civil society, government and businesses better understand and prioritise interventions that are vital for supporting persons with disabilities and ensuring their inclusion. OPDs, civil society and the government have an important role to play in strengthening the landscape of disability data. The report highlights important data sources, challenges, and recommendations in Uganda, providing a valuable evidence base to inform efforts aimed at strengthening the enabling environment for disability inclusion.

Bezug: <https://devinit.org/resources/uganda-disability-data-landscape-economic-inclusion-persons-with-disabilities/#downloads>

World Bank

Creating Disability-Inclusive ID System

Access to identification is a vital priority. In developing countries, persons with disabilities are among those most likely to face barriers in accessing government services such as health and rehabilitation, public transportation, education, voting, financial services, and economic opportunities. For women and girls with disabilities and other persons with disabilities with intersecting identities, these barriers are multidimensional. Addressing poverty among persons with disabilities and their families requires solutions that address their differentiated and sometimes complex needs, a precondition

of which is possessing official proof of identity. This report provides a model of the continuous nature of the ID lifecycle, suggesting some illustrative approaches to designing a disability-inclusive ID process at any stage in the lifecycle. The cycle presents examples of continuous activities which should be regularly revisited to ensure that ID systems are accessible to people with disabilities regardless of the stage of implementation of the ID system. While not exhaustive, and recognising that country contexts differ, this cyclical model can be a useful planning tool, much like that used across the world by electoral commissions for inclusive voter registration.

Bezug: <https://openknowledge.worldbank.org/bitstream/handle/10986/34848/Creating-Disability-Inclusive-ID-System.pdf?sequence=1&isAllowed=y>

International Disability Alliance **Increasingly Consulted, But Not Yet Participating**

This new report presents the findings of the first-ever global survey led by Organisations of Persons with Disabilities (OPDs) on their participation in decision making processes of governments, the UN system and funding agencies. The IDA Global Survey is part of a strategy to hold decision-makers accountable for their commitments under Articles 4.3 and 32 of the UN Convention on the Rights of Persons with Disabilities (CRPD). Based on testimonies collected from OPDs in 165 countries, the report assesses the quality, depth, scope, and relevance of the OPDs' participation in programmes and policies, and offers recommendations for governments, the UN system and funding agencies. Expanding from the initial pre-report of 2019, this full report sets a baseline for regular monitoring of the Nothing about Us without Us commitment. Its findings indicate that OPDs are increasingly invited at the table, but not yet to participate meaningfully in decision-making

processes; some groups are rarely invited; and when OPDs are involved, it is often on disability-specific issues, but rarely on broader development issues that also concern persons with disabilities.

Bezug: https://www.internationaldisabilityalliance.org/sites/default/files/ida_global_survey_complete_report_final.pdf

Development Initiatives
Generating Disability Statistics: Models of Disability Measurement, History of Disability Statistics and the Washington Group Questions

This paper provides an overview of progress towards the creation of accurate and comparable disability statistics, the critical issues that impact on the measurement of disability and discusses one of the most prominent international efforts to improve data on disabilities – the Washington Group on Disability Statistics. The report presents research that was undertaken as part of Development Initiatives' work on data to support disability inclusion.

Bezug: <https://devinit.org/resources/generating-disability-statistics/>

Inclusion International
Excluded from the Excluded: People with Intellectual Disabilities in (and Out of) Official Development Assistance

This report from Inclusion International analyses data available through the Organisation for Economic Cooperation and Development (OECD) Development Assistance Committee (DAC)'s Creditor Reporting System (CRS), which reveals that mainstream development projects fail to include people with intellectual disabilities, and in many cases use project methodologies that promote segregation and other human rights violations. For instance,

analysis of ODA data from 2014 to 2018 found that 99.98% of ODA funding did not include people with intellectual disabilities. This report urges action from donors to ensure that the commitment to disability-inclusive development under Article 32 of the CRPD is also fulfilled for people with intellectual disabilities and sets out recommendations for funders to ensure CRPD-compliance and inclusion in the projects they support.

Bezug: <https://asksource.info/sites/default/files/Inclusion%20International%20-%20Excluded%20from%20the%20Excluded.pdf>

Dr. Wesley Pryor/Dr. Manjula Marella/Dr. Alex Robinson
Gap Analysis: The Inclusion of People with Disability and Older People in Humanitarian Response

The Gap Analysis was commissioned by Enhancing Learning and Research for Humanitarian Assistance (ELRHA) to build the evidence base on inclusion and to inform priorities for innovation. It was the first ever piece of work to systematically review the evidence on the inclusion of people with disability and older people across humanitarian response. The first part of the Gap Analysis was published in July 2020, which presented the findings of an academic literature review and grey literature review. Part 2 of the Gap Analysis now presents the insights from individuals working in humanitarian response, disability inclusion and older age inclusion. This report begins by looking at how an agenda for the inclusion of people with disability and older people in humanitarian response has been established. The report then considers the ways in which standards and guidance inform humanitarian practice and the challenges associated with translating commitments into practice. Finally, the report identifies seven areas where there are key gaps and opportunities

presenting the potential for innovation in research and practice.

Bezug: https://www.elrha.org/wp-content/uploads/2020/10/Nossal-Elrha_Report_Part_2-accessible.pdf

Sarah Collinson
Addressing the Disability Data Gap in Humanitarian Action

This Humanitarian Practice Network Paper (Number 83) explores the challenge of improving the collection, analysis and use of disability data to support more inclusive, impartial, and accountable humanitarian action. It considers both the obstacles in this area and the potential opportunities for improving practice going forward. The paper draws directly on the experience and outcomes of a recent UK Aid-funded multi-partner action research project led by Humanity & Inclusion which explored how the use of the internationally validated Washington Group Questions on Disability can support the collection of more reliable and comparable quantitative data on persons with disabilities in humanitarian settings. Based on a broader desk review of practice-based reports and case studies, this paper also draws on a further range of methods and approaches that have been taken to collect, analyse and use data and information to support inclusion of people with disabilities across different stages of the humanitarian programming cycle, focusing particularly on instances where qualitative information is used in combination with quantitative data. The paper looks at the collection and use of data on the accessibility and inclusiveness of humanitarian programmes, as well as data on the number, needs and capacities of persons with disabilities

Bezug: https://odihpn.org/wp-content/uploads/2020/10/HPN-Network-Paper-disability-data_REVISED.pdf

Clara Aranda-Jan

The Mobile Disability Gap Report 2020

As we move towards a more digital society, it is critical that digital technologies are inclusive of everyone, including persons with disabilities. However, research conducted by the GSMA Assistive Tech programme suggests that a disability gap exists in mobile access and use. Driving greater inclusion of persons with disabilities requires data and evidence to inform actions from multiple stakeholders. This report looks to understand the digital divide experienced by persons with disabilities, identify existing barriers to digital inclusion and define strategies and actions to close the mobile disability. The report uses data from the GSMA Intelligence Consumer Survey 2019 to explore the digital inclusion of persons with disabilities in eight LMICs: Bangladesh, Brazil, India, Kenya, Mexico, Nigeria, Pakistan and Uganda. This report looks at key stages and milestones in the journey to mobile internet use that can pose barriers to regular and diverse mobile use.

Bezug: https://www.gsma.com/mobilefordevelopment/wp-content/uploads/2020/12/GSMA_Mobile-Disability-Gap-Report-2020_32pg_WEB.pdf

CIPESA

Access Denied: How Telecom Operators in Africa Are Failing Persons with Disabilities

The Collaboration on International ICT Policy for East and Southern Africa (CIPESA) has released a new report which shows that several telecom companies in Sub-Saharan Africa have failed to meet their obligations to provide information and services to persons with disabilities. The report assessed 10 telecom companies in five countries – Botswana, Kenya, Nigeria, South Africa, and Uganda – and sought to understand this digital access and service gap within the

telecom industry in promoting digital accessibility for persons with disabilities, in particular visual and auditory disabilities. Given the critical role the telecom industry plays in providing information and communication services, it is of utmost importance that it takes deliberate measures to promote accessibility of its products and services. The industry also needs to create awareness of accessible mobile communications among persons with disabilities, their caregivers, and organisations of persons with disabilities (DPOs). The report further offers recommendations to the telecom companies, such as forming partnerships with academia, civil society, DPOs, tech developers and innovators and device manufacturers to develop accessible mobile communication solutions.

Bezug: <https://www.thisability.co.za/wp-content/uploads/2020/12/access-denied-how-telecom-operators-in-africa-are-failing-persons-with-disabilities.pdf>

Nadia M. Souchon/Esedra Krüger/Renata Eccles/Bhavani S. Pillay

Perspectives of Working-Age Adults with Aphasia Regarding Social Participation

Working-age adults with aphasia experience difficulties in social participation, specifically fulfilling social roles and reintegrating into communities. Literature regarding social participation of people with aphasia (PWA) is predominantly based on studies conducted in high-income countries (HIC), limiting generalisability of findings. The study describes perspectives of working-age adults with aphasia regarding social participation within the first 2 years post-incident. Seven themes were identified pertaining to participants' perspectives of social participation. Participants considered rehabilitation services, faith-related activities and returning to work as

valued areas of social participation. Previous interests, presence of support and characteristics of communication partners determined their preference and willingness to participate with others. Finally, personal attitudes and feelings continued to influence their perspectives of social participation, as well as their motivation to participate. The article concludes that successful social participation was dependent on the PWA's perceived value of social activities and presence of support from significant others.

Bezug: <https://ajod.org/index.php/ajod/article/view/713/1478>

European Disability Forum/
Sightsavers

Rising Voices: Mainstreaming Women with Disabilities in India-EU International Cooperation

Disabled women around the globe are more marginalised economically than disabled men or non-disabled women. This is based on both their gender and disability but not much is known about the significance or scale of this double discrimination. The joint paper released by global development organisation Sightsavers and European Disability Forum (EDF) brings the voices of women with disabilities to the fore. It also details how supporting women with disabilities to know their rights has helped them to stand up for themselves, gain independence and support others. The paper was released as part of a joint project by Sightsavers and EDF called Building Partnerships for Sustainable Development Goals – Empowering Disabled People's Organisations'. The project supports people with disabilities to engage in, shape and monitor the implementation of the 2030 Agenda. The key findings of the paper focus on violence and access to justice, education, employment, and health, based on case studies from three states in India

– Jharkhand, Odisha, and Rajasthan. Also developed is a robust section on best practices which will be useful for future programming.

Bezug: <https://www.sightsavers.org/wp-content/uploads/2020/10/RisingVoices.pdf>

Alois Bürli

Behindertenpädagogik international. Grundlagen – Perspektiven – Beispiele

Die Entwicklung der Behindertenpädagogik oder - wie auch immer benannt - der Heilpädagogik oder der Sonderpädagogik wurden stets stark von einer internationalen Betrachtungsweise geprägt. Dies gilt insbesondere für die zentrale Leitidee Integration/Inklusion, wie sie u. a. von internationalen Organisationen (UN, UNESCO, WHO, OECD, EU) propagiert wird. Das vitale Interesse an ausländischen Erfahrungen auf diesem Gebiet führte zu grenzübergreifendem Austausch und Vergleichen. Überdies verstärkte die zunehmende Globalisierung die internationale Kooperation und großräumige Regulierung. Daraus werden Konturen allgemeiner übergreifender Tendenzen deutlich. Der Autor greift in seinem Buch auf wissenschaftliche Grundlagen und Überlegungen sowie auf jahrzehntelange Erfahrungen, eigene Fallstudien, Beteiligung an Projekten, Erhebungen, Gespräche und Besichtigungen vor Ort in verschiedensten Ländern und Kulturkreisen zurück.

Bezug: <https://www.kohlhammer.de/wms/instances/KOB/appDE/Paedagogik/Heil-und-Sonderpaedagogik/Internationale-Heil-und-Behindertenpaedagogik>

Deaf Children Worldwide

Unheard Children. Championing Deaf Children's Rights to Family, Community, Education and Independence in Developing Countries

This report highlights the specific barriers facing deaf children and young

people and demonstrates a number of small-scale approaches and initiatives that have succeeded in breaking down some of these barriers. The report focuses on five main topics, which include language and communication, families, communities, education, and independence. Also examples from Bangladesh, India, Kenya, and Tanzania are offered.

Bezug: <https://www.ndcs.org.uk/media/6523/deaf-child-worldwide-unheard-children-report.pdf>

*Maria Zuurmond/Janet Seeley/
Tom Shakespeare et al.*

Illuminating the Empowerment Journey of Caregivers of Children with Disabilities: Understanding Lessons Learnt from Ghana

Empowerment is an increasingly popular goal, considered core to a transformative agenda for children with disabilities and their families. However, it can still be a poorly understood concept in practice. This article is an empirical analysis of the empowerment journeys of caregivers participating in a community-based training programme in Ghana. The findings illuminate the complexity and non-linearity of the caregiver empowerment journey. There were important gains in individual dimensions of power and the nascent emergence of collective power, through improved knowledge and valuable peer support from group membership. However, further gains were impeded by their limited influence over wider economic and socio-political structural issues that perpetuated their experiences of poverty, stigma, and the gendered nature of caregiving. The article concludes that a richer and more nuanced understanding of caregiver empowerment in the community and family context can inform the wider discourse on disability. Guidelines on working with people with disabilities, and the role of empowerment, should not neglect

the pivotal role of caregivers. There are important lessons to be learnt if we want to improve family-centred interventions and transform the lives of children with disabilities.

Bezug: <https://ajod.org/index.php/ajod/article/view/705/1455>

International Federation of Hard of Hearing People

Inclusive Education Report: Realities Facing Hard of Hearing Learners in Nepal and Uganda

This publication deals with an often-overlooked group of learners with a disability, namely, those who are hard of hearing. The study focused on the requirements of hard of hearing learners in Nepal and Uganda in mainstream education settings. Through qualitative methodology, it explored the perspectives of four respondent groups (parents/caregivers, hard of hearing learners, teachers, and decision-makers and stakeholders) on the key factors that facilitated or inhibited the implementation of inclusive education at the local level in both countries.

The results demonstrated, on the one hand, the relative invisibility of the needs of hard of hearing learners in educational policies, and, on the other hand, discrepancies between the inclusive education policy provisions and practice in both countries. Collected evidence confirmed that hard of hearing children and young people face challenges in mainstream education mainly as a result of the lack of knowledge about their rehabilitation, access and communication requirements, and lack of trained resources in education and public health sectors.

Bezug: https://www.internationaldisabilityalliance.org/sites/default/files/iffhoh_inclusive_education_study_report-nov_2020-final.pdf

Human Rights Watch

Insisting on Inclusion: Institutionalisation and Barriers to Education for Children with Disabilities in Kyrgyzstan

Since 2012, the Kyrgyz government has pledged to close 17 residential institutions for children, including three for children with disabilities. But 3,000 children with disabilities remain in institutions. This report is based on in-person visits to six institutions for children with disabilities and 111 interviews with children with disabilities, their parents, institution staff, and experts in four regions of Kyrgyzstan. It describes abuses in state care as well as barriers to education that often lead to a child's segregation in a residential institution or special school, or their isolation at home.

Bezug: https://www.hrw.org/sites/default/files/media_2020/12/kyrgyzstan1220_web_0.pdf

Amélie van den Brink/Willem Elbers/Aisha Fofana Ibrahim

Fragmented Yet Together: The Disability Movement in Sierra Leone

The on-going struggles of disability movements worldwide have been examined from multiple perspectives. As of yet, however, research into this topic has largely overlooked experiences on the African continent. This article seeks to address this gap by presenting a case study of the disability movement in Sierra Leone, West Africa. The study finds that on the one hand the Sierra Leonean disability movement is fragmented (referring to the tendency of groups to work individually as opposed to operating in a collective manner), thus limiting synergy. Three main centrifugal forces underlying fragmentation are identified: resource scarcity, impairment specific interests and capacity differences between impairment types. On the other hand, the movement somehow manages

to survive and even achieve modest successes. The research shows that interdependence, shared experiences of marginalisation, and a clear identification of the *other* have a unifying effect. The research offers recommendations to disability groups and donors to mitigate fragmenting forces while strengthening unifying forces.

Bezug: <https://www.tandfonline.com/doi/epub/10.1080/09687599.2020.1782174?needAccess=true>

Femke Bannink Mbazzi/Ruth Nalugya/Elizabeth Kawesa et al.

Obuntu Bulamu – Development and Testing of an Indigenous Intervention for Disability Inclusion in Uganda

There is need to learn from indigenous knowledge and concepts when studying disability and inclusion in resource-constrained settings. The research describes the development and testing of the Obuntu Bulamu intervention, a peer-to-peer support disability inclusion intervention, starting from indigenous interpretations of belonging and humanity. Obuntu Bulamu is an accepted and consistent behaviour that signifies a shared set of values that promote well-being, togetherness, and unity. The intervention was co-created and tested by a team of children, parents, teachers, disability rehabilitation workers, and academics in Uganda. It consists of training sessions, peer support meetings, and activities for children, parents, and teachers around the themes peer support, disability, and belonging. Through qualitative participatory methods the feasibility and acceptability of the intervention was evaluated with 64 children, 64 parents, and 33 teachers in 10 communities in Wakiso district, Central Uganda.

Bezug: <https://www.sjdr.se/articles/10.16993/sjdr.697/>

Veranstaltungen/Events

05.07. - 08.07.2021

23rd International Congress on the Education of the Deaf, Brisbane, Australia

Information: <https://iced2021.com.au/>

Kontakt: International Congress on the Education of the Deaf

12th Occupational Therapy Africa Regional Group International Congress,

Windhoek, Namibia

Information: <https://congress.otarg.org.za/>

Kontakt: OTARG

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	2/2021	3/2021	1/2022
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Behinderung und internationale Entwicklung

Die Zeitschrift Behinderung und internationale Entwicklung erscheint seit 1990 dreimal jährlich mit Beiträgen sowohl in deutscher als auch englischer Sprache. Ihr Anspruch ist es, ein Medium für einen grenzüberschreitenden Informationsaustausch zur Thematik zu bieten sowie die fachliche Diskussion zu pädagogischen, sozial- und entwicklungspolitischen sowie interkulturellen Fragen im Zusammenhang mit Behinderung im Globalen Süden weiterzuentwickeln. Jede Ausgabe ist einem Schwerpunktthema gewidmet, das durch Einzelbeiträge und einen aktuellen Informationsteil ergänzt wird.

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Disability and International Development

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

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