

DISABILITY AND INTERNATIONAL COOPERATION: PARTICIPATION AND INCLUSION

The experience of the Italian cooperation 2016-2017



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PREFACE

Luca Maestripieri

Director of Italian Agency for Cooperation and Development

I am pleased to be able to present the tangible result produced by the participatory work experience realized by the Italian Agency for Cooperation and Development in collaboration with the civil society, the academic world and field experts with whom it has been possible to collect quantitative and qualitative information on the commitment to the promotion of human rights of persons with disabilities in projects funded by the Agency.

Such a fruitful collaboration enabled a careful and qualitative analysis of the data concerning actions in support of the inclusion of persons with disabilities and the overall picture which resulted exhaustively mirrored the wide variety of issues analyzed in depth and the actions that AICS included among its priority intervention strategies included in the 2018 Disability Guidelines.

Among the Agency's primary tasks there is the strengthening of the efficacy and efficiency of development cooperation, acting as a hub for the actors involved in the field of development cooperation (national and territorial, non-profit and profit). The present work can help us to improve the quality of each and every Euro spent and in the long run the impact of our ability to plan.

More specifically, the level of collection and analysis of the data presented shows the high quality of the contribution that I am sure will be useful to identify ever more evolved strategies, approaches and fields that can favor the inclusion of persons with disabilities in development programs.

A special acknowledgement goes to all those who took part in the survey and it is my personal wish that such a collaboration that witnessed the commitment and the presence of civil society, of institutions, of the academic world and of international organizations, can continue in the future providing a useful working tool to design strategies ever more compliant with the European and international reference standards.

In my capacity as director, I will carry on my commitment to strengthen the Agency's commitment to this field with the collaboration of all actors and stakeholders, as I am absolutely certain that the development processes and the new challenges that globalization forces us to face call for effective responses, able to make the best of participatory and multidisciplinary approaches capable of putting skills and professionalism to good use.



ACRONYMS AND ABBREVIATIONS

AICS: Italian Agency for Development and Cooperation (Agenzia Italiana per la Cooperazione allo Sviluppo)

CAWI: *Computer Assisted Web Interviewing*

CBOs: *Community Based Organizations*

CRPD: Convention on the Rights of Persons with Disabilities (United Nations)

CSOs: Civil Society Organizations

DGCS: Directorate General for Development Cooperation (Direzione Generale Cooperazione allo Sviluppo, Italian Ministry of Foreign Affairs and International Cooperation)

IDA: *International Disability Alliance*

MAECI: Italian Ministry of Foreign Affairs and International Cooperation

OECD-DAC: Organization for Economic Cooperation and Development - Development Assistance Committee

WHO: World Health Organization

NGO: Non-Governmental Organization

UN: *United Nations*

DPO: Organizations of Persons with Disabilities

PWD: *Persons with Disabilities*

CBR: Community-Based Rehabilitation

SDGs: Sustainable Development Goals

CBID: Community-Based Inclusive Development



According to the report jointly delivered by the World Health Organization and the World Bank¹, 15% of the world's population has some form of disability, of whom 82% lives in developing countries.

Italy has always been on the cutting edge of the implementation of legislation concerning disability especially following the UN's approval of the Convention on the Rights of Persons with Disabilities (CRPD) in 2009, which gave fresh impetus to the adoption of international standards based on the respect of human rights.

Indeed, this has resulted in a strengthened commitment in the disability field on behalf of the Italian Agency for Development and Cooperation (AICS), which has endorsed a participatory and inclusive approach, involving representatives of both civil society organizations and of institutions.

This commitment has been fulfilled within a new institutional framework of Italian Cooperation, regulated by Law n. 125/2014 which identifies among its priority action fields: eradication of poverty and reduction of inequalities, improvement of population's life conditions and promotion of sustainable development.

The present document sets itself in the framework of the implementation of the Disability Guidelines (2010), of the Disability Action Plan of 2013 and of the shift towards the new Disability and Social Inclusion Guidelines in the Italian Cooperation interventions adopted in 2018 by AICS.

These preliminary remarks are important to contextualize the fields of action and the methodologies applied in the initiatives of Italian Cooperation in the two year period 2016-2017, keeping in mind the stress put on "mainstreaming" by means of the so-called "disability marker" available in the AICS information system. The marker made it possible to collect information both on specially-targeted initiatives and on broader social inclusion initiatives, that include elements of disability-targeted activities in compliance with international standards such as 2030 Agenda and CRPD.

The mapping and data analysis carried out for the two-year period 2016-2017 are incorporated in the AICS Disability Guidelines approved in 2018, that include a yearly report with monitoring data on disability *mainstreaming* in the achievement of the SDGs. In this context the recommendations made by the Committee for the Rights of Persons with Disabilities related to Italy's Report on the implementation of the CRPD are taken into account.

RESEARCH METHODOLOGY

The present study is the result of the collaboration among AICS, civil society, university and freelance experts in this field aiming at presenting AICS's commitment to disability² in the two-year period 2016-2017 comparing programmed actions, investments and achieved results.

It is important to stress that the "disability marker"² internal tool, adopted since 2014 by Italian Cooperation, has cleared the hurdle

¹ WHO and World Bank (2011). «World Report on Disability», WHO Press, Geneva.

² See Table 1

represented by the lack of a OECD-DAC code specific for disability thus making it possible to identify the research sample of the present investigation.

In this respect, it is important to mention that in June 2018 “*The Working Party of Development Finance Statistics (WP-STAT)*” approved the introduction of a “policy marker” on the inclusion and empowerment of persons with disability. The marker was included in the “*Reporting Directives in November 2018*”³ and will be applied in 2019. Italian Cooperation has thus been forward-looking given that as early as 2014 it had provided for the need to include a tool in order to collect accurate data on the commitment in this field.

In the present document the AICS guidelines on disability for 2018 have been used. Even if they have been set after the period covered by the research, they have been employed in order to provide a useful benchmark for future studies and to help better plan the sector’s activities.

Using the maker tool, information on projects targeted to disability has been identified within the general information system of AICS. For projects concerning humanitarian relief and mine clearing the data provided by the Emergency and Fragile States Departments of AICS has been employed.

More specifically, the present research takes into account all projects that in the two year period 2016-2017 featured:

■ **financial movements:** commitment⁴ and allocations;

■ **disability marker:** score between 0 and 3⁵

Overall 124 projects have been identified, of which 104 have been considered relevant to the research. Projects that still haven’t started or which are at the very initial stage have been excluded.

The **implementing entities** of the 104 projects have been asked to take part in a research carried out by means of an online questionnaire - in Italian and English - with **CAWI methodology**⁶. The questionnaire has been designed by a Scientific Committee set up especially for this task.

72 questionnaires have been filled in.

The submitted answers have been analyzed according to specific items in order to provide a useful scenario for planning future activities in the field, also in a *mainstreaming* perspective.

The present work features thematic boxes whose content is the result of the collection of information concerning the item “Qualifying elements and lessons learned” provided by the project implementing entities (see table in Appendix).

SUMMARY OF DATA ANALYSIS

Below is the summary of the data analysis resulting from the research carried out, whereas details can be found in Section 1 “Disability Projects

³ DCD/DAC/STAT (2018)39/REV1

⁴ The commitment finalized is equivalent to the official name OECD-DAC «Commitments»

⁵ See Table 1 *disability marker*. Projects with *marker 4* have not been considered as the disability component was negligible or absent

⁶ Computer Assisted Web Interviewing

⁷ <https://www.aics.gov.it/wp-content/uploads/2017/03/Esperienza-cooperazione-Italiana-2009-14.pdf>

- Commitments and Allocations” and in Section 2 “The Research”.

It is worth mentioning that the previous data collection on disability for 2009-2014⁷ used different criteria thus preventing a full comparison of data with the present study. Nonetheless, it has been possible to compare some key elements.

■ **Allocations in the two year period 2016-2017** add up to € 30.339.816, i.e. 3.7% of AICS financial donations in the different fields (Tables 2 and 3) and most of this sum has been funded on the bilateral channel (Table 7). Allocations are almost equally divided between ordinary projects (58 projects) and humanitarian relief and mine clearing projects (66 projects). It is important to note that - albeit with the aforementioned caveats - in the period 2009-2014, contributions for the disability sector added up to 2,68% of funding of the total financial donations. Thus, the present survey provides encouraging data that show an increasing commitment of Italian Cooperation (AICS) in the field of promotion and protection of rights of persons with disabilities.

The factors that may have contributed to this increase can be related to: i) work carried out by AICS to provide continuous support to the participative involvement of institutions and civil society representatives, which eventually resulted in the drafting of the 2018 Disability Guidelines; ii) international advocacy activities and dissemination of information/good practices on the field's reference standards; iii) the use of the “disability marker”, which enabled a better and more accurate identification of multi-sector and *mainstreamed* projects; iv) Italian Cooperation's shift from a traditional approach, such as health and welfare and protection actions, to actions based on human rights in compliance with the CRPD new paradigm and the European Strategy 2010-2020. In addition, the use of a more accurate methodology (**CAWI methodology**) in the present data collection confirmed Italian Cooperation's increased commitment in the disability field.

■ **Mainstreaming:** data show a 50% preponderance in Emergency projects for the *mainstreaming* element (marker 1, 2 and 3), supporting the special attention devoted by AICS to the contexts of humanitarian relief and mine clearing in conformity with the *Vademecum: Aiuti umanitari e Disabilità* by Italian Cooperation (2015), *Sendai Framework for Disaster Risk and Reduction*⁸ (2015-2030) and the *Charter for Inclusion of Persons with Disabilities*⁹.

■ **Geographical Area:** data reveal a larger investment in the Mediterranean and Near and Middle East regions (approx. 60%), where Palestine (20%), Lebanon (10%) and Jordan (11%) are the major beneficiaries. Investment in the Balkan area (Albania and Bosnia Herzegovina), compared to the previous mapping of 2009-2014, is almost completely cancelled following the current geographical priorities of Italian Cooperation (Albania 1%). From this, one can infer that the commitment in the African region has increased, with 34% of

⁸ <https://www.unisdr.org/we/inform/publications/43291>

⁹ <https://humanitarian-disabilitycharter.org/wp-content/themes/humanitarian-disability-charter.org/pdf/charter-on-inclusion-of-persons-with-disabilities-in-humanitarian-action.pdf>

total investment, which comprises various countries. Sudan (8%) and Ethiopia and South Sudan (6%) stand out. The other countries belong to the range from 1 to 3%.

■ **The most-featured themes in the projects** are: resilience (49%), education (26%) and health (25%), followed at long distance (10%) by empowerment. It is worth noting that **resilience** is the main theme in humanitarian relief and mine clearing projects, whereas in **ordinary projects** health is still the priority theme for projects openly targeted to this field. The aforementioned themes are mirrored in **CRPD**, specifically in articles 7, 24, 5, 25 respectively: children, education, equality/non discrimination and health. Accessibility referred to in article 9 of CRPD, touches all projects and includes all types of accessibility.

■ Regarding the mentioned **SDGs** the predominant ones are: **SDG 4 - Education and quality** (53% of projects), followed by **SDG 3 - Health and wellbeing** (32%), **SDG 5 - Gender equality** (32%) and **SDG 10 - Reduction of Inequalities** (25%). The SDGs appear in line with the other mentioned articles of CRPD and consistent with the identified OECD-DAC codes. It is worth mentioning that **SDG 8 - Decent work and economic growth** features a high percentage in *mainstreamed* projects compared to the targeted ones. The latter should receive greater attention, given the importance of occupation in promoting the autonomy, independence and empowerment of persons with disabilities.

■ **Strategies and approaches:** the approach based on human rights introduced by CRPD enabled a sensitive and constant shift from aid interventions, especially in the health sector, to multi-sector interventions aimed at **community-based inclusive development** (57% of projects), to **mainstreaming** (50% of projects) with a **participative and multidisciplinary approach** (42%).

■ **Areas of intervention:** the aforementioned change of trend emerges clearly also in the priority areas of intervention which, in addition to the already known ones, feature as new areas the prevention, support and protection of victims of abuse (24%), the empowerment of civil society (22%) and the safeguard of persons with disabilities in emergency and fragile contexts (17%).

■ **Beneficiaries:** the most-frequently mentioned category is that of **persons with disabilities** (46%). It is followed by children (43%) and students (35%), that are specifically mentioned thus confirming the fact that the implementation of mainstreaming projects includes as target, within the same project, persons with and without disabilities, in the perspective of social inclusion. The middle categories are teachers, women and local communities. An unquestionably low percentage (1%) is that of the category of support from public institutions, a figure that

is in line with the kind of projects, considered that are implemented by Organizations of the Civil Society.

■ **Assessment:** this activity is carried out in 93% of projects. 11% is of an intermediate/final external type. Data have been collected with different methodologies: the most frequently mentioned (68%) is **objective data collection** (not from interviews; e.g. collection of numerical data from registers, number of visits performed, etc.), followed at a short distance (62%) by **qualitative interviews with beneficiaries**; almost one project out of two (48%) used **focus groups**. A greater attention to data disaggregation in targeted projects that moreover feature a higher detail in data collection came as no surprise. However, bearing in mind that targeted projects represent 28% of the analyzed sample, the interesting and positive fact is that also mainstreaming projects have provided disaggregated data: 20% of projects collect disaggregated data for disability vs. non disability and 40% disaggregate data further for gender, age and disability type.

■ **Relationship with institutions:** the relationship with **institutions**, project partners appears positive (93% of projects: 52% says “adequate” and 41% says “very [positive]”). Even more positive is the relationship with the **local community** (93%) which reveals respect for local ownership and participative planning of future actions. The data is in line with the 74% of positive answers provided concerning **project harmony** with sectoral policies of the country.

■ **Difficulties encountered during project implementation:** are connected to relationship with local authorities (31%) and with beneficiaries (29%). This last figure calls for further investigation.

■ **Change of policies on disability:** it is worth mentioning that only 25% claimed that the project contributed to the **change of policies in the field**. The figure can be explained by the kind of projects considered, which are: i) in majority implemented by **Civil Society Organizations (CSO)**, which can’t always impact on policy, contrary to the projects directly managed by AICS, whose institutional partners are the country’s relevant ministries; ii) cover a time span too short to cause a policy change;

■ **Disability Inclusive Project Planning and Participatory Involvement:** 82% of the filed questionnaires claims that inclusive project planning is applied. Yet, 32% of the projects does not involve the direct participation of Organizations of Persons with Disabilities (DPOs), although this is an element that guarantees that these initiatives are sustainable according to the CRPD guidelines. This calls for a better definition and a greater publicity of the concept of “inclusive project planning” and for the dissemination of good practices of this approach, also through training activities.

■ **Transferability and Implementation in Other Contexts:** 86% of the filed questionnaires claims the project to be transferable. However, with regards to context specificity and ownership, only about 50% declare that the project is currently implemented in other contexts or that it will be in the future. Analysis does not reveal a clear trend differentiating emergency and ordinary projects, **least of all** with regards to markers.

RECOMMENDATIONS

The following recommendations arise from the data analysis that has been performed:

■ the systematic incorporation within the Agency's yearly activity planning of interventions in line with approaches and fields of intervention envisioned by AICS in the Disability Guidelines;

■ the support of greater **investments** for disability projects. The 3.7% of investments for the two-year period 2016-2017 shows an increase of funding compared to the previous years. However, funding should be expanded even further considering the percentage of population with disabilities living in Developing countries (82% according to WHO data);

■ the arrangement of **training activities on inclusive and sustainable design** both for AICS staff and for **the implementing entities** of projects (Civil Society Organizations - CSO, Universities, Local Institutions, etc.) with the goal of achieving disability mainstreaming in all project stages: design, management, monitoring and assessment. Analogous training should be included in university curricula in International Cooperation;

■ a stronger action of the focal points detected in the AICS offices in abidance with the commitments undertaken by AICS by signing the ***Charter for Inclusion of Persons with Disabilities in Humanitarian Action*** by activities of awareness/training in line with the international reference documents (*Sendai framework*, *SDGs*, *Global compact of refugees*);

■ the improvement of the quality of **AICS's data gathering system**, especially for projects assigned to CSO by local AICS offices, within the humanitarian relief and mine clearing projects, by means of a thorough use of the "disability marker" in the new AICS information system;

■ a wider dissemination of Italian Cooperation documents in the field also by organizing meetings and debates on the good practices of "disability-inclusive project planning";

■ the support of the involvement of **experts with disabilities and of the Organizations of persons with disabilities** in the projects, in line with the international benchmarks and the backing of their advocacy skills towards public institutions and communities (CRPD, art. 4). For this one must foresee the availability of accommodation funds in the design stage, in abidance with the Disability Guidelines 2018 and the Disability Action Plan 2013;

■ the support of initiatives featuring a greater presence as beneficiaries of persons with mental, sensorial and/or intellectual disabilities also by means of cultural awareness activities and activities providing specialistic skills;

■ the rationalization and dissemination of **good practices** realized by projects, included those implemented by **international organizations** in order to achieve a snowball effect by means of a closer cooperation with the United Nations and its agencies, with the European Union and with national agencies of international cooperation;

■ strengthening of the **implementing entities'** ability to **assess the quality** of initiatives funded by AICS before, during and after the project in order to collect disaggregate data useful for the evaluation of the projects' impact, always ensuring adequate dissemination and visibility;

■ widening the diffusion of **innovative approaches and tools such as**: empowerment of persons with disabilities, especially of women with disabilities, emancipatory disability research, peer counsellors of emergency, new IT systems.



Disability projects
and the research

1.1 THE «DISABILITY MARKER»

In 2014, given the lack of a specific OECD DAC code for project classification and with the goal of gathering detailed information on Italian Cooperation's commitment to persons with disabilities, a specific work group was instituted which proposed the inclusion, within the internal information system, of a **specific disability “marker”** in line with the prescriptions of the **Disability Action Plan (Piano di Azione disabilità)** subscribed by Italian Cooperation in **2013**.

The inclusion of the marker occurred in May 2014 and made possible the timely endorsement of the principles of Aid and Development Effectiveness established at an international level.

The marker was applied to initiatives in their approval stage and the assigned score (from 0 to 4) corresponds to a percentage that quantifies the project's actual financial investment targeted to disability. Thus, it is possible to gather information also on projects which are not totally targeted to the sector, but which include elements of activities for disability, in a mainstreaming perspective.

Table 1 - **Disability Marker**

DISABILITY MARKER		PERCENTAGE OF FUNDING TARGETED TO DISABILITY
EXPLICIT PRIMARY OBJECTIVE	0	100%
MOST, BUT NOT ALL OF THE FUNDING IS TARGETED TO THE OBJECTIVE	1	75%
HALF OF THE FUNDING IS TARGETED TO THE OBJECTIVE	2	50%
AT LEAST A QUARTER OF THE FUNDING IS TARGETED TO THE OBJECTIVE	3	25%
NEGLECTIBLE OR NO FUNDING IS TARGETED TO OBJECTIVE, ACTIVITIES, RESULTS)	4	0%

**COMMITMENTS
AND DISBURSEMENTS
2016-2017****1.2 SUBJECT OF THE MAPPING**

Using the maker tool, information on projects targeted to disability has been identified within the general information system of AICS. For projects concerning humanitarian relief and mine clearing the data provided by the Emergency and Fragile States Departments of AICS has been employed.

More specifically, the present work takes into account all **initiatives** that in the two-year period **2016-2017** featured:

- **financial movements:** commitments¹⁰ and disbursements
- **assignment of “disability marker”:** score between 0 and 3¹¹

10 The commitment finalized is equivalent to the official name OCSE «Commitments»

11 Projects with *marker* 4 have not been considered as the disability component

124 initiatives have been identified with commitments/disbursements in the two-year period 2016-2017, ascertained by the specific marker (Table 1)

1.3 COMMITMENTS AND DISBURSEMENTS IN THE TWO- YEAR PERIOD 2016-2017

The results of the mapping of the projects considered relevant to the research reveal the fulfillment of the commitments taken on in the activity planning stage. In fact, the Table below does not show meaningful differences between commitments and disbursements. However, it is worth stressing that the data referred to commitments/disbursements 2016 is much lower than 2017 and is probably the result of the start of the activities of the new Italian Agency for Development Cooperation (Law 125/2014)¹².

Table 2 - **Total commitments and disbursements*** (Euros)
for 124 initiatives

COMMITMENTS 2016	9.485.683
COMMITMENTS 2017	20.193.793
TOTAL COMMITMENTS 2016-2017 FOR MARKER	29.679.476
DISBURSEMENTS 2016	8.267.917
DISBURSEMENTS 2017	22.071.899
TOTAL DISBURSEMENTS 2016-2017 FOR MARKER	30.339.816

* The amounts concerning financial donations on disability have been calculated applying the % of the "disability marker". E.g.: A 50,000 Euros initiative labeled with marker 2 (50% targeted to disability) has been considered 250,000 Euros.

Table 3 - **Ratio between total financial donations
and disability initiatives** (Euros)

YEAR	TOTAL FINANCIAL DONATIONS	FINANCIAL DONATIONS FOR DISABILITY INITIATIVES	%
2016	339.375.423	8.267.917	2,4
2017	466.093.110	22.071.899	4,7
TOTAL	805.468.533	30.339.816	3,7

From 2016 till 2017 the total of the financial donations approved by AICS in various sectors were equal to Euro 805.468.533. Out of the total of the financial donations, financial donations dedicated to initiatives for disability sector were total of 30.339.816 equal to 3,7% of the total financial donations, as presented in the table above.

Given that in the previous mapping of the period 2009-2014 the total disbursements for disability projects amounted to 35,074,563 Euros (2.68% of total **financial donations**), the following remarks can be made:

- an **improvement of data gathering** thanks to the introduction of the marker that made it possible to uncover also mainstreamed projects;
- greater, albeit limited, investment in the field which in the two-year period considered, experienced disbursements equalling **3.7% of the total of financial donations**, compared to the 2.68% of the previous survey.

Table 4 - **Total disbursements** (Euros)
per marker referred to number of initiatives

MARKER	NUMBER OF INITIATIVES	DISBURSEMENTS 2016-2017 ¹³
0 - (100% OF FUNDING)	30	12.608.259
1 - (75% OF FUNDING)	9	2.590.856
2 - (50% OF FUNDING)	7	2.098.265
3 - (MINIMUM IL 25% OF FUNDING)	78	13.042.436
TOTAL	124	30.339.816

The following tables show the distribution of disbursements in relation to:

- geographical areas
- countries
- funding channel
- kind of management
- kind of initiative

Table 5 - **Total disbursements** (Euros) **per marker and geographical area**¹⁴

GEOGRAPHICAL AREA	NUMBER OF INITIATIVES	DISBURSEMENTS 2016-2017 ¹⁵	MARKER 0	MARKER 1	MARKER 2	MARKER 3
AFRICA	39	8.903.749	3.667.305	419.673	1.300.000	3.516.771
LATIN AMERICA AND THE CARIBBEAN	6	695.685	473.359	118.306	37.500	66.520
ASIA AND OCEANIA	7	1.765.567	1.000.000	-	-	765.567
MEDITERRANEAN, NEAR AND MIDDLE EAST, BALKANS	68	15.788.226	4.443.507	2.052.877	760.765	8.531.078
EUROPE	1	125.000	-	-	-	125.000
NOT ASSIGNABLE	3	3.061.589	3.024.089	-	-	37.500
TOTAL	124	30.339.816	12.608.259	2.590.856	2.098.265	13.042.436

¹³ Investment percentage (marker) calculated over the total of financing

¹⁴ The geographical areas are those reported in the document «Cooperazione Internazionale per lo Sviluppo- Documento triennale di programmazione e di indirizzo 2017-2019»

¹⁵ The amount indicated corresponds to the percentage of the financial disbursement calculated over the total of the financial disbursement per marker

DISABILITY AND COOPERATION

Table 6 - **Total disbursements (Euros) per marker and Country of action**

COUNTRY	NUMBER OF INITIATIVES	DISBURSEMENTS 2016-2017 ¹⁶	MARKER 0	MARKER 1	MARKER 2	MARKER 3
AFGHANISTAN	5	1.515.567	1.000.000	-	-	515.567
ALBANIA	1	360.001	-	360.001	-	-
BOLIVIA	3	166.076	-	118.306	-	47.770
BURKINA FASO	3	697.125	50.000	419.673	-	227.452
BURUNDI	1	50.000	-	-	-	50.000
COLOMBIA	2	56.250	-	-	37.500	18.750
CONGO	1	250.000	250.000	-	-	-
ECUADOR	1	473.359	473.359	-	-	-
ETHIOPIA	4	1.044.567	984.567	-	-	60.000
JORDAN	11	1.203.340	-	133.676	362.088	707.577
GUINEA BISSAU	1	55.125	-	-	-	55.125
IRAQ	9	2.164.239	1.016.561	212.497	-	935.181
KENYA	2	288.664	-	-	-	288.664
LEBANON	10	3.612.664	1.000.000	-	299.400	2.313.264
LIBYA	7	1.662.254	-	-	-	1.662.254
MOROCCO	1	93.970	-	-	-	93.970
MYANMAR	2	250.000	-	-	-	250.000
NIGER	5	1.749.424	499.424	-	-	1.250.000
PALESTINE	20	4.184.979	1.600.890	1.346.702	99.277	1.138.110
SYRIA	3	1.121.133	121.133	-	-	1.000.000
SOMALIA	2	275.000	150.000	-	-	125.000
SOUTH SUDAN	4	1.428.990	1.180.015	-	-	248.975
SUDAN	12	2.939.854	553.298	-	1.300.000	1.086.556
TANZANIA	2	125.000	-	-	-	125.000
TUNISIA	6	1.385.645	704.922	-	-	680.723
UKRAINE	1	125.000	-	-	-	125.000
NOT ASSIGNABLE	3	3.061.589	3.024.089	-	-	37.500
TOTAL	124	30.339.816	12.608.259	2.590.856	2.098.265	13.042.436

Table 7 - **Total disbursements (Euros) per marker and funding channel**

AICS CHANNEL	NUMBER OF INITIATIVES	DISBURSEMENTS 2016-2017 ¹⁷	MARKER 0	MARKER 1	MARKER 2	MARKER 3
BILATERAL	102	21.721.066	6.708.259	2.590.856	2.060.765	10.361.186
MULTILATERAL	22	8.618.750	5.900.000	-	37.500	2.681.250
TOTAL	124	30.339.816	12.608.259	2.590.856	2.098.265	13.042.436

Table 8 - **Total disbursements** (Euros)
per marker and kind of management

KIND OF MANAGEMENT	NUMBER OF INITIATIVES	DISBURSEMENTS 2016-2017 ¹⁸	MARKER 0	MARKER 1	MARKER 2	MARKER 3
FUNDS ON SITE (EMERGENCY PROJECTS) (*)	43	10.754.764	1.037.694	357.121	2.060.765	7.299.184
DIRECT MANAGEMENT (FUNDS ON SITE AND EXPERT FUNDS) (**)	20	1.555.611	754.922	118.306	-	682.382
INDIRECT MANAGEMENT PUBLIC INSTITUTIONS	3	212.497	-	212.497	-	-
INDIRECT MANAGEMENT INTERNATIONAL ORGANIZATIONS	32	9.907.116	5.900.000	-	37.500	3.969.616
PROMOTED BY CSOS	26	7.909.828	4.915.642	1.902.931	-	1.091.255
TOTAL	124	30.339.816	12.608.258	2.590.855	2.098.265	13.042.437

*includes funds concerning humanitarian relief and mine clearing projects for Embassies and AICS offices that include disability projects carried out by CSO locally (Data provided by Emergency and Fragile States Departments of AICS)

**includes projects entrusted to CSO managed by local offices with on site funds

Table 9 – **Total disbursements** (in Euro)
per marker and per kind of initiative

KIND OF MANAGEMENT	NUMBER OF INITIATIVES	DISBURSEMENTS 2016-2017 ¹⁹	MARKER 0	MARKER 1	MARKER 2	MARKER 3
EMERGENCY	66	18.875.770	6.937.694	357.121	2.098.265	9.482.689
ORDINARY	58	11.464.046	5.670.565	2.233.735	-	3.559.747
TOTAL	124	30.339.816	12.608.259	2.590.856	2.098.265	13.042.436

For emergency projects (humanitarian relief and mine clearing) the amount of disbursements concerns the broadest program that includes activity elements (projects) to the benefit of persons with disabilities. We refer to the disbursements on behalf of the central AICS to Embassies/AICS offices that disburse funds to CSOs by means of a local call.

18 Same as above
19 Part of total calculated considering the % of marker



2.1 OBJECTIVES

The **mapping activity** of the 2016-2017 initiatives with a “disability marker” between 0 and 3 described in the previous section resulted in the identification of **124 initiatives** targeted to disability.

Having excluded projects yet to be started, **104 projects have been identified** and in October 2018 their **implementing entities** were asked to take part in an online survey aiming at gathering useful information to identify the good practices implemented in the disability sector also in a mainstreaming perspective.

2.2 SAMPLE

The sample is made of **72 projects**²⁰, with a **69%** redemption in relation to the invitation to take part in the survey and it includes both projects specifically targeted to disability and “mainstreamed” projects.

The 72 projects have been implemented by: AICS offices (7 projects), international organizations (11 projects) and CSOs (54 projects).

2.3 TOOLS

The tool employed in the survey was an online questionnaire²¹, used according to the **CAWI methodology**²² making it possible to fill it in in different moments and available in two languages (English and Italian).

The questionnaires were filled in in the period 27 November 2018 - 3 January 2019.

The following are the questionnaire sections:

- General Data
- Area of intervention and reference documents
- Progress of the project
- Objectives
- Beneficiaries and Partners
- Results and reflections on the component disability
- Evaluation
- Relationship with the Country and Community
- The documentation

Results

2.4 TARGETED PROJECTS AND “DISABILITY MAINSTREAMED” PROJECTS

The opening section of the questionnaire asked **implementing entities** to declare the marker related to each analyzed project with the aim of verifying possible inconsistency with the marker initially identified by AICS upon approval of the project document.

²⁰ See List Implementing entities and Projects in appendix

²¹ Questionnaire in Appendix.

²² Computer Assisted Web Interviewing

27% of projects are expressly targeted to disability (*marker 0*)

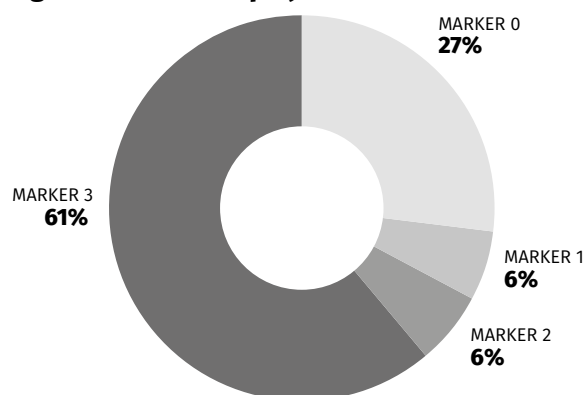
73% of remaining projects are *mainstreamed*, subdivided as follows:

61% of projects: *marker 3*

6% of projects: *marker 2*

6% of projects: *marker 1*

CHART 1 – Distribution of disability *marker*²³
against the 72 total projects



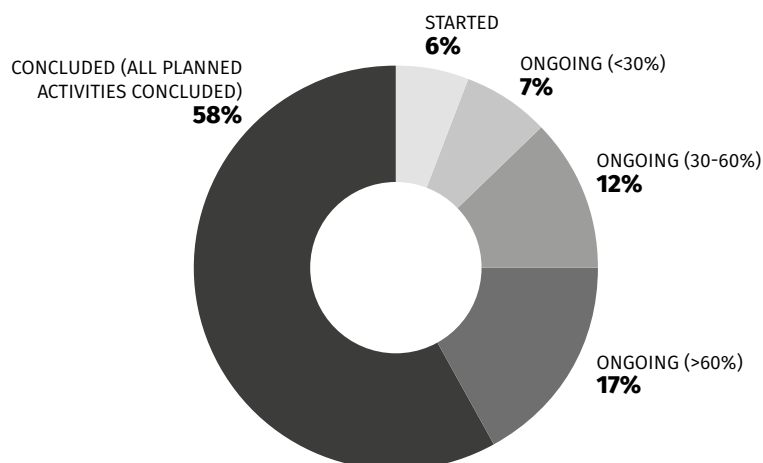
30

2.5 PROGRESS

At the moment of writing, three fourths of the projects were completed (58%) or in advanced stage (17%) (>60%).

20% of the projects was in progress but not at an advanced stage (13% between 30% and 60% of progress, 7% below 30%). Only 6% of the projects was at a starting phase.

CHART 2. Progress of projects (% of total projects)²⁴



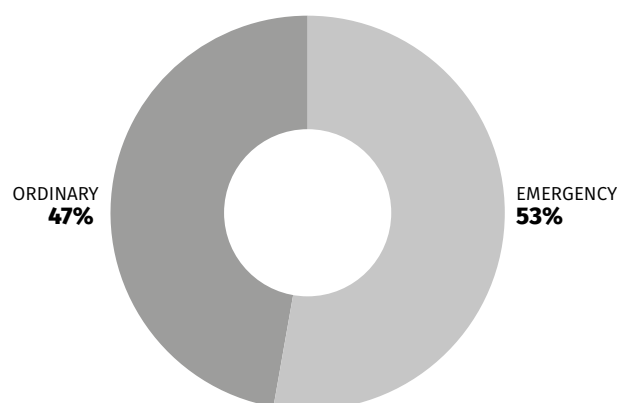
²³ Data rounded to obtain sum = 100%

²⁴ Data rounded to obtain sum = 100%

2.6 ORDINARY AND EMERGENCY PROJECTS (HUMANITARIAN RELIEF AND MINE CLEARING)

Out of the 72 projects, 53% are emergency projects and 47% are ordinary projects.

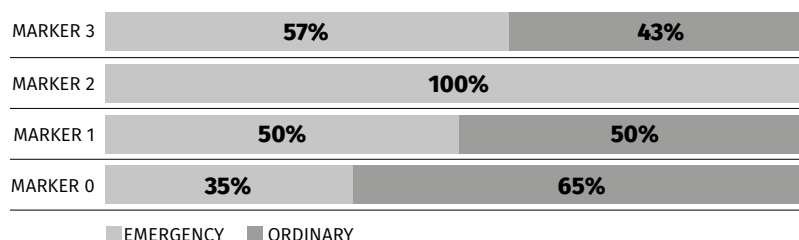
CHART 3 – Ordinary and Emergency Projects



As shown by Chart 4, emergency projects fall in *marker 2* (100%), *marker 3* and *marker 1* (between 50% and 57%). Only 35% of the specifically targeted projects are emergency projects. It is worth stressing the 50% prevalence in the emergency projects which is meaningful for the *mainstreaming* component.

65% of ordinary projects are specifically targeted (*marker 0*) and show a *marker 1* in 50% of cases and a *marker 3* in 43% of cases.

CHART 4 – Disability Marker per Project Typology
(Ordinary and Emergency)

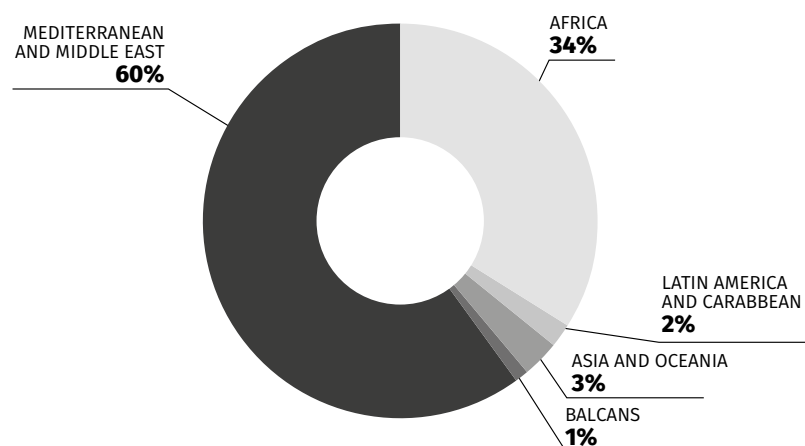


2.7 GEOGRAPHICAL AREAS

More than half (60%) of the respondents claim that projects are implemented in the Mediterranean and in the Near and Middle East. This figure confirms Italian Cooperation's increasingly higher investment in these areas compared to other geographical areas.

In comparison to the previous survey, there is an increase of the projects in Africa (34%) whereas there is a fall of the amount of projects in the countries of the Balkans, Latin America, Asia and the Caribbean.

CHART 5 – Geographical Areas



The following table details the countries included in each geographical area.

TABLE 10 – Countries per Geographical Area
(% calculated on the 72 total projects)

COUNTRY	%	AREA
PALESTINE	20%	Mediterranean and Near and Middle East
JORDAN	11%	Mediterranean and Near and Middle East
LEBANON	10%	Mediterranean and Near and Middle East
SUDAN	8%	Africa
IRAQ	7%	Mediterranean and Near and Middle East
ETHIOPIA	6%	Africa
SOUTH SUDAN	6%	Africa
LIBYA	5%	Mediterranean and Near and Middle East
TUNISIA	5%	Mediterranean and Near and Middle East
AFGHANISTAN	3%	Asia and Oceania
BURKINA FASO	3%	Africa
KENYA	3%	Africa
TANZANIA	3%	Africa
ALBANIA	1%	Balcani
BOLIVIA	1%	Latin America and Caribbean
BURUNDI	1%	Africa
ECUADOR	1%	Latin America and Caribbean
GUINEA BISSAU	1%	Africa
MAROCO	1%	Mediterranean and Near and Middle East
NIGER	1%	Africa
DEM. REP. CONGO	1%	Africa
SYRIA	1%	Mediterranean and Near and Middle East
SOMALIA	1%	Africa

More specifically, whereas Africa is represented by a larger amount of countries with great dispersion, countries of the Mediterranean and of the Near and Middle East show a high concentration of projects implemented in only three Middle Eastern countries (28 projects out of 72, that is roughly 40% of the total):

- Palestine
- Jordan
- Lebanon

2.8 PROJECT OBJECTIVES

Information concerning the general and specific project objectives has been analyzed and grouped with the purpose of establishing the most recurrent themes addressed by the initiatives.

The following table shows the prevalence of the **resilience** theme connected to humanitarian aid projects, both in conflict and post-conflict scenarios and in case of natural disasters (49%). **Education** (26%) and **health** (25%) follow.

The table also shows the distribution of objectives within the total amount of projects per marker.

TABLE 11 – **Distribution of Objectives for marker 0-3 of the 72 total projects***

OBJECTIVES	TOTAL (72)	MARKER 3 (44)	MARKER 2 (4)	MARKER 1 (4)	MARKER 0 (20)
RESILIENCE	49% (35)	57% (25)	100% (4)	25% (1)	25% (5)
EDUCATION	26% (19)	36% (16)	25% (1)	25% (1)	5% (1)
HEALTH	25% (18)	14% (6)	-	25% (1)	55% (11)
EMPOWERMENT	10% (7)	9% (4)	-	-	15% (3)
WORK	6% (4)	5% (2)	-	25% (1)	5% (1)
COMMUNITY BASED REHAB	6% (4)	2% (1)	-	-	15% (3)
INSTITUTIONAL STRENGTHENING	6% (4)	7% (3)	-	-	5% (1)
MINE CLEARING	3% (2)	5% (2)	-	-	-
GENDER BASED VIOLENCE	3% (2)	5% (2)	-	-	-

*The percentages shown in each cell are calculated by dividing the absolute value of the cell by the absolute value at the top of the column (e.g. in the first cell 57% is the result of the division of the 25 marker 3 projects that declared "Resilience" by the total of 44 marker 3 projects)

In the **table** – and the following tables – in **red** are indicated values under average and in **green** values above average.

Table 12 shows the distribution of objectives within the emergency and ordinary projects.

In the emergency projects, **resilience** is still the **predominant** objective (82%), followed by education (24%) and health (18%), whereas in ordinary projects the main objectives are **health** (32%), **education** (29%) and empowerment (21%).

TABLE 12 – **Distribution of Objectives per Project Typology***

OBJECTIVES	TOTAL (72)	EMERGENCY (38)	ORDINARY (34)
RESILIENCE	49% (35)	82% (31)	12% (4)
EDUCATION	26% (19)	24% (9)	29% (10)
HEALTH	25% (18)	18% (7)	32% (11)
EMPOWERMENT	10% (7)	-	21% (7)
WORK	6% (4)	3% (1)	9% (3)
COMMUNITY BASED REHAB	6% (4)	-	12% (4)
INSTITUTIONAL STRENGTHENING	6% (4)	-	12% (4)
MINE CLEARING	3% (2)	5% (2)	-
GENDER-BASED VIOLENCE	3% (2)	3% (1)	3% (1)

*The percentages shown in each cell are calculated by dividing the absolute value of the cell by the absolute value at the top of the column.

Not surprisingly, resilience is the priority theme in emergency projects which face traumatic events caused by conflicts or natural disasters in difficult contexts. Education does not show a significant variation in the two project typologies. Health is prevalent in ordinary contexts.

It is worth noticing that emergency projects lack empowerment activities and Community Based Rehabilitation (Community Based Inclusive Development - CBID). This might suggest that notwithstanding investments for disability, such contexts lack specific skills which should actually be supported.

2.9 STRATEGIES AND APPROACHES

In accordance with the document “Guidelines for Disability and Social Inclusion in Cooperation Intervention - 2018” by AICS, that shows the future perspectives of intervention in this field, it was considered useful to include in the survey questions related to strategies and approaches and areas of intervention expressed in the aforementioned document with the goal of collecting useful information on the 2016-2017 period and of better planning future activities, identifying strengths and weaknesses.

CHART 6 – Approaches and Strategies Employed

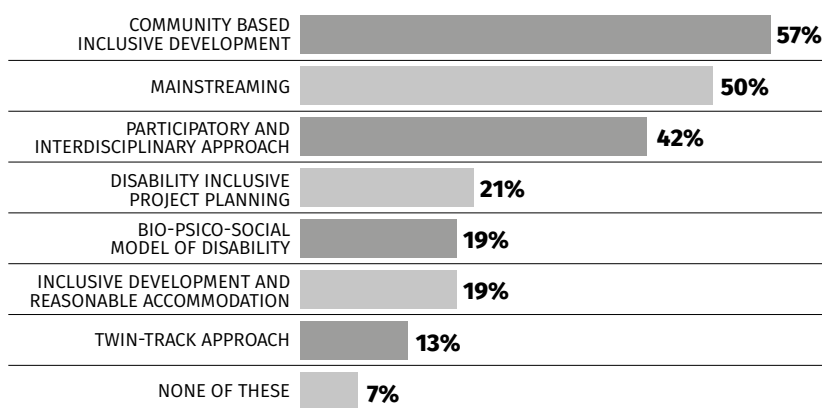


Chart 6 shows how the prevailing answers concern: i) **community based inclusive development**, ii) **mainstreaming**, iii) **participatory and interdisciplinary approach**, with a significant gap from the others. The figure on mainstreaming is good (50%), showing a difference from the past and a shift towards projects aiming at social inclusion respecting protection and promotion of the weakest social groups, especially persons with disability who often live in multidiscriminatory situations.

BOX 1 - MULTI-SECTOR APPROACH AND DISABILITY MAINSTREAMING

Qualifying Elements and Lessons Learned (see Appendix)

There is a clear need to adopt the disability theme as *mainstreaming* and with a multi-sector approach in cooperation interventions with the goal of giving up the welfarist model and building nets capable of giving value to public and private resources in different fields. The access to **health** services must be granted to all without distinction.

In the field of **education** we need to work side by side with institutions to impact on school dropout and on child labour which produce overall negative effects on the community.

The community is a crucial element to assure sustainability along with the involvement of persons with disabilities and their organizations.

Its role becomes crucial also in educational-recreational activities through the support to non-formal education centers which favor socialization and social inclusion processes outside school.

In the field of **work and employment**, an important challenge is to work with and for women with disabilities, who live in multi discrimination situations. In this direction, supporting their participation to different economic activities represents a challenge that calls for sensitization processes and processes of inclusive training for all actors involved.



BOX 2 – RESILIENCE AND FRAIL CONTEXTS

Qualifying Elements and Lessons Learned (see Appendix)

It is crucial for projects to encourage the shift from an emergency perspective to a development perspective, linking disaster risk reduction to a more long-term intervention perspective, supporting and implanting the positive change triggered in the communities by a bottom-up communitarian approach that values people and promotes positive behavior towards the environment. In this way, the project activities are not perceived by community members as an intervention coming from outside, but as a concrete change within the community and realized with their own strengths. This, in addition to their skills, community members also increase their self-esteem and eventually their ability to react promptly and positively in case of a risk or a threat.

The other point that resulted is the inclusion of persons with **cognitive disability** in frail contexts, a fact that represents one of the most difficult and complex challenges and that implies the use of specific skills. Also the interventions tendered to **children with disability** in complex situations (e.g. Iraqi context) represent a difficult challenge but especially important in the attempt to assure continuity among the different steps of development: from childhood, to adolescence to adult age.

2.10 AREAS OF INTERVENTION

In Table 13, the areas considered as **overriding** are many and multifarious; **community sensitization** is expressed in more than half of the cases (58%), **training** and **education** have reached high scores (51% and 50%), **health** (40%) overcomes **institutional strengthening** (31%).

It is useful to note that international policies and standards²⁵ have influenced interventions related to “Emergency and frailty in humanitarian aid and mine clearing interventions” (17%) and supported civil society empowerment activities (22%) in line with the CRPD. Also worth noticing is the data on the prevention of persons with disabilities victims of abuse (24%), a new theme in line with international reference standards.²⁶

TABLE 13 – **Overriding Areas of Intervention against the 72 Total Projects**

OVERRIDING AREAS OF INTERVENTION	TOTAL (72)	
COMMUNITY SENSITIZATION	42	58%
TRAINING	37	51%
EDUCATION	36	50%
HEALTH	29	40%
INSTITUTIONAL STRENGTHENING	22	31%
PREVENTION, SUPPORT AND PROTECTION OF PERSONS WITH DISABILITIES VICTIMS OF ABUSE	17	24%
ADVOCACY	16	22%
CIVIL SOCIETY EMPOWERMENT	16	22%
WORK	15	21%
EMERGENCY AND FRAILITY IN HUMANITARIAN AID AND MINE CLEARING INTERVENTIONS	12	17%

Finally, below is the analysis of the **areas of intervention** claimed by respondents according to the **project typology**, **emergency or ordinary**, and to the **disability marker**. The results clearly show that emergency interventions favor areas such as prevention and protection of victims of violence, training and education. Ordinary interventions instead favor training activities, followed by civil society empowerment, health and institutional strengthening, expressed in equal amounts.

²⁵ Sendai Framework for Disaster Risk Reduction
e Charter on Inclusion of Persons with Disabilities in Humanitarian Action
²⁶ Un Flagship Report Disability 2018 - The situation of persons with disabilities: exposure to violence, pp. 290-295

TABLE 14. **Areas of Intervention according to Project Typology against the 72 Total Projects***

OVERRIDING AND SECONDARY AREAS OF INTERVENTION	TOTAL (72)	EMERGENCY (38)	ORDINARY (34)
COMMUNITY SENSITIZATION	89% (64)	92% (35)	85% (29)
TRAINING	75% (54)	68% (26)	82% (28)
EDUCATION	68% (49)	68% (26)	68% (23)
ADVOCACY	64% (46)	58% (22)	71% (24)
CIVIL SOCIETY EMPOWERMENT	64% (46)	55% (21)	74% (25)
HEALTH	61% (44)	50% (19)	74% (25)
INSTITUTIONAL STRENGTHENING	56% (40)	39% (15)	74% (25)
PREVENTION, SUPPORT AND PROTECTION OF PERSONS WITH DISABILITIES VICTIMS OF ABUSE	51% (37)	71% (27)	29% (10)
WORK	36% (26)	32% (12)	41% (14)
EMERGENCY AND FRAILTY IN HUMANITARIAN AID AND MINE CLEARING INTERVENTIONS	26% (19)	42% (16)	9% (3)

*The percentages shown in each cell are calculated by dividing the absolute value of the cell by the absolute value at the top of the column.

Table 15 shows the areas of intervention for markers 0-3. It is interesting to note that as the marker increases (from 0 to 3), projects increasingly focus on areas such as **advocacy, empowerment and institutional strengthening**.

TABLE 15 - Areas of intervention and disability marker*

AREAS OF INTERVENTION	TOTAL (72)	MARKER 3 (44)	MARKER 2 (4)	MARKER 1 (4)	MARKER 0 (20)
COMMUNITY SENSITIZATION	89% (64)	82% (36)	100% (4)	100% (4)	100% (20)
TRAINING	75% (54)	64% (28)	75% (3)	100% (4)	95% (19)
EDUCATION	68% (49)	70% (31)	100% (4)	75% (3)	55% (11)
ADVOCACY	64% (46)	50% (22)	50% (2)	50% (2)	100% (20)
CIVIL SOCIETY EMPOWERMENT	64% (46)	50% (22)	50% (2)	100% (4)	90% (18)
HEALTH	61% (44)	52% (23)	25% (1)	50% (2)	90% (18)
INSTITUTIONAL STRENGTHENING	56% (40)	43% (19)	25% (1)	75% (3)	85% (17)
PREVENTION, SUPPORT AND PROTECTION OF PERSONS WITH DISABILITIES VICTIMS OF ABUSE	51% (37)	55% (24)	75% (3)	50% (2)	40% (8)
WORK	36% (26)	20% (9)	50% (2)	75% (3)	60% (12)
EMERGENCY AND FRAILTY IN HUMANITARIAN AID AND MINE CLEARING INTERVENTIONS	26% (19)	18% (8)	75% (3)	50% (2)	30% (6)

*The percentages shown in each cell are calculated by dividing the absolute value of the cell by the absolute value at the top of the column..



BOX 3 – CAPACITY BUILDING / EMPOWERMENT

Qualifying Elements and Lessons Learned (see Appendix)

Empowerment is an essential process for creating awareness and understanding of one's rights, requiring training and support also and foremost through the creation of employment opportunities, which can offer an independent life project.

Notwithstanding the awareness of the difficulties rooted in the poor contexts in which we are active, experience shows that some tools are especially important to achieve efficient results, such as **peer counseling**, that enables persons with disabilities to identify with someone in their same situation.

The trust relationship that is built in an emancipatory perspective triggers empowerment processes moving towards the development of individual autonomy.

2.11 PROJECT COMPLIANCE TO NATIONAL AND INTERNATIONAL REFERENCE DOCUMENTS

The questionnaire asked to indicate the reference documents of Italian and International Cooperation in the field to check compliance of the latter with project activities.

TABLE 16 – **Compliance of Project Activities with Reference Documents of Italian Cooperation**

DISABILITY ACTION PLAN: GUIDELINES ON ACCESSIBILITY STANDARDS FOR BUILDINGS FUNDED BY DGCS (2015)	44%
HUMANITARIAN AID AND DISABILITY: VADEMECUM (2015)	35%
ITALIAN COOPERATION ACTION PLAN ON DISABILITY DGCS (2013)	35%
INCLUSIVE EDUCATION OF PERSONS WITH DISABILITY AND DEVELOPMENT COOPERATION DGCS (2015)	32%

TABLE 17 – **Compliance of Project Activities with UN Documents**

TRANSFORMING OUR WORLD: THE 2030 AGENDA FOR SUSTAINABLE DEVELOPMENT	69%
CHARTER ON INCLUSION OF PERSONS WITH DISABILITIES IN HUMANITARIAN ACTION (ISTANBUL - 2016)	43%
SENDAI FRAMEWORK DRR 2015-30	24%

40

The submitted answers reveal little reference to documents of Italian Cooperation.

Higher values are instead linked to the document “Transforming our world: the 2030 Agenda for sustainable development” (2015).

This data expresses the need to assure a wider dissemination of AICS reference documents so that in their planning **implementing entities** can abide to the principles and actions included in those documents.

2.11.A CRPD Articles

Within the UN scope, the respondents were asked to indicate, on the basis of the project content, the reference articles of the **United Nations Convention on the Rights of Persons with Disabilities** (CRPD).

As shown by Table 18, answers are highly polarized. Only 5 articles reach more than 30% of indications:

- Art. 7 - Children with disabilities
- Art. 24 - Education
- Art. 5 - Equality and non-discrimination
- Art. 25 - Health
- Art. 9 - Accessibility

The following articles fall in a middle range (15-30%):

- Art. 6 - Women with disabilities

Art. 19 - Living independently and being included in the community
 Art. 11 - Situations of risk and humanitarian emergencies
 Art. 27 - Work and employment
 Art. 8 - Awareness-raising

None of the others reaches 14% and they are often indicated by less than 5% of respondents.

TABLE 18. **CRPD Reference Articles**

ART. 5 – EQUALITY AND NON-DISCRIMINATION	39%
ART. 6 – WOMEN WITH DISABILITIES	25%
ART. 7 – CHILDREN WITH DISABILITIES	47%
ART. 8 – AWARENESS-RAISING	15%
ART. 9 – ACCESSIBILITY	32%
ART. 10 – RIGHT TO LIFE	3%
ART. 11 – SITUATIONS OF RISK AND HUMANITARIAN EMERGENCIES	18%
ART. 13 – ACCESS TO JUSTICE	1%
ART. 16 – FREEDOM FROM EXPLOITATION, VIOLENCE AND ABUSE	3%
ART. 17 – PROTECTING THE INTEGRITY OF THE PERSON	3%
ART. 18 – LIBERTY OF MOVEMENT AND NATIONALITY	1%
ART. 19 – LIVING INDEPENDENTLY AND BEING INCLUDED IN THE COMMUNITY	22%
ART. 20 – PERSONAL MOBILITY	7%
ART. 21 – FREEDOM OF EXPRESSION AND OPINION, AND ACCESS TO INFORMATION	1%
ART. 24 – EDUCATION	40%
ART. 25 – HEALTH	33%
ART. 26 – HABILITATION AND REHABILITATION	13%
ART. 27 – WORK AND EMPLOYMENT	18%
ART. 28 – ADEQUATE STANDARD OF LIVING AND SOCIAL PROTECTION	8%
ART. 30 – PARTICIPATION IN CULTURAL LIFE, RECREATION, LEISURE AND SPORT	6%
ART. 31 – STATISTICS AND DATA COLLECTION	4%
ART. 33 – NATIONAL IMPLEMENTATION AND MONITORING	3%

Respondents were then asked which CRPD article was most relevant to their project; three articles especially reach overall more than half (54%) of indications:

Art. 24 - Education
 Art. 25 - Health
 Art. 5 - Equality and non-discrimination



BOX 4 – **ACCESSIBILITY (CRPD ART. 9)**

Qualifying Elements and Lessons Learned (see Appendix)

According to CRPD principles and articles, accessibility is not limited to infrastructure but is cross-cutting and is also functional to prevent school dropout.

In the analyzed objectives, accessibility is mostly referred to school **infrastructure** ensuring the necessary standards to include children with disabilities in ordinary schools by different means such as ramps, use of toilets and possibility of using playgrounds to the same extent as other children.

Accessibility is also referred to **school equipment** for visual and hearing disabilities with the presence of staff, specialists (e.g. experts in sign language) who assure participation in activities.

The importance of **specialized human resources** is stressed as they have the important role of bridging the gap between children with disabilities and the others and thus represent indicators of the context's inclusiveness.

2.11.B Agenda 2030, SDGs and OECD DAC

Within the 2030 Agenda, respondents have been specifically asked to identify which SDGs were more relevant to their projects.

Data shows that the SDGs most frequently mentioned are: SDG 4 “**Quality Education**” (53%), followed by SDG 5 “**Gender Equality**” (32%) and SDG 3 “**Good Health and Well-Being**” (32%), “No Poverty” (SDG 1) and “**Reduced Inequalities**” (SDG 10) are expressed by 28% and 25% respectively.

It is worth mentioning that no reference is made to SDG 11 “Sustainable Cities and Communities”, although resilience was expressed as main objective by all projects.

TABLE 19 – **Most frequently mentioned SDGs against the 72 total projects²⁷**

SDGs	TOTAL (72)	
S1 - NO POVERTY	20	28%
S2 - ZERO HUNGER	7	10%
S3 - GOOD HEALTH AND WELL-BEING	23	32%
S4 - QUALITY EDUCATION	38	53%
S5 - GENDER EQUALITY	23	32%
S6 - CLEAN WATER AND SANITATION	14	19%
S7 - AFFORDABLE AND CLEAN ENERGY	1	1%
S8 - DECENT WORK AND ECONOMIC GROWTH	12	17%
S9 - INDUSTRY, INNOVATION AND INFRASTRUCTURE	1	1%
S10 - REDUCED INEQUALITIES	18	25%
S12 - RESPONSIBLE CONSUMPTION AND PRODUCTION	4	6%
S13 - CLIMATE ACTION	1	1%
S15 - LIFE ON LAND	1	1%
S16 - PEACE, JUSTICE AND STRONG INSTITUTIONS	5	7%
S17 - PARTNERSHIPS FOR THE GOALS	3	4%

The percentages shown in each cell are calculated by dividing the absolute value of the cell by the absolute value at the top of the column.

Table 20 shows the distribution of SDGs against the total projects with marker 0-3. It is worth stressing that specifically targeted projects mainly focus on SDG 3 “**Good health and well-being**”, SDG 10 “**Reduced inequalities**” and SDG 5 “**Gender equality**”, whereas mainstreamed projects focus more on SDG 1 “**No poverty**”, SDG 4 “**Quality education**” and SDG 8 “**Decent work and economic growth**”.

²⁷ More information on the correlation between SDGs and artt. CRPD: *The rights of persons with Disabilities and the Sustainable Development Goals* – IDA, Stakeholder Group of Persons with Disabilities for Sustainable Development, The Danish Institute for Human Rights – 2018

TABLE 20 – **Distribution of mentioned SDGs in projects with marker 0-3***

SDGs	TOTALE (72)	MARKER 3 (44)	MARKER 2 (4)	MARKER 1 (4)	MARKER 0 (20)
S1 - NO POVERTY	28% (20)	20% (9)	50% (2)	-	45% (9)
S2 - ZERO HUNGER	10% (7)	11% (5)	-	-	10% (2)
S3 - GOOD HEALTH AND WELL-BEING	32% (23)	25% (11)	25% (1)	25% (1)	50% (10)
S4 - QUALITY EDUCATION	53% (38)	59% (26)	50% (2)	75% (3)	35% (7)
S5 - GENDER EQUALITY	32% (23)	23% (10)	25% (1)	50% (2)	50% (10)
S6 - CLEAN WATER AND SANITATION	19% (14)	18% (8)	25% (1)	-	25% (5)
S7 - AFFORDABLE AND CLEAN ENERGY	1% (1)	2% (1)	-	-	-
S8 - DECENT WORK AND ECONOMIC GROWTH	17% (12)	11% (5)	50% (2)	25% (1)	20% (4)
S9 - INDUSTRY, INNOVATION AND INFRASTRUCTURE	1% (1)	-	-	-	5% (1)
S10 - REDUCED INEQUALITIES	25% (18)	16% (7)	-	-	55% (11)
S12 - RESPONSIBLE CONSUMPTION AND PRODUCTION	6% (4)	-	-	-	20% (4)
S13 - CLIMATE ACTION	1% (1)	-	-	-	5% (1)
S15 - LIFE ON EARTH	1% (1)	-	-	-	5% (1)
S16 - PEACE, JUSTICE AND STRONG INSTITUTIONS	7% (5)	9% (4)	-	-	5% (1)
S17 - PARTNERSHIPS FOR THE GOALS	4% (3)	2% (1)	-	-	10% (2)

*The percentages shown in each cell are calculated by dividing the absolute value of the cell by the absolute value at the top of the column.

Crossing the SDG data with the two project typologies - emergency and ordinary - it results that **within the emergency projects SDG 4 (Quality education)** prevails, whereas within the total amount of ordinary projects the prevailing SDGs are, in addition to SDG 4, also SDG 5 (Gender equality) and SDG 10 (Reduced inequalities), as shown in Table 21.

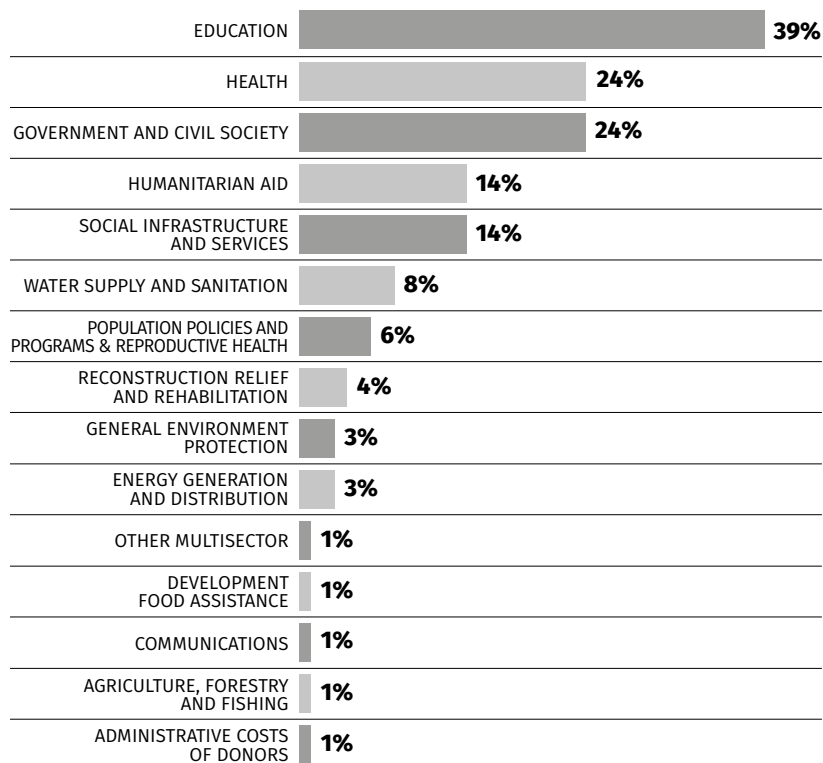
TABLE 21 – **Distribution of expressed SDGs against project typology (ordinary or emergency)***

SDGs	TOTAL (72)	EMERGENCY (38)	ORDINARY (34)
S1 - NO POVERTY	28% (20)	13% (5)	44% (15)
S2 - ZERO HUNGER	10% (7)	13% (5)	6% (2)
S3 - GOOD HEALTH AND WELL-BEING	32% (23)	18% (7)	47% (16)
S4 - QUALITY EDUCATION	53% (38)	47% (18)	59% (20)
S5 - GENDER EQUALITY	32% (23)	16% (6)	50% (17)
S6 - CLEAN WATER AND SANITATION	19% (14)	18% (7)	21% (7)
S7 - AFFORDABLE AND CLEAN ENERGY	1% (1)	3% (1)	-
S8 - DECENT WORK AND ECONOMIC GROWTH	17% (12)	11% (4)	24% (8)
S9 - INDUSTRY, INNOVATION AND INFRASTRUCTURE	1% (1)	-	3% (1)
S10 - REDUCED INEQUALITIES	25% (18)	3% (1)	50% (17)
S12 - RESPONSIBLE CONSUMPTION AND PRODUCTION	6% (4)	-	12% (4)
S13 - CLIMATE ACTION	1% (1)	-	3% (1)
S15 - LIFE ON LAND	1% (1)	-	3% (1)
S16 - PEACE, JUSTICE AND STRONG INSTITUTIONS	7% (5)	8% (3)	6% (2)
S17 - PARTNERSHIPS FOR THE GOALS	4% (3)	-	9% (3)

**The percentages shown in each cell are calculated by dividing the absolute value of the cell by the absolute value at the top of the column.*

The expressed SDGs are consistent with the main OECD DAC codes indicated by respondents. Education ranks first with 39%, followed by Health, Government and Civil Society with 24%. However, as already mentioned in the Foreward, it is important to stress that given the lack for the two year period 2016-2017 of a specific OECD DAC code for disability, those expressed by respondents refer to very broad categories.

CHART 7 – Expressed OECD DAC Categories



2.12 CHALLENGES FACED

Challenges faced concerned chiefly local authorities (31%) and beneficiaries (29%), whereas concerns referred to project partners (19%) and funding bodies (10%) were fewer.

TABLE 22 – Typologies of Challenges Faced in Project Implementation

WITH LOCAL AUTHORITIES	31%
WITH BENEFICIARIES	29%
WITH PARTNERS	19%
WITH FUNDING BODIES	10%
OTHERS	26%

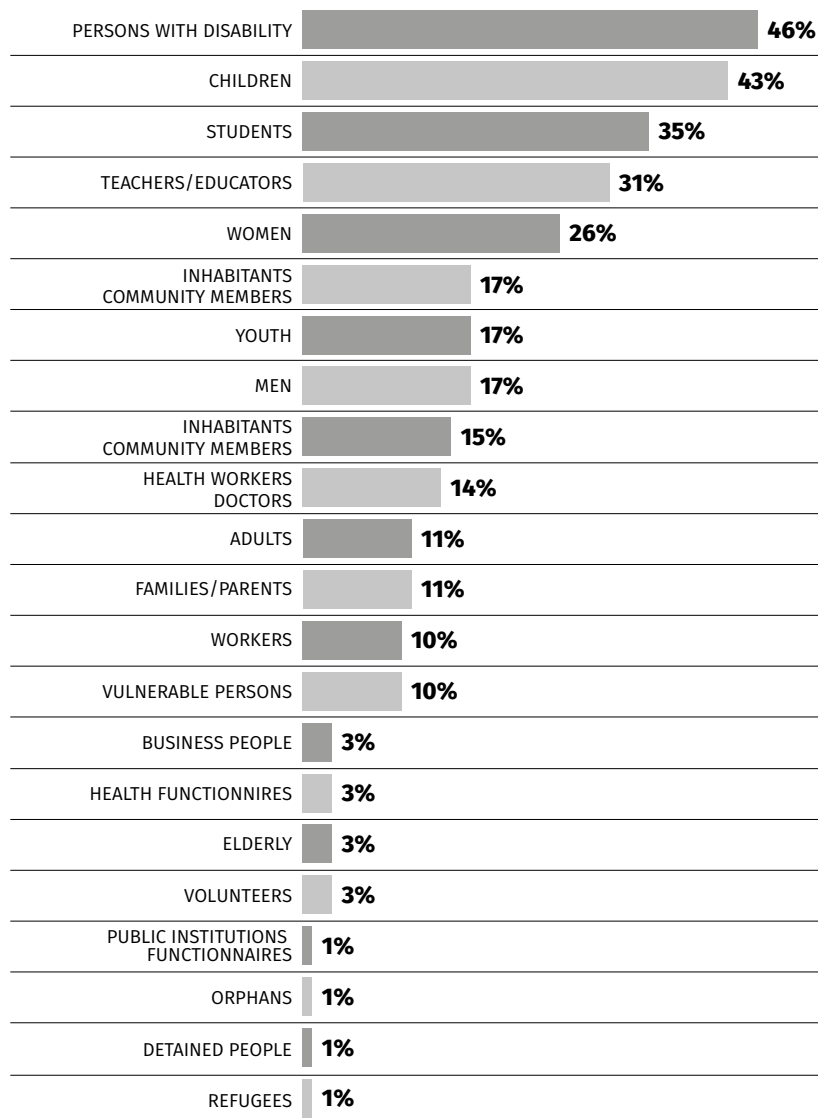
In addition, the difficulties grouped in the category “others” in Table 22 and expressed by 26% of respondents are quite heterogeneous. Among them, the most frequently mentioned are issues concerned with security, difficulties in finding skilled personnel, shortcomings referred to accountability and materials supply, and unfavorable variations of exchange rates²⁸

²⁸ For further information see complete answers quoted at page 67 in Appendix.

2.13 BENEFICIARIES

There are many different typologies of direct project beneficiaries. The most frequently indicated category is that of persons with disabilities (46%), followed by children (43%), students (35%), teachers (31%) and women (26%).

CHART 8 – Direct project beneficiaries



The sample “direct beneficiaries” can be divided in **two macro categories**.

The first is made of **natural persons** who “benefit” directly from the project, mainly represented by **persons with disabilities, children, students and women**.

The **second** macro category is made of: i) professionals, workers who are active on the field and who contribute to provide services such as those related to education and health; ii) families and communities, who play the important role of creating and supporting the conditions necessary to establish an inclusive environment for persons with disabilities; iii) institutions.

The figure concerning institutions is almost zero and can be related to the fact that most of the projects analyzed are implemented through CSOs (both ordinary and emergency projects) which, mostly, do not have as their main goal, differently from other project typologies, the influence on policies in this field.

TABLE 23 – **Typology of beneficiaries “persons”**

	%
PERSONS WITH DISABILITIES	46
CHILDREN	43
STUDENTS	35
WOMEN	26
YOUNG PEOPLE	17
MEN	17
PATIENTS / TREATED PERSONS	15
ADULTS	11
WORKERS	10
VULNERABLE PERSONS	10
ELDERLY	3
ORPHANS	1
CONVICTS	1
REFUGEES	1

TABLE 24 – **Typology of beneficiaries “service providers” and “families and communities” and “institutions”**

	%
TEACHERS	31
MEDICAL STAFF / DOCTORS	17
ENTREPRENEURS	14
INHABITANTS / COMMUNITY MEMBERS	11
FAMILIES / PARENTS	3
HEALTH OFFICIALS	3
PUBLIC INSTITUTION OFFICIALS	1

2.14 ASSESSMENT

Assessment has almost always been carried out. (93% of projects)
Table 25 shows the kind of assessment carried out for each project.

It is worth mentioning that not all projects are completed so the figure referring to final internal and external assessments concerns only 58% of projects.

TABLE 25 – **Assessment**

BASILINE ASSESSMENT/EX ANTE	57%
FINAL INTERNAL	40%
INTERMEDIATE INTERNAL	39%
IMPACT/EX POST INTERNAL	13%
INTERMEDIATE INDEPENDENT / EXTERNAL	11%
FINAL INDEPENDENT / EXTERNAL	11%

Data have been collected with different methodologies: the most frequently expressed (68%) is **objective data collection** (not from interviews; e.g. collection of numerical data from registers, number of visits performed, etc.), followed at a short distance (62%) by **qualitative interviews to beneficiaries**; almost one project out of two (48%) used **focus groups** whereas quantitative interviews to beneficiaries was used more or less by one project out of three (36%).

TABLE 26 – **Disaggregate data collection**

OBJECTIVE DATA COLLECTION (NO INTERVIEWS)	68%
QUALITATIVE INTERVIEWS TO BENEFICIARIES	62%
FOCUS GROUPS	48%
QUANTITATIVE INTERVIEWS TO BENEFICIARIES	36%

Data analysis (see Chart 9) shows that **39% collect data which is not disaggregated** by disability, while 61% collected data and **disaggregated them by disability**. Of the latter 61%, it is interesting to note how data collection is further refined: 20% disaggregates data only by the parameter “disability vs non disability” and **41%**²⁹ goes even further and collects data also for the following parameters: typology of disability, gender and age.

²⁹ Only 28% of the projects is specifically dedicated. Please note that 41% of the projects, so also those *mainstreamed*, do apply disaggregated data collection for disability.

CHART 9 – **Typology of data collection**
(% against total amount of projects)

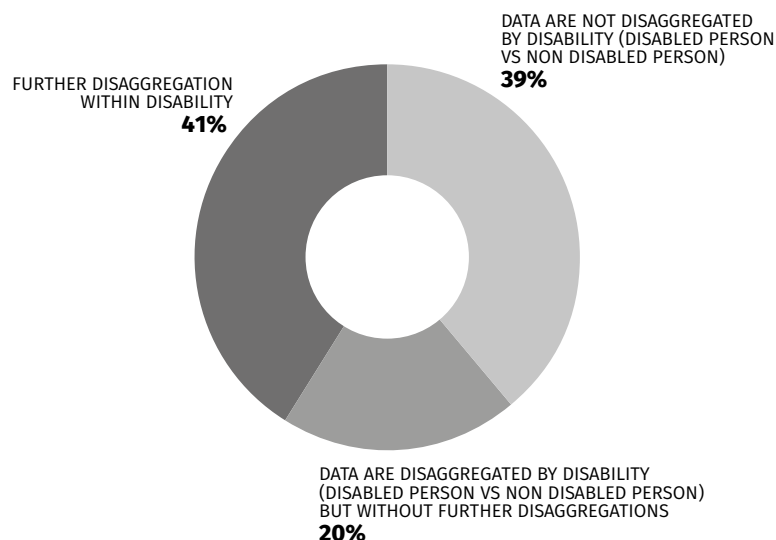


TABLE 27 – **Further disaggregations by disability**

FURTHER DISAGGREGATIONS BY DISABILITY:	41%
- BY GENDER (IN DISABILITY)	39%
- BY AGE (IN DISABILITY)	36%
- BY TYPOLOGY OF DISABILITY	32%

Chart 10 analyzes the typology of data collection using *markers*. It shows that projects expressly targeted to disability (*marker 0*) feature an increased detail in data collection with data disaggregated by typology of disability (83%).

It would be useful to analyze the 17% referred to *marker 0* which do not collect disaggregated data, contrary to expectations.

What is interesting is that also a large amount of *mainstreamed* projects collects disaggregated data, reaching 50% for projects with *marker 1* and 2 and 20% for projects with *marker 3*.

CHART 10 – Typology of data collection for projects with marker 0-3

MARKER 3	60%	20%	20%
MARKER 2	25%	25%	50%
MARKER 1	25%	25%	50%
MARKER 0	17%	83%	

FURTHER DISAGGREGATION WITHIN DISABILITY
 DATA ARE DISAGGREGATED BY DISABILITY (DISABLED PERSON VS NON DISABLED PERSON) BUT WITHOUT FURTHER DISAGGREGATIONS
 DATA ARE NOT DISAGGREGATED BY DISABILITY (DISABLED PERSON VS NON DISABLED PERSON)



BOX 5 - COLLECTION OF DISAGGREGATED DATA BY DISABILITY

Qualifying Elements and Lessons Learned (see Appendix)

Disaggregated data collection is functional in defining policies and practices for the implementation of CRPD.

This activity represents a goal which is difficult to achieve and its lack weakens the design stage, which should instead be grounded on the real needs of persons with disabilities and their families.

The **Index for Inclusion and Empowerment** has proven to be a useful tool making it possible to compare different contexts, providing useful elements for the development of inclusive policies, cultures and educational practices. Moreover, it supports the *empowerment* of persons with disabilities through processes of awareness of individual and social skills, activating existing resources and favoring resilience.

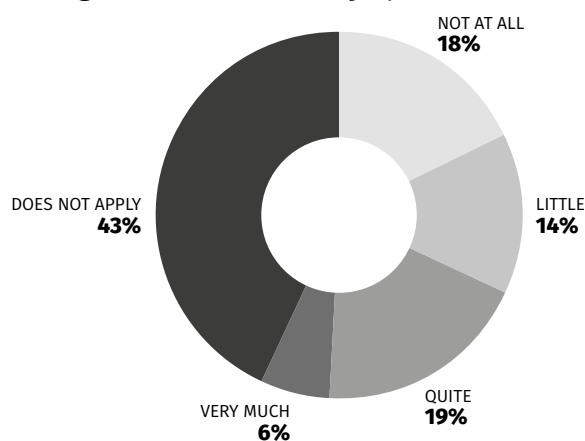
2.15 CONTEXT AND IMPACT

Relationship with institutions and local community: Relationships with local institutions have been positive (93%), often very positive (42%); even better is the assessment of the relationship with the local community (positive for 91%; intense 61%).

Harmonization with the Country's government policies in the disability field: Only 7% declare "little" or "absolutely not", whereas for 19% "it is not possible to answer / it does not apply to the project", while 74% provides a positive assessment of this aspect (very 31%; enough 43%).

Interventions' Contribution to changes in the field's policies: The interventions' **contribution** to changes on **disability policies** is considered unsatisfactory: for 43% of respondents it does not apply to the project, for 32% it is low or nonexistent and only for 25% of respondents it is very or rather positive ("very" expressed only by 6%). This data can be explained bearing in mind the majority of projects analyzed (implemented by CSOs) and the difficult contexts in which they are active.

CHART 11 – **Contribution to the Country's disability policies**
(% against total amount of projects)





BOX 6 - INVOLVEMENT OF INSTITUTIONS AND INFLUENCE ON NATIONAL POLICIES
Qualifying Elements and Lessons Learned (see Appendix)

The involvement of institutions and local authorities represents a strategic element for project sustainability and ownership promotion.

A bottom up - top down approach makes it possible for communities to have an active presence in the constant dialogue with local institutions and this assures sustainability to interventions especially if the latter are well-designed and implemented with consultations.

It emerges that this approach has produced good outcomes in the field of education, where the strengthening of the skills of workers active on the field and of local and central institutions, has made the initiative more suited to respond to the needs of each child.

Working through a participatory approach makes it possible to influence national policies, for example by supporting the draft of National Strategies and Action Plans for the Inclusion of Persons with Disabilities in line with CRPD. In this direction, applying Community-Based Inclusive Development enables the representatives of civil society to have an active part in decision making.

2.16 DISABILITY-INCLUSIVE PROJECT PLANNING, PARTICIPATORY INVOLVEMENT AND TRANSFERABILITY

82% of interventions are the outcome of disability-inclusive project planning (of which more than half in wide/intense way: 44%). Only 8% do not feature this kind of project planning (and 10% answer that it does not apply).

However, albeit inclusive project planning was an option selected by 82% of respondents, **the participatory involvement of organizations of persons with disabilities is less widespread and intense**: non-involvement characterizes **32% of projects** and a partial participation (32%) prevails over a wide/intense one (25%).

This data can probably be explained by an inadequate knowledge of the contents of CRPD Art. 32 and of the documents of reference of Italian Cooperation, where it is clear that “disability inclusive project planning” means first and foremost the active involvement of persons with disabilities and of their referral organizations.

As for transferability to other contexts, it emerges that 49% of the analysed projects have not and will not be implemented in other contexts, more than one third (35%) already is and 15% will be in the future.

However, respondents (86%) express their possible transferability in other contexts taking into account the project objectives in terms of quality of the actions targeted to the promotion of human rights and in any case respecting ownership and a process of disability inclusive project planning.

BOX 7 - INVOLVEMENT OF DPO AND CBOS, PWD AND FAMILIES (DISABILITY INCLUSIVE PROJECT PLANNING)

Qualifying Elements and Lessons Learned (see Appendix)

Initiatives responding to the real needs of persons with disabilities are those featuring the **involvement of beneficiaries starting from the initiative identification stage**. Beneficiaries become bearers of **knowledge and skills** in a familiar context and this makes it possible to re-address and design actions suited to specific contexts. In this perspective, disability inclusive project planning means involving **institutions and civil society** working on empowerment and capacity building in favor of persons with disabilities.

It also emerges that good outcomes on **the quality of life of women** with disabilities are achieved when an accurate need analysis is carried out with the involvement of women and their families, bearing in mind that in difficult contexts families are those who “stand in the way” of a process of emancipation of children with disabilities.

As for **children** with disabilities it emerges that positive outcomes on their performances and on their social relations are achieved when children are included in ordinary schools on the basis of a curriculum designed by qualified experts.

BOX 8 - INNOVATIVE TOOLS AND TECHNOLOGIES

Qualifying Elements and Lessons Learned (see Appendix)

The implementation of computer technologies can be a useful tool for social inclusion of persons with disabilities as it makes it possible to fill in the existing gap with the rest of the population, assuring equal opportunity of access to services, information and education.

However, every innovative tool / technology must be assessed on the basis of the context in which you are active considering especially impact and sustainability.



Appendix

GENERAL DATA

PROJECT TITLE

SHORT PROJECT DESCRIPTION

COUNTRY

TYPOLOGY OF INITIATIVE

- ☐ Ordinary
- ☐ Emergency

DESCRIPTION OF THE IMPLEMENTING ORGANIZATION

SDGs

OECD DAC SECTORS

DISABLE MARKER

The marker is a tool used by AICS to identify projects that are specifically dedicated (100%) and mainstreaming projects, ie they have inside components dedicated to disability (75% or 50% or 25%).

- ☐ 100 Explicit Primary Objective
- ☐ 75 Most, But Not All Of The Funding Is Targeted To The Objective
- ☐ 50 Half Of The Funding Is Targeted To The Objective
- ☐ 25 At Least A Quarter Of The Funding Is Targeted To The Objective

STRATEGIES AND APPROACHES

Has the project used / followed one or more of the following approaches and strategies (guidelines 2018)?

- ☐ Universal Design
- ☐ Inclusive development on a community basis
- ☐ Mainstreaming
- ☐ Double track approach
- ☐ Bio-psycho-social model of disability
- ☐ Participative and interdisciplinary approach
- ☐ Inclusive development and reasonable accommodation
- ☐ None of these

AREA OF INTERVENTION AND REFERENCE DOCUMENTS

INDICATE THE PRIORITY AREA OF REFERENCE CONTAINED
IN THE GUIDELINES FOR DISABILITY AND SOCIAL INCLUSION
IN COOPERATION INTERVENTIONS 2018 (AICS)

- ☐ Training
- ☐ Community sensitization
- ☐ Advocacy
- ☐ Education
- ☐ Work
- ☐ Health
- ☐ Institutional strengthening
- ☐ Empowerment of civil society
- ☐ Prevention, support and protection for persons with disabilities
who are victims of violence
- ☐ Emergency and frailty in humanitarian aid and mine clearing
- ☐ Other

FOR EACH AREA:

- ☐ yes, priority
- ☐ yes, secondary
- ☐ no

USE OF ITALIAN COOPERATION DOCUMENTS

- ☐ Humanitarian aid and disability VADEMECUM - DGCS (2015)
- ☐ Disability Action Plan: Guidelines on accessibility standards for
buildings financed by the DGCS (2015)
- ☐ Inclusion Education of Persons with Disabilities and Development
Cooperation - DGCS (2015)
- ☐ Action Plan on Disability of Italian Cooperation - DGCS (2013)
- ☐ no one in particular

COHERENCE OF THE PROJECT ACTIVITIES WITH SOME UN DOCUMENTS

- ☐ Transforming our world: the 2030 Agenda
for Sustainable Development
- ☐ Sendai Framework DRR 2015-30

☐ **Charter on Inclusion of Persons with Disabilities in Humanitarian Action (Istanbul – 2016)**

☐ **Other**

INDICATE RELEVANT ARTICLES OF THE CRPD (PLEASE INDICATE MAX OF 4)

- ☐ **Art. 5** – Equality and non-discrimination
- ☐ **Art. 6** – Women with disabilities
- ☐ **Art. 7** – Children with disabilities
- ☐ **Art. 8** – Awareness-raising
- ☐ **Art. 9** – Accessibility
- ☐ **Art. 10** – Right to life
- ☐ **Art. 11** – Situations of risk and humanitarian emergencies
- ☐ **Art. 12** – Equal recognition before the law
- ☐ **Art. 13** – Access to justice
- ☐ **Art. 14** – Liberty and security of person
- ☐ **Art. 15** – Freedom from torture or cruel, inhuman or degrading treatment or punishment
- ☐ **Art. 16** – Freedom from exploitation, violence and abuse
- ☐ **Art. 17** – Protecting the integrity of the person
- ☐ **Art. 18** – Liberty of movement and nationality
- ☐ **Art. 19** – Living independently and being included in the community
- ☐ **Art. 20** – Personal mobility
- ☐ **Art. 21** – Freedom of expression and opinion, and access to information
- ☐ **Art. 22** – Respect for privacy
- ☐ **Art. 23** – Respect for the home and the family
- ☐ **Art. 24** – Education
- ☐ **Art. 25** – Health
- ☐ **Art. 26** – Habilitation and rehabilitation
- ☐ **Art. 27** – Work and employment
- ☐ **Art. 28** – Adequate standard of living and social protection
- ☐ **Art. 29** – Participation in political and public life
- ☐ **Art. 30** – Participation in cultural life, recreation, leisure and sport
- ☐ **Art. 31** – Statistics and data collection
- ☐ **Art. 33** – National implementation and monitoring
- ☐ **Art. 35** – Reports by States Parties

PROGRESS OF THE PROJECT

PLEASE INDICATE PROJECT PROGRESS

- ☐ At start up
- ☐ In progress (< 30%)
- ☐ In progress (30-60%)
- ☐ In progress (> 60%)
- ☐ Over (operational activities completed)
- ☐ Suspended

Why?

OBJECTIVES

GENERAL OBJECTIVE

SPECIFIC OBJECTIVES

BENEFICIARIES AND PARTNER

NUMERICAL INDICATORS RELATED TO DISABILITY

for example

- ☐ number of people with disabilities involved
- ☐ number of organizations of people with disabilities involved
- ☐ number of active stakeholders (Institutions, etc.)

DIRECT BENEFICIARIES

Indicate type of beneficiary and number, for each type of beneficiary

INDIRECTED BENEFICIARIES

Indicate type of beneficiary and number, for each type of beneficiary

LOCAL PARTNERS

Name, acronym of local partners: OSC, institutions, ...

ITALIAN PARTNERS

Name, acronym of local partners: OSC, institutions, ...

RESULTS AND REFLECTIONS ON THE COMPONENT DISABILITY

For projects where disability is mainstreaming please focus the answer on the disability component.

EXPECTED RESULTS STILL TO BE ACHIEVED

INTRODUCED QUALIFYING ELEMENTS

Were new/innovative elements introduced in the project regarding disability?

DIFFICULTIES ENCOUNTERED

If yes with one or more actors, for each briefly indicate the type of difficulty

- ☐ with local authorities
- ☐ with the beneficiaries
- ☐ with the financing agency
- ☐ with partners
- ☐ Other

REASONS FOR SUCCESS

GOOD PRACTICE TO BE PROPOSED AGAIN

CRITICAL ISSUES / AREAS OF IMPROVEMENT

EVALUATION

HAS AN EVALUATION BEEN CARRIED OUT?

- ☐ Baseline assessment/ex ante
- ☐ Intermediate internal
- ☐ Intermediate independent / external
- ☐ Intermediate internal / external
- ☐ Final internal
- ☐ Final independent / external
- ☐ Final internal / external
- ☐ Impact / ex post internal
- ☐ Impact / ex post independent / external
- ☐ Impact / ex post internal / external
- ☐ No, it was not carried out

WHAT ARE/WERE THE EVALUATION AND DATA COLLECTION METHODS USED?

- ☐ Focus group
- ☐ Qualitative interviews to beneficiaries
- ☐ Quantitative interviews to beneficiaries
- ☐ Objective data collection (no interviews)
- ☐ Other

INDICATE IF THE COLLECTED DATA ARE DISAGGREGATED

- ☐ They are not disaggregated by disability (disability vs non disability)
- ☐ They are disaggregated by disability (disability vs non disability) but without further disaggregation
- ☐ By gender (within disability)
- ☐ By age (within disability)
- ☐ By type of disability

RELATIONSHIP WITH THE COUNTRY AND THE COMMUNITY

DURING THE PROJECT, HAVE RELATIONS WITH LOCAL INSTITUTIONS BEEN POSITIVE?

- ☐ a lot
- ☐ quite
- ☐ not much
- ☐ not at all
- ☐ do not apply

HAVE THE RELATIONS WITH THE LOCAL COMMUNITY BEEN POSITIVE DURING THE PROJECT?

- ☐ a lot
- ☐ quite
- ☐ not much
- ☐ not at all
- ☐ do not apply

DOES THE PROJECT HARMONIZE WITH THE GOVERNMENT POLICIES OF THE COUNTRY IN THE DISABILITY SECTOR?

- ☐ a lot
- ☐ quite
- ☐ not much

- ☐ not at all
- ☐ do not apply

How?

**DID THE PROGRAM CONTRIBUTE TO PRODUCE CHANGES
IN THE OVERALL PICTURE OF THE COUNTRY'S DISABILITY POLICIES?**

- ☐ a lot
- ☐ quite
- ☐ not much
- ☐ not at all
- ☐ do not apply

How?

HAS THE DESIGN BEEN INCLUSIVE? HOW?

- ☐ yes, in a wide / intense way
- ☐ yes, partly
- ☐ no
- ☐ do not apply

How?

**DOES THE IMPLEMENTATION INVOLVE THE ORGANIZATIONS
OF PEOPLE WITH DISABILITIES IN A PARTICIPATORY WAY?**

- ☐ yes, in a wide / intense way
- ☐ yes, partly
- ☐ no
- ☐ do not apply

How?

TRANSFERABILITY

**HAS THE PROJECT ALREADY BEEN IMPLEMENTED IN OTHER COUNTRIES
OR IN THE SAME COUNTRY IN OTHER REGIONS / MUNICIPALITIES?**

- ☐ no
- ☐ it will be
- ☐ Yes

Where (Country and region)?

COMMENTS

IS THE PROJECT POTENTIALLY TRANSFERABLE TO OTHER CONTEXTS?

☐ no

☐ yes

Why/How?

THE DOCUMENTATION

THE DOCUMENTATION PRODUCED DURING THE PROJECT

☐ Publications (guidelines, handbook, other...)

☐ CD Rom

☐ Video

☐ Other...

CHALLENGES FACED: OPEN QUESTIONS (“OTHER”)

Here below are reported full answer relevant to the questions “challenges faced” classified under category “other”.

The Ministry concentrates the students with disabilities in Schools not included in the project

Big interventions beyond the scope of the project would be required to ensure full physical and learning access for children with special needs

Access: With **multiple governments, militias and criminal groups controlling different parts of the country, Libya remains a volatile operating environment**. Indiscriminate fighting and presence of IEDs, criminality, threats of abduction and carjacking restrict the movement of aid workers. Destruction of roads and infrastructure, lack of fuel and electricity and long distances between cities or communities makes movement of personnel and goods within the country particularly cumbersome

Possible **difficulties of accessing the Gaza Strip** in case of worsening of political situation and safety conditions and difficulties obtaining permits for beneficiaries to leave the Strip

Access to country is challenging

With regards to the local partner ADIC NAFAIA we have encountered an initial weakness concerning the **drafting of technical and financial reports (accounting)** by project staff. A constant tutoring process was provided by the Project Leader AIFO, starting from the revision and correction of projects prepared in the first months, also creating new work tools. The same has been done for the accounting part.

Safety conditions in Lebanon are at times precarious and in the camps affected by the project there are often armed conflicts among rival families and tensions between members of different factions.

There are very few external companies willing to build in refugee camps and they are not welcomed by resident communities. The implementation of rehabilitation and construction activities is slowed down by restricted spaces of the sites where access of work vehicles is difficult.

Electricity, when generators lack, prevents normal activities in the

Centers.

Safety concerns given the war

Coordination challenges with other independent stakeholders

Insecurity

Difficulty of meeting an Italian expert of community based rehabilitation

However, during the implementation of the campaigns real limits have emerged which hinder a real inclusion in public schools of students with disability. Such limits can't be overcome within an emergency project. More specifically: **lack of an appropriate transport service to and from the schools, lack of professionally trained workers** and of specific skills among faculty members, cultural limits and persistence of prejudices that fuel disgraceful behaviors among schoolmates without disability.

The project proposal included a professional training course for 5 Palestinians who would have done their apprenticeship within the carpentry. However, this activity was considered non-realizable because **the building was judged not compliant with the implementation of these activities**

Difficulty of **assuring certain timing for the supply of rehabilitation materials**. This is mainly due to uncertain **safety conditions**, connected to Israeli policies in the Area C and the Seam Zone, and to the need of arranging deliveries and activities without harming the communities.

The **extremely volatile exchange rate** and soaring inflation make planning and control of project expenses very difficult. The present crisis connected to the lack of petrol, diesel oil and cash money cause difficulties in project management and the waste of a lot of time to implement the activities (to fill up with petrol, waiting time is 3-4 hours)

Social stigma attached to persons with disability makes the implementation of planned activities difficult (both of institutional and community mobilization).

Limited time available for implementation did not enable to fully

develop into the DKP educational approach. Greater attention was devoted to the themes I AM, I CARE compared to the I CARE, I SHARE ones.

Deterioration of the security level in the Gaza Strip that resulted due to the national reconciliation process, the continuous tension in border areas and other security problems in the Gaza Strip that occurred during the implementation of the project have affected the ability of the field staff to move smoothly in the field and to conduct field visits as planned which caused some delays.

- the mass protests under the name The Great March of Return, which took place every day since the 30th of March, having the peak every Friday, gathering thousands of people and leaving more than 100 martyrs, slowed down the work in the field and with the communities.
- the recurrent restrictions from Italian Consulate allowing the enter to Gaza for Italian citizens is also a challenge in the project, since some activities need the involvement of specialized staff, such as the following-up on the PVI related component.

Delayed change of government following the elections has actually stopped the implementation of social policies for childhood protection.



LIST OF ANALYZED IMPLEMENTING ENTITIES AND PROJECTS (TOTAL N. 72)

AID	COUNTRY	PROJECT TITLE	MANAGEMENT TYPE	IMPLEMENTING ORGANIZATION	MARKER	ORDINARY EMERGENCY
010143/01/1	Palestine	Embracing diversity - Inclusive education program aimed at overcoming special logics in Palestinian schools	Promoted CSO	AVSI	1	0
010150/01/1	Sudan	Strengthening of health, rehabilitation and social services promoted by the association USADAC	Promoted CSO	OVC	0	0
010171/01/1	Ethiopia	Amhara Trachoma Control Program	Promoted CSO	CBM ITALIA	0	0
010304/01/1	Ecuador	Educating communities to a welcoming process of persons with disabilities with the goal of Rehabilitation	Promoted CSO	OVC	0	0
010313/01/5	South Sudan	BEC C.E.C.I.T.À: Buluk Eye Centre Central equatorial state Eye Care Initiative To Avoid blindness	Promoted CSO	CBM ITALIA	0	0
010320/01/5	Burkina Faso	Education and Hygiene - strategy for an adequate growth of children in rural areas of Burkina Faso	Promoted CSO	CIAI	3	0
010339/01/1	Lebanon	Strengthening of the provision of social and educational services for Palestinian children in refugee camps	Promoted CSO	CTM	3	0
010348/01/5	Palestine	Life quality improvement for the weakest groups of population in the Southern area of the Hebron District	Promoted CSO	DISARMO E SVILUPPO	3	0
010350/01/2	Palestine	IN DEPTH: Inclusive Development in Education, Protection, Health	Promoted CSO	AISPO	0	0
010573/01/0	Ethiopia	Ethiopia - Trachoma SAFE	Promoted CSO	CBM ITALIA	0	0
010586/01/5	Palestine	WE WORK: social-economic inclusion of women with disability in the Gaza Stripe	Promoted CSO	EDUCAID	0	0
010593/01/5	Marocco	Prevention and protection services for unmarried mothers, children without family protection and children with disability	Promoted CSO	AIBI	3	0
010599/01/3	Kenya	Kenya Comprehensive School Health Program	Promoted CSO	WORLD FRIENDS AMICI MONDO	3	0
010735	Palestine	Peer to Peer: journeys of resilience and empowerment for women and persons with disability in the Gaza Stripe	Funds on spot emergency	EDUCAID	1	E
010735	Palestine	RIS-RES: RISposteRESilienti. (RESilient Responses). Strengthening of resilience skills by an improved access to basic services in the most vulnerable areas in the South of the Gaza Stripe	Local emergency funds	GVC	3	E
010736	Palestine	Improvement of protection mechanisms for refugees and soldiers in Area C	Local emergency funds	GVC	3	E
010739	Iraq	MAAN – TOGETHER strengthening social and educational inclusion of children with disabilities in the Harsham and Debaga camps and in urban areas through community based rehabilitation	Local emergency funds	TDH	0	E
010753/01/3	Afghanistan	Contribution to CIRC to support physical rehabilitation clinics	Indirect international organizations	CICR	0	E

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AID	COUNTRY	PROJECT TITLE	MANAGEMENT TYPE	IMPLEMENTING ORGANIZATION	MARKER	ORDINARY EMERGENCY
010783	Ethiopia	Emergency initiatives to mitigate the effects of draught in 4 woredas of the Afar Region in Ethiopia	Local emergency funds	LVIA	3	E
010803	Syria	Protection of Syrian population by improvement of safety	Local emergency funds	TDH	0	E
010804	Jordan	Al Najah – School makes the difference	Local emergency funds	VENTO DI TERRA	2	E
010804	Lebanon	Madrasati Ahla II (my school is nicer)	Local emergency funds	Amel/UPP	3	E
010804	Jordan	MISS - Improving school infrastructure and Developing educational opportunities for vulnerable children in Lebanon and Jordan	Local emergency funds	AVSI	3	E
010804	Jordan	Right to school: promote the right to education by improving teaching spaces and educational activities for school-age children in Lebanon and Jordan	Local emergency funds	ICU	3	E
010804	Lebanon	MISS - Improving school infrastructure and Developing educational opportunities for vulnerable children in Lebanon and Jordan	Local emergency funds	AVSI	3	E
010804	Lebanon	Right to school: promote the right to education by improving teaching spaces and educational activities for school-age children in Lebanon and Jordan	Local emergency funds	ICU	3	E
010804	Lebanon	MISS 2 - Improving school infrastructure and Developing educational opportunities for vulnerable children in Lebanon and Jordan	Local emergency funds	AVSI	3	E
010804	Lebanon	A school for everybody	Local emergency funds	LOST - GVC	3	E
010805	Jordan	Bina' Jusur - Initiative supporting the livelihood sector and the protection of refugee and host communities, with special focus on community with disabilities	Local emergency funds	UPP	1	E
010805	Jordan	We are future: professional training and socio-economic inclusion of young people, women and persons with disabilities in Jordan	Local emergency funds	ARCS	2	E
010805	Lebanon	We are future: professional training and socio-economic inclusion of young people, women and persons with disabilities in Lebanon	Local emergency funds	ARCS	2	E
010805	Lebanon	Inclusive and resilient communities: empowerment and job placement of young Syrians and Lebanese and of persons with disabilities in the Beqa Valley.	Local emergency funds	GVC	3	E
010805	Jordan	Aamal -Training and work - Integrated technical, educational, and training support for young refugees, evacuees and local young people by the strengthening of technical and social skills applied in Jordan	Local emergency funds	AVSI	3	E
010869/02/5	Bolivia	Technical assistance project to the Health Ministry - II Stage - Experts fund	Direct management	AICS Bolivia	3	O
010871/01/1	Tunisia	Fight against school drop out and failure - Funds on spot	Direct - Funds on spot	AICS Tunisi Office	3	O
010871/03/3	Tunisia	Fight against school drop out and failure	Indirect international organizations	UNICEF	3	O

AID	COUNTRY	PROJECT TITLE	MANAGEMENT TYPE	IMPLEMENTING ORGANIZATION	MARKER	ORDINARY EMERGENCY
010876	South Sudan	PRO EDU WASH - An integrated approach in support of children suffering from the conflict in South Sudan, through activities of protection, family reunion, access to education services in emergency and additional activities of nutrition and hygiene	Local emergency funds	INTERSOS	3	E
010876	South Sudan	Urban Actors: basic health services for IDP and the host community in Juba. Third stage	Local emergency funds	OVC	3	E
010904/01/4	Palestine	Holistic approach to the support to protection services for women victims of abuse	Indirect international organizations	UNWOMEN	3	O
010910	Palestine	Integrated Protection Approach to increase the resilience of vulnerable groups in Al-Buraj and Nuseirat	Local emergency funds	MAAN	0	E
010910	Palestine	Resilience schools: support to the protection mechanisms for children of the Jordan Valley (Area C)	Local emergency funds	AVSI	2	E
010910	Palestine	Improving resilience and psycho-physical wellbeing of marginalized Palestinian communities in Area C and Seam Zone	Local emergency funds	TDH	3	E
010913/01/1	Sudan	DAD: DISABILITY AND DEVELOPMENT	Promoted CSO	OVC	0	O
010919	Kenya	No One Out! Empowerment for inclusion of young people in the slums of Nairobi	Promoted CSO	SVI	3	O
010922/01/5	Tanzania	ALL INCLUSIVE: multi-sector intervention supporting integration of persons with disabilities in the Dar es Salaam Region	Promoted CSO	CEFA	3	O
010927/01/1	Palestine	Let's Start Up: when the economy becomes social inclusive business and self-employment for women and mothers with disabilities	Promoted CSO	EDUCAID	0	O
010932/01/4	South Sudan	Promotion of autonomy for persons with disabilities in South Sudan (PASS)	Promoted CSO	OVC	0	O
010943/01/5	Ethiopia	Amhara Trachoma Elimination Program (ATEP)	Promoted CSO	CBM ITALIA	0	O
010953/01/4	Guinea Bissau	No kuida di nô mindjeres: promotion of autonomy of women towards an inclusive society in Guinea Bissau	Promoted CSO	AIFO	3	O
010963/01/3	Niger	Cultivating resilience sustainable and inclusive agriculture in Niger	Promoted CSO	CBM ITALIA	0	O
010966/01/2	Albania	Improvement of life conditions of persons with hearing disabilities in Albania - DEAF_AL	Promoted CSO	CESTAS	1	O
011028/01/0	Palestine	Contribution to UNMAS. Mitigation of risks connected to the contamination from explosive devices in the Gaza Strip	Indirect international organizations	UNMAS	3	E
011042	Libya	Support to the social-health system of the city of Sebha	Local emergency funds	CEFA	3	E
011048	Iraq	PRO-EDU: integrated intervention in support of children suffering from the Iraqi conflict through education and childhood protection activities Iraq (Nineveh Governorate)	Local emergency funds	INTERSOS	3	E
011048	Iraq	Back to school without barriers - promoting school access in favor of internal evacuees, returnees and host communities of Qayyarah (South of Mosul), Iraq (Nineveh Governorate)	Local emergency funds	COOPI	3	E

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AID	COUNTRY	PROJECT TITLE	MANAGEMENT TYPE	IMPLEMENTING ORGANIZATION	MARKER	ORDINARY EMERGENCY
011048	Iraq	Ma'an Na'ud - Let's get back together Iraq (Nineveh Governorate)	Local emergency funds	UPP	3	E
011051/01/4	Burundi	OIM proposal for intervention in the psychosocial field. OIM contribution	Indirect international organizations	IOM	3	O
011098/01/0	Burkina Faso	Bridging the Gap II- Inclusive policies for persons with disabilities	Direct - Funds on spot - European cofunding	AICS Ouagadougou Office	0	O
011098/02/1	Sudan	Bridging the Gap II- Inclusive policies for persons with disabilities	Direct - Funds on spot - European cofunding	AICS Khartoum Office	3	O
011113/01/2	Sudan	TADMEEN – Social inclusion, development of human capital and protection of vulnerable groups within migrant communities	Direct - Funds on spot	AICS Khartoum Office	3	O
011184/01/4	Libya	Program to improve life conditions of internal evacuees and most vulnerable populations in Libya	Indirect international organizations	WFP	3	E
011197/01/2	Tunisia	Quality education for children in Tunisia	Indirect international organizations	UNICEF	3	O
011202/01/5	Sudan	Communication, visibility and technical assistance for cooperation initiatives in Sudan	Direct - Funds on spot	AICS Khartoum Office	3	O
011216/01/5	Afghanistan	Assistance to returnees, evacuees and local communities: safeguard from gender-based violence and reproductive health	Indirect international organizations	UNFPA	3	E
011233/01/4	Jordan	Strengthening of the treatment system of psychic diseases and improvement of access to related services for Syrian refugees and vulnerable Jordans	Indirect international organizations	WHO	3	E
011242	Libya	Emergency support to migrants and host communities in the Janzour and Gharyan areas	Local emergency funds	GVC	3	E
011258/01/5	Iraq	Access to rehabilitation services in favour of population with disabilities victim of the Mosul conflict	Indirect international organizations	WHO	0	E
011264	Palestine	READY: Resilience, Empowerment, Advocacy for a Deeper Inclusion in Shu'fat Refugee Camp UNRWA (East Jerusalem)	Local emergency funds	EDUCAID	3	E
011285/01/3	Sudan	Strengthening the humanitarian response for mine clearing in Sudan	Indirect international organizations	UNMAS	3	E
011370/01/5	Congo	Support to ICRC activities in favor of persons with disabilities and war and mine victims in the Democratic Republic of Congo	Indirect international organizations	CICR	0	E
011385	Tanzania	Strengthening of higher technical-professional education in Tanzania to contribute to the achievement of Sustainable Development Objectives	Indirect public bodies	AICS Nairobi Office	3	O
011428/01/2	Somalia	Support to Moveability activities in favor of persons with disabilities and war and mine victims in the Federal Republic of Somalia	Indirect international organizations	MOVEABILITY	0	E

QUALIFYING ELEMENTS AND LESSONS LEARNED

The analysis of the questionnaires sheds light on some qualifying elements and lessons learned from the examined projects. Every respondent was asked to identify both and to describe them answering to some open questions.

Based on the answers, the research group identified cross-cutting and common issues and made the following categorization:

- 1.0 Multi-sector approach and disability mainstreaming**
- 2.0 Resilience/fragile and humanitarian contexts**
- 3.0 Capacity building/empowerment**
- 4.0 Accessibility**
- 5.0 Disaggregate data collection for disability**
- 6.0 Influence on national policies**
- 7.0 Institutions' involvement**
- 8.0 DPOs and CBOS, PWDs and Families' involvement (disability inclusive project planning)**
- 9.0 Innovative tools and technologies**

1.0 MULTI-SECTOR APPROACH AND DISABILITY MAINSTREAMING

Project: IN DEPTH: Inclusive Development in Education, Protection, Health
Implementing organization: AISPO - ASSOCIAZIONE ITALIANA PER LA SOLIDARIETÀ TRA I POPOLI

Country: Palestine

The growth and widening of the network with interested counterparts in the health and disability areas on the field is crucial for the ongoing success and sustainability of project activities.

Project: Embracing Diversity - Inclusive education program aimed at overcoming special logics in Palestinian schools

Implementing organization: Fondazione AVSI

Country: Palestine

The result concerning the adoption of participatory educational methods aimed at developing an inclusive school environment has started but it requires further supporting actions to be consolidated.

Project: Prevention and protection services for unmarried mothers, children without family protection and children with disability

Implementing organization: AIBI - ASSOCIAZIONE AMICI DEI BAMBINI

Country: Morocco

In Morocco children are still a very vulnerable target especially given the scarcity of specifically targeted services, often outsourced to private bodies, often occasional and in any case inadequate especially concerning those targeted to disability.

Project: Assistance to returnees, evacuees and local communities: safeguard from gender-based violence and reproductive health

Implementing organization: UNFPA - United Nations Population Fund

Country: Afghanistan

This project is mainly focusing on the provision of health and GBV services for the Afghan returnees, IDPs and host communities. The project addresses the immediate health needs of returnees through the provision of Psychosocial, GBV prevention and response and health services at the entry points and areas with high returnees and IDPs settlements. In addition, Mobile Health Teams provide outreach services to the returnees in areas hosting returnees and IDPs. The MHTs, FPCs, WHFS and Zero-point health facilities are well designed and a good strategy for the provision of RH and GBV services for returnees, IDPs and host communities.

The returnees are usually not familiar with the situation in the areas they are relocating to and the kind of services to expect upon arrival. Awareness sessions and information at the Milak border zero-point health facility provides the returnees with information and referrals, where needed, to SDPs in the communities they are relocating to.

Furthermore, the integrated approach to address GBV and other health services' needs of returnees, IDPs and host communities is an effective approach to improve the population's access to health and GBV services.

Project: Ethiopia - Trachoma SAFE

Implementing organization: CBM ITALIA ONLUS

Country: Ethiopia

The following lessons learned resulted in an improved control of trachoma and prevention of blindness and thus of disability.

Importance of building water systems to eradicate trachoma in the medium-log term;

Creation of Anti Trachoma School Clubs and WASH committees crucial to promote sustainable change in the health-hygiene behavior of new generations and at community level;

Health Extension Workers are key characters assuring widespread dissemination of treatment and information on trachoma and good hygiene practices;

Multi-sector and multi-partner approach makes it possible to enact more efficient interventions.

Project: MISS - Improving school infrastructure and Developing educational opportunities for vulnerable children in Lebanon and Jordan

Implementing organization: AVSI

Country: Lebanon

(...) integration of traditional educational activities with psico-social recreational activities.

Project: Al Naja - School makes the difference

Implementing organization: VENTODITERRA

Country: Jordan

With regards to the rehabilitation actions, the lack of supervision and discipline within the targeted schools constitutes a possible risk for the sustainability of implemented actions, notwithstanding the project objectives have been shared with teaching and managing staff of the three partner schools, coupled with the sensitization on the need of assuring continuous student supervision. It's important to enhance the sensitization element towards the teaching staff to assure project sustainability.

Project: Aamal -Training and work - Integrated technical, educational, and training support for young refugees, evacuees and local young people by the strengthening of technical and social skills applied in Jordan

Implementing organization: AVSI

Country: Jordan

Organization of informative sessions to share crucial information connected to project activities not involving only direct beneficiaries but also family members, in order to build a feeling of trust especially among the refugee population.

Project: Support to the social-health system of the city of Sebha

Implementing organization: CEFA

Country: Libya

Need of a strong sensitization action among medical staff to assure compliance to the project.

Project: Let's Start Up: when the economy becomes social inclusive business and self-employment for DCD women and mothers of persons with disabilities in Palestine

Implementing organization: EDUCAID

Country: Palestine

Importance of establishing a context beneficial to the promotion of an inclusive economy and to the right to work for DCDs that also involves the private sector.

Project: Urban Actors: basic health services for IDP and the host community in Juba. Third stage

Implementing organization: OVCI

Country: South Sudan

In South Sudan projects, it is always necessary to include a special attention to persons with disabilities. In the censuses we have conducted throughout the years, mortality <5 of children with disabilities is frightening.

Project: MISS - Improving school infrastructure and Developing educational opportunities for vulnerable children in Lebanon and Jordan

Implementing organization: AVSI

Country: Lebanon

Involvement of persons with disabilities in educational-recreational activities through non-formal education centers.

Project: Bridging the Gap II- Inclusive policies for persons with disabilities - Co-funding for Sudan

Implementing organization: AICS - Khartoum Office

Country: Sudan

At first, the project did not comprise a budget targeted to disability, albeit devoting special attention to facilitate the access to health services for persons with disabilities. In the next stage, supplements to the original formulation of the project will be included providing for specific resources for the implementation of activities targeted at the social-sanitary inclusion of persons with disabilities.

Project: Life quality improvement for the weakest groups of population in the Southern area of the Hebron District

Implementing organization: Disarmo e Sviluppo

Country: Palestine

Up to now persons with disabilities had never been identified, also because of the reluctance of families and the isolation of their villages. Only the activation of the services of the mobile clinic of project n. 10348 made it possible, especially for the doctor, a sensitization activity towards the patients of the surgeries supporting the mobile clinic and, thus, home visits.

Project: Improvement of life conditions of persons with hearing disabilities in Albania - DEAF_AL

Implementing organization: CESTAS - Centro di educazione sanitaria e tecnologie appropriate sanitarie

Country: Albania

The project acts to improve the quality of life of persons with hearing disabilities at risk of social exclusion and poverty and assures they enjoy human rights by providing a high-quality, inclusive education. The approach and the methodology proposed in the health sector is highly innovative in the Albanian context, where the precocious treatment of hearing disabilities (in the public system) does not exist nor are hearing aids provided to children starting from a very early age. Study visits in Italy are to be considered as an exchange of best practices, given that in Italy the social-health and educational sectors for persons with disabilities comply with protocols, methodologies and technologies which are very advanced when compared to Albania.

Project: Educating communities to a welcoming process of persons with disabilities with the goal of Rehabilitation (ECUDOR)

Implementing organization: OVCI

Country: Ecuador

Community Based Rehabilitation in all 7 Cantons of the Province, also by means of home visits (more than 50.000 home visits in 3 years). Microcredit activities that lead to work inclusion for more than 100 persons with disabilities.

Project: PRO EDU WASH - An integrated approach in support of children suffering from the conflict in South Sudan, through activities of protection, family reunion, access to education services in emergency and additional activities of nutrition and hygiene

Implementing organization: INTERSOS

Country: South Sudan

While implementing the project, INTERSOS created excellent synergies with local and international actors offering specialized services in the medical and mental health fields thus providing a response of holistic and comprehensive case management. (...)

Project: Prevention and protection services for unmarried mothers, children without family protection and children with disability

Implementing organization: AIBI - ASSOCIAZIONE AMICI DEI BAMBINI

Country: Morocco

Collaboration and communication between public and private sectors at previously unexperienced high levels on issues concerning childhood and disability protection; draft of a report on "Vulnerable families and children in institutes", which for the first time tackled and provided operative recommendations on all these themes: children without legal identity; Children with disabilities; (...)

Project: Let's Start Up: when the economy becomes social inclusive business and self-employment for Women with Disabilities and Mothers of Persons with Disabilities in Palestine

Implementing organization: EDUCAID

Country: Palestine

Focus on social economy with mainstreaming on disability; creation of a partnership among DPOs, Universities and Chambers of Commerce enabling the mainstreaming of disability both in the private sector and among universities/students.

Project: MISS - Improving school infrastructure and Developing educational opportunities for vulnerable children in Lebanon and Jordan

Implementing organization: AVSI

Country: Jordan

Importance of integrating the formal school curriculum with recreational, cultural and sports activities stimulating the relationship among peers removing nationality, disability, gender barriers that exist in the class.

Project: Bridging the Gap II- Inclusive policies for persons with disabilities - Co-funding for Sudan

Implementing organization: AICS - Khartoum Office

Country: Sudan

The first surveys in the starting stage of the project clearly showed that health services at the PHC level don't take into any account the specific needs of persons with disabilities. It is thus crucial to adopt a disability mainstreaming approach within the projects aimed at facilitating the access to health services, also in view of the project's main objective which consists in the extension of health care services of the Sudanese population.

Project: A SCHOOL FOR EVERYBODY

Implementing organization: LOST - Lebanon GVC

Country: LEBANON

The post-enrollment rate of drop out among refugees and the most vulnerable sections of the Lebanese population remains very high. The causes that prevent the entry of school-age refugees into the official Lebanese education system are different. On one hand, the Lebanese public education system is extremely lacking, and consequently, many school buildings still remain crumbling and at the limit of the minimum-security conditions, poorly equipped, with an insufficient or poorly functional organization and poorly paid teachers and opportunities.

On the other hand, there are the difficulties of Syrian families to support the schooling of their children due to the costs of school attendance, the distance of the school facilities from many of the settlements in which the refugees live, the differences between the Syrian and Lebanese educational system the need in many families to resort to the work of minors as a mechanism for the economic subsistence of families.

Project: MISS 2 - Improving school infrastructure and Developing educational opportunities for vulnerable children in Lebanon

Implementing organization: AVSI

Country: LEBANON

One of the main components that made possible the achievement of the initiative's results is the involvement through a participatory approach of stakeholders and local partners who have been included in the decision-making process and consulted in every stage of project implementation, starting from the drafting stage.

A further asset, already experienced in the previous AICS MISS I project (AID 10804 I Call) has been the combination between the hard component and the soft component which provided the students with a safe environment (rehabilitations), stimulating learning spaces (re-equipment), improved levels of psycho-social wellbeing (boy scout activities and cinema workshop) and better school results (remedial courses).

The inclusion of the disability component in the cinema animation activities demonstrated the importance of inclusion for children with disabilities in order not to feel discriminated, to achieve equal opportunities and to strengthen their self-esteem; for children without disabilities it was the opportunity to achieve awareness of the issues of disability and equality and to be more willing to help their neighbors. The use of qualitative monitoring and assessment tools, in addition to the quantitative ones, made it possible to have a detailed picture of the initiative's impact also in the long run. The use of Focus Group Discussions made it possible to receive qualitative feedback on the program and to achieve "lessons learnt" useful for the improvement of the planning of future initiatives.

THE FOLLOWING ARE FURTHER PROJECTS IN THE EDUCATION FIELD:

Project: Madrasati Ahla II - My school is nicer

Implementing organization: Amel/UPP

Country: Lebanon

Project: Right to school: promote the right to education by improving teaching spaces and educational activities for school-age children in Lebanon and Jordan

Implementing organization: ICU

Country: Lebanon and Jordan

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2.0 RESILIENCE/FRAGILE AND HUMANITARIAN CONTEXTS

Project: WFP - Program to improve life conditions of internal evacuees and most vulnerable populations in Libya

Implementing organization: WFP - WORLD FOOD PROGRAMME

Country: Libya

Application of a disability-related criteria to the household targeting for WFP's general food distributions.

Project: PRO EDU WASH An integrated approach in support of children suffering from the conflict in South Sudan, through activities of protection, family reunion, access to education services in emergency and additional activities of nutrition and hygiene

Implementing organization: INTERSOS

Country: South Sudan

During the final assessment of the project it resulted that case management services for persons with disabilities have a positive impact only by means of a tight cooperation with other specialized actors, given that INTERSOS lacks the skills to provide for the ascertained medical needs. The major difficulty emerged during the final assessment, through the consultation with local staff and humanitarian actors present in the area concerns the management of

cases of mental health - given the lack of specialized agencies in the field not only in the implementation area but generally in the national humanitarian response. With regards to this, several humanitarian coordination platforms such as Protection Cluster and CPSC are rallying to cater for this identified need, in synergy with Health Cluster and by creating Task Forces such as MHPSS TF, of which INTERSOS is an active part.

Project: Access to rehabilitation services in favour of population with disabilities victim of the Mosul conflict

Implementing organization: WHO - WORLD HEALTH ORGANIZATION

Country: Iraq

More to be invested in accredited physiotherapy training, creating job positions at least at the hospital levels.

Project: Promotion of autonomy for persons with disabilities in South Sudan (PASS)

Implementing organization: OVCI

Country: South Sudan

This kind of project is crucial because in the entire country there are only two orthopedic laboratories (the ICRC one and the OVCI one).

Project: Integrated Protection Approach to increase the resilience of vulnerable groups in Al-Buraj and Nuseirat

Implementing organization: MAAN (Palestine)

Country: Palestine

The involvement of partner CBOs in the project was very important and instrumental to the effective implementation of the project as they facilitated communication and coordination with beneficiaries and other stakeholders and provided support during the conduction of field assessment. Their involvement has also facilitated the conduction of monitoring and follow-up through providing information and advice. Building the resilience of the key community groups such as (caregivers, community leaders, community members, etc..) through resilience sessions is essential for promoting child protection measures and standards in vulnerable communities such as Al-Nussirat and Al-Buraj and should be enhanced through focus on wider groups of community. The provision of new shelters that are more safe and appropriate for some of the beneficiaries, who are extremely poor and suffer from bad sheltering conditions, may help to eliminate all child protection threats and not just mitigating them.

Project: Contribution to UNMAS. Mitigation of risks connected to the contamination from explosive devices in the Gaza Stripe

Implementing organization: UNMAS

Country: Palestine

UNMAS introduced a new and holistic approach to risk education, focusing on preparedness and protection risk education to help

empower the population of Gaza for the eventuality of another conflict and to teach resilience.

Project: Protection of Syrian population by improvement of safety

Implementing organization: TDH (Terre des Hommes)

Country: Syria

The introduction of food vouchers, a very innovative element in Syria.

Project: Cultivating resilience sustainable and inclusive agriculture in Niger

Implementing organization: CBM ITALIA ONLUS

Country: Niger

The Family Vegetable Gardens model makes it possible, also in the Sahel, to grow crops all year round. Persons with disabilities are at the core of this innovation and they help to build the sustainability and resilience of their communities.

Project: Urban Actors: basic health services for IDP and the host community in Juba. Third stage

Implementing organization: OVCI

Country: South Sudan

Contact points between CBR program (implemented also in some IDP camps) and the health emergency project.

Project: MAAN – TOGETHER strengthening social and educational inclusion of children with disabilities in the Harsham and Debagha camps and in urban areas through community based rehabilitation

Implementing organization: TDH (Terre des Hommes)

Country: Iraq

In the context of humanitarian aid in Iraq it was the first community-based rehabilitation activity and 100% targeted to children with disabilities. Previous actions were limited to the distribution of medical supplies and devices or health interventions.

Project: RIS-RES: RISposterRESilienti. (RESilient Responses).

Strengthening of resilience skills by an improved access to basic services in the most vulnerable areas in the South of the Gaza Stripe

Implementing organization: GVC

Country: Palestine

The decision of adopting educational methodologies of the Diamond Kite Project aims at promoting a participatory and inclusive education through the development of self identity (I AM), of individual skills (I CAN), of the level of interaction with others and with the surrounding environment (I SHARE) and of being able to take care of one's physical and social environment becoming responsible and protagonists of one's growth (I CARE). This approach proved to be especially effective because it provides students and teachers with instruments that are necessary for interacting with an educational environment that

makes personal development possible notwithstanding the stress and emergency situation.

Project: Improving resilience and psycho-physical wellbeing of marginalized Palestinian communities in Area C and Seam Zone

Implementing organization: TDH (Terre Des Hommes)

Country: Palestine

The project encouraged the shift from an emergency perspective to a development perspective, linking disaster risk reduction to a more long-term intervention perspective, supporting and implanting the positive change triggered in the communities by a bottom-up communitarian approach that values people and promotes positive behavior towards the environment. In this way, the project activities are not perceived by community members as an intervention coming from outside, but as a concrete change within the community and realized with their own strengths. Thus, in addition to their skills, community members also increase their self-esteem and eventually their ability to react promptly and positively in case of a risk or a threat.

THE FOLLOWING ARE FURTHER PROJECTS IN THE FIELD OF RESILIENCE, HUMANITARIAN RELIEF AND MINE CLEARING AND PROTECTION OF VICTIMS OF ABUSE:

Project: Contribution to CICR to support physical rehabilitation clinics

Implementing organization: CICR

Country: Afghanistan

Project: Emergency initiatives to mitigate the effects of draught in 4 woredas of the Afar Region in Ethiopia

Implementing organization: LVIA

Country: Ethiopia

Project: Holistic approach to the support to protection services for women victims of abuse

Implementing organization: UNWOMEN

Country: Palestine

3. CAPACITY BUILDING / EMPOWERMENT

Project: Back to school without barriers - promoting school access in favor of internal evacuees, repatriates and host communities of Qayyarah (South of Mosul), Iraq (Nineveh Governorate)

Implementing organization: COOPI

Country: Iraq

Despite the monthly training followed by the PTA members, the own elaboration of an effective work plan of their activities still remains

a weak point at the end of the project. The above lesson learned will be taken into consideration for future intervention. An Education officer will be appointed to accompany the members in the design and self-evaluation on biweekly basis, using a sort of “training on the job” method. This will contribute to improve their capacity in a more effective way.

Project: WE WORK: social-economic inclusion of women with disability in the Gaza Stripe

Implementing organization: EDUCAID

Country: Palestine

The most qualifying elements have concerned the introduction of peer to peer counseling methodology and of Help Desks. The latter especially have encountered a positive impact. In fact, thanks to Help Desks Women With Disabilities could exploit a job counseling service tailored to the individual through skill balance, using an equalitarian and role model approach. Moreover, Help Desks played a crucial role in making an accurate match between the needs and skills of Women With Disabilities and the job offers posted by private companies or no profit organizations, in order to maximize the result of the action. Finally, Help Desks visited the companies and no profit organizations in the Stripe, in order to raise awareness about the right to work for PWDs and the implementation of UNCRPD, thus using the double track approach.

Project: Inclusive and resilient communities: empowerment and job placement of young Syrians and Lebanese and of persons with disabilities in the Beqa Valley.

Implementing organization: GVC

Country: Lebanon

In a next project, it would be useful to transfer the startup kits to LUPD (former LPHU) and let them be the responsible for the financial and the procurement part, to avoid delays in delivering the materials. Otherwise, GVC should sit with the PWDs to discuss with them about each project and the items that they need, and then GVC can do the procurement and financial part.

Project: No One Out! Empowerment for inclusion of young people in the slums of Nairobi

Implementing organization: Servizio Volontario Internazionale - SVI

Country: Kenya

(...) For actions concerning disability: during the first year, the lack of sufficient equipment in EARC centers (furniture, computers) to facilitate staff activities was clear. This difficulty is being considered thanks to the introduction of training on the mobilization of resources, that will enable EARC staff to have the skills needed to autonomously look for funding for their centers.

Project: Strengthening the humanitarian response for mine clearing in Sudan

Implementing organization: OVCI

Country: Sudan

Remaining very cautious concerning the actual possibility of including persons with disabilities in the work environment, especially in a country like Sudan which experienced throughout time a very high inflation rate (although this fact was not easy to forecast).

Project: Let's Start Up: when the economy becomes social inclusive business and self-employment for women and mothers of Persons with disabilities in Palestine

Implementing organization: EDUCAID

Country: Palestine

The importance of creating a favorable environment for the promotion of inclusive economy and of the right to work for Women with Disabilities that also involves the private sector.

Project: Bina' Jusur - Initiative supporting the livelihood sector and the protection of refugee and host communities, with special focus on community with disabilities

Implementing organization: UPP (Un Ponte Per)

Country: Jordan

Part of the budget should be targeted to training and development of administrative skills of DPOs.

Project: We are future: professional training and socio-economic inclusion of young people, women and persons with disabilities in Lebanon and Jordan

Implementing organization: ARCS - Arci Culture Solidali

Country: Lebanon

Specifically, in the different intervention locations coaching and tutoring modalities have been identified developed according to the participants' needs. Especially important is the intervention implemented from the beginning of the project by LUPD experts that provided for specific interventions targeted to participants with disabilities. During the identification and selection of training courses several guidance meetings have been implemented (i) with potential beneficiaries in order to identify their needs and build together with each one of them a training path suited to their disability and their and their families' needs. Subsequently (ii) psychosocial support sessions with an expert psychologist in work accompanying were arranged; sessions were carried out in group using the psychodrama methodology. This helped participants express their feelings and their difficulties through drama. (...) At the same time, a further support and tutoring methodology used were job seeking sessions (iii), also implemented by the work accompanying expert, where participants could increase their soft skills connected to work (drafting of CV, job interviews, job searching) (...)

Project: Inclusive and resilient communities: empowerment and job placement of young Syrians and Lebanese and of persons with disabilities in the Beqa Valley

Implementing organization: GVC

Country: Lebanon

Most of the NGOs and INGOs do only vocational trainings for PWDs but during this project GVC followed up with the beneficiaries who did the vocational training before. We provided trainings in marketing and management, and PWDs learned how to manage their work, how to do a market study, marketing their business and how to do accounting tables for their own work. Then they saw the difficulties in the process to open a new business. At the end, they appreciated the importance of the startup kits.

Project: Strengthening of higher technical-professional education in Tanzania to contribute to the achievement of Sustainable Development Objectives

Implementing organization: AICS - Nairobi Office

Country: Tanzania

In compliance with the 2030 Agenda and with the channels indicated in Addis Ababa (FfD), the initiative presents innovative elements following the tracks of the direction "Excellence sectors" (flagship and strong points) recomposing fields of action (professional training and other aspects of the educational field connected to the inclusion in the job market, some flagship sectors of the Italian economy such as technologies for sustainable energy, the leather industry, conservation techniques for agricultural produce as well as the safeguard of the artistic-cultural heritage) for which the Italian system has developed an expertise that is considered of excellence standards and that can be at the disposal of the partner country to face its development needs.

Project: No kuida di nô mindjeres: promotion of autonomy of women towards an inclusive society in Guinea Bissau

Implementing organization: AIFO - Associazione Italiana Amici di Raoul Follereau

Country: Guinea Bissau

The first lesson learnt consists in setting the conditions for the empowerment of persons with disabilities for real inclusion in the project's implementation. On the basis of an update of the groups, carried out after the project's first year, the women with disabilities included in the self-help groups (GAA Gruppi di Auto-Aiuto) are 114. Of these, 102 have already received the microcredit or the agricultural equipment for fruit and vegetable growing and trading activities or for the production of peanuts. Thus, 89% of women with disabilities who are part of the self-help groups are already active in agriculture or business activities. The remaining 12 are waiting for the equipment needed to process palm oil, which will be purchased in the upcoming months of 2018. A second example is the involvement

of ADRG (Associazione Persone con disabilità della Regione di Gabu - Association of Persons with Disabilities of the Gabs Region) in the self-help groups who benefit from the project funds that will be available in 2018.

Project: BEC C.E.C.I.T.À: Buluk Eye Centre Central equatoria state Eye Care Initiative To Avoid blindness.

Implementing organization: CBM ITALIA ONLUS

Country: South Sudan

Building of an operating theater to make the eye-care center become a second-level center, widening the quality and typology of services provided. During the project's second year of implementation, the eye-care center has become the only center of excellence in the entire country for the prevention and the treatment of visual pathologies. Specialistic training of local staff (optometrist, optician, cataract surgeon).

Technological innovation: video-refractometer 2WIN to be used in outreaches and school visits.

4. ACCESSIBILITY

Project: Kenya Comprehensive School Health Program

Implementing organization: WORLD FRIENDS ONLUS - AMICI DEL MONDO

Country: Kenya

It is necessary to inform students and the community about the meaning of disability (...) It is moreover necessary that all school infrastructures be accessible.

Project: Education and Hygiene - strategy for an adequate growth of children in rural areas of Burkina Faso

Implementing organization: CENTRO ITALIANO AIUTI ALL'INFANZIA

Country: Burkina Faso

(...) L'exposition aux risques et les longues distances souvent parcourues par les enfants sont très amoindries avec le projet de CIAI. Ainsi, les parents qui scolarisaient leurs enfants dans d'autres villages ou dans d'autres quartiers éloignés du village mère ont désormais la possibilité de les scolariser dans des écoles plus proches. Si tous les villages bénéficiaires sont concernés, on peut dire que la présence des écoles de Pousdouré désengorge les deux premières écoles de Sakoinsé et la construction de l'école de Koukin sur la demande des parents montre l'intérêt manifeste du village pour la scolarisation des enfants.

Project: Fight against school drop out and failure

Implementing organization: UNICEF

Country: Tunisia

The model for the prevention of school dropout has been designed in order to respond to the needs of every child and adolescent including those with disabilities (...).

The rehabilitation of water and hygiene facilities in school takes into account children and adolescents with disabilities needs.

Project: Communication, visibility and technical assistance for cooperation initiatives in Sudan

Implementing organization: AICS - Khartoum Office

Country: Sudan

Production of visibility material for persons with visual and hearing impairments. Every event guaranteed the presence of an expert of sign language to assure participation of persons with hearing disabilities.

Project: Back to school without barriers - promoting school access in favor of internal evacuees, returnees and host communities of Qayyarah (South of Mosul), Iraq (Nineveh Governorate)

Implementing organization: COOPI

Country: Iraq

(...) Attention was put to accessibility for PWD and to Gender issues (Male and Female separated; attention to hygiene; toilets with security measures especially in the one for females).

Project: Fight against school drop out and failure - Funds on spot

Implementing organization: AICS Tunisi

Country: Tunisia

(...) introduction of new standards to make toilets and play areas of primary schools accessible for pupils with reduced mobility; currently defining standards to prevent school dropout, including for children with disabilities.

5. DISAGGREGATED DATA COLLECTION FOR DISABILITIES

Project: Strengthening the humanitarian response for mine clearing in Sudan

Implementing organization: UNMAS

Country: Sudan

A comprehensive survey is needed to collect information on mine/ERW victims in Blue Nile and South Kordofan, considering that the available information is often outdated and incomplete.

Project: Program to improve life conditions of internal evacuees and most vulnerable populations in Libya

Implementing organization: WFP - WORLD FOOD PROGRAMME

Country: Libya

A lack of comprehensive disability data at the community and household level prevents an accurate portrayal of how the conflict has impacted disability relations in Libya.

Trainings for cooperating partners throughout the year, including technical training in data collection for the Joint Market Monitoring Initiative, allowed WFP to continue improving and expanding its emergency operation, data collection methods, and inter-agency collaboration.

Project: Fight against school drop out and failure - Funds on spot

Implementing organization: AICS Tunisi

Country: Tunisia

Accurate statistical data on disability in Tunisia are needed.

Project: READY: Resilience, Empowerment, Advocacy for a Deeper Inclusion in Shu'fat Refugee Camp (East Jerusalem)

Implementing organization: EDUCAID

Country: Palestine

The Index for Exclusion and Empowerment was introduced for the first time in UNRWA schools

Teachers are trained on the use of inclusive school practices through the Diamond Kite Project

Creation of a Child Monitoring Observation Form to assess psycho-social needs of children

Project: IN DEPTH: Inclusive Development in Education, Protection, Health)

Implementing organization: AISPO - ASSOCIAZIONE ITALIANA PER LA SOLIDARIETA' FRA I POPOLI

Country: Palestine

Creation of MoH "Children Protection System and Protocol". MoEHE database created for data collection on students with disabilities in schools and a handbook for workers realized to standardize data collection throughout Jordan.

Creation of a competition on the promotion of inclusion of students with disabilities in 60 schools in collaboration with MoE

Inclusion of the MOVE Rehabilitation Program at University (University of Al Quds and University of Bethlehem)

6. INFLUENCE ON NATIONAL POLICIES

Project: Strengthening of the treatment system of psychic diseases and improvement of access to related services for Syrian refugees and vulnerable Jordans

Implementing organization: WHO

Country: Jordan

The project is aligned with the National Mental Health and Substance Use Action Plan 2018-2021. In turn, all the interventions reflect the National priorities. Additionally, such interventions include both the humanitarian and the development components, and in turn, are

oriented at meeting the most urgent needs of vulnerable groups (Syrians and Jordanians) whilst supporting structural health systems changes over time.

Project: DES: DISABILITY AND DEVELOPMENT

Implementing organization: OVC

Country: SUDAN

The teaching methodology of learning support teachers is surely innovative for Sudan. Together with the Ministry of Education a very complex task has been started on the “standardization” of this professional so that she can be officially included in the Country’s strategy for inclusive education. In 2018 the job description was defined and so were the requirements that a teacher must meet in order to be defined a “learning support teacher”. Soon the contents of a specialization course enabling teachers to achieve the qualification of “learning support teachers” will be defined.

Project: No kuida di nô mindjeres: promotion of autonomy of women towards an inclusive society in Guinea Bissau

Implementing organization: AIFO - Associazione Italiana Amici di Raoul Follereau

Country: Guinea Bissau

Within the Community-Based Inclusive Development Approach, the associations of persons with disabilities actively take part in decisional processes. With the support of the RIDS consultant, FADPD/GB has started a process of strengthening aiming at defining a National Strategy for the Inclusion of Persons with Disabilities and the implementation of the Convention on the Rights of Persons with Disabilities.

Project: Embracing diversity - Inclusive education program aimed at overcoming special logics in Palestinian schools

Implementing organization: AVSI

Country: Palestine

(...) both at ministry and local level (Jerusalem Directorate) it has been stressed that one of the tools used to implement Palestinian policy on inclusive education is represented by the initiative AVSI/ TDH IT, pilot project on which institutions seem to want to invest and that constitutes a discussion and reasoning workshop on possible approaches and practices.

(...) the orientation of the experts of the Directorate has changed: if in the initial phases the job of the IE teacher was to be done mainly in the resource room, recently the Directorate has started to analyze with interest the work modality suggested within the context of this project, where the IE teacher works within the classrooms, in collaboration with the other teachers, to avoid “excluding” some students.

Project: Technical assistance project to the Health Ministry - II Stage

Implementing organization: AICS Bolivia

Country: Bolivia

In spite of the political and social difficulties characteristic of the Country and notwithstanding the critical moment for persons with disabilities, Italian cooperation has contributed to the development of public policies in support of persons with disabilities.

7. INSTITUTIONS' INVOLVEMENT

Project: Al Najah – School makes the difference

Implementing organization: VENTO DI TERRA

Country: Jordan

In collaboration with MOE, training activities have been organized for teaching staff and families on the functioning of the Parent Teacher Association, recently created as scholastic body but not working yet in most schools. The training has facilitated the creation of more solid relationships between families and teachers and the participation of teachers in educational activities.

Moreover, the Jordan Media Institute has implemented a training course on cross-cutting issues such as gender identity, abuse and bullying, participatory processes in schools, through the use of social networks and communication tools (...)

Project: Strengthening of the treatment system of psychic diseases and improvement of access to related services for Syrian refugees and vulnerable Jordans

Implementing organization: WHO

Country: Jordan

Extensive coordination with the Ministry of Health (MoH) should be ensured throughout the life of the project, starting with the designing of the proposal to the reporting. Such coordination is a pre-requisite for effective and efficient implementation, since it ensures that interventions are conducted as per timeline and according to the highest international standards.

The Ministry of Planning and International Planning (MOPIC) approvals require a significant amount of time to be obtained and, in turn, impact on the project implementation. Such delays should be thoroughly considered in the design phase, in order to avoid unforeseen delays.

Project: PRO-EDU: integrated intervention in support of children suffering from the Iraqi conflict through education and childhood protection activities Iraq (Nineveh Governorate)

Implementing organization: INTERSOS

Country: Iraq

More involvement of local authorities is required to ensure sustainability to the access campaign
stigma is still present around disability, a long and focused programme is needed to tackle the issue.

Project: BEC C.E.C.I.T.À (B.E.C. BLINDNESS): Buluk Eye Centre Central equatorial state Eye Care Initiative To Avoid blindness

Implementing organization: CBM ITALIA ONLUS

Country: South Sudan

The implementation of a project in partnership with local authorities, specifically the Ministry of Health of the State of Jubek, proved to be a winning strategy especially in terms of ownership and initiative sustainability.

The implementation of development projects notwithstanding the unstable context enables the implementation of an approach which supports local governance in preserving, strengthening and improving basic services offered to the population.

Project: Improvement of protection mechanisms for refugees and soldiers in Area C

Implementing organization: GVC

Country: Palestine

(...) Especially meaningful has been the multi-sector approach to the education issue. Strengthening the teachers' skills concerning inclusive education meant improving their ability to tackle the traumas and psycho-social needs of every child.

Moreover, the proposal of working not only within individual schools, but of also developing a dialogue with the MoEHE on the issue of inclusive education proved to be especially important.

Project: DES: DISABILITY AND DEVELOPMENT

Implementing organization: OVCI

Country: Sudan

The collaboration with Ministries is very important and their involvement in the organizational stage of the activities is an undeniable added value because it gives authority to the event or to the activity.

With regards to the concept of "inclusion" of persons with disabilities, a lot of work is still to be done also in sectors that should already be sensitized: for example, the Ministry of Education still talks about Special Education and some officials are more keen on addressing children to special schools rather than ordinary ones.

Project: No One Out! Empowerment for inclusion of young people in the slums of Nairobi

Implementing organization: Servizio Volontario Internazionale - SVI

Country: Kenya

A specially innovative element is the cross-cutting inclusion of the aspect of life skills in all work areas.

Moreover, the networking activity among the different stakeholders, both governmental and non-governmental, with the goal of supporting children with disabilities, together with activities of sensitization of communities in delicate areas such as slums, represents a qualifying

element introduced in the project.

8. INVOLVEMENT OF DPOS AND CBOS, PWDS AND FAMILIES (DISABILITY INCLUSIVE PROJECT PLANNING)

Project: WE WORK: social-economic inclusion of women with disability in the Gaza Stripe

Implementing organization: Educaid

Country: Palestine

The task of matching needs and skills of women with disabilities to job offers carried out by Help Desks enabled beneficiaries to participate in activities designed according to their needs, thus increasing their effectiveness.

Project: Bridging the Gap II- Inclusive policies for persons with disabilities - Burkina Faso

Implementing organization: AICS - Ouagadougou Office

Country: Burkina Faso

The importance of the involvement of all partners already in the initial stage and definition of institutional mandates in contexts characterized by frequent changes both at institutional level and with regards to counterparts.

Project: Strengthening of the provision of social and educational services for Palestinian children in refugee camps

Implementing organization: Cooperazione nei Territori del Mondo - CTM

Country: Lebanon

The non-stopping and direct involvement of beneficiaries in the planning, organization and implementation of activities, the discussion of the contents of courses with GKFC's educational programs coordinator and with the school directors and teachers that benefitted from them and questionnaires filled in by the latter, made it possible to improve the service by gathering recommendations and advice.

Project: Educating communities to a welcoming process of persons with disabilities with the goal of Rehabilitation (ECUDOR)

Implementing organization: OVCI

Country: Ecuador

Need of involving all representatives of civil society as well as local authorities of all levels and types, schools, families and associations of persons with disabilities, private companies, etc. in all stages of the project.

Project: Emergency support to migrants and host communities in the Janzour and Gharyan areas

Implementing organization: GVC

Country: Libya

The involvement of beneficiaries by means of sessions on personal hygiene enabled a participated identification of the most relevant

problems and the shared definition of solutions.

Project: Bridging the Gap II—Inclusive policies for persons with disabilities

Implementing organization: AICS - Ouagadougou Office

Country: Burkina Faso

Active role of associations of persons with disabilities and participatory modality.

Project: Resilience schools: support to the protection mechanisms for children of the Jordan Valley (Area C)

Implementing organization: AVSI

Country: Palestine

Great strong point of the project has been the fact of putting together the different stakeholders involved, from local authorities, to schools, to CBOs, to direct beneficiaries, sharing and exchanging information and showing the need of everybody's individual contribution to tackle the community's needs.

Project: MISS 2 - Improving school infrastructure and Developing educational opportunities for vulnerable children in Lebanon

Implementing organization: AVSI

Country: Lebanon

(...) team work among students with and without disabilities that led to very positive results in terms of integration/inclusion.

Project: Peer to Peer: journeys of resilience and empowerment for women and persons with disability in the Gaza Stripe

Implementing organization: EDUCAID

Country: Palestine

The focus on disability and gender mainstreaming has been especially innovative and efficient. The Peer Counseling methodology confirmed to be an activity with a high positive impact. The networking strategy between local DPOs and CBOs has been a strengthening element able to support and maximize results of the project and its sustainability.

Project: Peer to Peer: journeys of resilience and empowerment for women and persons with disability in the Gaza Stripe

Implementing organization: EDUCAID

Country: Palestine

Need of a greater involvement also of families of persons with disabilities.

Project: Improving resilience and psycho-physical wellbeing of marginalized Palestinian communities in Area C and Seam Zone

Implementing organization: TDH (Terre Des Hommes)

Country: Palestine

(...) after the identification of needs in full cooperation with local communities (with the goal of promoting an bottom-up ownership

along the process that it is intended to initiate), the dialogue with the communities themselves was carried on, in order to receive any useful advice or comment to improve the intervention in progress (...)

Project: Cultivating resilience sustainable and inclusive agriculture in Niger

Implementing organization: CBM ITALIA ONLUS

Country: Niger

(...) a greater involvement of local authorities and of representatives of Organizations of Persons with Disabilities in the implementation of project activities: their involvement in fact entails a greater appropriation of the project by the beneficiaries and the opportunity of discussing directly with them to tackle possible difficulties that might rise during activity implementation (...)

FOR FURTHER INFORMATION, SPECIFICALLY WITH REGARDS TO INTERVENTIONS IN THE PSYCHOSOCIAL FIELD, PLEASE REFER TO PROJECT IOM.

9. INNOVATIVE TOOLS AND TECHNOLOGIES

Project: Protection of Syrian population by improvement of safety

Implementing organization: TDH (Terre Des Hommes)

Country: Syria

By means of a questionnaire on beneficiary satisfaction, we discovered that the voucher system is useful to beneficiaries and helps to provide for their basic food needs. The interviewed beneficiaries find out that the voucher system is convenient because they feel at ease when they do the shopping; it is a safe system and it guarantees their privacy. According to the survey the food voucher system appeared to be developed further also thanks to the advice provided by beneficiaries, further integrating the system to include also other purchasable items, not only food, but especially personal hygiene products.

Project: Support to Moveability activities in favor of persons with disabilities and war and mine victims in the Federal Republic of Somalia

Implementing organization: MOVEABILITY

Country: Somalia

- Use of Technology and developing IT skill of partner staff could help improving quality of rehabilitation centre;
- Progress towards online clinical support using technology
- Analysis of data received using advance software
- Use of Moodle platform from the training institutions

Project: Ethiopia - Trachoma SAFE

Implementing organization: CBM ITALIA ONLUS

Country: Ethiopia

2WINforVISION, manual binocular refractometer to screen the refractive errors. Patented in 2013, developed by CBM.

Project: MISS - Improving school infrastructure and Developing educational opportunities for vulnerable children in Lebanon and Jordan

Implementing organization: AVSI

Country: Jordan

(...) demonstration of equality of skills and potential of children with and without disabilities through artistic and recreational experience.

Project: Quality education for children in Tunisia

Implementing organization: UNICEF

Country: Tunisia

The tools being developed for to detect signs or symptoms of learning difficulties are inspired from actual tools in use worldwide.

Project: Bina' Jusur - Initiative supporting the livelihood sector and the protection of refugee and host communities, with special focus on community with disabilities

Implementing organization: UPP (Un ponte per)

Country: Jordan

Training and apprenticeship on design and production of innovative mobility devices.

Project: Technical assistance project to the Health Ministry - II Stage - Experts fund

Implementing organization: AICS Bolivia

Country: Bolivia

A software program to manage information to be implemented in local rehabilitation services.

ITALIAN, EUROPEAN AND INTERNATIONAL REFERENCE DOCUMENTS ON DISABILITY

■ United Nations Convention on the Rights of Persons with Disabilities (CRPD) available at: https://www.aics.gov.it/wp-content/uploads/2017/02/C_01_Convenzione_Onu_ita.pdf

■ On the web page of the Italian Agency for Development various publications and bibliography at: http://www.aics.gov.it/?page_id=8521

■ European Disability Strategy 2010-2020: A Renewed Commitment to a Barrier-Free Europe, COM (2010) 636 final, disponibile al link: <https://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2010:0636:FIN:en:PDF>

■ **United Nations – Department for Economic and Social Affairs**
The website lists documents and international initiatives, not only of the United Nations, in relation to the topic international development and persons with disabilities, available at: <https://www.un.org/development/desa/disabilities/about-us/sustainable-development-goals-sdgs-and-disability.html>

■ WHO and World Bank

First World Report on Disability available at: https://www.who.int/disabilities/world_report/2011/en/

■ Link to a series of publications of the World Bank on disability: <https://www.worldbank.org/en/topic/disability>

■ Sendai Framework:

https://www.unisdr.org/files/43291_sendaiframeworkfordrren.pdf

■ International Disability and Development Consortium:

<https://www.iddcconsortium.net/>

DISABILITY AND HUMANITARIAN AID

■ In particular the are of humanitarian aid see “Humanitarian Aid and Disability Vademecum”: https://www.esteri.it/mae/resource/doc/2016/07/a_01_vademecum_disabilita_emergenza_ita.pdf

■ Charter on Inclusion of Persons with Disabilities in Humanitarian Action: <http://humanitariandisabilitycharter.org>

■ UNICEF, Guidance on strengthening disability inclusion in Humanitarian Response Plans, https://www.unicef.org/disabilities/files/Guidance_on_strengthening_disability_inclusion_in_Humanitarian_Response_Plans_2019.pdf

INCLUSIVE EDUCATION

■ Italian cooperation, Inclusive education for persons with disabilities and development cooperation (2015) available at: https://www.esteri.it/mae/resource/doc/2016/07/ed_inclusiva_english.pdf

■ World Bank (Education) available at: <http://documents.worldbank.org/curated/en/325161541080393756/World-Bank-Education-Overview-Inclusive-Education>

HEALTH, WASH-SAN AND INFRASTRUCTURE

■ WORLD BANK (HEALTH), <http://www1.worldbank.org/hnp/>

■ UN: Accessibility and Development available at: https://www.un.org/disabilities/documents/accessibility_and_development_june2013.pdf

■ UNICEF, Accessible Components for the Built Environment: Technical Guidelines embracing Universal Design available at: <http://www.unicefinemergencies.com/downloads/eresource/docs/Disability/annex12%20technical%20cards%20for%20accessible%20construction.pdf>

■ Integrating Appropriate Measures for People with Disabilities in the Infrastructure Sector available at: <http://unipd-centrodirittiumani.it/public/docs/en-disability-infrastructure-2004.pdf>

■ UNICEF, Good Practices in the provision of Accessible and Inclusive WASH services available at: http://www.unicef.org/wash/3942_documents.html

■ WORLD BANK (INFRASTRUCTURE) <http://www.worldbank.org/infrastructure/>

■ UNICEF, Water, environment and sanitation available at: https://www.unicef.org/wash/files/WASH_guidance_note_draft_10_3_hr.pdf

■ UNICEF, Promoting enabling environments available at:

<https://www.unicef-irc.org/publications/pdf/WP%20camilletti%209.pdf>

■ UN-ESCAP, Guidelines on non-handicapping environments available at: <https://www.independentliving.org/docs2/escap1995.html>

WOMEN, GIRLS WITH DISABILITIES

■ Please see following link for several documents and information on the topic <https://www.un.org/development/desa/disabilities/issues/women-and-girls-with-disabilities.htm>



