
GUIDE FOR THE INCLUSION OF DISABILITY IN DEVELOPMENT COOPERATION

STUDY OF THE SITUATION IN THE AECID AND ITS GUIDELINES

DIGITAL VERSION



MINISTER
OF FOREIGN AFFAIRS, EUROPEAN UNION
AND COOPERATION



Guide for the Inclusion of Disability in Development Cooperation. Study of the Situation in the AECID and its Guidelines

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INTRODUCTION



The *United Nations Convention on the Rights of Persons with Disabilities (CRPD)* of 2006, and its Optional Protocol, are enshrined in Spanish legislation since 3 May 2008. The Convention highlights the fact that most persons with disabilities – some 15% of the world population according to the World Health Organisation – live in conditions of poverty and it recognises the critical need to tackle the negative impact of this on people with disabilities from a rights-based perspective.

A response to this global challenge is outlined in the *2030 Agenda for Sustainable Development*, which is built around a commitment to end world poverty and leave no one behind, including persons with disabilities in all the Sustainable Development Goals (SDGs), with specific references to how they form part of the population in a situation of vulnerability. The fight against poverty from a human rights-based approach is one of the objectives of Spanish, European and international cooperation for development policy. The effective inclusion of persons with disabilities in the actions of Spanish Cooperation is absolutely essential.

The *Law on the adaptation of the regulation of the CRPD* (Law 26/2011 of 1 August) amended the *Law on International Development Cooperation* (Law 23/1998 of 7 July), including substantial changes in relation to persons with disability, as was the introduction as a priority of Spanish Cooperation of “*Protection and respect for human rights, equality of opportunity, non-discrimination and universal accessibility of persons with disabilities*”, and the requirement to “*ensure that the instruments of cooperation are inclusive and accessible for persons with disabilities.*”

The promotion and strengthening of public policies to achieve greater protection for persons with disabilities were working lines of the *4th Master Plan on Spanish Cooperation*, and were also incorporated into the *5th Master Plan (2018-2021)*.

The purpose of these Guidelines is, on the one hand, **to examine the situation in relation to disability** in Spanish cooperation for development policy in the Spanish Agency for International Development Cooperation (AECID), in a manner that makes it possible to improve the efficiency of future action and contribute to the promotion and advancement of the human rights of persons with disabilities. The starting point is the *Study of the Situation of Persons with Disability in Spanish Development Cooperation Policy* completed in 2012, carried out in 2012, which reflected the general invisibility of this population and the lack of knowledge around their needs in the part of the stakeholders involved. And, on the other hand, the Guidelines are also an internal exercise on the part of AECID to raise awareness of disability and thus **promote continuous and permanent learning** and improve the **understanding of the rights of persons with disabilities**. Specifically, providing guidelines for Spanish Cooperation stakeholders and their partners to effectively implement the approach of the action towards persons with disabilities from a human rights-based approach.

PURPOSE OF THIS GUIDE AND HOW TO USE IT



This guide offers next steps and questions applicable both to strategic planning processes and interventions to respond to questions like:

- ✓ What is disability?
- ✓ What are the rights of persons with disabilities according to national, European and international standards?
- ✓ What is the current situation of disability in policies of Spanish Cooperation?
- ✓ How can cooperation actions be made more inclusive for women and men with disabilities from a human rights based approach (HRBA) in different areas?
- ✓ How can we ensure that the cooperation instruments are inclusive and accessible for persons with disabilities?
- ✓ How does cooperation action affect women and men with disabilities?

This guide is primarily aimed at:

- ✓ Personnel of the AECID, both in the headquarters and overseas: Technical Cooperation, Training Centre and Cultural Centres.
- ✓ All stakeholders in development cooperation in general and persons interest in including disability in their development actions.

Its **purpose** is to provide guidance to include disability from a human rights-based approach (HRBA). We propose a theoretical reflection, evidence and tools to guide the identification and design of a coherent working strategy to include disability in the different Cooperation instruments, with the aim of advancing in making these more accessible and inclusive for persons with disabilities. It will also serve to guide actions, both by sectors and different countries in which an action is carried out on disability.

It should be seen as a **flexible tool**, in the sense that it must adapt to the context of the country in which the intervention is made, given that the reality of the countries and persons with disabilities are very heterogeneous. It is designed so that everyone can access the specific information on how to carry out cooperation actions inclusive those for persons with disabilities from a HRBA. It is a guide to be consulted, not to be fully read.

It includes a study of the situation of disability in politics and actions of the AECID, as a continuation of the diagnosis completed in 2012. An analysis of the international standards is completed with a special focus on Agenda 2030 and the manner in which it is linked with the CRPD from Spanish Cooperation in such a manner that persons with disability from different area both in the strategic planning processes and providing specific guidelines for the different instruments and areas of action. It reflects on **key concepts** such as: *disability, inclusive development and accessibility*.

It also proposes a **toolbox** in the different frameworks of references of the AECID with complementary information, documents and reference links.

These guidelines use the term **persons with disabilities**, in line with the terminology used in the Convention on the Rights of Persons with Disabilities (CRPD) and is consistent with the human rights. It focuses firstly on their *personhood*, and only then on their *disability*. It also talks about girls, boys, women and men with disabilities to demonstrate that persons with disabilities are **not a homogenous group**. It must be taken into account that persons with disabilities can be victims of *multiple forms of discrimination* due to the confluence of **different factors** such as age, gender, disability, race, ethnicity, origin, religion, economic situation or others. This introduces the so-called *intersectionality focus*.

It also refers to the inclusion of persons with disabilities from a traversal focus, that doesn't constitute a considerable cost increase but accessibility measures and reasonable accommodations add greater benefits. For example, it is estimated that the use of the principles of universal design to make a community centre or school more accessible only adds 0.47% and 0.78%, respectively, to the overall cost.¹



CONCEPTUAL FRAMEWORK

1

1.1. SOME DATA ON DISABILITY

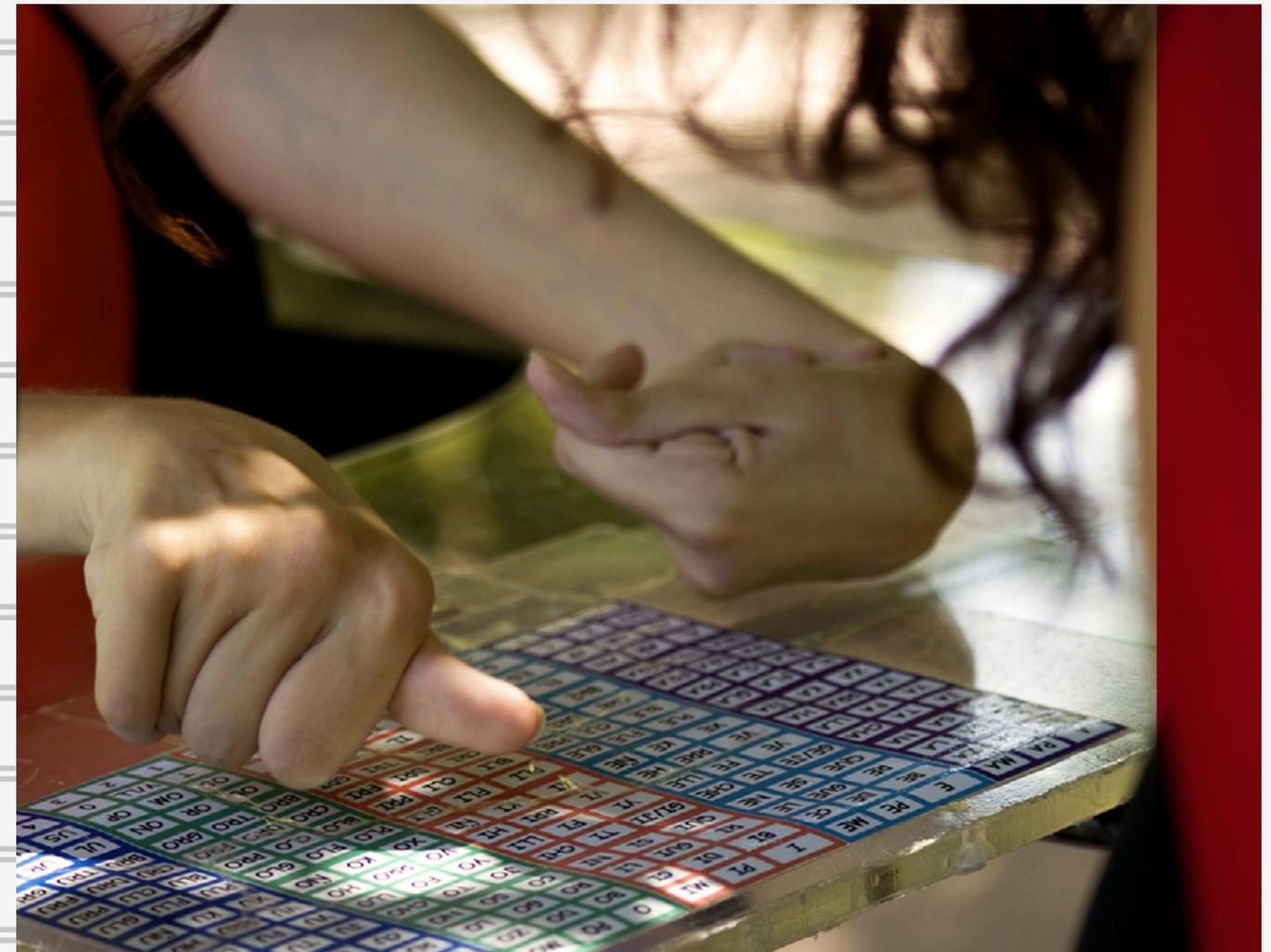
In the *Global Disability Report*, the World Health Organization and the World Bank (2011) estimate that:

- ✓ Over one billion people in the world (15% of the population) live with some form of disability.²
- ✓ According to UN Women, 1 in 5 women in the world experience disability in their lives.
- ✓ Persons with disability are heterogeneous and can be found in all population groups.
- ✓ The disability figures are increasing. That is due, in part, to an increase in life expectancy and also the fact that chronic illnesses such as diabetes and cardiovascular illnesses, among others, are also on the increase. In some contexts, other environmental factors such as traffic accidents and natural disasters contribute to increasing these figures.³
- ✓ 80% of persons with disabilities live in low income countries.⁴
- ✓ 20% (1 in every 5) of the poorest people in low income countries have a disability.⁵
- ✓ In many countries, children with disabilities remain unregistered at birth, perhaps because they are not expected to survive, because their progenitors do not wish to admit them or because they fear that they might drain public resources.⁶
- ✓ There are 93-150 million children aged under 15 with disability worldwide.⁷
- ✓ Children with disabilities have a lower probability of attending school than children without a disability.⁸
- ✓ Just 41.7% of women with a disability have finished primary school, in comparison to 52.9% of the rest of women.⁹
- ✓ In many low and middle income countries, just 5%–15% of people who require technical and technological support assistance receive it.¹⁰
- ✓ In addition to lower income, persons with disabilities assume extraordinary costs arising from their disability in daily life that reduces their quality of living and increases their probability of living in poverty.¹¹
- ✓ Even though people with disabilities have the same risk of acquiring HIV/AIDS, they do not have the same access to information, education and prevention.¹²

- ✓ The probability that persons with disabilities (and especially girls and women) suffer physical or sexual abuse or rape is three times higher than the rest of the population.¹³

All of these deficits are greater in humanitarian emergencies or risk situations, in which security and protection conditions for persons with disabilities are poorer, greatly reducing their chances of survival.

With regard to the data, while they attempt to present a general picture of the global situation of persons with disabilities, the **compiling of the data** remains **deficient and fragmented**. Persons with disabilities are **invisible** in statistics and it might even be thought that they do not form part of the population, as in many cases there is no reliable information on their identity or location.



Photograph provided by Luis Ruíz

1.2. DEFINITION OF DISABILITY

Article 1 of the Convention on the Rights of Persons with Disabilities (CRPD) defines persons with disabilities as:

“Those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others.”

In the preamble, the declaration recognises that:

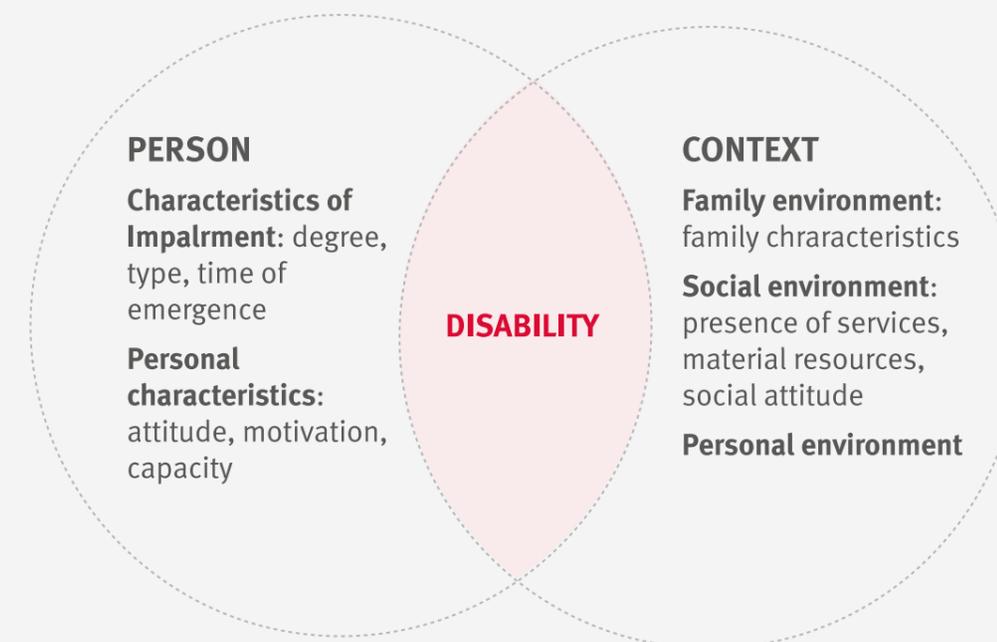
“disability is an evolving concept that results from the interaction between persons with impairments and attitudinal and environmental barriers that hinders their full and effective participation in society on an equal basis with others.”

This recognition of the **“evolving concept”** is fundamental, as it establishes the non-permanent character of the definition of disability, as it forms part of a changing process over time, and depends on the political, economic, social and cultural environment and the barriers that exist in that environment.

Disability must not be considered a personal attribute and not limited to the impairment but is a situation resulting from the interaction of a person and their environment. Disability is a relative concept and, therefore, has no strict definition.

There are two essential components and the interaction between them can exacerbate or lessen the degree of disability. These are: the **person themselves**, and the existence of **external and environmental barriers** in the specific context.

ILLUSTRATION 1. INTERPLAY OF COMPONENTS THAT GIVE RISE TO DISABILITY



Source: Own preparation

The characteristics of the impairment such as the degree, type or moment of appearance impact on disability. Personal characteristics, specifically attitude and motivation, can result in a greater or lesser disability given that the first limitations the person encounters are those arising from our own ways of understanding reality and whether we feel capable of doing something.

To reduce situations of disability it is essential to put an end to **external and environmental barriers** that impede the participation of persons with disabilities in equal conditions with other people. There are particular barriers of considerable scope faced by persons with disabilities to participate in society, which include **physical** barriers that prevent access to public places, workplaces and forms of transport; barriers to **information and communication** (such as lack of sign language interpretation, written information, reading screens easy-reading and Braille formats); **institutional** barriers arising from legislation, policy and design of programmes (for example, the linking of disability benefits with incapacity to work); and **attitude** barriers that lead to discrimination or erroneous ideas in relation to the rights and skills of persons with disabilities.

A first step toward understanding the concept of disability is to explore what it means for those people who experience it. People with disabilities say that what they find most difficult is not understanding, accepting and coping with their disability but to live with the prejudice, hostility and discrimination they face every day, simply because they have a disability.¹⁴

1.3. MODELS USED FOR CONCEPTUALISING DISABILITY

Throughout history and in different countries, different models have been used to conceptualise disability. At present, these models coexist and are applied to different degrees in different societies.

ILLUSTRATION 2. MODELS USED FOR CONCEPTUALISING DISABILITY

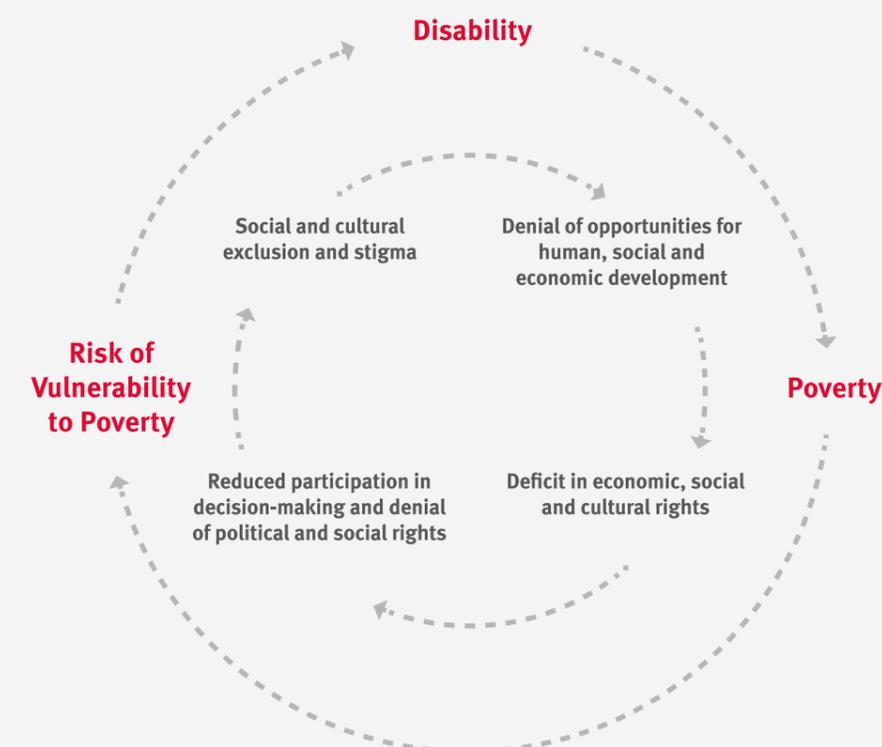
Exclusionary Model	According to this model, disability is seen in some religions (such as Hinduism and Animism) as a divine punishment. Society tends to disregard persons with disabilities, excluding them because they are a burden and do not contribute anything. This model results in persons with disabilities resorting to begging and forming part of the poorest and marginal groups and giving rise to eugenic policies. Despite its antique origins this model remains in force. And it is not perpetuated solely by religions or for cultural reasons, but is also sustained by the economic systems.
Charity Model	Disability is seen as a condition that is “suffered”. It is assumed that persons with disabilities should be in receipt of care, treatment or protection. It is a paternalistic approach. The person with a disability is not expected to make any contribution and it devalues the person.
Medical Model	This traditional model focuses on the disability and has given rise to assistance-based policies. The primary characteristic is that it focuses on the existence of any problem in the person themselves, on the disability, illness or disorder that they “suffer”. The disability is seen as a problem and perceived negatively. Normalisation is sought. The principal objective is the search for the cure, rehabilitation or a change in the person’s behaviour through individual medical treatment by professionals and, therefore, focussing the attention on health, health services and rehabilitation.
Economic Model	This model values persons taking into account their level of productivity. Persons with disabilities are seen as less productive. The intervention is justified where it makes economic sense and this minimises the tension borne by the family, the community and society.
Social Model	This model focuses on the problems of society in absorbing the different characteristics of persons with disabilities. The disability is a social construct, resulting from the interaction of the person with an environment not conceived for them and which does not allow for inclusion. It seeks not the elimination of the disability but of the existing barriers.
Human Rights Model	The person with a disability becomes subject of rights. From a regulatory point of view, this model is based on the <i>Universal Declaration of Human Rights</i> and on international human rights standards and from an operational perspective it is geared towards the promotion and protection of these rights. Its purpose is to analyse the inequalities found in at the heart of development problems and to correct the discriminatory practices and unfair distribution of power that hinders material progress in development (OACNUDH, 2006). The inclusive development of disability must take into account a human rights-based approach (HRBA). The action from this focus implies awareness, participation and universal access and DUAL actions (sectoral and transversal).

Source: Preparation based on the adaptation of the 2012 CBM¹⁵

1.4. RELATIONSHIP BETWEEN DISABILITY AND POVERTY

There is a direct relationship between poverty and disability and between disability and poverty. Disability increases the risk of poverty and poverty increases the risk of disability.

ILLUSTRATION 3. RELATIONSHIP BETWEEN DISABILITY AND POVERTY



Source: Preparation based on the adaptation of the 2011 CBM

On the one hand, poverty produces disability. This can arise as a consequence of a process of malnutrition or inadequate diet or a lack of sanitary care such as perinatal care, during maternity, or as a result of illnesses or deficiencies that might have been avoided, with the main problem being one of a lack of prevention. On the other hand, the discrimination arising from the disability leads to exclusion, marginalisation, lack of studies, unemployment and all these factors increase the risk of poverty. Persons with disabilities have greater probability of an income level below the poverty line and have lower savings and properties than other citizens. The case studies indicate that higher rates of disability are associated with higher illiteracy, very poor nutrition, minimal vaccination and immunization, high rates of HIV, lower birth weights, a higher risk of suffering violence and abuse, higher unemployment and lower occupational mobility.

Disability and poverty affect a person's capacity and impact on their participation in society. This occurs when a state of deprivation is produced in terms of empowerment of skills or where there is denial of human rights. This situation leads to the person with a disability being seen as someone less capable than the rest.

The specific situation of poverty faced by women with disabilities around the world must also be considered. Women with disabilities are highly represented among the poor population and subject to particularly disadvantaged social, cultural and economic conditions that limit their access to healthcare, education, professional training and employment.

Along these lines, international cooperation from form an HRBA presents the potential of confronting the different dimensions of poverty in a more efficient way. To do that it is necessary to take into consideration not only the needs and resources but also the development of capacities to live life freely (freedom to be healthy, well housed and educated, freedom to feed oneself well, freedom to access justice, etc.) and full exercise of human rights and the following legal obligations generated for third parties.

To do that, development cooperation must be tackled in an inclusive way and from a HRBA that implies that people have the same rights to participate in and benefit from the development process. *"Poverty reduction and human rights are not two projects, but two mutually reinforcing approaches to the same project."*¹⁷

1.5. CONCEPT OF INCLUSIVE AND ACCESSIBLE INTERNATIONAL COOPERATION

International cooperation must be both *inclusive* and *accessible in equal measures*. **Inclusion** is understood as a broad concept that, on the one hand, means that persons with disabilities and their representative organisations shall not be excluded from the planning, application or supervision and evaluation of development and that measures are adopted to table consultation with people with disabilities and to guarantee their effective and influential participation in these processes, taking into account the focus on gender. In accordance with the proposal of the CRPD, inclusive development cooperation must give due attention to *all persons with a disability whether it is physical, mental intellectual or sensorial*.

Accessibility is also a broad concept that, in accordance with the Convention, covers the access of persons with a disability to the physical environment, transport, information, communications and other services and facilities open to the public.

In practice the inclusive and accessible development cooperation requires the adoption of what is referred to as the **"dual"** approach in development cooperation, which must encompass, firstly, **specific development programmes**, through a **sectoral focus**,

for persons with disabilities and, secondly, **the systematic incorporation of the rights** of persons with disabilities in development cooperation in a broader sense, through a **transversal approach**.

Sectoral focus: Through this focus, policies, programmes and development actions are concentrated specifically on persons with disabilities to eliminate existing inequalities and achieve empowerment achieving a situation of equality with the rest of the population. This is achieved through positive actions.

The adoption of positive actions is carried out through programmes, projects and specific actions aimed at progressively reducing existing inequality between persons with disabilities and other persons and specially geared towards overcoming poverty and improving the conditions and position of persons with disabilities in decision making spaces.

Transversal focus: The process of assessing the implications for persons with disabilities of any planned action, including legislation, policies or programmes in all areas and at all levels.

Through this focus actions carried out by the Public Administrations are not only limited to plans, programmes and specific actions designed exclusively for these persons, but they include the general policies and lines of action in any area of public action, where the needs and demands of persons with disabilities are taken into account.

International cooperation also covers **humanitarian action**, which requires, among other things, that Member States adopt all the measures necessary to guarantee security and protection for persons in situations of risk, including situations of armed conflict, humanitarian emergencies and natural disasters. All phases of humanitarian operations (from preparation for disasters and the transition to rescue operations) must also be inclusive for persons with disabilities.

This must contribute to **fostering capacity** so that the guarantors of rights fulfil their obligations and persons who hold rights reclaim them, highlighting the slogan **"Nothing for persons with disabilities without the people with disabilities"** as an underlying principle.

The CRPD recognises that, while international cooperation can have a considerable effect on fully achieving the rights of persons with disabilities, **the States remain the primary parties responsible for, and ultimate guarantors** of, the application of its provisions.

1.6. RECOMMENDATIONS FOR DEVELOPMENT COOPERATION TO BE TACKLED IN AN INCLUSIVE AND ACCESSIBLE MANNER FROM A HRBA

Cooperation actions must:

Promote and ensure the existence of a **legislative framework that prohibits discrimination** based on disability in all spheres of life and ensuring reasonable accommodations are made.

Include the principle of **accessibility** as a necessary requirement so that persons with disability can have access to, and enjoy, **all** programmes and services and participate fully and independently in society.

Foster **availability of services and the provision of support for the autonomy and inclusion** of persons with disabilities so that they can benefit from all the policies and programmes in equal conditions with other persons.

Carry out **actions to raise awareness** through regulated and normalized training so that the persons responsible for formulating policies and civil servants take into account these three aspects when designing and applying any public policy or programme as these are indispensable when attending to the specific demands and needs of persons with disabilities.

When adopting these measures, the transversal nature of disability must be recognised. Inclusion shall not be fully efficient if it is not promoted in **all aspects of life**. For example, professional training requires inclusive employment and accessible transport is necessary for both. The information and management of services must be on websites that are accessible in line with international standards so that the population as a whole, including persons with disabilities, can benefit from them.

When formulating policies, an inclusive focus must be adopted **with regard to persons with disabilities** and one **based on human rights**, in order to avoid future modifications. Policies and programmes that are inclusive of persons with disabilities must not be the result of subsequent additions, adaptations or adjustments as these may benefit only certain persons with disabilities. While such adjustments may be adequate in the short term, provided they do not create new segregated structures, all policies, programmes and projects must be designed from the beginning considering all the population to ensure full participation.¹⁸

All legislation that prohibits discrimination on the grounds of disability, as well as actions to raise awareness and the design and execution of inclusive public policies must be sensitive to the gender inequalities that also exist between women and men with disabilities.

REGULATORY FRAMEWORK



PHOTOGRAPH: DEPARTMENT OF COOPERATION AND CULTURAL PROMOTION, AECID

2

2.1. UNITED NATIONS AND EUROPEAN UNION

The legislation of reference for persons with disabilities and the development is based on the *Charter of the United Nations (1945)* and commitments assumed via the international agreements established in the International Conferences of the United Nations (UN), especially the *Convention on the Rights of Persons with Disabilities (CRPD)* and the Optional Facultative Protocol, but also other Conventions, the regulation of the European Union that is binding for Member States and the directives and recommendations issued by the Development Assistance Committee (DAC-OECD), in addition to national legislation.

An overview of the legislation reveals *the great invisibility of persons with disabilities as a group in legislation in general*, in many cases included within the group of people in situations of vulnerability. It is necessary to be able to handle solid ethical and legal arguments and have sufficient data to facilitate the inclusion of disability from a human rights-based approach in different ambits. For that, the content of this section proves particularly useful to facilitate the consideration of this perspective in all pertinent actions and policies.

The recommendations contained in this document are consistent with the priority regulatory framework for the inclusion of persons with disabilities in development. The summary can be found in the table below:

TABLE 1. PRIORITY INTERNATIONAL REGULATORY FRAMEWORK FOR THE INCLUSION OF DISABILITY IN DEVELOPMENT COOPERATION

1966.- International Agreement on Civil and Political Rights
Article 26 established that all persons are equal before the law and are entitled without any discrimination to the equal protection of the law.
1966.- International Covenant on Economic, Social and Cultural Rights
Article 2 establishes the principle of non-discrimination in the application of economic, social and cultural rights. The Committee for Economic, Social and Cultural Rights (CESCR) adopted <i>General comment No. 5</i> on the rights of persons with disabilities (1994). ¹⁹
1979.- Convention on the Elimination of All Forms of Discrimination against Women (CEDAW)
Even though this Convention refers to all women, it does not contain any specific mention of girls and women with disabilities. Article 1 sets out the general principle of non-discrimination. The Committee for the Elimination of Discrimination against Women (CEDAW) adopted <i>General Recommendation No. 18 Disabled women.</i> (1991). ²⁰
1989.- Convention on the Rights of the Child
Article 2 states the principle of non-discrimination on the basis of disability. Article 23 recognises the specific situation of boys and girls with disabilities and called on the Member States to make the necessary amendments so they can be included in society and enjoy a fair and decent life. The Committee for the Rights of the Child adopted <i>General Comment No. 9</i> (2006) on The rights of children with disabilities. ²¹
1995.- The Beijing Declaration and Platform for Action
Article 32 mentions girls and women with disabilities and the need for them to be included in the decision making process. It also incorporates a new mechanism for action called “ <i>gender mainstreaming</i> ” or transversality of gender perspective, which involves the incorporation of the gender perspective as a common tool for the design, execution and assessment of public policies, regardless of their scope of application or their content.

2006.- Convention of the Rights of Persons with Disability

The purpose of the present Convention is to promote, protect and ensure the full and equal enjoyment of all human rights and fundamental freedoms by all persons with disabilities, and to promote respect for their inherent dignity (Article 1). Article 6 establishes that Member States recognise that women and girls with disabilities are subject to multiple forms of discrimination and, in this regard, they shall adopt measures to ensure their full and equal enjoyment of all human rights and fundamental freedoms. Moreover, they shall take all appropriate measures to ensure the full development, advancement and empowerment of women, for the purpose of guaranteeing them the exercise and enjoyment of the human rights and fundamental freedoms. Article 11 refers to situations of risk and humanitarian emergencies. Article 32 refers to the importance of international cooperation for the advancement in respect for the human rights of persons with disabilities.²²

2015.- Addis Ababa Action Agenda of the Third International Conference on Financing for Development (Addis Ababa Action Agenda) (A/RES/69/313)

This text contains six references to persons with disabilities in relation to social protection, education, employment, accessible technology and the need to gather data.²³

2015.- Resolution adopted by the General Assembly on 25 September 2015 (A/RES/70/1). Transforming our world: the 2030 Agenda for Sustainable Development

With the aim of eradicating poverty and achieving economic empowerment through sustainable development without leaving anyone behind. It attaches great importance to populations in situations of vulnerability and contains seven specific references to persons with disabilities.²⁴ Goal 5 seeks to achieve equality between genders and empower women and girls.

2015.- Resolution adopted by the General Assembly on 25 September 2015 (A/RES/669/283). Sendai Framework for Disaster Risk Reduction 2015–2030

The text contains among its principal challenges the inclusion of disability in all policies and practices and, as Priority 4, their empowerment for rebuilding better in the ambit of recovery, rehabilitation and reconstruction.²⁵

2016.- Charter on Inclusion of Persons with Disability in Humanitarian Action

The objective is make humanitarian action even more inclusive for persons with disabilities and promote the protection and security of, and respect for the dignity of this group taking into consideration numerous interrelated factors such as gender, age, ethnicity, membership of minority group and other diverse factors and specific reasons.²⁶

In its Concluding Observations²⁷, the Committee of the CRPD recommended to the European Union to adopt a policy of harmonised development that takes persons with disabilities into account and *to establish a systematic approach to incorporating the rights of persons with disabilities in all development cooperation policies and programmes, to designate disability coordinators in the corresponding institutions, playing an innovative role in achieving the sustainable development goals while including persons with disabilities*. The Committee also recommended to the European Union to determine and establish mechanisms to *break down the data on disability* for the purposes of monitoring rights in the development programmes. It also recommended the European Union to cease using international financing for the development of projects the perpetuate the segregation of persons with disabilities and assign these funds to other projects and initiatives whose aims respect the provisions of the Convention.

TABLE 2. EUROPEAN REGULATORY FRAMEWORK FOR THE INCLUSION OF DISABILITY IN DEVELOPMENT COOPERATION

COUNCIL OF THE EUROPEAN UNION REGULATORY FRAMEWORK
1953.- European Convention on Human Rights and Protocol 12 to the General Prohibition of Discrimination.
Article 14 contains the general prohibition of discrimination. ²⁸
2012.- Human Rights and Democracy: EU Strategic Framework and Action Plan
It expressly mentions the defence of the rights of persons with disabilities as one of the priorities of the EU in the sphere of human rights. The Action Plan expressly states that women are a key vector of change and an important stakeholder in peace and reconciliation processes. This is why gender equality and empowerment of women has such an important place in the document. ²⁹
EUROPEAN UNION REGULATORY FRAMEWORK
1993.- Treaty on European Union, amended by the Treaty of Amsterdam (1997).
Article 3 (today 19) makes explicit reference to preventing discrimination for reasons of disability and enabling the EU to legislate on matters of equality of opportunities and non-discrimination in all sectors.
2000.- Council Directive 2000/78/EC of 27 November 2000 establishing a general framework for equal treatment in employment and occupation.³⁰
Articles 1 and 2 prohibit all forms of discrimination on the basis of disability. Article 5 establishes the provision of reasonable accommodation. The recitals of this Directive set out <i>that in the application of the policy of equal treatment, the EU, by virtue of Article 3 section 2 of the Treaty of the European Union must promote the elimination of inequality and foster equality among women and men, especially considering the fact that, too often, women are the victims of multiple discriminations.</i>
2006.- European Parliament resolution on disability and development.
This resolution considers that the dimension of disability must be integrated at all levels of cooperation, from the development of policies to their execution and assessment. The recitals of the Resolution state that <i>people with disabilities in developing countries, in particular disabled women and children, often comprise the poorest, most disadvantaged, and most socially excluded sectors of the population, and are often excluded from development assistance.</i> ³¹
2008.- Joint Statement of 20 December 2005 by the Council and the representatives of the governments of the Member States meeting within the Council, the European Parliament and the Commission on Humanitarian Aid (DO C 25).³²
In this context, the EU <i>“will pay special attention to women, children, the elderly, sick and disabled people, and to addressing their specific needs”.</i>
2009.- New Treaty on the Functioning of the European Union (TFEU)
It preserves and reinforces Article 13 (New Article 19 of the TFEU) and adds a new provision (Article 10 of the TFEU) that established that in the definition and implementation of its policies the EU must take combatting discrimination on the basis of disability an objective.
Decision 2010/48/EC on the conclusion, by the European Community (now the European Union), of the United Nations Convention on the Rights of Persons with Disabilities.³³
This decision saw the EU ratify the CRPD.

2010.- European Disability Strategy 2010-2020.

The European Disability Strategy 2010-2020 proposes ensuring that EU development cooperation reaches persons with disabilities in two ways: *through projects/programmes aimed specifically at persons with disabilities and through horizontal action, including, within general programmes, questions relating to disability in general; supporting the national efforts of member countries for the signing, ratification and implementation of the CRPD; supporting the institutional strengthening of organisations for persons with disabilities in member states and organisations involved in disability and development; ensuring that the infrastructures financed in the framework of development programmes meet the accessibility requirements for the inclusion of persons with disabilities and highlighting how disability must be tackled as a question of human rights on the basis of the principles of the CRPD in dialogue with third parties in order to meet the SDGs³⁴.*

2012.- Charter of Fundamental Rights of the European Union.

The Charter of Fundamental Rights of the European Union prohibits discrimination based on disability. Article 23 also establishes that *equality between men and women must be guaranteed in all spheres, including employment, work and pay. The principle of equality shall not prevent the maintenance or adoption of measures providing for specific advantages in favour of the under-represented sex.*

2017.- New European Consensus on Development.

The European Consensus on Development recognises the vulnerability of persons with disabilities and proposes action based on compliance with the United Nations Convention on the Rights of Persons with Disabilities and the 2030 Agenda, highlighting *the need to strengthen actions to ensure the inclusion of this group in society and their participation in the employment market. Member States will continue to play a key role in ensuring the no one is left behind, wherever people live and independently of ethnicity, gender, age, disability, religion or belief, sexual orientation and gender identity, migratory state and other factors. This focus includes multiple forms of discrimination that are encountered by vulnerable persons and marginal groups.*³⁵

The Convention on the Rights of Persons with Disabilities has become the **binding international legal instrument of reference for actions on the part of the States**. It recognises that international cooperation contributes to the promotion, protection and safeguarding of the rights of persons with disabilities. The preamble refers to the *“importance of international cooperation for improving the living conditions of persons with disabilities in every country, particularly in developing countries”.*

In the enacting terms, the Convention states that: *“State Parties undertake to take measures to the maximum of its available resources and, where needed, within the framework of international cooperation, with a view to achieving progressively the full realization of these rights, without prejudice to those obligations contained in the present Convention that are immediately applicable according to international law”.*

Article 32 of the Convention goes even further by dedicating its content *exclusively to international cooperation* and highlighting the importance of international cooperation to guarantee that the rights of persons with disabilities are fully effective. It so states:

Artículo 32. Cooperación internacional

1. States Parties recognize the importance of international cooperation and its promotion, in support of national efforts for the realization of the purpose and objectives of the present Convention, and will undertake appropriate and effective measures in this regard, between and among States and, as appropriate, in partnership with relevant international and regional organizations and civil society, in particular organizations of persons with disabilities. Such measures could include, *inter alia*:

- a) Ensuring that international cooperation, including international development programmes, is inclusive of and accessible to persons with disabilities;
- b) Facilitating and supporting capacity-building, including through the exchange and sharing of information, experiences, training programmes and best practices;
- c) Facilitating cooperation in research and access to scientific and technical knowledge;
- d) Providing, as appropriate, technical and economic assistance, including by facilitating access to and sharing of accessible and assistive technologies, and through the transfer of technologies.

2. The provisions of this article are without prejudice to the obligations of each State Party to fulfil its obligations under the present Convention.

The concept of international cooperation highlights its importance in national promotional initiatives aimed at applying the CRPD within its framework of support. **Article 32** has become the **legally binding legislation of reference** for cooperation action in relation to disability. Another important element is that it includes **all rights**, not just economic social and cultural rights but **also civil and political rights**.

The **2030 Agenda** is the point at which common ground of reflection and analysis is reached. That means putting the **“leaving no one behind principle”** – a cross-cutting principle of the Development Agenda – at the centre of action, but articulated mainly around **SDG 10**, and, in particular, **goal 10.2** *“By 2030, empower and promote the social, economic and political inclusion of all, irrespective of age, gender, disability, race, ethnicity, origin, religion or economic or other status”*.

The 2030 Agenda and the CRPD are interconnected and the latter must serve as a guide for the implementation of the SDGs in a manner that ensures full inclusion and empowerment of persons with disabilities. Only through the use of the CRPD to implement the SDGs can it be ensured that no further exclusion or new inequalities are created, or institutional, attitudinal, physical or legal barriers to information and communication

technologies (ICTs) are created. Some articles are directly related to the SDGs such as **Goal 8, To promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all**, which relates to **Article 27. Work and employment**. Others are, by their very nature, transversal and must be implemented at all times and considered in the implementation of any objective or goal.

ILLUSTRATION 4. RELATIONSHIP BETWEEN THE 2030 AGENDA AND THE CRPD



Source: International Disability Alliance

Table 3 compiles the **references in Agenda 2030 that directly affect persons with disabilities**. There are three kinds of references: direct references to persons with disabilities, *references to people in vulnerable situations including persons with disabilities in accordance with the preamble and mentions to universal targets or the elimination of discrimination against all persons*.

GOAL 4. ENSURE INCLUSIVE AND EQUITABLE QUALITY EDUCATION AND PROMOTE LIFELONG LEARNING OPPORTUNITIES FOR ALL

Targets	Indicators
4.1 By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes.	4.1.1 Proportion of children and young people: (a) in grades 2/3; (b) at the end of primary; and (c) at the end of lower secondary achieving at least a minimum proficiency level in (i) reading and (ii) mathematics. Breakdown: by gender, location, economic resources (and other characteristics where is available).
4.2 By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education.	4.2.1. Proportion of children under 5 years of age who are developmentally on track in health, learning and psychosocial well-being. Breakdown: by gender, location, economic resources (and other characteristics where is available). 4.2.2 Participation rate in organized learning (one year before the official primary entry age).
4.3 By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university.	4.3.1 Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months.
4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities , indigenous peoples and children in vulnerable situations.	4.5.1. Parity indices (female/male, rural/urban, bottom/top wealth quintile and others such as disability status, indigenous peoples and conflict-affected, as data become available) for all education indicators on this list that can be disaggregated.
4.6 By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy.	4.6.1 Percentage of population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills. Breakdown: by gender, location, economic resources (and other characteristics where is available).
4.7. a) Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all.	4.a.1 Proportion of schools with access to: (d) adapted infrastructure and materials for students with disabilities .

GOAL 5. ACHIEVE GENDER EQUALITY AND EMPOWER ALL WOMEN AND GIRLS

Targets	Indicators
5.2 Eliminate all forms of violence against all women and girls in the public and private spheres, including trafficking and sexual and other types of exploitation.	5.2.1 Proportion of ever-partnered women and girls aged 15 years and older subjected to physical, sexual or psychological violence by a current or former intimate partner in the previous 12 months, by form of violence and by age (broken down by women and girls with and without disability). 5.2.2 Proportion of women and girls aged 15 years and older subjected to sexual violence by persons other than an intimate partner in the previous 12 months, by age and place of occurrence (broken down by women and children with and without disability).
5.6 Ensure universal access to sexual and reproductive health and reproductive rights as agreed in accordance with the Programme of Action of the International Conference on Population and Development and the Beijing Platform for Action and the outcome documents of their review conferences.	5.6.1. Proportion of women aged 15-49 years who make their own informed decisions regarding sexual relations, contraceptive use and reproductive health care 5.6.2 Number of countries with laws and regulations that guarantee women aged 15-49 years access to sexual and reproductive health care, information and education.

GOAL 6. ENSURE AVAILABILITY AND SUSTAINABLE MANAGEMENT OF WATER AND SANITATION FOR ALL

Targets	Indicators
6.1 By 2030, achieve universal and equitable access to safe and affordable drinking water for all.	6.1.1 Proportion of population using safely managed drinking water services (broken down by persons with or without disability).
6.2 By 2030, achieve access to adequate and equitable sanitation and hygiene for all and end open defecation, paying special attention to the needs of women and girls and those in vulnerable situations .	6.2.1 Proportion of population using safely managed sanitation services, including a hand-washing facility with soap and water (broken down by persons with or without disability).

GOAL 7. ENSURE ACCESS TO AFFORDABLE, RELIABLE, SUSTAINABLE AND MODERN ENERGY FOR ALL

Targets	Indicators
7.1 By 2030, ensure universal access to affordable, reliable and modern energy services.	7.1.1 Proportion of population with access to electricity. 7.1.2 Proportion of population with primary reliance on clean fuels and technology.

GOAL 8. PROMOTE SUSTAINED, INCLUSIVE AND SUSTAINABLE ECONOMIC GROWTH, FULL AND PRODUCTIVE EMPLOYMENT AND DECENT WORK FOR ALL

Targets	Indicators
8.5 By 2030, achieve full and productive employment and decent work for all women and men, including for young people and, persons with disabilities, and equal pay for work of equal value.	8.5.1 Average hourly earnings of female and male employees, by occupation, age and persons with disabilities . 8.5.2 Unemployment rate, by gender, age and persons with disabilities .

GOAL 9. BUILD RESILIENT INFRASTRUCTURE, PROMOTE INCLUSIVE AND SUSTAINABLE INDUSTRIALIZATION AND FOSTER INNOVATION

	Targets	Indicators
9c.	Significantly increase access to information and communications technology and strive to provide universal and affordable access to the Internet in least developed countries by 2020.	9.c.1 Proportion of population covered by a mobile network, by technology.

GOAL 10. REDUCE INEQUALITY WITHIN AND AMONG COUNTRIES

	Targets	Indicators
10.2	By 2030, empower and promote the social, economic and political inclusion of all, irrespective of age, gender, disability , race, ethnicity, origin, religion or economic or other status	10.2.1 Proportion of people living below 50 per cent of median income, by age, gender and persons with disabilities .
10.3	Ensure equal opportunity and reduce inequalities of outcome, including by eliminating discriminatory laws, policies and practices and promoting appropriate legislation, policies and action in this regard.	10.3.1 Proportion of the population reporting having personally felt discriminated against or harassed within the previous 12 months on the basis of a ground of discrimination prohibited under international human rights law.

GOAL 11. MAKE CITIES AND HUMAN SETTLEMENTS INCLUSIVE, SAFE, RESILIENT AND SUSTAINABLE

	Targets	Indicators
11.1	By 2030, ensure access for all to adequate, safe and affordable housing and basic services and upgrade slums.	11.1.1 Proportion of urban population living in slums, informal settlements or inadequate housing.
11.2	By 2030, provide access to safe, affordable, accessible and sustainable transport systems for all, improving road safety, notably by expanding public transport, with special attention to the needs of those in vulnerable situations, women, children, persons with disabilities and older persons.	11.2.1 Proportion of population that has convenient access to public transport, by gender, age and persons with disabilities .
11.5	By 2030, significantly reduce the number of deaths and the number of people affected and substantially decrease the direct economic losses relative to global gross domestic product caused by disasters, including water-related disasters, with a focus on protecting the poor and people in vulnerable situations .	11.5.1 Number of deaths, missing persons and persons affected by disaster per 100,000 people.
11.7	By 2030, provide universal access to safe, inclusive and accessible , green and public spaces, in particular for women and children, older persons and persons with disabilities .	11.7.1 Average share of the built-up area of cities that is open space for public use for all, by gender, age and persons with disabilities .

GOAL 16. PROMOTE PEACEFUL AND INCLUSIVE SOCIETIES FOR SUSTAINABLE DEVELOPMENT, PROVIDE ACCESS TO JUSTICE FOR ALL AND BUILD EFFECTIVE, ACCOUNTABLE AND INCLUSIVE INSTITUTIONS AT ALL LEVELS

	Targets	Indicators
16.6	Develop effective, accountable and transparent institutions at all levels.	16.6.1 Primary government expenditures as a proportion of original approved budget, by sector (or by budget codes or similar elements). 16.6.2 Proportion of the population satisfied with their last experience of public services.
16.7	Ensure responsive, inclusive, participatory and representative decision-making at all levels.	16.7.1 Proportions of positions (by sex, age, persons with disabilities and population groups) in public institutions (national and local legislatures, public service, and judiciary) compared to national distributions. 16.7.2 Proportion of countries that include multi-sectorial needs of young people in their national development plans and poverty reduction strategies.
16.9	By 2030, provide legal identity for all, namely birth registration.	16.9.1 Proportion of children under 5 years of age whose births have been registered with a civil authority, by age. (Broken down by disability)
16.b	Promote and enforce non-discriminatory laws and policies for sustainable development.	16.b.1 Proportion of population reporting having personally felt discriminated against or harassed in the previous 12 months on the basis of a ground of discrimination prohibited under international human rights law, by age and sex.

GOAL 17: STRENGTHEN THE MEANS OF IMPLEMENTATION AND REVITALIZE THE GLOBAL PARTNERSHIP FOR SUSTAINABLE DEVELOPMENT

	Targets	Indicators
17.18 Data, monitoring and accountability	By 2020, enhance capacity-building support to developing countries, including for least developed countries and small island developing States, to increase significantly the availability of high-quality, timely and reliable data disaggregated by income, gender, age, race, ethnicity, migratory status, disability , geographic location and other characteristics relevant in national contexts.	17.18.1 Proportion of sustainable development indicators produced at the national level with full disaggregation when relevant to the target, in accordance with the Fundamental Principles of Official Statistics. 17.18.2 Number of countries that have national statistical legislation that complies with the Fundamental Principles of Official Statistics.

74. Follow-up and review processes at all levels will be guided by the following principles:

g)	They will be rigorous and based on evidence, informed by country-led evaluations and data which is high-quality, accessible, timely, reliable and disaggregated by income, sex, age, race, ethnicity, migration status, disability , and geographic location and other characteristics relevant in national contexts.	The indicators of the Sustainable Development Goals must be broken down, provided it is pertinent, by income, sex, age, race, ethnicity, migratory status, disability and geographic location or other characteristics, in accordance with the Fundamental Principles of Official Statistics (Resolution 68/261 of the General Assembly).
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Source: Agenda 2030. Economic and Social Council (2015). Report of the Interinstitutional Expert Group on the Indicators of the Sustainable Development Goals (E/CN.3/2016/2). Disability indicators have been developed by the United Nations, the International Disability Alliance (IDA) and the International Disability and Development Consortium (IDDC) with the aim of measuring the progress to include persons with disabilities in compliance with the Sustainable Development Goals.³⁶

2.2. SPANISH REGULATORY FRAMEWORK

TABLE 4. SPANISH REGULATORY FRAMEWORK

1978.- Spanish Constitution

Section 1 establishes equality as one of the highest values of its legal system. Section 14 contains the *general principle of non-discrimination*, even though it does not specifically mention disability. Section 9.2 and, in particular, Section 49 refer specifically to persons with disabilities, albeit using the terminology of that time, referring to them as “*handicapped*”.

Law 23/1998, of 7 July, on International Development Cooperation, after the amendment of Law 26/2011, of 1 August, on the regulatory adaptation of the International Convention on the Rights of Persons with Disabilities.

Article 7. c) establishes among its sectoral priorities “*the protection and respect for human rights, equal opportunity, non-discrimination and universal accessibility for persons with disabilities, participation and social integration of women.*”

Article 9, Instruments, establishes that “*the instruments of Spanish policy on international development cooperation must be inclusive and accessible for all persons with disabilities.*”

2013.- Royal Legislative Decree 1/2013, of 29 November, approving the Recast Text of the General Law on the Rights of Persons with Disabilities and their Social Inclusion³⁷

It guarantees the right to equal opportunities and equal treatment, such as the real and effective exercise of rights on the part of persons with disabilities in equal conditions with the rest of the citizens, through the fostering of personal autonomy, universal accessibility, access to employment, inclusion in the community and an independent life, the eradication of all forms of discrimination in accordance with Sections 9.2, 10, 14 and 49 of the Spanish Constitution and the CRPD and the international treaties and agreements ratified by Spain.

2011.- Spanish Disability Strategy 2012-2020 (Ministry of Health, Social Services and Equality)

Section 6.9 Overseas Action states that “*The objective is to promote the right of persons with disabilities overseas included in development programme. The Ministry of Foreign Affairs and Cooperation (MAEC) shall, where applicable, work on a broader framework of non-discrimination, to focus on disability as a component of human rights in the foreign policy of the European Union. It shall work to raise awareness in relation to the Convention and the needs of persons with disabilities, including accessibility in the area of emergency response and cooperation programmes and will consolidate knowledge of disability and gender perspective so that the Embassies and Consulates of Spain are aware of all matters concerning disability; and it shall ensure that the financial instruments allocated to aid on projects with a human rights component, including development cooperation, are used to improve the situation of this group...*” As a strategic measure, this same section 6.9 requires *the inclusion of the disability factor and gender perspective on emergency actions, humanitarian aid and international cooperation programmes and instruments carried out by the MAEC and AECID.*

2014.- Council of Ministers. Action Plan of the Spanish Disability Strategy³⁸

Proposes the following strategic measures: In *foreign policy*: 1. Include disability and the gender perspective in emergency response actions, humanitarian aid and the international development cooperation programmes and instruments developed by MAEC and AECID. This Action Plan includes the principles of equal opportunities and equality between women and men, fostering a gender and disability perspective so that women with disabilities, who frequently suffer double discrimination, are specifically taken into account. The same principle of equal opportunity sees boys and girls with disability taken into account as a group particularly at risk of situations of exclusion, violence and poverty.

2014.- Spanish Foreign Policy Action, approved in the Council of Ministers, 26 December 2014 (in accordance with the provisions of Law 2/2014, of 25 March, on the External Action Service of the State).

Sets out our country's priorities in the area of Human Rights:

“*The Convention on the Rights of Persons with Disabilities (CRPD) of 2006 marked a paradigm shift: from a view of persons with disabilities as objects of treatment and social protection needs to a focus on this group as subjects of rights, capable of making its own decisions and participating in those that affect them. Spain defends this perspective and incorporates it into its action. Spain defends this perspective and incorporates it into its overseas action.*”

The work of the **Human Rights Office (HRO)** within the Ministry of Foreign Affairs and Cooperation must be highlighted, which is responsible for the function of Spanish foreign policy coordination in the field of protection and promotion of human rights and the drafting, proposal and implementation of that policy in international organisations. Within the framework of Spanish action, the promotion and defence of human rights constitutes one of the priorities of foreign policy and international cooperation with the aim of ensuring peace and security in the world. This policy is implemented across five, non-exclusive, priority areas, one of which is persons with disabilities.

Law 26/2011, of 1 August, *adapting the International Convention on the Rights of Persons with Disabilities* calls for compliance with the commitments acquired upon Spain's ratification of the CRPD, and, amends Law 23/1998, of 7 July on International Development Cooperation, highlighting from among the sectoral priorities, the protection and respect for human rights, equality of opportunities, non-discrimination and universal accessibility for persons with disabilities and the instruments of cooperation must be inclusive and accessible.

The **5th Master Plan on Spanish Cooperation 2018-2021** included disability in several of its working lines:

In April 2017, in the *list of questions* drafted for the presentation Combined Second and Third Reports for Spain, the CRPD Committee asked about compliance with Article 32 on international cooperation³⁹:

29. Report on national plans drafted to implement the 2030 Agenda for Sustainable Development, specifically including the rights of persons with disabilities.

It also contains a question in relation to Article 11 on situations of risk and humanitarian emergency:

11. Please report on efforts to regulate the protocols and procedures in situations of risk and humanitarian emergencies and to ensure inclusion and accessibility for persons with disabilities, primarily hearing impairment. Report on initiatives for better coordination of inclusion of disability among the many public bodies responsible for civil protection and public health.

12. Indicate the measures for which the services and establishments available to migrants and refugees with disabilities are accessible and inclusive for persons with disabilities.

2.3. RECOMMENDATIONS OF A POLITICAL NATURE

The 5th Spanish Cooperation Plan 2018-2021 represents an opportunity for the inclusion of persons with disabilities and for ensuring that the instruments of cooperation are inclusive and accessible taking into account the existing regulatory frameworks.

TABLE 5. RECOMMENDATIONS OF A POLITICAL NATURE

Establishes among its transversal principles that of work from a **human rights-based focus**. This means that Spanish Cooperation *will promote the empowerment of all persons for the full exercise of their rights, political participation and accountability, ensuring that there is no discrimination on the basis of gender, sexual orientation and gender identity, and other reasons such as disability*. One of the challenges is to advance in the mainstreaming of human rights.

Among the global challenges is **universal education** and achieving **universal access to justice and a solid democratic institutionalism**.

The Plan is structured to work under the umbrella of the 2030 Agenda, with the general objectives of compliance with the Sustainable Development Goals and, as Specific Objectives, prioritising the existing targets of Spanish Cooperation. It mentions persons with disabilities as part of SDG 4 on Quality Education and SDG 8 on Decent Work and Economic Growth. Its targets are: To **foster the social and employment inclusion of young people and other vulnerable groups, including persons with disabilities and to eliminate gender disparities; support a regulatory and policy framework that guarantees formalised and stable employment conditions with a special focus on women, young people and persons with disability**.

SDG 9 on Industry, Innovation and Infrastructure mentions the need to *support a development model based on quality, reliable, sustainable and resilient infrastructures that are accessible*.

Finally, it also refers to groups in **vulnerable** situations, a concept that includes persons with disabilities, in SDG 1 No Poverty and SDG 2 Zero Hunger.

Take disability into account in the Spanish Cooperation Master Plans and the different Country Partnership Frameworks (CPF) negotiated.

Develop a Strategy on Disability on Spanish Cooperation.

Work on institutional consolidation through the inclusion of/focus on disability in the different units of the AECID.

Source: Study of the Situation of Disability in Spanish Cooperation Policy of 2012 (AECID/CERMI), contributions from COCEMFE, FOAL and ONCE.



PHOTOGRAPH PROVIDED BY COCEMFE

GUIDELINES FOR THE STRATEGIC PLANNING AND OPERATIONAL PROGRAMMING PHASE

3

Detailed below is the analysis carried out of the situation persons with disabilities with respect to the strategic planning documents of the AECID with the aim of determining the degree of inclusion of disability and proposing recommendations.

3.1. ANNUAL INTERNATIONAL COOPERATION PLANS (PACI) AND ODA MONITORING DOCUMENTS

The *Annual International Cooperation Plan 2012* announced the lines of action of Spanish Cooperation and the monitoring document made no reference to persons with disabilities. Nor did the ODA monitoring document of 2013-2015.

While the PACI 2012 mentoring reports and the ODA 2013-2015 contain specific information on a range of issues through indicators in relation to Gender, Participative Development Good Governance and Human Rights and others, do not contain information on disability despite the fact that there is an indicator on it. Likewise, the reports contain no information in this regard.

3.2. RECOMMENDATIONS IN RELATION TO ODA MONITORING REPORTS

The 5th Spanish Cooperation Plan 2018-2021 represents an opportunity for the inclusion of persons with disabilities and for ensuring that the instruments of cooperation are inclusive and accessible taking into account the existing regulatory frameworks.

TABLE 6. RECOMMENDATIONS FOR ODA MONITORING REPORTS

It would be necessary to dedicate a specific section to disability using information from info@OD and the disability indicator therein in order to estimate the budget assigned, the actions that have been carried out and to evaluate the results of the ODA.

3.3. COUNTRY PARTNERSHIP FRAMEWORKS

With regard to the *Country Partnership Frameworks* (CPFs) in place, which guide geographic cooperation in the country, disability is mentioned in just 42% of cases. In these cases, it is usually a brief generic reference in the analysis or in the CPF objectives. In just three cases was there a specific, concrete measure relating to disability.

TABLE 7. REFERENCES TO DISABILITY IN CPFS

CPF	Reference to Disability	Analysis of situation	Objectives	Contains concrete measures or actions	Contains indicators	Monitoring
Bolivia (2015-2017)	No	No	No	No	No	No
Colombia (2014-2019)	No	No	No	No	No	No
Costa Rica (2011-2015)	Yes	Yes	Yes Social area.	Yes	No	No
Cuba (2014- 2017)	Yes	No	Yes Educa-tion area.			
Ecuador (2014-2018)	Yes Nation-al Plan for Well-being.	No	Yes Focus on Rights. Transversal priority.	Yes as part of diversity.	No	No
El Salvador (2015-2019)	Yes	No	Yes Social inclusion.	No	No	No
Ethiopia (2011-2015)	No	No	No	No	No	No
Philippines (2014-2017)	No	No	No	No	No	No
Guatemala (2013-2017)	No	No	No	No	No	No
Haiti (2015-2017)	Yes	No	Yes Transver-sal priority.	No	No	No
Honduras (2014- 2018)	Yes	No	Yes Transver-sal priority.	No	No	No
Mali (2016-2018)	No	No	No	No	No	No
Morocco (2014-2018)	No	No	No	No	No	No
Mauritania (2014-2017)	No	No	No	No	No	No
Mexico (2011-2015)	Yes	No	Yes Preven-tion area.	No	No	No
Mozambique (2014- 2018)	No	No	No	No	No	No

CPF	Reference to Disability	Analysis of situation	Objectives	Contains concrete measures or actions	Contains indicators	Monitoring
Namibia (2011-2015)	No	No	No	No	No	No
Nicaragua (2015-2017)	No	No	No	No	No	No
Niger (2014- 2016)	No	No	No	No	No	No
Palestine (2015-2017)	No	No	No	No	No	No
Paraguay (2012-2015)	Yes	No	Yes Employment area.	Yes	No	No
Panama (2011- 2014)	Yes	No	Yes Governability area.	No	No	No
Perú (2013-2017)	Yes	Yes Lack of democratic participation.	No	No	No	No
Dominican Republic (2014-2016)	No	No	No	No	No	No
Senegal (2014-2017)	No	No	No	No	No	No
Uruguay (2011- 2015)	Yes	No	Yes Democratic Appropriation Development Strategies and Programmes.	No	No	No

Source: CPF documents of the different countries

The *Manual for the establishment, monitoring and assessment of Partnership Frameworks (2013)*, includes a number of important tips on how to include disability. Follow this manual:

- ✓ In particular it highlights *“Spanish Cooperation’s prioritising of transversal actions, the inclusion of a focus on gender and environmental sustainability and markers of identity, and on the measure allowed in the context, with regard to diversities.”*⁴⁰
- ✓ When preparing the Note on the Concept, the analysis should include a *“breakdown of data by sex and gender analysis, as well as data that reflects the existing diversities in the country, such as indigenous population or disabilities and data on the environmental circumstances of the country, including the impact of climate change on the country.”*⁴¹

- ✓ **Analysis Phase 1:** Once again, as in the previous phases, the analysis document must include *“the breakdown of the data by sex and analysis of gender and diversities in the country, such as for example indigenous populations or persons with disabilities, and data relating to the environmental sustainability of the country.”*⁴²
- ✓ With regard to **alignment**, all the documents of the process and in particular the analysis documents, *“must include a breakdown of data by sex and analysis of gender and reports and if they have data in the country they will also report on other variables that generate double or triple discriminations (ethnicity, disability, sexual orientation, etc.), along with data on the environmental vulnerability of the population.”*⁴³
- ✓ **Phase 1 template.** Analysis of Use of National Systems: Presentation of the systems used, assessment and difficulties found during use. *“Data should be broken down by sex and a gender analysis must be completed, to ensure that there is data on other variables that generate double or triple discriminations (disability, sexual orientation, race-ethnicity, etc...).”*⁴⁴
- ✓ **Elements of the CPF monitoring system:** In Phase I *“the corresponding baseline will be established and the appropriate indicators defined. These may be qualitative or quantitative and must be objectively verifiable, specific, measurable, reachable, realists and refer to a determined period of time. Where reasonably feasible to do so, when drafting general indicators the data may be broken down to consider the transversal focuses that are relevant in each case. Without prejudice to that, a number of specific indicators linked to one or several of those focuses may be established, to consider specific actions on, for example, gender, or programmes to empower indigenous peoples, or persons with disabilities or other group that suffers forms of discrimination or environmental sustainability.”*⁴⁵
- ✓ The document introduces the concept of diversities in all the phases and includes disability.⁴⁶

All of the strategic planning processes begin with a **diagnosis and analysis of the situation** which allows us to identify and analyse the principal problems that the plan looks to tackle. A HRBA would be advisable, taking into account the CRPD and within the framework of the SDGs, asking questions like:

What is the situation of persons with disabilities in the country?

What inequalities are there between genders in this segment of the population?

What policies, strategies and legal frameworks have been adopted to make the rights recognised in the CRPD effective?

What resources are available for this purpose?

Is there a legislative framework against discrimination on the grounds of disability?

What legal or other remedies are available to victims with disabilities in order to obtain compensation in the event that their rights, as recognised in the CRPD, are violated?

What structural obstacles exist? What measures can be adopted to overcome them?

Are there statistical data on the exercise of each of the rights recognised in the CRPD broken down by sex, age, type of disability (physical, sensorial, intellectual or mental), ethnic origin, urban or rural population and other pertinent categories?

Once the causal analysis of the violated rights is completed, we will ask questions to **define and formulate the results**, such as:

What is the purpose we want to achieve? Are our objectives in line with the CRPD and the SDGs in relation to persons with disabilities? If our purposes are not directly aimed at persons with disabilities, how will that affect them? Are they included? Has the principle of accessibility been taken into account? Is technical assistance and the support necessary for inclusion taken into account?

Detailed below is a set of **tools** that apply these concepts to the **methodology template in a practical way to draft the CPFs**, the Country Programme and the cooperation interventions to be carried out by AECID. These should not, strictly speaking, be considered a strict and rigid guide but rather as questions geared towards facilitating the search for certain information and the analysis, applying the CRPD and the results to the SDGs.

General objective of template 0: Establishment. Will provide information on what is being done, how it is being done, what it seeks to achieve and the way to achieve it. Some questions that may asked:

VERIFICATION LIST

PHASE I. ESTABLISHMENT. PHASE 0: NOTE ON CONCEPT

Composition of the Stable Coordination Group

Have the following been included in the Stable Coordination Group? Spanish ONGDs working on the human rights of persons with disabilities; TCO staff with knowledge of the CRPD; embassy staff with knowledge of the CRPD; organisations representing Persons with Disabilities. (Consider the gender balance in representation). ✓✗

Analysis of the Context

Has the reality of persons with disabilities been made visible? ✓✗

Are data broken down by disability in the different areas analysed? ✓✗

Is the reality of women and men with disabilities known from a gender-based approach?

Are data broken down by sex?

Efficiency Agenda

Are there spaces for coordination between donor organisation in relation to disability? Is disability included on the agenda of donor organisations? Does the civil society representative for disability participate? Are multiple or intersectional approaches included in all spaces and agendas? ✓✗

Context of the Country Civil society representative for Persons with Disabilities and Dialogue with the Host Country

Is an environment in which persons with disabilities can fully and effectively participate in the management and participation of public affairs without discrimination and in equal conditions with others actively promoted? ✓✗

Are necessary accessibility measures in place? ✓✗

Are measures included to ensure the introduction of a gender focus?

National Development Plans and Sectoral Plans

What are the country's commitments in relation to the human rights of persons with disabilities? ✓✗

Is the existing national regulatory framework on disability analysed? ✓✗

Is the existing national regulatory framework on disability analysed with regards to other issues such as gender equality, for example?

Does the country have the resources to implement these laws and action plans on disability? ✓✗

What is the degree of participation of persons with disabilities, including women and children with disabilities in the drafting, application and evaluation of legislation and policies? ✓✗

Has a coordination mechanism been established or determined to facilitate the adoption of measures for compliance with the human rights of persons with disabilities? ✔ ✘

Are the necessary accessibility supports and measures for their participation provided? ✔ ✘

What sources of information were used? The concluding observations of the CRPD Committee and other United Nations Committees, official government reports, alternative reports or organisations for persons with disabilities or human rights bodies' reports from Specialised Agencies. ✔ ✘

Interventions and coordination mechanisms of the EC in the Country

Are there Spanish organisations working on the rights of persons with disabilities in the country? ✔ ✘

Are there other civil society organisations (CSOs) actively campaigning for the rights of persons with disabilities in these areas? ✔ ✘

EC stakeholder coordination mechanisms

Have the existing coordination mechanisms fostered the inclusion of disability as part of joint initiatives that facilitate a comprehensive response? ✔ ✘

Are there spaces for coordination of actors that work on issues of disability? ✔ ✘

Do these coordination spaces/mechanisms include a gender focus on issues relating to disability?

Evaluations

Are there specific evaluations on the action in matters of disability? ✔ ✘

Is a gender impact analysis included in the evaluations available? ✔ ✘

Strengths, weaknesses, opportunities and threats of the EC in the Country

Has disability been included in the SWOT analysis? ✔ ✘

Dialogue with partner Country

Have the government institutions responsible for policy on disability been identified? ✔ ✘

And the organisations of persons with disabilities? ✔ ✘

Are there common spaces for dialogue? (e.g. sectoral tables) ✔ ✘

Future vision

Have the principles of the CRPD been included? ✔ ✘

Is there a consensus on that vision with the Organisation of Persons with Disabilities and other stakeholders? ✔ ✘

General objective of template 1: The conditions necessary for the appropriation, alignment and harmonisation as well as intra-EC harmonisation and its competitive adjustment.

VERIFICATION LIST

PHASE I. STAGE 1. ANALYSIS

Appropriation

Are there institutionalised mechanisms for the participation of Organisations of persons with disabilities in the formulation, management and monitoring of public policies? ✔ ✘

Do the government reports and those of the Organisation of persons with disabilities differ? ✔ ✘

Are civil society organisations, especially representatives of persons with disabilities, involved in an active way? ✔ ✘

Are the processes accessible for persons with disabilities? ✔ ✘

Alignment

Do public policies incorporate the principle of accessibility, the gender perspective, the availability of services and the provisions of support mechanisms for the autonomy and inclusion of people with disabilities? ✔ ✘

Are national public policies in line with the CRPD? ✔ ✘

Are the capacities of civil society organisations, especially those representing persons with disabilities, strengthened? ✔ ✘

Use of National Systems

What definition of disability has been used to bring together the data that was analysed?, what impediments were included and what is the “long-term” conceptualization? ✔ ✘

Are there broken down and comparative statistical data available on the efficiency of concrete anti-discrimination measures and the progress achieved to ensure the exercise of each of the rights recognised in the CRPD? ✔ ✘

Have sources such as Human Rights reports, CRPD reports, etc. been used?

Harmonisation between donors

Has the work of other international and multilateral donors on disability been analysed? ✔ ✘

Existing national and regional harmonisation forums

Are the development problems linked in relation to the violation of the Human Rights of persons with disabilities covered at working sessions of donors? ✔ ✘

Regional programmes

Are there regional programmes in relation to the strengthening of the human rights of persons with disabilities? ✔ ✘

PHASE I. STAGE 1. ANALYSIS**Comparative advantages of the EC**

Experience with technical specialisation Has the experience of personnel specialised in human rights and the CRPD been used?

Contribution to the creation of capacities of the country Has it contributed to the construction of an active, participative citizenship aware of their rights?

Synergies Have specific alliances been established that are directly related to the defence and promotion of the human rights of persons with disabilities? Is there a possibility of synergies with other donors specialised in human rights?

Positive results obtained reflected in the assessments carried out. Have the evaluations had positive effects on structural changes and/or the approach between public powers and citizens with disabilities?

Ownership Are the lines of action framed within the National Disability Plan and recommendations assumed in the Universal Periodic Examination and the CRPD Committee?

General objective of template 2: Strategic Decisions. Define with part the strategic guidelines and lines of action for the framework of results with partners, defining the instruments and stakeholders who are going to participate in each of the strategies.

VERIFICATION LIST**PHASE 1. STAGE 2. STRATEGIC DECISIONS****Strategic guidelines on concentration and output**

Have the recommendations of the different UN Human Rights Committees been taken into account in relation to persons with disabilities?

Have their recommendations been incorporated with the priorities?

Are the strategic guidelines aimed at strengthening the capacities of different parties with rights and obligations in relation to disabilities?

Have the existing strategies of organisations representing persons with disabilities been taken into account?

Joint programming with other donors, delegate cooperation, multilateral, programme-based aid and humanitarian action

Are the actions supported on diagnostics and principles based on the CRPD??

Are there mechanisms in place for the participation of persons with disabilities?

Framework of Results

Does the formulation of results allow for positive effects to be shown in terms of progress towards equality and non-discrimination of persons with disabilities?

Has disability been included in the definition of the indicators and the baselines in a transversal manner?

Are the interventions of the EC aimed at promoting equality and non-discrimination of persons with disabilities included?

General objective of template 3: Partnership strategies. Specify, in the Partnership Framework, the resources, efficiency elements of aid, coherence of development policies and the mechanisms for the monitoring and evaluation and accountability.

VERIFICATION LIST**PHASE I. STAGE 3. PARTNERSHIP STRATEGIES****Resources**

Do public policies incorporate the principle of accessibility, the gender focus, equality between women and men with disabilities, the availability of services and the provisions of support for the autonomy and inclusion of people with disabilities?

Were organisations representing persons with disabilities involved in reaching the consensus on the budgetary allocation to the different stakeholders?

Is there a specific budgetary allocation for the application of the CRPD during the execution of the CPF?

Coherence of policies

Are the cooperation actions carried out by Spanish ONGDs in line with the CRPD?

Commitments in relation to efficiency

Are the commitments made based on the obligations of States arising from international human rights law and, specifically, CRPD?

Do they reflect, or take into account, General Observations and recommendations of the regional and UN human rights bodies and the CRPD?

To what extent have the OPD been involved in the decision-making process of the agreements?

Monitoring and assessment system

Are data broken down by disability available and is there adequate analysis of the extent to which the EC contributes to equality and non-discrimination of persons with disabilities and the safeguarding of their rights? Can these data on disability be related with other relevant indicators like sex and age?

Are there organisations specialized in disability involved in these phases?

Accountability

Do the accountability mechanisms meet the provisions of the CRPD?

Source. Preparation based on the AECID manual for the Application of human rights-based approach AECID Guide for the Mainstreaming of the AECID Gender Focus.

3.4. RECOMMENDATIONS FOR THE INCLUSION OF DISABILITY IN THE CPF

Presented below is a summary of the measures for the inclusion of disability in the CPFs.

TABLE 8. SUMMARY OF THE MEASURES FOR THE INCLUSION OF DISABILITY IN THE CPFs.

The inclusion of disability on a sectoral and transversal basis in the “ <i>Manual for the establishment of Country Partnership Frameworks</i> ” or other methodology established for the action.
Incorporate disability throughout the cycle of the Country Partnership Framework (establishing of Partnership Framework, Implementation, Monitoring and Adaptation of CPF, and Evaluation).
Include statistics and data broken down by disability and gender and analysis of the transversal contents and specific or broken down indicators associated with the disability sector in all its phases.
Include empowerment and participation of organisations representing persons with disabilities in both donor countries and receiving countries in the dialogue process.
The participation of experts on disability, where available, on the ground in the Stable Coordination Group, taking balance between the genders into account.
Inclusion in the Mixed Commissions of the permanent participation of persons with disabilities such as the National Disability Councils.
Encourage countries to establish specific policies and action plans that include the principle of accessibility, gender equality in this sector of the population, the availability of services and provision of support for the autonomy and inclusion of persons with disabilities in accordance with the CRPD.
Assign a minimum percentage in the distributed resources matrix for selected transversal priorities, including disability.

Source: Study of the Situation of Disability in Spanish Cooperation Policy carried out in 2012 (AECID/CERMI), contributions from COCEMFE, Fundación CERMI Mujeres, FOAL and ONCE.

3.5. COUNTRY PROGRAMME

Starting with the provisions on in the Country Partnership Framework, principal geographic strategic programming tool is the Country Programme, applied directly to work in partner countries.

It is the instrument of reference for defining the interventions in a country as, once approved the AECID resources allocated must be primarily focussed on achieving the results reflected therein.

At the time of the study, the Country Programmes for **Ecuador, Guatemala, Honduras y Senegal** were all approved. None of these contain outstanding mentions of disability.

In the planning phase, the objective of mainstreaming disability is key to ensuring the strategy of action is sustainable. This can be achieved by:

- ✓ Facilitating the inclusion and strengthening of disability from a HRBA.
- ✓ Incorporating specific elements to achieve equality between the rights of persons with disabilities and the framework for managing results of development, especially products and indicators.

3.6. RECOMMENDATIONS FOR INCLUSION IN THE COUNTRY PROGRAMME (SPECIFIC ACTION AND MAINSTREAMING)

Below is a verification list with questions to be considered both in the drafting of the **Framework of development results** and in the narrative section which will allow for the verification of whether or not disability has been included appropriately. On a complementary basis it is advisable to include a specific section on how the inclusion of disability is to be articulated in the Country Programme.

VERIFICATION LIST

Drafting of results framework	
Have the products of the development results matrix that contribute to equality and non-discrimination of persons with disabilities been identified?	✓✗
Are indicators of disability linked to the products considered?	✓✗
Have the economic resources to ensure the inclusion of persons with disabilities been foreseen?	✓✗
Have the principal risks and threats that might affect progress towards equality and non-discrimination of persons with disabilities been identified?	✓✗
Could the impact or probability of these risks and threats be reduced?	✓✗
Otherwise, are new products or actions considered?	✓✗
Or, has the framework of results been amended in line with these circumstances?	✓✗
Has the impact of gender on the preparation of framework of results been taken into consideration?	

Drafting of the narrative section

Has the most relevant information on the diagnosis of disability in the CPF been considered?	✓✗
Have the causes that limit the participation of persons with disabilities in the different decision making spaces and those that prevent them from benefitting from development actions been considered?	✓✗
Have the necessary accessibility measures and reasonable accommodations been made?	✓✗
Has the disability been effectively included at product level in the prioritised sectors?	✓✗
Where they exist, have data broken down by disability been analysed?	✓✗
And other variables such as sex, age, type of disability, ethnicity-race, sexual orientation, etc.?	✓✗
Have the principal risks and threats to achieve equality of opportunity and non-discrimination of persons with disabilities been analysed?	✓✗
Have joints working spaces been consolidated and promoted for the inclusion of disability with other donors, national and local governments, civil society organisations in the country and all their partners of the AECID?	✓✗
Has the participation of the government institutions responsible for disability policies and civil society organisations, in particular those that represent persons with disabilities, in the dialogue and coordination processes been ensured?	✓✗
Has a monitoring system been established to verify the achievement of the results in the reduction of the inequality gap and the empowerment of persons with disabilities?	✓✗
Is an impact assessment in relation to persons with disabilities among the assessments envisaged? If so, does this assessment include a gender dimension?	✓✗

Source. Preparation based on the AECID manual for the Application of human rights-based approach and AECID Guide for the Mainstreaming of the AECID Gender Perspective.

3.7. ODA SCORECARDS AND MONITORING

Neither the ODA monitoring systems of the EC, nor that of the DAC contain specific scorecards on disability. It is not possible, therefore, to accurately determine the ODA allocated to disability. This system does not allow us to identify the ODA that has been allocated to the promotion of human rights of persons with disabilities, nor to what extent specific actions have been carried out or what efforts have been made towards its mainstreaming in all sectors of Cooperation. This lack of scorecards prevents us from establishing the ODA focussed on gender equality that has had an impact on the sector of the population comprised of persons with disabilities.

It would be necessary for the DAC and the EC to recognise a specific disability scorecard that could be applied on a transversal basis. To respond to this need for information, the info@OD databases contain an indicator that reflects whether or not the action or the project is aimed at “persons with disabilities” among other groups, and may be completed where applicable. However, in most cases this indicator is not completed.

On the other hand this measure does allow us to determine in a general action whether disability has been mainstreamed and indicate whether a specific budget has been allocated to persons with a disability. For example: “*Project for the elimination of violence against women in the rural environment*”, it may be the case that part of the budget dedicated to this project is used to promote accessibility measures from which women with disabilities might benefit. However, it is not possible to determine that. As a result, there are many difficulties in estimating the budget allocated to persons with disabilities and to identify the projects carried out.

The 2030 Agenda contains **7 goals with specific references** to persons with disabilities. Moreover, there are also **6 targets that refer to populations in situations of vulnerability**, among them persons with disabilities, as established in the preamble. Finally, **other targets are universal and another two have the objective of ending discrimination**, which is why they must also be met for persons with disabilities. The 2030 Agenda highlights how *in order to fulfil the SDGs it is necessary to data on disability*.

The table below shows a panel that lists DAC-CRS Sectors and SFG targets that refer to disability included in SDG, together with the corresponding articles of the CRPD with which they comply.

TABLE 9. SDG AREAS AND TARGETS RELATIONSHIP DAC-SECTORS CRS SDG-CRPD TARGETS

SDG 1. End poverty in all its forms everywhere			
CRS		SDG-TARGET	CRPD
16010	Social security and social services	Target 1.3: Implement nationally appropriate social protection systems for all persons , including minimum levels, and, by 2030, achieve substantial coverage of the poor and the vulnerable .	Art. 5. Equality and no 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. 28 Social Protection Art. 31. Statistics and data collection Art. 32. International Cooperation

SDG 2. End hunger, achieve food security and improved nutrition and promote sustainable agriculture

CRS	SDG-TARGET	CRPD
12240	Basic nutrition	Target 2.1: By 2030, end hunger and ensure access by all people, in particular the poor and people in vulnerable situations , including infants, to safe, nutritious and sufficient food all year round.
		Art.5. Equality and no discrimination Art. 6. Women with disabilities Art.7. Boys and girls with Disability Art.9. Accessibility Art. 12. Equal recognition before the law Art. 28 Social Protection. Art. 31. Compiling of data and statistics Art. 32. International Cooperation

SDG 3. Ensure healthy lives and promote well-being for all at all ages

CRS	SDG-TARGET	CRPD
12220	Basic sanitary assistance	Target 3.2: By 2030, end preventable deaths of new-borns and children under 5 years of age, with all countries aiming to reduce neonatal mortality to at least as low as 12 per 1,000 live births and under-5 mortality to at least as low as 25 per 1,000 live births.
13010	Population policy and administrative management	Target 3.7: By 2030, ensure universal access to sexual and reproductive health-care services, including for family planning, information and education, and the integration of reproductive health into national strategies and programmes
13020	Reproductive health assistance	
13030	Family planning	
13040	STD control including HIV/AIDS	
13081	Personnel development for population and reproductive health	
12110	Health policy and administrative management	Target 3.8: Achieve universal health coverage , including financial risk protection, access to quality essential health-care services and access to safe, effective, quality and affordable essential medicines and vaccines for all

SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

CRS	SDG-TARGET	CRPD
11220	Primary education	Target 4.1: By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes
11320	Secondary education	
11240	Early childhood education	Target 4.2: By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education
11420	University education	Target 4.3: By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university
11430	Advanced technical and managerial training	
11320	Secondary education	Target 4.4: By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship
11110	Education policy and administrative management	Target 4.5: By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities , indigenous peoples and children in vulnerable situations.
11120	Education facilities and training	
11130	Teacher training	
11182	Educational research	
11220	Primary education	
11230	Basic life skills for youth and adults	
11240	Early childhood education	
11320	Secondary education	
11330	Vocational training	
11420	University education	
11430	Advanced technical and managerial training	

11220	Primary education	Target 4.6: By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy.	Art. 3. General principles
11230	Basic life skills for youth and adults		Art. 4. General obligations
11240	Early childhood education		Article 5. Equality and non-discrimination
11120	Education facilities and training		Art. 6. Women with disabilities Art.7. Children with disabilities Art. 8. Awareness-raising Art.9. Accessibility Art. 16. Freedom from exploitation, violence and abuse Art. 24. Education Art. 27. Work and employment Art. 31. Statistics and data collection Art. 32. International cooperation

SDG 5. Achieve gender equality and empower all women and girls

CRS	SDG-TARGET	CRPD
15180	Ending violence against women and girls	Target 5.2: Eliminate all forms of violence against all women and girls in the public and private spheres, including trafficking and sexual and other types of exploitation
13010	Population policy and administrative management	Target 5.6: Ensure universal access to sexual and reproductive health and reproductive rights as agreed in accordance with the Programme of Action of the International Conference on Population and Development and the Beijing Platform for Action and the outcome documents of their review conferences
13020	Reproductive health assistance	
13030	Family planning	
13040	STD control including HIV/AIDS	
13081	Personnel development for population and reproductive health	

SDG 6. Ensure availability and sustainable management of water and sanitation for all

CRS	SDG-TARGET	CRPD
14021	Water supply and sanitation - large systems	Target 6.1: By 2030, achieve universal and equitable access to safe and affordable drinking water for all
14031	Basic drinking water supply and basic sanitation	
14022	Sanitation - large systems	Target 6.2: By 2030, achieve access to adequate and equitable sanitation and hygiene for all and end open defecation, paying special attention to the needs of women and girls and those in vulnerable situations
14032	Basic sanitation	

SDG 7. Ensure access to affordable, reliable, sustainable and modern energy for all

CRS	SDG-TARGET	CRPD
23110	Education policy and administrative management	Target 7.1: By 2030, ensure universal access to affordable, reliable and modern energy
23181	Energy education/ training	
23182	Energy research	Art.9. Accessibility Art. 28 Social Protection Art. 31. Statistics and data collection Art. 32. International cooperation
23183	Energy conservation and demand-side efficiency	
23210	Energy generation, renewable sources – multiple technologies	
23220	Hydro-electric power plants	
23230	Solar energy	
23240	Wind energy	
23250	Marine energy	
23260	Geothermal energy	
23620	Heating and refrigeration distribution	
23630	Transmission and distribution of electrical energy	
23640	Gas distribution	

SDG 8. Promote the sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all

CRS	SDG-TARGET	CRPD
16020	Employment policy and administrative management	Target 8.5: By 2030, achieve full and productive employment and decent work for all women and men, including for young people and persons with disabilities, and equal pay for work of equal value

SDG 9. Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation

CRS	SDG-TARGET	CRPD
22040	Information and communication technology (ICT)	<p>Target 9.C: Significantly increase access to information and communications technology and strive to provide universal and affordable access to the Internet in least developed countries by 2020</p> <p>Art. 5. Equality and non-discrimination Art. 6. Women with disabilities Art.7. Children with disabilities Art.9. Accessibility Art. 12. Equal recognition before the law Art. 20. Personal mobility Art. 21. Freedom of expression and opinion, and access to information Art. 27. Work and employment Art. 31. Statistics and data collection Art. 32. International cooperation</p>

SDG 11. Make cities and human settlements inclusive, safe, resilient and sustainable

CRS	SDG-TARGET	CRPD
16030	Housing policy and administrative management	<p>Target 11.1: By 2030, ensure access for all to adequate, safe and affordable housing and basic services and upgrade slums.</p>
16040	Low-cost housing	
21010	Housing policy and administrative management	<p>Target 11.2: By 2030, provide access to safe, affordable, accessible and sustainable transport systems for all, improving road safety, notably by expanding public transport, with special attention to the needs of those in vulnerable situations, women, children, persons with disabilities and older persons.</p> <p>Art. 4. General obligations Art. 5. Equality and non-discrimination Art. 6. Women with disabilities Art.7. Children with disabilities Art.9. Accessibility Art. 11. Situations of risk and humanitarian emergencies Art. 16. Freedom from exploitation, violence and abuse Art. 20. Personal mobility Art. 28 Social Protection. Art. 31. Statistics and data collection Art. 32. International cooperation</p>
21020	Road transport	
21030	Rail transport	
21040	Water transport	
21050	Air transport	
21061	Storage	
21081	Education and training in transport and storage	

14010	Water sector policy and administrative management	<p>Target 11.5: By 2030, significantly reduce the number of deaths and the number of people affected and substantially decrease the direct economic losses relative to global gross domestic product caused by disasters, including water-related disasters, with a focus on protecting the poor and people in vulnerable situations.</p> <p>Art. 4. General obligations Art. 5. Equality and non-discrimination Art. 6. Women with disabilities Art.7. Children with disabilities Art. 8. Awareness-raising Art.9. Accessibility Art. 11. Situations of risk and humanitarian emergencies Art. 12. Equal recognition before the law Art. 16. Freedom from exploitation, violence and abuse Art. 20. Personal mobility Art. 21. Freedom of expression and opinion, and access to information Art. 23 Respect for home and the family Art. 24. Education Art.25. Health Art. 27. Work and employment Art. 28 Social Protection Art.29. Participation in political and public life Art. 31. Statistics and data collection Art. 32. International cooperation</p>
14015	Water resources conservation	
14020	Water supply and sanitation - large systems	
14021	Water supply - large systems	
14022	Sanitation - large systems	
14030	Basic drinking water supply and basic sanitation	
14031	Basic drinking water supply and basic sanitation	
14032	Basic sanitation	
14040	River basins' development	
14050	Waste management / disposal	
14081	Education and training in water supply and sanitation	
43030	Urban development and management	<p>Target 11.7: By 2030, provide universal access to safe, inclusive and accessible, green and public spaces, in particular for women and children, older persons and persons with disabilities</p>

SDG 16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels

CRS	SDG-TARGET	CRPD
15130	Legal and judicial development	Target 16.3: Promote the rule of law at the national and international levels and ensure equal access to justice for all
15150	Democratic participation and civil society	Art. 1. Purpose Art. 4. General obligations Art. 5. Equality and non-discrimination Art. 6. Women with disabilities Art.7. Children with disabilities Art.9. Accessibility Art. 10. Right to life Art. 12. Equal recognition before the law
13010	Population policy and administrative management	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. 18. Liberty of movement and nationality Art. 31. Statistics and data collection Art. 32. International cooperation

SDG 17. Strengthen the means of implementation and revitalize the global partnership for sustainable development

CRS	SDG-TARGET	CRPD
16062	Statistical capacity building	Target 17.18: By 2020, enhance capacity-building support to developing countries, including for least developed countries and small island developing States, to increase significantly the availability of high-quality, timely and reliable data disaggregated by income, gender, age, race, ethnicity, migratory status, disability , geographic location and other characteristics relevant in national contexts

Source: Prepared by the authors based on information from AECID, DAC and The Disability Indicators: SDG Advocacy Toolkit, developed by the United Nations, IDA and IDDC.

3.8. RECOMMENDATIONS IN RELATION TO ODA SCORECARDS AND MONITORING

Established below are various measures that could prove useful in the planning, development and monitoring of the ODA in relation to persons with disabilities:

TABLE 10. RECOMMENDATIONS IN RELATION TO ODA AND DISABILITY SCORECARDS AND MONITORING

It would be necessary to propose the recognition by the DAC of a specific disability scorecard that could be applied on a transversal basis. Given the transversal nature of disability to respond to this need for information, the info@OD databases contain an indicator on “persons with disabilities” which must be consistently marked when ODA is allocated to persons with disabilities.

There must be an attempt to identify the budgetary component that is allocated to persons with disabilities for each target to assess the status of compliance with the SDGs.

When ODA is allocated to a general action, break down the budgetary component that is allocated to the disabled population or the provision made for accessibility measures so that this budgetary component can be scored using the same indicator “*persons with disabilities*”.

Source: Study of the Situation of Disability in Spanish Cooperation Policy of 2012 (AECID/CERMI), contributions from COCEMFE, FOAL and ONCE.

3.9. STRATEGIC PLANNING BY SECTORS

Gender Development Strategy (2007)

(Please see section 6. Toolbox: 6.4. Reference Framework for the Rights of Women and Girls With Disabilities Art.6).

Strategy for Cooperation with Indigenous Peoples (2007)

This framework does not include any priority action for persons with disabilities.

Recommendation:

It is necessary to “*mainstream*” disability in this context, given that a percentage of the indigenous population also have disabilities, tackling a situation of multiple discrimination.

Strategy to Combat Hunger (2007)

“The situation of special vulnerability of persons with disabilities due to their lack of access to food” is recognised. For these populations, it is stated that “the modest progress made in production or income can have significant impacts in the consumption of food and life expectancy.”

It is indicated that “the focus of efforts on these populations allows for modest investments to have an important impact on reducing food scarcity.” It also highlights “the large number of impairments and illnesses that arise from lack of access to adequate food and nutrition.”

Recommendation:

Article 28 of the CRPD recognises the right of persons with disabilities to an adequate standard of living for themselves and their families, including adequate food, clothing and housing, and to the continuous improvement of living conditions. The appropriate steps to safeguard and promote the realization of this right without discrimination on the basis of disability shall be taken.

Culture and Development Strategy (2007)

The document does not include any specific mention of persons with disabilities. However, it does indicate the need for culture and communication to be based on the maximum diversity of creative voices and be accessible to all society. It highlights, as a priority action, the creation of mechanisms to guarantee access to information, local heritage, the internet, cultural activities and corporate cooperation.

It points out that capacity building and knowledge generation in areas related to cultural rights and participation in matters related to cultural rights and the participation of groups in vulnerable situations in cultural activities are vital.

Recommendation:

Article 30 of the CRPD on Participation in cultural life, recreation, leisure and sport, and Article 21 on freedom of expression and opinion and access to information to achieve personal development and inclusion in the community recognise the right of persons with disabilities to participate in cultural life under equal conditions to others and the need to adopt all the pertinent measures. It is necessary to ensure that persons with disabilities can develop and use their creative, artistic and intellectual potential not only to their own benefit but also to enrich society. Persons with disabilities must have access to cultural material in accessible formats; to television programmes, movies, theatre and other cultural activities in accessible formats; to places where performances or cultural services are offered. The necessary measures shall be adopted to ensure that persons with disabilities can participate on an equal basis with others, in cultural life, recreation, leisure and sport.

Health Strategy (2007)

It is governed by the principle of non-discrimination on the basis of disability. It includes strategic lines on the strengthening of research and development (R&D) in health. To do so, it points out “the importance of strengthening the development of analytical instruments and R&D methodologies that allow the integration of equality, disability, poverty, gender and intercultural questions in health research. The development of health indicators sensitive to gender and indigenous peoples, and obtaining data on disability and other factors, is fundamental”.

It also states that “all development cooperation actions, including those in the health sector, must pay special attention to the most vulnerable sectors of the population and who suffer most acutely from social exclusion and marginalisation, including persons with disabilities”.

“The health policies and plans should include support for actions aimed at procuring medical, psychological and sociological attention for the rehabilitation and integration of patients and persons with disabilities. It proposes supporting the health system in the removal of the barriers that these persons encounter in the access to services, especially economic barriers establishing equitable financing systems that protect these populations vulnerable to the economic impact of the illness. The strengthening of social security systems and public pension systems will also be supported.”

It recognises that “the consequences of violence are manifest in the form of physical damage, injury or permanent disabilities and unwanted pregnancies as well as fear, anxiety, depression, nutritional problems and sexual dysfunctions among other mental problems. It points out the greater need for the education and empowerment of women to eliminate the link between poverty and disability”.

Recommendation

According to Article 25 of the CRPD, States Parties shall take all appropriate measures to ensure access for persons with disabilities to health services that are gender-sensitive, including health-related rehabilitation. In particular, States Parties shall: a) Provide persons with disabilities with the same range, quality and standard of free or affordable health care and programmes as provided to other persons, including in the area of sexual and reproductive health and population-based public health programmes; b) Provide those health services needed by persons with disabilities specifically because of their disabilities, including early identification and intervention as appropriate, and services designed to minimize and prevent further disabilities, including among children and older persons; c) Provide these health services as close as possible to people’s own communities, including in rural areas; d) Require health professionals to provide care of the same quality to persons with disabilities as to others, including on the basis of free and informed consent by, inter alia, raising awareness of the human rights, dignity, autonomy and needs of persons with disabilities through training and the promulgation of

ethical standards for public and private health care; e) Prohibit discrimination against persons with disabilities in the provision of health insurance, and life insurance where such insurance is permitted by national law, which shall be provided in a fair and reasonable manner; f) Prevent discriminatory denial of health care or health services or food and fluids on the basis of disability.

Education Strategy (2007)

(Please see section 6. Toolbox: 6.2. Reference framework of the Right to Inclusive Education Art. 24)

Democratic governability strategy, citizen participation and institutional development (2008)

No mention of persons with disabilities, even though it makes reference to the Master Plan, which considers the increase in human capacity, establishing the coverage of basic needs and the protection of vulnerable communities as a sectoral priority.

Recommendation:

Reference to the empowerment and political and social participation of persons with disabilities, in accordance with SDG 16, as active citizens, generating wealth and their inclusion being key in achieving greater democratic governability and citizen participation, as well as institutional development. That is all expressed in the CRPD as part of Article 12, on equal recognition before the law. And Article 29 on the participation in political and public life, guaranteeing to persons with disabilities political rights and the opportunity to enjoy them on an equal basis with others for which it is necessary to apply the principle of accessibility and reasonable accommodations.

Spanish Cooperation Strategy for Education for Sustainable Development (2007)

Includes the principle of non-discrimination on the basis of disability.

In terms of social and political impact, it proposes support for policies and programmes in the public sphere and civil society organisations, such as programmes for the social integration of persons with disabilities with a gender perspective.

Recommendation:

The “*mainstreaming*” of disability in all Development Education actions for promoting awareness (Article 8 of the CRPD) of persons with disabilities in cooperation for development and promotion of those included in general programmes.

Multilateral Development Cooperation Strategy (2007)

Mentions disability in relation to joint work with UNICEF, when explaining that its mandate covers: “*promote the special protection of the most disadvantaged children (victims of war, disasters, poverty and all forms of violence and exploitation, and children with disabilities)*”.

The Strategic Partnership Framework with **UNWomen (2015-2016)** includes a Programme Document that establishes the common objectives of promoting women’s rights and gender equality and establishes compliance with the CRPD as a common priority.

The Strategic Partnership Framework with the **United Nations Development Programme (UNDP) (2015-2016)** does not mention disability although it does express the need to incorporate a transversal human rights-based approach.

The **Strategic Partnership Framework with the United Nations Population Fund (UNFPA)** considers the CRPD a governing principle and within the framework of results “*O3: Promote gender equality, social inclusion and non-discrimination in favour of groups in special situations of vulnerability, particularly indigenous peoples and persons with disabilities.*”

Peace Building Strategy (2007)

The concept of Peace Building (PB) includes the prevention of violent conflict, crisis management, conflict resolution and consolidation of peace. Consequently, it is part of peace building, which is understood as a permanent task that affects all sectors of society. The document does not specifically consider persons with disabilities.

Recommendations:

According to Article 11 of the CRPD, the States Parties shall take, in accordance with their obligations under international law, including international humanitarian law and international human rights law, all necessary measures to ensure the protection and safety of persons with disabilities in situations of risk, including situations of armed conflict, humanitarian emergencies and the occurrence of natural disasters.

Humanitarian Action Strategy (2007)

(See section Specific Guidelines 4.1. Humanitarian Action)

Spanish Cooperation Strategy for the Environment and Sustainable Development

Contains no mention of disability.

Recommendation:

Persons with disabilities should also be part of sustainable development. Environmental degradation has a greater impact on poorer people and among them are people with disabilities. Universal accessibility should be a guiding principle in areas that mention strategy such as water and sanitation, basic habitability, environmental health, energy and transport. A participative approach must include organisations representing people with disabilities.

Strategy for Economic Growth and Promotion of the Business Fabric (2011)

(Please see section 6. Toolbox: 6.3. Reference Framework for the Right to Work and Employment Art. 27)

Education Strategy (2015)

The Strategy states that it is estimated that *one in every 20 children the age of 14 in the world live with either a moderate or severe disability. Around 93 million. More than 90% of those who live in developing countries do not go to school* (page 16).

It points out that *“the Convention on the Rights of Persons with Disabilities (2006) offers a regulatory and institutional framework of reference”* (page 19).

The conceptual framework introduces the principle of non-discrimination which states that *“children must not be discriminated against on the basis of nationality, sex, ethnicity, religion, physical or mental disability or any other diversity, whether it is geographic, rural-urban or a condition of class or occupation”* (page 22).

The framework of actions establishes:

OBJECTIVES	STRATEGIC LINES	PRIORITY ACTIONS
GUIDELINE 1: DEMOCRATIC GOVERNABILITY OF INFANCY	SL1.2.1 Foster the adoption of public policies in partner countries that promote the guarantee of infants’ rights (provision, protection and participation).	Creation and strengthening of databases that collect data broken down by age, sex, ethnicity, degree of disability , etc., and data on infancy in these countries.
GUIDELINE 2: REDUCTION OF VULNERABILITY AND PROMOTION OF SOCIAL COHESION, GUARANTEE OF BASIC SOCIAL SERVICES	SL2.3.3 Guarantee equitable and universal access to comprehensive quality health and social protection services for children and mothers.	Guarantee specialised attention of health services: disability , sexual and reproductive health, infant nutrition, growth and nutritional monitoring, vaccination, pregnancy and birth, the prevention of violence, abuse and mistreatment, etc.
	SL2.3.4 Ensure universal coverage for vaccination.	
GUIDELINE 3: EDUCATION	SL2.4.1 Improve universal access to education and basic training.	Support for programmes that pursue access to, and completion of, studies at different levels of basic education (early childhood education, primary and secondary education) attending to specific needs with a special focus on the most vulnerable sections of the population and those who suffer discrimination, as well as minorities and indigenous communities. Measures to eliminate discrimination on the basis of sex, race, ethnicity, religion, language, class, national origin, age disability , sexual orientation or any other factor that might be the basis of discrimination.
	SL2.4.2 Improve equality in education, elimination of inequalities and disadvantages in access to and quality of education on the basis of the sex, capacity or socioeconomic background or cultural, linguistic or ethnic background of the person, attending, on a priority basis, to the situation of inequality faced by girls and women, ,minority children and persons with disability and with <i>“special education needs”</i> .	Access and permanent status of persons with disability and with <i>“special education needs”</i> in basic education.
WATER AND SANITATION	SL2.5.2. Guarantee equitable and non-discriminatory access , on the basis of age, to sustainable water and sanitation services and improve hygiene habits.	Provide the infrastructures and technology that guarantees the supply sufficient and safe clean water for consumption and adequate sanitation facilities, namely in homes and education centres, taking into account the <i>“special needs”</i> of children with disabilities .

Within the **minimum steps** for cooperation action with infancy and transversal priorities and the human rights of infancy, the following stands out: Non-discrimination: children must not be discriminated against on the basis of their nationality, age, sex, ethnicity, religion, **disability** or any other status that they or their parents hold.

In all actions relating to the defence of Human Rights within the framework of Spanish Cooperation, the inclusion of the governing principles of the Convention on the Rights of the Child (UNCRC) and, at formal level, Spanish Cooperation commits to: *promoting the universal ratification of the UNCRC and its Optional Protocols, the CEDAW, the CRPD, the International Convention on the Elimination of All Forms of Discrimination.*

Intervention steps: *Separate the collection and reporting of data on infancy and adolescence by gender, location, age, wealth quintile, ethnicity and **disabilities**.*

*Support the fight against traditional practices that are damaging to infancy and against all forms of exploitation and abuse with special focus and/or a **disability**, crossed with discrimination on the basis of ethnicity or culture.*

Source. Own source, based on the Infancy Strategy of 2015.

3.10. CALLS FOR SUBSIDIES FOR DEVELOPMENT COOPERATION INTERVENTIONS

Subsidies for NGDO Projects year 2017

The only mention of persons with disabilities in this call for subsidies, included in the *Terms*⁴⁷ and in the *User Manual for compliance with the subsidies request for cooperation projects, 2017*, is the inclusion of **persons with disabilities** on the collective target scorecard.

NGDO Conventions

According to the regulation in order to subscribe conventions, NGDOs must be qualified. No disability NGDO is qualified as, according to the declarations of the disability NGDOs, the specifications of these organisations are not taken into account. These do not consider large structures or fulfil the financial requirements requested. Other general NGDOs are qualified and have signed conventions for actions in relation to persons with disabilities (See section 5.4.).

In relation to disability, the *Self-assessment Manual for Accreditations a Qualified NGDO*⁴⁸ establishes scoring under the criteria “Presence of personnel with disabilities” in accordance with Article 42 of Spanish Royal Legislative Decree 1/2013, of 29 November, approving the Recast Text of General Law on the Rights of Persons with disabilities and their social inclusion. This establishes that: “*For those companies (and NGDOs) with a staff of 50 or more full time employees on permanent contracts, it is compulsory to hire persons with disabilities to cover at least 2% of positions*”.

Call for Subsidies for Humanitarian Action Projects

According to the terms of the Call⁴⁹ it is stated, among others, that subsidies shall be allocated to interventions that contribute to the protection of the populations most affected, with a special focus on “*the most vulnerable*”, and ensuring respect for International Humanitarian Law, Human Rights and International Law on Refugees. Similarly, all interventions must be prioritised for persons in the most vulnerable situations: minors and especially those unaccompanied, women in vulnerable situations, victims of sexual violence, victims of gender-based violence, victims of human trafficking, refugees, those displaced internally and other persons under the mandate of the UNHCR, “*persons with functional diversity*” and older adults.

Also in the user manual, to fulfil the request for subsidies for humanitarian action projects, included within the scorecard for the collective target is a reference to “*persons with functional disability*”.

Call for subsidies for development innovation projects year 2017

The purpose of the call⁵⁰ is to finance the projects that foster innovative solutions already developed and successfully tested to pilot level in Spanish Cooperation's Partner Countries, with the aim of applying them and demonstrating the possibility of replicating them on a larger scale in search of a positive and significant impact on the life conditions of the “*most disadvantaged*” and on social cohesion.

With regard to the section on the **application of the innovative solution** it is species the requirement for: “*A qualitative and quantitative description (it is recommended to provide a breakdown by gender and **vulnerable groups, those suffering exclusion or at risk of suffering exclusion** in relation to identity or status: ethnic diversity, sexual orientation, gender identity, infancy, youth, old age, **persons with disabilities**, displaced persons and/or refugees, diversity of religious orientation or differences between the urban and rural population, among other diversities and/or identified vulnerable persons).*”

Call for selection procedure of collaborating entities for the development of capacity building and technical training for the INTERCOONECTA Plan

The Guide for the Submission of Requests includes disability as part of the transversal focus and states that the request should indicate: 1. The relevance and 2. The type of impact that the action has on persons with disabilities.

The INTERCOONECTA Plan document contains a mention of diversity that covers persons with disabilities and is one of the priorities of the creation of networks:

“Reinforcing a results-oriented approach to Development Results in the activities covering fundamental transversal aspects for development (diversity, gender, environment) and considering experiences that clearly incorporate the perspective of communities that are to be benefitted from development.”

3.11. RECOMMENDATIONS IN RELATION TO CALLS

TABLE 11. RECOMMENDATIONS IN RELATION TO CALLS

RECOMMENDATIONS:
In the assessments of the projects and NGDO agreements, the focus on disability and the accessibility of each proposal must be used among the criteria.
In relation to the terminology, it is observed that on numerous occasions projects are financed which refer to “disabled persons”, “deaf and dumb”, “handicapped”, “physically, intellectually and mentally disabled”, “mentally ill”, “disability condition” and “deficient”. Terms such as “persons with functional diversity”, “persons with other abilities” and “differently abled” are also used. The term “persons with disabilities” should be used as the other terms are derogatory or are euphemisms that generate confusion, legal insecurity and reduce the protection that is still necessary. The term “persons with disabilities” is the official term used in the <i>United Nations Convention of the Rights of Persons with Disabilities and in the 2030 Agenda for Sustainable Development</i> .
It would be necessary for the focus of disability to be found at all phases of the calls, both in the terms and the manuals through guidelines on how to include disability in the forms and in the execution and evaluation of the actions.
Those initiatives that do not include persons with disabilities and are not accessible should not be financed. In this sense, we must be especially strict with projects that include construction and/or remodelling.
NGDOs for persons with disabilities dedicated exclusively to development cooperation do not enter into agreements with the AECID as they do not have large structures nor do they comply with the relevant financial requirements. In this regard, it is considered necessary to assess other parameters such as experience, specialisation and know-how. It would be necessary to be flexible with criteria or provide for the possibility that the NGDOs present joint projects for the execution of agreements. This would facilitate greater stability of the NGDOs and long-term planning of their actions, as well as greater strength and unity of action.
The website, the platform for requesting the call documents and communications must follow universal accessibility criteria, which guarantee access to information and the formulation and monitoring of projects for all persons.

Source: Study of the Situation of Disability in Spanish Cooperation Policy carried out in 2012 (AECID/CERMI), contributions from COCEMFE, Fundación CERMI Mujeres, FOAL and ONCE.

3.12. GRANTS AND ASSISTANCE FOR EDUCATION, TRAINING AND RESEARCH AND MAEC-AECID LECTURESHIPS

Call for MAEC-AECID Art, Education and Culture Grants Programme

- ✓ “Training collaboration at offices of partner Academies of Royal Spanish Academy (RAE)”
- ✓ “Excellence in musical training for citizens of Spanish Cooperation’s priority countries receiving official development aid at the Reina Sofía School of Music”
- ✓ “Master’s for civil servants and public system personnel in priority countries for Spanish Cooperation”

The documents relating to the call for grants⁵¹ contain no specific information on disability. The same occurs with the resolution referring to the granting of lectureships.⁵² **GIVEN THE SITUATION OF INEQUALITY AMONG PERSONS WITH DISABILITY, IT WOULD BE ADVISABLE to enter positive action measures to promote the participation of persons with disabilities in said programmes, taking into consideration balance between men and women.**

RECOMMENDATIONS:

Consider the provisions established in Law 26/2011, of 1 August, transposing the Convention on the Rights of Persons with Disabilities, on what is understood as equality of opportunities. **Article 1**“... the absence of all discrimination, direct or indirect, on the grounds or on the basis of disability, including any distinction, exclusion or restriction on the basis of disability which has the purpose or effect of impairing or nullifying the recognition, enjoyment or exercise, on an equal basis with others, of all human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field. **Equality of opportunity means the adoption of positive action measures geared towards preventing or compensating the disadvantages of a person with disability in order to fully participate in political, economic, cultural and social life**”

Royal Legislative Decree 1/2013, of 29 November, which approves the Recast Text of the General Act on the Rights of the Persons with Disabilities and their Social Inclusion, establishes:

Article 67. Positive action measures.

“The public powers shall adopt positive action measures to benefit persons with disabilities susceptible to being subjected to a greater degree of discrimination...”

Article 68. Content of positive action measures and equality of opportunity measures.

“Positive action measures may consist of complementary support and more favourable standards, criteria and practices.”

SPECIFIC GUIDELINES ON DIFFERENT AREAS OF ACTION



PHOTOGRAPH PROVIDED BY ONCE

4.1. HUMANITARIAN ACTION

In 2017, Spain subscribed the Charter for the inclusion of persons with disabilities in Humanitarian Action⁵³, an initiative arising from the World Humanitarian Summit held in Istanbul in 2016, and seeks to make humanitarian action more inclusive for persons with disabilities and to promote the protection, security and respect for dignity of this group. In particular, it defends their right of access to the humanitarian response, on the basis of the principle of non-discrimination, taking different factors such as gender, age and membership of a minority into account and underlining the need to pay special attention to the situation of women and girls in order to protect them from physical and sexual abuse and all other forms of abuse and exploitation. The Charter has been subscribed by more than 150 humanitarian stakeholders between States, international bodies and NGOs including the European Commission, OCHA, UNICEF, UNHCR, WFP and 10 Member States of the European Union.

The AECID developed its own *Humanitarian Action Strategy in 2007*, recently evaluated. It is also envisaged that Spanish Cooperation will publish a new Humanitarian Action Strategy in 2018. The 2007 strategy highlighted the principle of non-discrimination for reasons of disability and the importance of humanitarian action is non-discriminatory. At the same time, the emphasis is placed on how Humanitarian Action must be carried out from the defence of human rights. Providing special attention to groups in situations of greater vulnerability such as persons with disabilities. To do so, it is necessary to use monitoring and early alert mechanisms, presenting broken down data on each of the groups considered most vulnerable, persons with disabilities being one of such groups.

It called for the drafting of *Regional Plans for Disaster Preparation and Response*, involving civil society institutions as transmitters of the concerns, needs and expectations of the affected population as a whole, such as persons with disabilities.

In this context, persons with disabilities represent an important number of the population, finding themselves in a situation of special vulnerability. The necessary measures must be taken to guarantee the security and protection of persons with disabilities as established in Article 11 of the CRPD. To do that, the inclusion of specific protocols is important for persons with disabilities in the process of peace building and humanitarian action. Article 11 states:

Article 11.

Situations of risk and humanitarian emergencies

According to Article 11 of the CRPD, States Parties shall take, in accordance with their obligations under international law, including international humanitarian law and international human rights law, all necessary measures to ensure the protection and safety of persons with disabilities in situations of risk, including situations of armed conflict, humanitarian emergencies and the occurrence of natural disasters.

In line with the *4th Master Plan for Spanish Cooperation 2013-16*, the Humanitarian Action Office of the AECID has fostered contributing to a quality humanitarian response (Strategic Guideline 7). It offers, therefore, a response based on humanitarian needs, prioritising interventions in favour of vulnerable populations such as minors and adolescents, **persons with disability**, older persons and single women at the head of households as extremely vulnerable groups, in priority intervention areas (Report on Multilateral Cooperation, 2013).

In 2017, via bilateral cooperation, the AECID provided 285,000 euros, as part of a bilateral cooperation action, to a project of the Spanish Red Crescent and Red Cross (**MLRA – CRE**) with the title: *“Nutritional support and improvement of habits for persons with special needs in Saharan refugee camps”*. Its aim is to improve the health situation of persons with disabilities through improving nutrition coupon programme and adapted physical activities along with the raising of awareness to improve healthy habits. The beneficiary population is made up of 175 persons with disabilities who live with their families, resident in the 5 wilayahs of the Sahrawi refugee camps. The identification of persons with disabilities from three years of age. The project is the continuation a pilot project financed in 2014 (within the framework of a broader project) aimed at minors with disabilities.

Within the context of the Syrian crisis, persons with disabilities are defined in the 2016-2017 context strategy as groups in vulnerable situations and, therefore, prioritised from the start of the humanitarian action. In this regard, in 2016, €550,000 in funding was provided to the NGDO, **Movimiento por la Paz (MPDL)** for the project *“Improvements to protection systems and resilience of the Syrian population, in particular vulnerable groups: children, women and persons with disabilities”* which aims to improve the life conditions of the Syrian refugee populations in Amman, Mabada, Mleh and Zarka through the creation of safe spaces to work with children and persons with disabilities so that they can participate in their own development starting with the protection system.

In 2017, as part of the Humanitarian Actions, €600,000 of funding was approved for a project of the NGDO **Alianza por los Derechos, la Igualdad y la Solidaridad Internacional**, for the strengthening of mechanisms for the protection of females survivors of gender-based violence affected by the Syrian crisis in Jordan. The project aims to respond to the humanitarian needs of the Syrian refugee population and vulnerable Jordanian

population, with a special focus on women and girls and persons with disabilities, in the Governorates of Jerash and Ajloun. The project has a referral system for the protection of persons with disabilities and personnel who work in the clinic of Ajloun and the mobile clinic will receive training in treating this population.

The AECID has signed up to collaboration agreements with the **Fundación Promoción Social de la Cultura (FPSC)**. In 2010 it signed up to a 4-year Agreement in Lebanon, Syria, Jordan and Egypt, in relation to the improvement of accessibility to physical spaces, accessibility to employment and accessibility to virtual services. There was another in Palestinian Territories to improve the quality of Primary and Secondary teaching and, finally, in the Democratic Republic of Congo for the improvement in the quality of teaching with real attention on the teacher training in public and private education. In 2015, a project was carried out to improve the mental health response through sanitary services and support for humanitarian stakeholders in the Lebanon.

At present a group project is being prepared with APS, MPDL and RESCATE aimed at the protection of Syrian refugees and the vulnerable Jordanian population in the Governorates of Madaba. In Palestine, in the years 2005 and 2013 almost €2m was allocated to psycho-social rehabilitation of children in interventions financed mainly by AECID and the Regional Government of Madrid.

TABLE 12. RECOMMENDATION FOR HUMANITARIAN ACTION

RECOMMENDATIONS
Taking into account the legislation in force, Article 11 of the CRPD and the SDGs, it is necessary to include persons with disabilities in all humanitarian action and to ensure such action is accessible for persons with disabilities. In this regard, the States, non-state agents and humanitarian agents must reform their policies in accordance with the CRPD in order to tackle situations of risk and humanitarian emergency.
The Convention on the Rights of Persons with Disabilities constitutes a paradigm shift in relation to disability, from consideration of persons with disabilities recipients of medical attention and charity to their consideration as subjects of rights.
In times of crisis it is fundamental to provide accessible information in an adequate and appropriate manner using multiple innovative methods of communication to ensure that no group of persons with disabilities is excluded in cases of emergency, including recovery and reconstruction.
Participation, accountability, non-discrimination and empowerment are fundamental principles of the approach based on the human rights of persons with disabilities. The States and humanitarian agents must ensure active participation and coordination and formal consultation with persons with disabilities and organisations that represent them.
They must assign resources to ensure responses that are inclusive and accessible for persons with disabilities and include a gender perspective and create resilience for future emergency situations.
The States, non-state agents and humanitarian agents must foster capacity and awareness among interested parties, both military and civil, maintenance and peace building personnel and other persons working on the ground who intervene in emergency situations in relation to the rights of persons with disabilities.

RECOMMENDATIONS

Accessibility must be guaranteed through universal design in programming and in all reconstruction subsequent to emergency situations, in particular during planning and reconstruction of infrastructure and public facilities.

The prevention of primary disability must be included in health strategies without any negative impact on the allocation of resources to strategies relating to disabilities. Humanitarian actors must avoid including issues related to the prevention of primary disability in disability-related strategies.

States must promote the inclusion of persons with disabilities in existing United Nations frameworks dealing with conflict and emergency situations.

Source: Based on the Thematic Study on the Rights of Persons with Disabilities by virtue of article 11 of the Convention on the Rights of Persons with Disabilities, regarding situations of risk and humanitarian emergencies (A/HRC/30/31).

4.2. EDUCATION FOR DEVELOPMENT

Education for development is directly linked to Article 8 *Awareness-raising of the CRPD, WHICH READS AS FOLLOWS:*

1. States Parties undertake to adopt immediate, effective and appropriate measures:
 - a) To raise awareness throughout society, including at the family level, regarding persons with disabilities, and to foster respect for the rights and dignity of persons with disabilities;
 - b) To combat stereotypes, prejudices and harmful practices relating to persons with disabilities, including those based on gender and age, in all areas of life;
 - c) To promote awareness of the capabilities and contributions of persons with disabilities.

2. Measures to this end include:
 - a) Initiating and maintaining effective public awareness campaigns designed:
 - i. To nurture receptiveness to the rights of persons with disabilities;
 - ii. To promote positive perceptions and greater social awareness towards persons with disabilities;
 - iii. To promote recognition of the skills, merits and abilities of persons with disabilities, and of their contributions to the workplace and the labour market;
 - b) Fostering at all levels of the education system, including in all children from an early age, an attitude of respect for the rights of persons with disabilities;
 - c) Encouraging all organs of the media to portray persons with disabilities in a manner consistent with the purpose of the present Convention;
 - d) Promoting awareness-training programmes regarding persons with disabilities and the rights of persons with disabilities.

This awareness-raising action, in respect of Education for Development, is closely linked with article 32 b) *Facilitating and supporting the fostering of capacity, including via the sharing of information, experiences, training programmes and recommended practices.*

According to the data obtained, there is a significant lack of knowledge about disability. Disability has not been identified as a field of study in the different study programs on development: *masters*, expert courses and other programs relating to the training of professionals in cooperation. Likewise, the CRPD is unknown in the university sphere, as is the change in the regulations on international development cooperation.

There is a significant lack of knowledge among generalist NGOs about the rights of persons with disabilities. The CRPD is seen as a reference tool when formulating actions in an inclusive manner and as an ally for the implementation of the work from an HRBA in the countries where cooperation is carried out. Likewise, the CRPD may be useful for the strategic reorientation of actions in the areas of advocacy, awareness-raising and communication, as well as an element that may facilitate access to certain international cooperation aid. The CRPD is considered an element of reinforcement and enhancement of the actions developed and as a tool for continuing training in this area and for working in line and with greater coordination with the different stakeholders in order to develop a more effective action.

The personnel of NGOs and other areas of cooperation is increasingly interested in training in disability-related issues. In this respect, the COCEMFE has organised 3 editions of an online course on Disability and Development (detailed in the table), which is in greater demand than can be covered.

The table below shows some actions developed by the AOD on Education for Development through NGOs:

TABLE 13. EDUCATION FOR DEVELOPMENT ACTIONS CO-FINANCED BY THE AECID

YEARS OF EXECUTION / NGDO	NAME OF THE PROJECT. SPECIFIC GOAL	FUNDING ENTITIES	PLACE
2012	Training of Social Agents of Andalusia in Cooperation and Disability	Andalusia Autonomous Community	CANF COCEMFE ANDALUCÍA
2012.	Fundación Carmen Pardo Valcarce	Education for Solidarity and Global Citizenship with People with Intellectual Disabilities.	MADRID Autonomous Community Madrid Autonomous Community
2012- 2013- 2014	Cooperating with the South and Transforming the North: Cooperation and Awareness-Raising in the Cities of León (Nicaragua) and Zaragoza (Spain). Hermanamiento León – Zaragoza association.	EELL ARA AYTO ZARAGOZA	Zaragoza and Nicaragua
2013 COCEMFE	<i>"I am: Disability in the First Person"</i> <i>"Guidelines on Disability and Development."</i> Drafting of this document based on a guide developed by Handicap International in 2012.	AECID. HRO 2012. Fundación ONCE.	Ecuador, El Salvador, Peru and Dominican Republic
2014 Fundación Vicente Ferrer	IV Ciclo India <i>"Different Capacities, Same Rights."</i>	EELL NAV AYTO PAMPLONA/IRUÑA	Pamplona-Iruñea
2014 Bilbao City Council	Support to the 6 th International Unseen Film Festival in Alhóndiga, Bilbao	EELL CAV AYTO BILBAO	Alhóndiga. Bilbao
2014 COCEMFE	Seminar "Inclusion with Disabilities in the post-2015 Development Agenda from the Ibero-American Perspective."	AECID. SGCID 2014, Fundación ONCE	Peru / Spain (streaming)
2014 FSPC	International Seminar on Education and Disability in Conflict Zones, as a closure to the convention in Spain.	AECID	Spain
2015 FSPC	Seminar <i>"Education and Disability in Conflict Zones from the Perspective of Cooperation and Humanitarian Aid."</i>	AECID	Spain
2015 UNIV UPV	Course <i>"Cooperation, Social Responsibility and Volunteering: A Training Approach"</i> and different specific courses on issues such as equality, disability, CSR, cooperation or volunteering in education	UNIV UPV - Universitat Politècnica de València	Valencia
2015 CCAA AND AAI- Andalucía - Agencia Andaluza de Cooperación Internacional (Andalusian Agency for International Cooperation)	Linking Children's Participation: Strengthening Children's Participation in the Exercise of the Right to Communication through Art. From information to Communication: Young Supportive Communicators.	Local NGOs and universities	Andalusia

YEARS OF EXECUTION / NGDO	NAME OF THE PROJECT. SPECIFIC GOAL	FUNDING ENTITIES	PLACE
2015 UNIV UPV - Universitat Politècnica de València	COURSE: Training programme of the Centre for Development Cooperation 2014/2015	University	Valencia
2015 EELL CAT AYTO Montcada i Reixac	Awareness activities and solidarity projects	City Council	Public sector
2016- 2017 COCEMFE	Online course on disability and development. Contribute to the generation of knowledge for the fulfilment of article 32. Three editions of the course have been held for technical personnel, NGO personnel and civil servants.	AECID. HRO 2015, Fundación ONCE. PRODES	Spain

Source: Data dump monitoring PACI 2012-2015.

On March 19, 2017, a cycle of twelve web seminars on the Convention on the Rights of Persons with Disabilities begins; it is aimed at cooperation stakeholders such as development agencies, NGOs, local partners, public institutions in countries where they work through a European consortium established for the implementation of the "Bridging the Gap I", project in which AECID is involved.

AECID's 2018 Annual Training Plan for Employees includes two online courses:

"The Disability and Development Approach in Spanish Cooperation" aims to contribute to compliance with Article 32 of the *United Nations Convention on the Rights of Persons with Disabilities*, which states the need to include persons with disabilities in international cooperation policies and programmes and which is expected to be delivered by the COCEMFE.

A specific module on sexual and reproductive health and protection from violence against women and girls with disabilities. Expected to be delivered by the Fundación CERMI-Mujeres.

With regard to the European days, the following could be stated: at the moment, work is being carried out for the LAB DEBATE proposed by AECID on Women and Disability, on June 19, 2018 in Brussels, with the participation in the debates of representatives of the main Spanish disability organizations and international bodies with which the Spanish cooperation works.

RECOMMENDATIONS

To raise awareness of disability in the academic area, as well as the introduction of disability into the academic curriculum of those programmes leading to degrees in cooperation for development.

To make known the regulatory change and the specific situation of persons with disabilities among NGOs. To prepare guidelines on the inclusion of disability and training materials, as well as awareness and training actions such as workshops and seminars.

To introduce disability in the training plans of the NGDO Coordinator and in the different regional coordinators.

To introduce a gender perspective in all these actions.

Source: Study of the Situation of Disability in Spanish Cooperation Policy carried out in 2012 (AECID/CERMI), contributions from COCEMFE, FOAL, Fundación CERMI Mujeres and ONCE.



SITUATION OF DISABILITY AND SPECIFIC GUIDELINES ACCORDING TO THE COOPERATION INSTRUMENTS

5

The extent to which disability has been included, both horizontally and sectorally, through ODA will be reviewed in this section with the aim of providing recommendations. A quantitative and qualitative analysis of ODA, both multilateral and bilateral, aimed at disability will be carried out from the different cooperation agents, by stakeholders, geographical areas, channels, sectors and instruments. The study period extends from 2012 to the present.

It should be noted that the estimate of quantitative data is approximate and has been performed based on the actions in which it has been possible to specify the existence of the disability component. It may possible be that some projects containing the disability or accessibility variable have not been identified. It is therefore important to highlight that the quantitative estimate is only indicative and it is quite likely that the amount of funds for disability is actually higher.

5.1. OFFICIAL MULTILATERAL DEVELOPMENT ASSISTANCE FOR DISABILITY

With respect to the ODA channelled through multilateral contributions, the databases corresponding to the PACI monitoring have been analysed and it has not been possible to identify the contributions made for persons with disabilities due to the lack of specific markers; therefore, the ODA may not be estimated.

Multilateral contributions are made based on subjects and sectors. Below are some of the contributions made by Spain which include mentions to persons with disabilities as such, or as part of groups in situation of vulnerability.

The information has been gathered by means of the Multilateral Reports (2012-2015) and the reports received from the AECID's different sections and units. The 2012 Multilateral Report does not include mentions to actions carried out with regard to persons with disabilities.

With regard to the DP, the following guidelines are provided:

TABLE 14 STRATEGIC OMUDES FOR THE PREPARATION OF THE GUIDELINES OF THE 4TH DP

1. *Consolidating democratic processes and the Rule of Law*

1.b Strengthening the public sector structure and management systems

Driving forward public policies on: gender equality, decent work conditions, children's rights, inclusion of persons with **disabilities**.

ECLAC, OCED, OAS, ILO, UN-Habitat, UN Women, UNDP, UNICEF, UNITAR

4. *Promoting social cohesion systems, emphasising basic social services*

4.a Human right to health

Enhancing public policies for a greater social protection for children, the elderly, persons with **disabilities** and dependants.

UNFPA, WHO/PAHO, UNAIDS, SICA, UNICEF, UNITAID

Source: Document for the Formulation of Priorities for Multilateral Cooperation in the Field of Development IV Master Plan SGCID/AECID (May, 2015).

With regard to the specific contributions to international bodies, some of the contributions gathered are detailed below:

United Nations High Commissioner for Human Rights (OHCHR, 2006):

Spain's contribution is aimed at fostering public policies that promote gender equality, the creation of decent jobs, the guarantee of children's rights, as well as policies that facilitate the inclusion of groups at risk of discrimination and vulnerability, such as **persons with disabilities**, indigenous people and persons of African descent. It is not possible to estimate the contribution devoted to the promotion of the rights of persons with disabilities.

Grant to the United Nations Children's Fund, UNICEF, for the implementation of the interventions included in: *Spain-UNICEF cooperation 2017*

It is aimed at eradicating child poverty through the establishment of social protection system through a life cycle approach, an adequate investment and childhood and youth sensitive public policies with a special focus on child disability issues, which are always absent in this kind of policies.

In 2017, the AECID made a contribution amounting to €700,000 to the *Global Programme on Social Inclusion, Disability and Public Policies*. This contribution falls within the 11240, 12240 and 15160 CRS codes. It is not possible to estimate the contribution devoted to persons with disabilities.

2017 DCM Programme with the United Nations Population Fund (UNFPA)

The *International Expert Meeting on “Human Rights and Social Inclusion in the Post-2015 Development Agenda: Equality, Quality and Accountability for Excluded Populations: Persons with Disabilities, the Elderly, Migrant Population and Indigenous Population”* was held in Madrid on 27-29 October 2014 as a space of reflection to define the next steps.

The UNFPA’s goal is to provide universal sexual and reproductive healthcare, to empower to exert reproductive rights and to decrease mortality among mothers. Within the framework of results, the following measures are proposed: *O3: Promote gender equality, social inclusion and non-discrimination in favour of groups and populations in special situations of vulnerability, particularly indigenous peoples and persons with disabilities.*

A programme aimed at enhancing these policies has been designed. Its objective is *“the creation of an intervention model that ensures non-discrimination in the prevention of sexual violence, as well as sexual and reproductive health policies for the most vulnerable and marginalised women, adolescents and young people, with special attention to persons with disabilities”*. The programme is based on five key points: good practices in social inclusion policies, promotion of political dialogue at global level, implementation of human rights, and development of common strategies and their assessment.

The first result of this intervention line was launching the global project “WE DECIDE” focused in preventing systematic violence against young women and most particularly girls with disabilities. This project includes the preparation, which is already under way, of a global study on the situation of public policies in this area of sexual violence among young persons with disabilities; the preparation of standards of services, which is also under way, and a strong element of rights advocacy through the strengthening of networks and organisations of persons with disabilities. The project is supported by the CERMI and the ONCE.

The subsidy amounts to €300,000. (As in 2016).

United Nations Development Programme (UNDP)

In 2013, Spain made a contribution amounting to €10,000 to the UN Partnership to Promote the Rights of Persons with Disabilities (UNPRPD) of the UNDP.

Project *“Multidimensional Progress for Human Development in Latin America and the Caribbean 2017-2018”* (2017). It is aimed at supporting the countries of the region in the implementation of the recommendations included in the Regional Human Development Report (RHDR) by focusing the efforts on the implementation of the 2030 Agenda. For the 2017-2018 period, knowledge products relating to the principle of *“Leaving no one behind”* will be developed, deepening the knowledge of IDHR and identifying the exclusions that include people with disabilities. A practical implementation of the recommendations will be carried out in order to advance the 2030 Agenda based on the recommendations and the exchange of experiences and knowledge at the regional level.

The contribution amounts to €700,000. It is not possible to estimate the exact contribution devoted to persons with disabilities.

UN Women (2017)

The action falls within the Strategic Partnership Framework. Within the strategic guidelines is OE2) *Reduction of inequalities and vulnerability to extreme poverty and crises*. The outcomes are as follows: *b) women, especially the poorest and most excluded, are economically empowered and benefit from development.*

The contribution amounts to €1,850,000, and aid devoted to women and girls with disabilities may not be quantified.

The Spanish Fund to the Multi-annual Operational Programme 2018-2019 of the World Health Organisation (WHO) and the Pan American Health Organization (PAHO)

This Programme defines four strategic work lines, including:

“Supporting the comprehensive strengthening of health systems”, with a view to advancing universal coverage and reducing inequities; however, it does not refer to persons with disabilities, although it does mention the health of indigenous populations and persons of African descent.

“Promoting access to comprehensive health services for women and vulnerable populations” with a focus on rights. It does not specifically consider persons with disabilities.

The funds contributed to the Multi-annual Operational Programme amount to €1,094,732. It is not possible to define the impact of these funds on persons with disabilities.

Framework Agreement signed with the Economic Commission for Latin America and the Caribbean (ECLAC) from 2006

The reason for the activity is to strengthen capacities for the design of public policies to address equality through *gender equality and the fiscal covenant in order to achieve a better redistribution of State resources.*

A project aimed at deepening the analysis of the challenges of social inclusion in the region and, therefore, of overcoming social exclusion is being developed.

The final product of this initiative will be a document that will include a description of the processes and trends of social inclusion and exclusion in the region, a description by country and a statistical annex. Relevant stakeholders in the countries of the region will participate in its preparation: governments, civil society, trade unions, academia, and think tanks, among others. The ECLAC leads the works, in cooperation with the Spanish Cooperation Training Centre in Santa Cruz de la Sierra (Bolivia), and new actions are planned at said Training Centre.

AECID's contribution amounts to: €215,000 for gender equality (CRS 15170) and €200,000 for fiscal policy (CRS 15110). It is not possible to estimate the amount devoted to disability.

Ibero-American Organization for Social Security (OISS)

The programs developed so far by the OISS with resources from the AECID will be continued, including the Ibero-American Multilateral Agreement for Social Security or support for programs aimed at improving the design and implementation of inclusive public policies in areas such as employment generation, the proper treatment of disability or care for the elderly.

The OISS has received funds amounting to €400,000 from the AECID and the Ministry of Employment and Social Security for the development of the **Programme for the Employment of People with Disabilities in Ibero-America 2012-2016**. The AECID's main contribution, which amounts to €300,000, is devoted to finance the intervention "Spain-OISS Cooperation 2014". (See the development of the Actions in section 6.3. Reference Framework for the Right to Work and Employment).

Organization of Ibero-American States (OEI)

A Regional System of Educational Information for Students with Disability (SIRIED) has been developed. The goal of the information system is to contribute to the follow-up of the objectives of *Education for All and of the Regional Education Project for Latin America and the Caribbean* (PRELAC); to replenish the processes of policy preparation, implementation, monitoring and assessment; and to contribute to a fair and equitable distribution of resources that guarantees the right to inclusive education of persons with disabilities. The Spanish Government has participated in its development through technical and financial support.

In this regard, the SIRIED –developed by Ibero-American countries and the Regional Education Office for Latin America and the Caribbean (OREALC)/UNESCO Santiago– is an essential tool for designing, monitoring and assessing public policies aimed at advancing the inclusion of persons with disabilities in the education system. At the same time, it represents a valuable contribution to the monitoring of the international commitments assumed by the States regarding the right to education. The SIRIED is supported by the Spanish Ministry of Education, Culture and Sports (*Information System on Students with Disabilities*). In 2013, the AECID financed its publication. (See also: http://www.unesco.org/new/es/media-services/single-view-tv-release/news/sistema_regional_de_informacion_educativa_de_los_estudiante/)

The AECID has been involved in this initiative, promoted by the OEI in cooperation with the organisation *Mais Diferenças* and with the support of OREALC/UNESCO Santiago, to carry out a public consultation on November 27, 2017: *the Consultation on the Right to Education of Persons with Disabilities*.

United Nations Relief and Works Agency for Palestine Refugees in the Near East (UNRWA)

In 2013, a project was implemented to respond to the emergency needs of Palestinian refugees in Syria by providing cash assistance to families affected by the conflict; its main objective is to enable refugees to better cover food and other family expenses during said emergency. UNRWA was the organisation responsible for distributing the cash transfers to the population identified as most vulnerable (mother-headed families, sick persons, persons with disabilities and the elderly).

The support to UNRWA is based on the common objective between the Spanish Cooperation and the organisation to offer Development and Humanitarian Aid programmes to 5 million Palestinian refugees in 58 camps, through education, health and social services; micro-financing; protection of their human rights and the emergency response.

5.2. OFFICIAL DEVELOPMENT ASSISTANCE BILATERAL COOPERATION DEVOTED TO DISABILITY

The lack of a specific marker makes it impossible to accurately estimate the volume of funds devoted to specific actions aimed at persons with disabilities. With the information available it is not possible to differentiate the horizontal actions carried out that include persons with disabilities among their beneficiaries in general projects. Similarly, there are no specific disability information collection tools for all sectors and instruments. Consequently, **it is not possible to estimate the actual percentage of ODA allocated to disability horizontally** or sectorally, as well as monitoring progress. However, below is an **estimate** of the bilateral ODA devoted to disability with regard to its evolution, stakeholders, channels, regions where projects have been carried out and the different CRS sectors.

Evolution of the net bilateral ODA devoted to disability 2012-2015

The available data for the 2012-2015 period detailed in the following table have been analysed:

ILLUSTRATION 5. NET BILATERAL ODA DEVOTED TO DISABILITY 2012-2015

YEAR	TOTAL AMOUNT BILATERAL ODA DISABILITY	% ODA DISC. BIL./ BIL. TOTAL	BIL ODA TOTAL	MULTI ODA TOTAL	MULTILATERAL ODA	NET TOTAL ODA
2012	€ 4,248,172.75	1 %	€ 660,860,319.82	€ 818,354,925.90	€ 106,287,079.26	€ 1,585,502,324.99
2013	€ 4,229,989.86	1 %	€ 661,937,508.42	€ 1,056,845,766.64	€ 49,744,766.51	€ 1,768,528,041.56
2014	€ 1,476,083.17	0.42 %	€ 352,388,837.65	€ 1,064,884,076.82	€ -2,702,443.50	€ 1,414,570,470.97
2015	€ 1,836,403.10	0.37 %	€ 490,443,653.50	€ 939,512,556.37	€ 74,579,060.17	€ 1,504,535,270.05

Source: Data dump on Monitoring of PACI, ODA 2012-2015 of the MAEC webpage

The total amount of the bilateral ODA devoted to disability with regard to the total bilateral ODA represents 1% of the total bilateral ODA in year 2012. The percentage falls to 0.37% of total bilateral ODA by 2015.

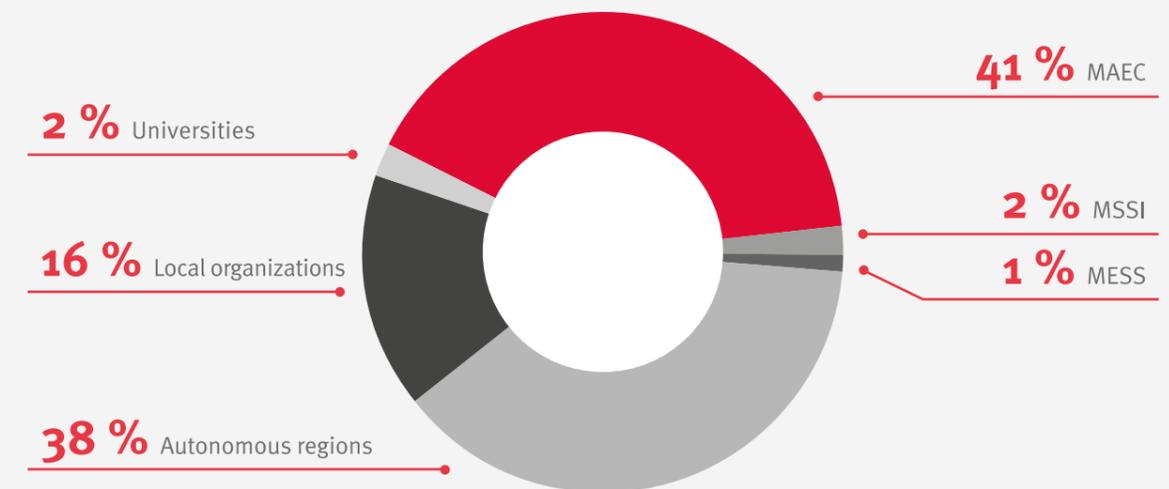
Net bilateral ODA devoted according to the different cooperation stakeholders 2012-2015

With regard to the distribution of the Spanish ODA by donor entities, the table below shows that between 2012 and 2015, the Ministry of Foreign Affairs and Cooperation (MAEC) was the largest donor, disbursing 41% of the ODA; the Autonomous Communities contributed 38%; the Local Entities disbursed 16%; the Universities disbursed 2%, and the Ministry of Employment and Social Security and the Ministry of Health, Social Services and Equality contributed 2%, respectively.

The dispersion of the ODA devoted to disability is noteworthy. The amounts of aid are very small and there are many donors, which necessarily implies a difficulty in coordinating and unifying aid to achieve significant impact and effectiveness.

With regard to the previous study conducted up to 2012, it may be observed that the volume of aid channelled from the MAEC has decreased, while the ODA from the Autonomous Communities and local entities has increased. This may reflect a certain tendency towards decentralisation of the ODA dedicated to disability. A graph detailing this information is shown below:

% FUNDS DISABILITY ODA BY STAKEHOLDER 2012-2015



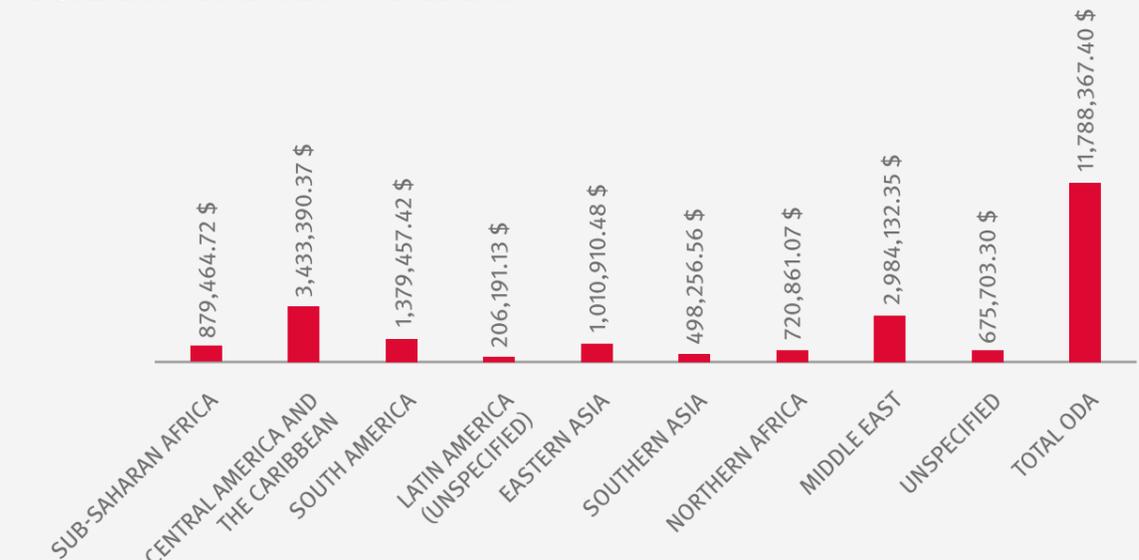
Source: Data dump on Monitoring of PACI, ODA 2012-2015 of the MAEC webpage

Volume of bilateral funds devoted to disability by region

As shown in the table, from a geographical point of view, the bilateral ODA devoted to disability has been directed primarily to Latin America. The largest volume of ODA is then devoted to the Middle East, followed by Africa and Asia.

The geographical dispersion of aid, as well as the existence of multiple small grants to different countries within each region are noteworthy; the real impact that said actions may have on the promotion of the rights of persons with disabilities is questionable.

DISABILITY ODA BY REGION 2012-2015



Source: Data dump on Monitoring of PACI, ODA 2012-2015 of the MAEC webpage

Volume of bilateral funds devoted to disability by channel

ODA data on disability are presented below by channel. It may be observed that 93% of the funds are channelled by NGOs, mostly national, but also international and partner country. 3% of the funds are channelled via public entities, both from the donor country and the partner country. Another 3% is channelled through universities and, finally, the remaining 1% is channelled through OМУDES.

ILLUSTRATION 6. ODA DEVOTED TO DISABILITY VIA CHANNELING

ODA CHANNELLING	ODA DEVOTED TO DISABILITY PER YEAR					
	2012	2013	2014	2015	TOTAL	% TOTAL
10000 - Public sector	€ 61,658.56	€ 41,982.39	€ 105,782.40	€ 187,855.04	€ 397,305.39	3%
20000 - NGOs and civil society	€ 4,012,788.78	€ 4,152,047.47	€ 1,319,053.64	€ 1,526,496.45	€ 11,010,386.34	93%
40000 - Multilateral bodies	€ 49,182.00	€ 10,000.00	€ 0.00	€ 0.00	€ 59,182.00	1%
50000 - Universities, research inst. and think-tanks	€ 124,516.41	€ 25,960.00	€ 51,247.13	€ 121,651.61	€ 323,375.15	3%
TOTAL	€ 4,250,184.75	€ 4,232,002.86	€ 1,478,097.17	€ 1,838,018.10	€ 11,790,248.88	100%

Source: Data dump on Monitoring of PACI, ODA 2012-2015 of the MAEC webpage

Volume of bilateral funds devoted to disability by sectors CRS Code

The DAC sector that has received the most aid has been the DAC 100 code *Infrastructures and Services*. Within this code, the CRS16010 *Social Security and Social Services*, to which 3,802,365 euros were allocated, occupies a distinct place, followed by 16020 *Employment policy and administrative management*, 1,157,366 euros; 16050 *Multisectoral aid for basic services*, 939,449 euros; *Low-cost housing* 721,864 euros; and code 15160 *Human Rights*, 738,951 euros.

CRS SECTOR	2012	2013	2014	2015	TOTAL
DAC 100 Social infrastructures and services					
11110 - Education policy and administrative management	€ 478,963.40	€ 8,963.40	€ 17,926.80	€ 10,000.00	€ 515,853.60
11120 - Education facilities and training	€ 2,873.04	€ 98,049.90	€ 9,276.10	€ 0.00	€ 110,199.04
11130 - Teacher training	€ 113,184.00	€ 700.00	€ 1,026.17	€ 5,000.00	€ 119,910.17
11220 - Primary education	€ 0.00	€ 1,805.44	€ 69,772.36	€ 10,656.32	€ 82,234.12
11230 - Basic life skills for youth and adults	€ 2,500.00	€ 14,000.00	€ 94,137.11	€ 63,719.93	€ 174,354.04
11320 - Secondary education	€ 0.00	€ 49,321.00	€ 0.00	€ 0.00	€ 49,321.00
11330 - Vocational training	€ 0.00	€ 158,000.00	€ 5,069.91	€ 0.00	€ 163,069.91
11420 - University education	€ 6,334.00	€ 0.00	€ 0.00	€ 4,725.75	€ 11,059.75
12110 - Health policy and administrative management	€ 0.00	€ 1,300.00	€ 0.00	€ 0.00	€ 1,300.00
12181 - Medical education and training	€ 5,130.00	€ 400.00	€ 0.00	€ 5,616.67	€ 11,146.67
12182 - Medical research	€ 2,663.74	€ 0.00	€ 0.00	€ 0.00	€ 2,663.74
12191 - Medical care	€ 61,000.00	€ 0.00	€ 0.00	€ 202,220.75	€ 263,220.75
12220 - Basic sanitary assistance	€ 74,677.35	€ 31,485.00	€ 61,166.00	€ 36,000.00	€ 203,328.35
12230 - Basic sanitary infrastructure	€ 0.00	€ 79,358.47	€ 19,839.62	€ 4,600.00	€ 103,798.09
12240 - Basic Nutrition	€ 850.00	€ 2,521.77	€ 4,000.00	€ 0.00	€ 7,371.77
12250 - Control of infectious diseases	€ 31,381.95	€ 0.00	€ 0.00	€ 0.00	€ 31,381.95
12261 - Health education	€ 4,593.15	€ 0.00	€ 0.00	€ 2,473.00	€ 7,066.15
12281 - Health personnel training	€ 7,500.00	€ 0.00	€ 0.00	€ 6,580.00	€ 14,080.00
13020 - Reproductive health assistance	€ 0.00	€ 0.00	€ 24,500.00	€ 0.00	€ 24,500.00
13040 - STD control including HIV/AIDS	€ 9,579.08	€ 0.00	€ 5,360.16	€ 0.00	14,939.24
14050 - Waste management / disposal	€ 0.00	€ 200,000.00	€ 0.00	€ 0.00	€ 200,000.00
15150 - Democratic participation and civil society	€ 0.00	€ 12,311.20	€ 3,077.80	€ 43,078.00	€ 58,467.00
15160 - Human rights	€ 144,478.89	€ 144,862.52	€ 105,916.06	€ 343,694.50	€ 738,951.97
15170 - Organizations and institutions for the equality between men and women	€ 9,820.00	€ 89,328.62		€ 234,162.08	€ 333,310.70
16010 - Social Security and Social Services	€ 2,068,046.67	€ 1,292,300.88	€ 288,376.12	€ 153,641.45	€ 3,802,365.12

CRS SECTOR	2012	2013	2014	2015	TOTAL
16020 - Employment policy and administrative management	€ 670,877.00	€ 415,817.00	€ 70,672.00	€ 0.00	€ 1,157,366.00
16030 - Employment policy and administrative management	€ 106,152.21	€ 0.00	€ 0.00	€ 7,500.00	€ 113,652.21
16040- Low-cost housing	€ 29,780.55	€ 476,242.00	€ 107,426.29	€ 108,380.11	€ 721,864.95
16050 - Multisector aid for basic social services	€ 15,329.00	€ 798,340.67	€ 97,974.80	€ 27,805.00	€ 939,449.47
16061 - Culture and leisure	€ 8,000.00	€ 0.00	€ 5,226.67	€ 900.00	€ 14,126.67
16064 -Social mitigation of HIV/AIDS	€ 1,065.18	€ 0.00	€ 0.00	€ 0.00	€ 1,065.18
23030 - Power production - renewable sources	€ 0.00	€ 5,000.00	€ 0.00	€ 0.00	€ 5,000.00
31161 - Agricultural production for human consumption	€ 0.00	€ 200,000.00	€ 0.00	€ 0.00	€ 200,000.00
31163 - Farming	€ 0.00	€ 33,500.00	€ 0.00	€ 0.00	€ 33,500.00
DAC 200 Economic infrastructures and services					
24040 - Informal or semiformal financial intermediaries	€ 109,855.00	€ 38,400.00	€ 7,500.00	€ 2,500.00	€ 158,255.00
DAC 300 Productive sectors					
31120 - Agricultural Development	€ 152,272.00	€ 0.00	€ 0.00	€ 0.00	€ 152,272.00
32130 - Development of SMEs	€ 7,000.00	€ 0.00	€ 0.00	€ 0.00	€ 7,000.00
32140 - Craft industry	€ 20,088.00	€ 0.00	€ 2,500.00	€ 0.00	€ 22,588.43
DAC 400 Multisectoral					
41040 - Protection of cultural heritage	87,018.72	€ 0.00	€ 0.00	€ 0.00	€ 87,018.72
43010 - Multisector aid	€ 0.00	€ 0.00	€ 68,784.53	€ 0.00	€ 68,784.53
43040 - Rural development	€ 0.00	€ 0.00	€ 0.00	€ 106,152.21	€ 106,152.21
43082 - Scientific and research institutions	€ 0.00	€ 0.00	€ 0.00	€ 27,805.00	€ 27,805.00
43081 - Multisectoral education and training	€ 22,481.00	€ 0.00	€ 742.30	€ 11,124.00	€ 34,347.30
43030- Urban development and management	€ 0.00	€ 2,000.00	€ 400.00	€ 0.00	€ 2,400.00
DAC 700 Emergency aid					
72010 - Emergency aid and material services	€ 0.00	€ 10,482.00	€ 261,945.00	€ 0.00	€ 272,427.00

CRS SECTOR	2012	2013	2014	2015	TOTAL
DAC 998 No specifications					
99810 - Non-specified sectors	€ 0.00	€ 0.00	€ 3,000.00	€ 0.00	€ 3,000.00
99820 - Raising Awareness on Development Related Problems	€ 108,330.60	€ 59,500.00	€ 140,431.37	€ 417,671.33	€ 725,933.30

Source: Data dump on Monitoring of PACI, ODA 2012-2015 of the MAEC webpage

5.3. OFFICIAL DEVELOPMENT ASSISTANCE DIFFERENT STAKEHOLDERS OF THE SPANISH COOPERATION

Ministry for Foreign Affairs and Cooperation (MAEC). Human Rights Office (HRO)

The HRO of the MAEC works to promote the human rights of persons with disabilities and advocates for development cooperation policy, developed both from Spain and in international organisations, to take into consideration disability. Spain's work in this area has been recognised with the awarding of the Franklin D. Roosevelt International Award on the Rights of Persons with Disabilities in 2012. This award gives visibility to human rights and to the inclusion of persons with disabilities, and encourages United Nations Member States to work towards the full and equal participation of persons with disabilities in all areas of society.

The MAEC participates in the different international forums and advocates for respect and visibility of persons with disabilities. Spain participated actively in the preparation of the *Convention on the Rights of Persons with Disabilities*, and subsequently in the preparation of the *High Level Meeting (HLM) on Disability and Development*, organised by Spain and the Philippines (United Nations, New York, 2013), as well as in the elaboration of the final document of the HLM on the *achievement of the Millennium Development Goals and other internationally agreed development goals for persons with disabilities: the way forward: a development agenda for 2015 and beyond that takes persons with disabilities into consideration*, agreed upon by participating countries and organisations.

Likewise, through the call of the State Secretary for Foreign Affairs, which awards grants for the performance of activities aimed at disseminating, promoting and defending human rights, the following grants have been awarded in the area of disability:

TABLE 15. GRANTED PROJECTS PROMOTION OF HUMAN RIGHTS AND DISABILITY (ODH) CALL

YEAR	ENTITY AND PROJECT	AMOUNT
2012	Down España-Federación Española de Instituciones para el Síndrome de Down. “Tengo Capacidad. Tengo Derechos.” (“I have capacity. I have rights”)	€ 4,000
2012	Confederación Española de Organizaciones a favor de las personas con Discapacidad Intelectual (FEAPS). “¡Fórmate en tus Derechos!” (“Get trained on your rights!”)	€ 7,000
2012	Comité Español de Representantes de Personas con Discapacidad (CERMI): “¿Conoces tus Derechos humanos? Defiéndelos” (“Do you know your human rights? Defend them.”)	€ 11,500
2012	Confederación Española de Personas con Discapacidad Física y Orgánica (COCEMFE). “Yo soy: La discapacidad en primera persona.” (“I am: Disability in the First Person.”)	€ 4,000
2013	Confederación Española de Organizaciones a favor de las personas con Discapacidad Intelectual (FEAPS). “+ Vecinos. Proyecto para ejercicio de los derechos con discapacidad intelectual o del desarrollo en entornos rurales.” (“+ Neighbours. Project for the exercise of rights with intellectual or development disabilities in rural environments.”)	€ 9,000
2013	Fundación Universia. “Universidad y discapacidad: Inclusión y buenas prácticas en el ámbito iberoamericano.” (“University and disability: Inclusion and good practices in Latin America.”)	€ 9,000
2013	Fundación Aranzadi Lex Nova. “Los derechos de las personas con discapacidad. Curso práctico de especialización.” (Rights of persons with disabilities. Specialisation practical course.)	€ 8,000
2014	Down España-Federación española de instituciones para el síndrome de Down. Online course for young people with Down syndrome. “Tengo Capacidad.Tengo Derechos.” (“I have capacity. I have rights.”)	€ 6,000
2014	FEAPS Confederación Española de Organizaciones a favor de Personas con Discapacidad Intelectual o del Desarrollo. “Acceso a la justicia de personas con discapacidad intelectual o del desarrollo: sensibilización y formación de profesionales del ámbito de la administración.” (“Access to justice for persons with intellectual or developmental disabilities: awareness and training of professionals within the area of administration.”)	€ 7,000
2014	Comité Español de Representantes de Personas con Discapacidad. Defence and promotion of the human rights of persons with disabilities: “Elaboración y publicación de Informe España 2013 Derechos Humanos y Discapacidad”. (“Preparation and publication of the 2013 Spanish Report on Human Rights and Disability.”)	€ 5,000
2015	Confederación Española de Personas con Discapacidad Física y Orgánica (COCEMFE). Online course on disability and development.	€ 6,000
2015	Asociación Española de Fundaciones Tutelares. Sensibilización y defensa de los derechos de las personas con discapacidad. El derecho a recibir apoyos. (Awareness and defence of the rights of persons with disabilities. The right to support.)	€ 7,000
2016	Fundación CERMI Mujeres. Aula de Derechos Humanos y Discapacidad con Enfoque de Género. (Human Rights and Disability Classroom with a Gender Perspective.)	€ 6,500
2016	Gentinosina Social: “Convive con mi disCapacidad” (“Live with my disAbility”)	€ 4,500
2017	Fundación CERMI Mujeres. Aula de Derechos Humanos y Discapacidad con Enfoque de Género (II Edition)	€ 8,000
2017	Asociación Española de Fundaciones Tutelares. Redes de Diálogo Cooperativo sobre la CDPD (Networks of Cooperative Dialogue on the CDPD)	€ 6,000

YEAR	ENTITY AND PROJECT	AMOUNT
2017	Federación de Asociaciones Murcianas de Personas con Discapacidad Física y Orgánica	€ 8,000
2017	Federación de Asociaciones para la Prevención del Maltrato Infantil. Research, Prevention and Intervention in Sexual Violence against Minors with Intellectual or Developmental Disabilities: “Buenas Prácticas desde el Enfoque de los Derechos de la Infancia.” (“Best Practices from a Child Rights Approach.”)	€ 7,000

Source: MAEC webpage
<http://www.exteriores.gob.es/Portal/es/ServiciosAlCiudadano/empleo-publico-ayudas-subvenciones/Ayudas-subvenciones/Paginas/AyudasSubvenciones.aspx>.

The Spanish Agency for International Development Cooperation (AECID)

The AECID is carrying out several actions in the area of disability from different sectors (see: 4. *Specific guidelines in the different fields of action*), as well as via different cooperation instruments (see chapter 5), such as multilateral and bilateral official development assistance. Likewise, as detailed in this chapter, assistance has been channelled through different stakeholders, such as NGOs, by means of agreements and projects, and through delegated cooperation from the European Union.

Different actions are developed which cover different sectors and issues, such as the area of accessibility, in which the AECID has been very active (See: 6. Toolbox: 6.1. Reference Framework on the Right to Accessibility). Also in the education sector (See 6.2.) and the work and employment sector (6.3.). As well as different populations, such as women and girls with disabilities (6.4.) and persons who suffer multiple discrimination (6.5.).

Technical International Cooperation Offices (OTC)

A short questionnaire was sent to the OTC via the Democratic Governance Network in order to know the initial situation. In general, most of them stated that they were aware of the CRPD, although a small percentage did not know about the ratification by Spain; however, they were interested in receiving information and training about it. Most of the OTCs that responded are located in the Latin American region. As a result of the survey, it was found that *some OTCs do not take any actions and in almost all cases no transversal actions are adopted in generalist projects. Organisations representing persons with disabilities do not participate in the CPFs negotiations*, with the exception of some OTCs. With regard to the personnel of the OTCs, in those that responded to the questionnaire, *only one of them employed persons with disabilities*. Likewise, in some OTCs there was some kind of physical accessibility, but in general this principle is not contemplated.

Based on the results, some OTCs consider that training and guidelines on the inclusion of disability in Spanish development cooperation should be provided. Similarly, they consider that it would be necessary to analyse how to apply disability transversally, so that it is taken into account both in the design of bilateral projects and in the development of future partnership frameworks and country strategy. It would also be necessary to develop process and result indicators.

Likewise, treating the rights of persons with disabilities from a *cross-sectoral approach* **IS DEEMED TO BE IMPORTANT**, in addition to including disability as a priority line of work, since the Convention is *the first international treaty to include an article regarding its implementation within the framework of international cooperation (art. 32)*. Furthermore, in the AECID's consultation processes, organisations of persons with disabilities should be taken into account.

OTC Colombia

At the moment, no specific projects on disability are being developed, and disability is not being mainstreamed in general projects. The following actions have been suggested:

- ✓ Extensive training on disability and cooperation: the situation of persons with disabilities around the world, existing regulations, work of different institutions with disabilities.
- ✓ Working tools for inclusion.
- ✓ Work of discrimination of the situation of persons with disabilities in Colombia.
- ✓ Analysis of institutions and organisations of persons with disabilities, existing regulations in the country, application criteria.
- ✓ Work with differential tools in the identification of new projects.

OTC Cuba

No specific actions are being carried out with regard to persons with disabilities, and this population is not included in other general actions.

OTC Ecuador

The following projects are being developed through NGOs and the EU Delegated Cooperation:

- ✓ *"Digital empowerment in defence of the rights of persons with disabilities in Latin America and the Caribbean"*, regional project managed by the Spanish Confederation of Persons with Physical and Organic Disabilities (COCEMFE) in association with the Ecuadorian Federation of Persons with Physical Disabilities (FENEDIF), 178,369 euros, 2012.
- ✓ *"Service for promoting Labour Insertion of Persons with disabilities in Ecuador: Working for Inclusion"*, managed by the Spanish Confederation of Persons with Physical and Organic Disabilities (COCEMFE), in association with the Ecuadorian Federation of Persons with Physical Disabilities (FENEDIF), € 169,000, 2012.

✓ *"Disability from a Rights-Based Approach: Consolidating Networking in Latin America and the Caribbean"*, a regional project also managed by the Spanish Confederation of Persons with Physical and Organic Disabilities (COCEMFE), in association with the Ecuadorian Federation of Persons with Physical Disabilities (FENEDIF), € 126,820, 2013.

✓ *"Social and labour inclusion of women and young people with disabilities in the sector of accessible tourism in Ecuador"*, COCEMFE with FEDEDIF, €178,673, ongoing (2017).

✓ *Bridging the Gap Ecuador: Promoting Inclusive Education for Children with Disabilities in Ecuador*. EU Delegated Cooperation, € 700,000 (See: 5.5. Delegated Cooperation).

A publication on *Gender and Development* has been prepared, which contains more than a decade of Spanish Cooperation for Women's Rights in Ecuador and which standardises the work carried out by the Spanish Cooperation with its partners in the country, such as the National Council for Gender Equality, the Judiciary, UN Women, Spanish NGOs or Ecuadorian women's movements.

Disability is not mainstreamed in the rest of the projects due to lack of resources, among other causes. However, some actions have been developed in this regard in 2014, and at the express request of the Ministry of Education, advice was given on the creation of the *curriculum* of the Specialised Education degree at the Universidad Central de Ecuador.

In the projects being implemented, the organisations of persons with disabilities participate throughout the project cycle. They form part of the joint AECID/Local Partner Monitoring Commissions. With regard to the strategic planning, disability organisations have been invited to the participatory sessions like the rest of the local civil society organisations.

OTC Guatemala

No specific actions have been identified. However, in the programme for the prevention of violence against women, children and adolescents (through the Delegated Cooperation), the development of specific actions is being considered in favour of this group. From 2011 to 2014, a project was developed through the Fundación ONCE para la solidaridad con personas ciegas de Latinoamérica (FOAL) on *"Improving the learning of the visually impaired population and their environment in the western region of Guatemala"*, with funding of € 132,610.00.

OTC Morocco

Since the IV Master Plan on Spanish Cooperation, no specific actions have been taken in the field of disability. A proposal on universal accessibility to heritage in the city of Tetouan has been submitted under the 2017 budget. To this effect, a preparatory course of the AECID's ACERCA Programme has been carried out. Additionally, a proposal is currently being developed with ONCE for the occupational inclusion of persons with disabilities in the tourism sector through the creation of a public-private partnership.

No projects in which disability is being mainstreamed have been identified. Currently, a project on the protection of the rights of persons deprived of their liberty, in which accessibility to persons with disabilities is being included in a transversal manner, is being pre-identified.

One person with a disability works in this OTC.

OTC Palestine

The Palestinian CPF has a specific action on disability. No specific actions are being carried out with regard to persons with disabilities, and this population is not included in other general actions. Organisations representing persons with disabilities have not been involved in the development of the CPF.

OTC Paraguay

From the Governance area, within the scope of a Spain-Chile-Paraguay triangular cooperation project, *the “Plan for Equality and Non-discrimination in the Public Services of Paraguay” was developed*. Currently, the bilateral programme plans to support the Secretariat of Public Services in the update of said Plan (2018).

In the field of education, within the Inter-University Cooperation Programme (PCI), a project was carried out between the Universidad Nacional de Asunción (UNA) and the Universidad del País Vasco (UPV) to develop and implement a strategy for care and training based on ICTs that will allow for university and labour inclusion through the development and implementation of a Care Centre for Persons with Disabilities at the UNA (2012).

Within the framework of the Basic Bilingual Education and Secondary Education Programme for Young People and Adults (PRODEPA), support was provided for the provision of a physical space for the Directorate General for Inclusive Education; for specific training for trainers in the system to include persons with disabilities in their classrooms; for the preparation of educational materials for teachers and students to encourage their inclusion in the classroom, especially for visually impaired persons, and the Inclusive Education Act was promoted and supported. In cooperation with the Fundación ONCE para la solidaridad con personas ciegas de Latinoamérica (FOAL), a project has been developed with the aim of supporting access and permanence of visually impaired persons in basic education (2011- 2014).

The delegated cooperation project "Bridging the Gap" is being developed with the aim of strengthening the State and the organisations of persons with disabilities in the production of national data as an essential tool for the design and implementation of public policies.

A project on culture and development has been developed together with the NGOs *Alas Abiertas* and twelve civil society organisations with the aim of fostering equality of access to culture for children and young people, and promoting the opening of spaces for cultural participation of persons with special educational needs and those at social

disadvantage; facilitating and demanding access, integration and visibility of persons with disabilities in cultural spaces through the practice of dance in educational centres for persons with disabilities in Paraguay, while offering creative alternatives for dance professionals and educators who work with young people with disabilities. (2012). The *Spanish Cultural Centre in Paraguay Juan de Salazar* keeps promoting this kind of activities at present.

OTC Peru

Some specific actions have been developed through calls for projects which have been supported by the OTC, such as:

- ✓ 13-PRI-0244: *“Disability from a Rights-Based Approach: Consolidating Networking in Latin America and the Caribbean”*, a regional project also managed by the Spanish Confederation of Persons with Physical and Organic Disabilities (COCEMFE), in association with the National Confederation of Persons with Disabilities of Peru (CONFENADIP) and the Christian Fraternity of Sick and Disabled People of Peru (FCPED), with a total budget of € 126,820.
- ✓ 2016/ACDE/002468 *“Peruintegra II”*, Fundación Privada DKV Integralia.
- ✓ 16-PR1-0229 *“Promoting non-violent and inclusive practices towards women with disabilities”*, with an amount of € 225,307, which is currently being executed through de COCEMFE.
- ✓ 2015/ACDE/1308 *“Defending the right to an active citizenship of the persons with disabilities with the support of the ICTs in Peru”* of COCEMFE, in cooperation with the National Confederation of Persons with Disabilities of Peru (CONFENADIP), with an amount of € 43,078.

Both COCEMFE and its local partners, and the Fundación DKV have participated in the process of preparing CPF monitoring reports over the past two years.

From 2013 to 2014, through FOAL, the AGORA Peru Programme - Occupational Inclusion for Visually Impaired Persons has been developed with funding amounting to € 187,024 through the Regional Government of Madrid.

A project expressly including persons with disabilities has been carried out under the title *“Promotion of Equity and Inclusion for the Realisation of Human Rights”* of the Ombudsman's Office in Peru. The AECID has been providing resources since 2007 (the last grant was provided in 2016). The Ombudsman's Office has a department of human rights and persons with disabilities that promotes, protects and monitors the implementation of the Convention on the Rights of Persons with Disabilities. Throughout 2016, it carried out actions relating to the recognition of legal capacity, mental health, non-contributory pension for persons with severe disabilities, reasonable adjustments in employment and inclusive education for persons with disabilities.

OTC Uruguay

The Training Centre in Montevideo (Uruguay) has worked over the last years with an agenda of activities with civil society organizations and public institutions related to the area of disability in the fields of education, health, human rights, employment and public policies. Since 2013, 27 activities have been promoted: 4 of them from AECID's PIFTE Programme (currently, the INTERCOONECTA Programme), 4 international activities and the remaining 19 at a national level. A total of 698 people has participated, with a majority of women participating in the activities (533 women compared to 165 men).

The civil society organisations with which the agenda has been established are the Centre for Archives and Access to Public Information (CAINFO), the Inter-American Institute on Disability and Inclusive Development, the Latin American Union of the Blind and Fundación ONCE América Latina.

Work has been carried out with the Mental Health Directorate of the State Health Services Administration, mainly on changing the recovery and institutionalisation model for persons with mental disabilities in cooperation with a Spanish expert.

The National Disability Programme of the Ministry of Social Development of Uruguay has particularly strengthened the occupational inclusion area through the organisation of activities with the public sector, the dissemination of a *Manual of good practices for the treatment and care of persons with disabilities*, and the promotion and implementation of the *National Plan for Access to Justice and Legal Protection of persons with disabilities*. It has also participated in international activities, such as the one carried out with the United Nations Population Fund on young people and disability⁵⁴. The accessibility issue was addressed by the Provincial Government of Montevideo and the Mercociudades Inclusion and Disability Network⁵⁵.

Special mention must be made of the activities promoted by the Centre together with the United Nations System in Uruguay and civil society organisations of persons with disabilities to advertise the CRPD and the presentation of the Country Report to the Committee⁵⁶.

In 2017, together with the OISS, the *V Seminar on Employment of Persons with Disabilities* was held with the participation of over 10 civil society organisations that promoted their programs for labour insertion. A table with the main activities carried out is shown below:

TABLE 16. ACTIVITIES DEVELOPED AT THE AECID TRAINING CENTRE (MONTEVIDEO)

TITLE	COMMENCEMENT	TYPE OF ACTIVITY	PARTICIPANTS	ORGANISING INSTITUTIONS
Delivery of documents of the first training course for caregivers of dependants with disabilities, with a special focus on mental health.	26/02/2013	National	0	MIDES
Final seminar on the guidelines of the National Plan of Access to Justice and Legal Protection for Persons with Disabilities.	07/10/2013	National	0	MIDES
Labour inclusion for persons with disabilities.	16/10/2013	National	0	MIDES
Launch of the Transnational Monitoring Centre of Inclusion and Equity in Higher Education.	23-24/10/2013	National	15	FLACSO - Facultad Latinoamericana de Ciencias Sociales
International Seminar on Occupational Inclusion: Towards a Favourable Framework for the Employment of Persons with Disabilities.	13/12/2013	National	0	MIDES
Tienes una empresa, tienes una oportunidad. (You have a company, you have an opportunity.)	30/04/2014	National	25	MIDES
Accessibility in municipal public policies - Mercociudades Disability and Inclusion Group.	08-9/05/2014	Other programs	13	Provincial Government of Montevideo
Visually impaired persons. Rehabilitative aspects of low vision.	07-11/07/2014	Intercoonecta programme	32	Fundación ONCE para América Latina
XI Conference of the Red Intergubernamental Iberoamericana de Cooperación Técnica (Ibero-American Inter-Governmental Network for Technical Cooperation), Riicotect, for the development of policies for the care of the elderly and persons with disabilities.	01-03/07/2014	Intercoonecta programme	44	Instituto de Mayores y Servicios Sociales
Training to deliver the Manual of good practices for the treatment and care of persons with disabilities.	06/11/2014	National	30	MIDES - Ministerio de Desarrollo Social
<i>Recovery model in clinical practice</i> . ASSE Mental Health Network.	24-26/11/2014	National	55	ASSE - Administración de los Servicios de Salud del Estado
Inclusive education in Uruguay: Advancing the Defence and Promotion of the Human Rights of Persons with Disabilities.	11/12/2014	National	13	CAINFO - Centro de Archivos y Acceso a la Información Pública

TITLE	COMMENCEMENT	TYPE OF ACTIVITY	PARTICIPANTS	ORGANISING INSTITUTIONS
Workshop: Right of the persons with disabilities to access healthcare.	24/02/2015	National	14	CAINFO - Centro de Archivos y Acceso a la Información Pública
Inclusive education in Uruguay: Advancing the Defence and Promotion of the Human Rights of Persons with Disabilities:	11/02/2015	National	36	CAINFO - Centro de Archivos y Acceso a la Información Pública
Disability qualification training.	09-11/02/2015	National	15	MIDES
Technical meetings for the development of educational materials for visually impaired persons.	15-16/04/2015	Other programs	18	IIDI - Instituto Interamericano sobre Discapacidad y Desarrollo Inclusivo
Seminar on Assessment and Implementation of the Course "The Recovery Model in Clinical Practice"	16-17/04/2015	National	60	ASSE - Administración de los Servicios de Salud del Estado
"Human-computer interaction, models and work tools in rehabilitation processes."	28/08/2015	National	13	MIDES
Expert workshop: Young people and disability: Policies on social inclusion, gender equity, non-discrimination and prevention of sexual violence.	02-4/09/2015	Other programs	31	UNFPA - United Nations Population Fund
Implementation of the Mental Health Recovery Model in the National Integrated Health System	06-08/10/2015	National	64	MSP - Ministerio de Salud Pública
Inclusive education in Uruguay: Advancing the Defence and Promotion of the Human Rights of Persons with Disabilities:	14/12/2015	National	45	CAINFO - Centro de Archivos y Acceso a la Información Pública
Organisation of persons with disabilities in the 2030 Sustainable Development Agenda	27-29/01/2016	Other programs	6	ULAC - Unión Latinoamericana de Ciegos
Inclusive education in Uruguay: Advancing the Defence and Promotion of the Human Rights of Persons with Disabilities.	11-13/02/2016	National	0	CAINFO - Centro de Archivos y Acceso a la Información Pública
IV Seminar on Employment for Persons with Disabilities in Ibero-America.	07-11/03/2016	Intercoonecta programme	37	OISS- Ibero-American Organization for Social Security

TITLE	COMMENCEMENT	TYPE OF ACTIVITY	PARTICIPANTS	ORGANISING INSTITUTIONS
The Convention on the Rights of Persons with Disabilities and Sustainable Development Goal no. 4: the Role Played by Civil Society in its Implementation and Monitoring.	28/04/2016	National	43	United Nations in Uruguay
Reading and Writing in Students with Blindness or Severe Visual Impairment - Reflections and New Challenges	25-29/04/2016	Intercoonecta programme	29	Fundación ONCE para América Latina
V Seminar on Employment for Persons with Disabilities in Ibero-America.	12-16/07/2017			
Live projection of the Uruguay Country Report at the United Nations Disability Committee.	15/08/2016	National	60	United Nations in Uruguay

Source: OTC Uruguay

From 25 to 28 September 2017, a *Ibero-American seminar on accessibility and safety in the face of emergencies* was organised by the Fundación ACS, the Royal Board on Disability and the Spanish Agency for International Development Cooperation (AECID) at the Training Centre in Montevideo, in cooperation with the OTC of Uruguay, within the framework of the INTERCOONECTA programme.

AECID Training Centres

From the AECID Training Centres, as units specialised in knowledge transfer that work as a forum for meeting, reflection and exchange of experiences regarding multiple aspects of Ibero-American development, while contributing to the strengthening of institutional capacities of partner countries in the region, the following activities relating to disability have been carried out:

TABLE 17. SPECIALISED TRAINING AT THE AECD TRAINING CENTRES (CURRENTLY, INTERCOONECTA PROGRAMME)

TRAINING CENTRE	DATE	COOPERATING INSTITUTION	ACTIVITY
Montevideo (Uruguay)	2014	Fundación ONCE- América Latina (FOAL)	"Visually impaired persons. Rehabilitative aspects of low vision."
Cartagena de Indias (Colombia)	2014	FOAL	Ibero-American Network of Occupational Inclusion: Cooperation between Ministries, Disability Entities and Civil Society.
Santa Cruz de la Sierra (Bolivia)	2014	OISS- Ibero-American Organization for Social Security	II Meeting of General Directors of Disability A.L.
Ciudad de Antigua (Guatemala)	2015	FOAL	"Seminar on Learning Accompaniment for Visually Impaired or Blind Persons"

TRAINING CENTRE	DATE	COOPERATING INSTITUTION	ACTIVITY
Cartagena de Indias (Colombia)	2015	FOAL	"Elimination of Barriers to Accessibility for People with Disabilities in New Technologies."
Montevideo (Uruguay)	2015	FOAL	"Free Software: Barrier or Opportunity for Visually Impaired Persons in Latin America."
Montevideo (Uruguay)	2015	UNFPA	Expert workshop: "Young people and disability: Policies on social inclusion, gender equity, non-discrimination and prevention of sexual violence."
Montevideo (Uruguay)	2016	Consejo General del Notariado	Disability and Access to Justice : Towards a System of Support Provision in the Light of the United Nations Convention.
Cartagena de Indias (Colombia)	2016	FOAL	The Latin American agenda for people with visual impairment in the framework of the Sustainable Development Goals: Identification of priorities, challenges and proposal for the implementation of the 2030 Agenda.
Montevideo (Uruguay)	2016	FOAL	Reading and Writing in Students with Blindness or Severe Visual Impairment - Reflections and New Challenges
Ciudad de la Antigua (Guatemala).	2016	FOAL	"Curricular proposal: Design, Approach and Implementation, Guaranteeing Access to Students with Disabilities for Mexico, Central America and the Caribbean."
Santa Cruz de la Sierra (Bolivia)	2016	FOAL	Red Iberoamericana de Inclusión Laboral de Personas con Discapacidad Visual (Ibero-American Network of Occupational Inclusion of Visually Impaired Persons).
Virtual classroom	2016	Instituto Nacional de Estadística	Online course "Social Statistics: Health, Disability, Education, Justice and Other Social Issues."
Cartagena de Indias (Colombia)	2016	UNFPA	Expert meeting for the development of international standards on violence prevention and care and SRH for persons with disabilities.
Montevideo (Uruguay)	2016	Unión Latinoamericana de Ciegos	Organisations of persons with disabilities in the 2030 Sustainable Development Agenda
La Antigua (Guatemala)	2017	MJUS - Ministry of Justice (Spain)	Access to justice for vulnerable groups: persons with disabilities in need of special protection.
Cartagena de Indias (Colombia)	2017	Consejo General del Notariado (General Council of Notaries Public) (Spain)	Disability and Access to Justice: Towards a System of Support Provision in the Light of the United Nations Convention.
Cartagena de Indias (Colombia)	2017	Constitutional Court (Spain)	Ibero-American constitutional jurisprudence on the protection of the rights of persons with disabilities.
Virtual classroom	2017	INE - Instituto Nacional de Estadística (National Statistical Institute) (Spain)	Introduction to Social Statistics: Health, Disability, Education, Justice and Other Social Issues, 2 nd edition.

TRAINING CENTRE	DATE	COOPERATING INSTITUTION	ACTIVITY
Santa Cruz de la Sierra (Bolivia)	2017	FOAL	Curriculum proposal: Design, Approach and Implementation, Guaranteeing Access to Students with Disabilities for the Andean Region and the Southern Cone
Antigua (Guatemala)	2017	FOAL	Meeting of the Ibero-American Network of Experts on Occupational Inclusion of Visually Impaired Persons: Vocational training
Montevideo (Uruguay)	2017	FOAL	University and Visual Disability: Towards Careers without Added Obstacles.
Cartagena de Indias (Colombia)	2017	FOAL	Learning Environments of Social Interaction: Visually Impaired Children: Pupils like the Rest in the Centre.

Source: Formación Técnica Especializada (PIFTE Iberoamérica) y Centros de Formación de la Cooperación española, Unidad Apoyo - Dirección de Cooperación con América Latina y el Caribe.

Ministry of Health, Social Services and Equality

The Ministry of Health, Social Services and Equality, through the *Directorate General for Disability Support Policies*, cooperates with the AECID by providing technical cooperation, mainly through the organisation of courses and the provision of specialized technical assistance, particularly in Latin America, on the different areas related to disability. This cooperation began with the IMSERSO and is carried out via two channels: RIICOTEC and AECID.

The main goals of the Ibero-American Inter-Governmental Network for Technical Cooperation (RIICOTEC) are the following:

- ✓ The exchange of information, documentation, publications, methodology and action techniques among the different countries.
- ✓ The training of human resources.
- ✓ Technical assistance through the exchange of experts who complement and enhance national efforts.
- ✓ The implementation of a bulletin aimed at promoting the communication and dissemination of experiences.
- ✓ The co-financing of projects relating to the improvement of living conditions of persons with disabilities.

Every year, in cooperation with the AECID, courses are held at the operated Training Centres, mainly for managers and/or professionals working in the disability area in Latin American public administrations, with the participation of NGOs and university faculty.

TABLE 18. ACTIVITIES CARRIED OUT WITHIN THE RIICOTEC FRAMEWORK.

DATE	EVENT	PLACE
25 October 2013	Meeting of the ministerial officers in which it was agreed to propose to the XXII Ibero-American Summit of Heads of State and Government that 2013 be declared the Ibero-American Year for the Occupational Inclusion of Persons with Disabilities.	Ecuador
12 - 15 November 2013	Seminar on <i>Public Policies for the Care of Elderly Dependent Persons</i> , particularly aimed at professionals and persons responsible for managing and planning services for the elderly in Ibero-American public institutions and persons responsible for older people's associations in the region.	Cartagena de Indias (Colombia)
14 and 15 November 2013	32 nd Riicotec Permanent Commission at the AECID Training Centre	Cartagena de Indias (Colombia)
30 June 2014	33 rd Meeting of the Riicotec Permanent Commission.	Montevideo (Uruguay)
1-3 June 2014	11 th Riicotec Conference. <i>"The Personal Autonomy of Older Adults and Persons with Disabilities: a 21st Century Challenge."</i>	

Source: <http://www.riicotec.org>

Royal Board on Disability and the AECID Reina Sofía Award and currently Reina Letizia Award for Universal Accessibility

The Royal Board on Disability, the Spanish Agency for International Development Cooperation (AECID) and the Fundación ACS are committed to supporting initiatives in favour of universal accessibility in Latin America. The Reina Sofía Award for Universal Accessibility, with a category for Latin American municipalities, is part of this commitment.

(Please see section 6. Toolbox: 6.1. Reference Framework on the Right to Accessibility).

Ibero-American Repository on Disability (Riberdis)

In 2013, the Ibero-American Repository on Disability (Riberdis) was created through the Spanish Centre for Documentation on Disability (CEDD) of the Royal Board on Disability; this creation was aimed at contributing to the improvement of dissemination and access to knowledge by means of the preservation, organization and dissemination of content on disability in Ibero-America. It has become a baseline online library for the gathering of scientific works on disability which is freely accessible. Webpage: <http://riberdis.cedd.net/>

Ibero-American Intergovernmental Network of Cooperation for the Education of Persons with Special Educational Needs (RIINEE)

The RIINEE Network is composed of the departments responsible for special education and educational inclusion in ministries and secretariats of education in Brazil, Argentina, Mexico, Peru, Colombia, Bolivia, Venezuela, Chile, Paraguay, Ecuador, Uruguay, Nicaragua, Honduras, Cuba, Guatemala, Panama, Costa Rica, Dominican Republic and El

Salvador. Twenty-nine representatives of Ministries and Secretariats of Education of the countries composing the RIINEE Network participated in the **14th Cooperation Seminars on Special Education and Educational Inclusion**, held at the Spanish Cooperation Training Centre in Cartagena de Indias.

This activity was organised by the Spanish Ministry of Education, Culture and Sports, the UNESCO Regional Bureau for Education in Latin America and the Caribbean and the AECID. During the seminars, participants expressed their commitment to implement the International Convention on the Rights of Persons with Disabilities in each of their countries, as established in the 2030 Education Agenda.

5.4. PROJECTS AND AGREEMENTS WITH NGDOS

The AECID has signed a **Framework Partnership Agreement with the Organización Nacional de Ciegos Españoles (ONCE), the Fundación ONCE para la Solidaridad con Personas Ciegas de América Latina (FOAL), the Fundación ONCE para la Cooperación e Inclusión de las Personas con Discapacidad and the Comité Español de Representantes de Personas con Discapacidad (CERMI)**, in order to promote the disability approach in policies, international cooperation programmes for development, and the strengthening and cohesion of social movements of disability from a human rights-based approach. All of this is aimed at increasing the efficiency of the efforts made to contribute to the social inclusion of persons with disabilities and to sustainable human development. *The Study of the Situation of Disability in Spanish Cooperation Policy* was conducted in 2012 as part of this Framework Agreement. (http://www.cermi.es/sites/default/files/docs/colecciones/La_situacion_sobre_discapacidad.pdf)

Persons with disabilities and their organisations, in Spanish Cooperation partner countries, have featured prominently in several interventions financed by the AECID in cooperation with the Spanish NGOs. **The Confederación Española de Personas con Discapacidad Física y Orgánica (COCEMFE)**, supporting the Red Iberoamericana de Entidades de Personas con Discapacidad Física, was one of the entities that received funds through projects. At present, this Network is composed of 22 associations of persons with physical disabilities from 13 Ibero-American countries. Some projects carried out by the COCEMFE are the following:

TABLE 19. PROJECTS CONDUCTED BY THE CONCEMFE

PLACE / YEARS OF EXECUTION	NAME OF THE PROJECT:	FUNDING ENTITIES:
2012/2014	Improving ACOGIPRI's productive and competitive position in the artisanal pottery market in El Salvador.	CAM 2011, Fundación ONCE, ACOGIPRI
2010/2013	Promoting labour insertion as a base for social inclusion of persons with disabilities in 6 departments in El Salvador.	AECID ONGD 2009, Fundación ONCE, Caja Madrid, La Red.
2013/2014	Participative diagnosis on sexual and reproductive rights of women with disabilities in the Dominican Republic.	CAM 2011, Fundación ONCE, CIMUDIS.

PLACE / YEARS OF EXECUTION	NAME OF THE PROJECT:	FUNDING ENTITIES:
2013/2015	Service for promoting Labour Insertion of Persons with disabilities in Ecuador.	AECID 2012, Fundación ONCE, FENEDIF, PETROAMAZONAS
2015/2018	Social and labour inclusion of women and young people with disabilities in the sector of accessible tourism in Ecuador.	AECID, Fundación ONCE, PETROAMAZONAS, CONADIS
2010/2012	Institutional strengthening of the central structures and grass-roots organisations of Asodifimo, Cimudis and Fenadid in the Dominican Republic, phase II.	AECID ONGD 2010, Fundación ONCE.
2012/2014	For the of Persons with Disabilities to a Fulfilled Life in Dominical Republic: different abilities, same opportunities.	AECID ONGD 2011, Fundación ONCE, La Red
2014/2016	Quality education for all: Promoting vocational training for labour insertion of persons with disability in Dominican Republic.	AECID ONGD 2013, Fundación ONCE, La Red
2017/2019	Promoting the right to work of young people and adults with disabilities from a perspective of gender equality in Dominican Republic.	AECID ONGD 2016, Fundación ONCE, La Red
2010/2012	Consolidation of the forums for cooperation around public policies on disability in Peru.	AECID, Fundación ONCE, CONFENADIP
2016/2017	Defending the right to an active citizenship for persons with disabilities with the support of ICTs in Peru.	AECID Innovación 2016, Fundación ONCE, CONFENADIP
2017/2018	Promoting non-violent and inclusive practices for women with disabilities in Peru.	AECID ONGD 2016, Fundación ONCE, CONFENADIP, FCPED
2011/2014	Network ICTs, human rights and disability in Latin America and the Caribbean.	AECID ONGD 2011, Fundación ONCE, La Red.
2013/2015	Digital empowerment in defence of the rights of persons with disabilities in Latin America and the Caribbean.	AECID ONGD 2012, Fundación ONCE, La Red.
2014/2016	Disability from a rights approach: consolidating network work in Latin America and the Caribbean.	AECID ONGD 2013, Fundación ONCE, La Red

Source: Prepared by COCEMFE

Different projects have also been conducted with the Fundación ONCE para América Latina (FOAL), contributing to the improvement of the situation of visually impaired persons, and particularly through educational inclusion and learning improvement projects in Paraguay, Honduras and Guatemala, as well as the strengthening of the Unión Latinoamericana de Ciegos. In 2013, by means of the Agencia Andaluza de Cooperación Interneccional (Andalusian Agency for International Cooperation), FOAL developed a project with funds amounting to € 80,000 for the educational inclusion of visually impaired students in the provinces of Elías Piñas, San Juan, San Pedro de Macorís and El Seybo, in the Dominican Republic.

DATES	NAME OF THE PROJECT:	FUNDING
2011- 2014	Improving the Learning of Visually Impaired Population and their Environment in the Eastern and Chaco Regions of Paraguay. Supporting access and permanence of persons with disabilities in primary education in accordance with the personalised evaluation and educational inclusion principles.	€ 174,636.00 / AECID
2011- 2014	Improving the learning of visually impaired population and their environment in the western region of Guatemala.	€ 132,610.00 / AECID
2011- 2014	CNR EDUCATIONAL INCLUSION OF VISUALLY IMPAIRED PERSONS IN HONDURAS Supporting access and permanence of persons with disabilities in primary education in accordance with the personalised evaluation and educational inclusion principles.	€ 180,639.33 / AECID
2013-2014	AGORA programme Peru - Occupational Inclusion for Visually Impaired Persons.	€ 187,024 / Regional Government of Madrid.
2013-2016	FOAL developed a project for the educational inclusion of visually impaired students in the provinces of Elías Piñas, San Juan, San Pedro de Macorís and El Seybo, in the Dominican Republic.	€ 79,524.49 / Agencia Andaluza de Cooperación Internacional

Source: Prepared by FOAL

Other NGOs, through different agreements, have accompanied civil society organisations involved in providing services for persons with disabilities, such as the Fundación Promoción Social de la Cultura-FPSC, the Movimiento por la Paz el Desarme y la Libertad (MPLD), and the Spanish Red Cross (CRE) in Lebanon, Syria and Egypt, among other countries (see section 4.1 Humanitarian Action).

Through the same funding mechanism (a 3 million euro agreement), the NGOD MPDL has also worked to improve the living conditions, inclusion and rights of persons with disabilities in Lebanon, Jordan and the Palestinian Territories. Most of the population accompanied has been Palestinian refugees, including persons with hearing disabilities and also children and young people with intellectual disabilities, both regarding the provision of physical rehabilitation services, medical assistance and psychosocial support, and training health personnel and demanding rights from the relevant authorities.

For its part, the Spanish Red Cross has recently concluded its intervention to support the socio-economic and occupational integration of persons with disabilities in different areas of Vietnam; this was an initiative supported by the AECID with over one and a half million euros. This intervention was aimed at boosting social and occupational integration activities for persons with disabilities, particularly women and ethnic minorities, as well as working on changing the perception of disability in families, public institutions and the private sector.

Annex I includes a complete list of all the projects conducted by NGOs during these years.

RECOMMENDATIONS

Developing a Strategy and a plan on disability;

Considering disability in the new master plan and in the different CPFs;

Promoting training on disability for the cooperation technical personnel;

In the assessments of the different projects and agreements, Spanish cooperation should use criteria through which the disability approach and accessibility of each proposal may be scored/assessed. For example, the forms could include a section on the disability approach focused on gender and, in addition, universal accessibility should be a condition for approval.

Source: Study of the Situation of Disability in Spanish Cooperation Policy carried out in 2012 (AECID/CERMI), contributions from COCEMFE, FOAL, Fundación CERMI Mujeres and ONCE.

5.5. DELEGATED COOPERATION

Bridging the Gap II project (2017- 2021) (48 months' duration)

It is a project funded by the European Union (EU) under the Development Cooperation Instrument, Thematic Programme *"Global Public Goods and Challenges"*. The project performs actions aimed at increasing the inclusion of persons with disabilities at national and international levels.

It is a coordinated response to these commitments and consists of two mutually reinforcing parts:

- ✓ Bridging the Gap I: Human Rights Indicators for the Convention on the Rights of Persons with Disabilities in support of the 2030 Agenda for Sustainable Development, and
- ✓ Bridging the Gap II: Inclusive policies and services for the equal rights of persons with disabilities.

The two elements are linked, and although they operate at different levels, they complement each other by creating synergies and contribute to increasing the inclusion of persons with disabilities in different countries through the development of tools and the strengthening of policies, together with the responsibility of the different institutions.

The AECID has joined the initiative "Inclusive Policies and Services for the Equal Rights of Persons with Disabilities" launched by the European Commission in early 2015 to submit proposals in consortium and addressed to the Cooperation Agencies of the Member States.

Bridging the Gap is a double project at national and international levels. **At an international level, the Office of the United Nations High Commissioner for Human Rights (OHCHR) is leading the project and includes the development of tools for**

the implementation of the SDG aligned with the CRPD through consultations with partner countries from all regions, experts, UN agencies, development stakeholders, organisations of persons with disabilities, civil society and academia.

At a national level, Bridging the Gap is implemented by a consortium led by the Fundación Internacional e Iberoamericana de Administración y Políticas Públicas (International and Ibero-American Foundation for Administration and Public Policy, FIIAPP) and composed of the Spanish Agency for Development Cooperation (AECID), the Austrian Development Agency (ADA), the Italian Agency for Development Cooperation (IADC), the European Disability Forum (EDF) and the International Disability and Development Consortium (IDDC).

The project was launched in Brussels on 5 December 2017. It was presented during the European Disability and Development Week. The International Cooperation and Development commissioner, Neven Mimica, opened the meeting by highlighting its *"decisive socio-economic impact, in line with national policies and global commitments"*.

The project will implement activities in key policies on education, health, employment, social protection and data collection at national level in five partner countries while working in parallel at international level to define human rights indicators for the CRPD in support of an inclusive disability in the 2030 Agenda for Development. The AECID participates directly in the implementation of the actions in two Latin-American countries: **Paraguay and Ecuador.**

The General Directorate of Disability Support Policies of the Ministry of Health, Social Services and Equality, the National Institute of Statistics (INE), as well as specialised organizations (Fundación ONCE, Fundación ONCE para América Latina, CERMI, COCEMFE) cooperate with this project from the moment of the pre-formulation of the proposal.

Bridging the Gap II: Action in Paraguay

The Paraguay Action Plan within the framework of the Bridging the Gap II project is aimed at supporting the efforts of the Paraguayan State and the organisations of persons with disabilities to implement the Convention through the development of skills of government institutions and the organisations of persons with disabilities. The guidelines of the National Action Plan for the Rights of Persons with Disabilities (2015-2030) are used as a point of reference.

In this context, in coordination with the Secretaría Nacional de los Derechos de las Personas con Discapacidad (National Secretariat for the Rights of Persons with Disabilities, SENADIS) and different organisations of persons with disabilities, it was resolved to strengthen the State and organisations of persons with disabilities in the production of national data as a key tool for the design and implementation of public policies (Point 2 of the National Action Plan and Article 31 of the Convention).

Consequently, the project will contribute to guaranteeing the inclusion of persons with disabilities in the country's information systems. Public institutions will be strengthened to improve the collection of accessible, reliable, high-quality and disaggregated data to give visibility to persons with disabilities. Likewise, it will contribute to the creation of indicators and targets of the National Action Plan that will help measure progress as part of a permanent monitoring process. Additionally, it will help assess any plan and programme, contributing to the creation of an accountability culture that values assessment as a basis for learning in a permanent cycle of knowledge production. Work will be carried out with the main public institutions specialised in data collection. This work will also focus on the production of data relating to the Right to Education with the Ministry of Education and Science.

A pilot operation will be implemented for the inclusive strengthening of public policies, such as education, starting with an improvement of the ICTs systems.

The awareness, coordination and technical training of the interested parties in the development for the inclusion of persons with disabilities and their rights in the development policies will be directly addressed in the field (Article 32 of the Convention).

The development of the Project is focused on the effective participation of persons with disabilities, **using the motto “nothing about us without us”**, including the strengthening of the coordinated participation mechanisms within the State Bodies. Any intervention is explained by the need for equal rights and non-discrimination. 690,840 euros are allocated.

Bridging the Gap II: Action in Ecuador.

The National Action Plan for Ecuador of the Bridging the Gap II project (BtG-II Ecuador) focuses on promoting the right to an inclusive education for Ecuadorian children with disabilities. In 2009, the Ecuadorian Government opened the Under-Secretariat for Inclusive and Specialised Education within the Ministry of Education and Development, and began with the implementation of an inclusive education model in the country. However, gaps in access and permanence in the education system for children with disabilities are still challenges that must be addressed.

This action proposes a close cooperation with the Ecuadorian civil society organisations of persons with disabilities with the aim of strengthening their ability to influence and participate in the preparation of its education policy, as well as promoting, through working agreements signed with the Ministry of Education, an improved coverage and quality of the education services in the country, in order to guarantee the inclusion of children with disabilities and to bridge the existing gaps.

Similarly, the Action proposes to strengthen the efforts made by the Consejo Nacional para la Igualdad de las Personas con Discapacidad (National Council for the Equality of Persons with Disabilities, CONADIS), which is the government institution responsible for monitoring and supervising the mainstreaming of the rights of persons with disabilities in Ecuadorian public policies, so that it can influence and improve the efforts made by Ecuadorian public institutions to include persons with disabilities in their dialogue on education, as well as promote the creation of new inclusive tools for public policies. 690,840 euros are allocated.

The Delegated Cooperation is a very suitable tool to work on the mainstreaming of the disability approach. By means of this instrument, disability may be addressed as a core part of the projects, on the one hand, and also in the mainstreaming of the approach in the cooperation by influencing the other donors in the case of consortiums.

5.6. QUALITATIVE COMMENTS AND RECOMMENDATIONS ON THE ACTIONS CARRIED OUT

COMMENT	RECOMMENDATION
Medical/ Assistance/ Rehabilitation Approach	Human Rights-Based Approach (HRBA)
In relation to the terminology, it is observed that on numerous occasions projects are financed which refer to “disabled persons”, “deaf and dumb”, “handicapped”, “physically, intellectually and mentally disabled”, “mentally ill”, “disability condition” and “deficient”. Terms such as “persons with functional diversity”, “persons with other abilities” and “differently abled”.	Projects should adapt their terminology to the Convention on the Rights of Persons with Disabilities. They should refer to persons with physical, visual, hearing, mental and intellectual disabilities (CRPD, Article 1). The term “persons with disabilities” is the officially used term in the CRPD and the 2030 Agenda for Sustainable Development, and it is the term proposed. Terms such as “persons with functional diversity”, “persons with other abilities” or “with different abilities” should not be used, since they are not accepted and may lead to confusion.
Integration is addressed.	Women and men with disabilities (girls and boys with disabilities) should also be mentioned when there are gender differences. Use the social inclusion concept.

COMMENT	RECOMMENDATION
Medical/ Assistance/ Rehabilitation Approach	Human Rights-Based Approach (HRBA)
Some of the financed projects are related to the construction of specific educational centres for persons with disabilities.	<p><i>Education must be inclusive. It is necessary to invest in technical and human means that allow persons with disabilities to attend regular school. In order to facilitate the transition, specific centres can become resource centres</i> (General Comment number 4. Inclusive Education).</p> <p>International cooperation may play a key role in the implementation of the support systems. Donor countries and international organisations should consider increasing their funding for the design and implementation of sustainable national support systems and providing the necessary funding for providing inclusive development assistance that takes into consideration the support arrangements required by persons with disabilities.</p> <p>For example, when funding national education systems, donors should take into account the obligation to support children and adolescents with disabilities within the general education system in order to facilitate their effective training⁵⁷.</p>
Some of the financed projects are related to the construction, maintenance, enlargement and improvement of “Disabled persons’ centres”.	<p><i>Persons with disabilities have the right to live within the community and it is consequently necessary to invest in technical aids and accessibility of the community services</i> (CRPD, Article 19).</p> <p>Article 19, paragraph 2 of the Convention requires States to <i>ensure access to a range of home assistance, residential and other community-based support services for persons with disabilities. The ultimate goal of this provision is to support life and inclusion in the community, as well as to prevent situations of isolation or segregation therein. Persons with disabilities should be able to choose where and with whom they want to live and not be forced to live in particular environments, such as psychiatric hospitals, nursing homes or other institutions. Additionally, States are obliged to facilitate the transition of persons with disabilities from such facilities to community-based residences or supervised housing, and to provide urgent assistance to persons with disabilities who are at risk of being homeless or institutionalised</i>⁵⁸.</p> <p>International cooperation should align with the human rights of persons with disabilities and it should be carried out sustainably and appropriately from a cultural point of view. To that end, international assistance should not support practices that are contrary to the disability approach based on human rights. International organisations, non-profit organisations, charities and other organisations working in national contexts should refrain from conducting projects that are not sustainable or that violate the rights of persons with disabilities, such as “homes” and “special schools”⁵⁹.</p>

COMMENT	RECOMMENDATION
Medical/ Assistance/ Rehabilitation Approach	Human Rights-Based Approach (HRBA)
Some of the financed projects sustain the provision of specific services for persons with disabilities with regard to food, education, training, employment and rehabilitation.	<p><i>Persons with disabilities have the right to access the services that are available for the rest of the citizens. To this effect, it is necessary to invest in the specific training of experts, in the provision of reasonable adjustments and in the accessibility of services. Accessibility is a fundamental precondition so that persons with disabilities may participate fully in society on equal terms and effectively enjoy all their human rights and fundamental freedoms</i> (General Comment number 2. Accessibility).</p>
The general projects do not include accessibility as a principle nor do they include persons with disabilities. No specific budget is allocated. Consequently, new barriers involving additional costs and the exclusion of this population are created.	<p><i>When designing the development of an action or assessing its funding, it should be considered whether accessibility has been included as a principle and what budget has been allocated to it. Likewise, it will be assessed whether it includes persons with disabilities.</i></p>
Very few projects are devoted to promoting social, political, civil and cultural rights.	<p><i>The inclusion of persons with disabilities in all areas of life must be promoted, as well as their participation, with equal opportunities, in the civil, political, economic, social and cultural areas</i> (CRPD, Preamble).</p>
General projects do not include the gender and disability approach and do not address intersectional discrimination caused by the interconnection of different discrimination axes.	<p>The gender perspective should be included in a cross-cutting manner in all the projects aimed at improving the life conditions of persons with disabilities, taking into consideration the intersectional dimension of the discrimination and situations of exclusion.</p>

Source: Convention of the Rights of Persons with Disabilities. Thematic Study on the Access to Support of Persons with Disabilities (A/HRC/34/58), General Comment 2. Accessibility and General Comment number 4. Inclusive Education of the CRPD Committee.

5.7. GUIDELINES FOR THE INCLUSION OF DISABILITY IN DEVELOPMENT PROJECTS

It is necessary to include the disability approach not only in the interventions, but also in the organisational sphere, taking into account the culture, policies and practices of each organisation (accessibility, number of persons with disabilities working in the organisation, available publications, etc.).

Below is a general matrix for the inclusion of disability in the development projects in a general manner, considering the cycle of the project and various aspects that must be taken into account, such as participation, alliances, accessibility, budget and sustainability. In turn, all of them must consider whether a **gender analysis has been included**.

TABLE 20. MATRIX FOR THE INCLUSION OF DISABILITY IN DEVELOPMENT PROJECTS

	ANALYSIS OF THE CONTEXT	PLANNING	IMPLEMENTATION AND MONITORING	EVALUATION
Significant participation of persons with disabilities (PwD) and their representing organisations (OPD)	<ul style="list-style-type: none"> • Identification and organisation of meetings with PwD and local organisations representing PwD. • Carrying out an inclusive baseline analysis on the situation of PwD counting on the OPD. • Including PwD/ OPD as members of the planning committee. 	<ul style="list-style-type: none"> • Including PwD/ OPD in the planning and decision-making as members of the planning committee. • Joint planning with PwD/ OPD on the inclusion of disability in the project. • Identification of the main barriers for the inclusion of disability in the project and a plan aimed at addressing them. • Considering PwD as right holders on an equal footing with others. 	<ul style="list-style-type: none"> • Including PwD/ OPD in the complete cycle of the project from the implementation team. • Facilitating the participation of the PwD/ OPD in the implementation and decision-making process. • Monitoring the inclusion of disability and to what extent persons with disabilities benefit on an equal footing with others. • Contracting PwD as project personnel. 	<ul style="list-style-type: none"> • Including PwD/ OPD in the assessment as assessment team members, consultants, interviewees, etc. • Including specific questions on disability in the assessment TOR. • Assessing the participation of PwD/ DPO in the different stages of the project. • Assessing with PwD/ DPO whether the results of the project are sustainable.
Associations with local organisations and other stakeholders for the inclusion of disability	<ul style="list-style-type: none"> • Initiating workshops on the rights of persons with disabilities among the associated local organisations and potential cooperation partners. • Mapping of the level of knowledge on disability among the different stakeholders. • Exchange of information on the participation of persons with disabilities in the complete cycle of the project. 	<ul style="list-style-type: none"> • Cooperating with other inclusive organisations in order to exchange information. • Provide training on the rights of persons with disabilities to the different stakeholders. • Involving local PwD/ DPO in the training. • Developing a joint plan on awareness raising. 	<ul style="list-style-type: none"> • Monitoring the inclusion of disability in the complete cycle of the project. 	<ul style="list-style-type: none"> • Adding questions on the inclusion of disability. • Sharing the lessons learned.

	ANALYSIS OF THE CONTEXT	PLANNING	IMPLEMENTATION AND MONITORING	EVALUATION
Accessibility	<ul style="list-style-type: none"> • Conducting an analysis and an action plan to change the attitude barriers and to reach the equal participation of persons with disabilities. • Organising meetings in accessible places. • Providing information in accessible formats. • Acquiring knowledge on laws and policies regarding persons with disabilities. 	<ul style="list-style-type: none"> • Accessibility plan to address the identified barriers. • Planning the project considering: a) Attitude barriers b) Physical accessibility c) Accessibility regarding information and knowledge exchange d) Structural barriers and a plan to address them. 	<ul style="list-style-type: none"> • Monitoring the accessibility plan. • Addressing the challenges related to accessibility 	<ul style="list-style-type: none"> • Monitoring the inclusion of disability focusing on accessibility in the various stages of the project: Were the meeting places accessible for everyone? Was the information exchanged in an accessible manner so that everyone was able to follow it? (Braille, sign language...).
Budget	<ul style="list-style-type: none"> • Preparing a budget to carry out a baseline analysis including disability and considering accessibility issues. 	<ul style="list-style-type: none"> • Planning a budget for the inclusion of disability (in general, 2-5%). 	<ul style="list-style-type: none"> • Monitoring the use of the budget for the inclusion of disability. 	<ul style="list-style-type: none"> • Estimating the conducting of an inclusive assessment. • Assessing the impact and cost of the disability mainstreaming.
Sustainability	<ul style="list-style-type: none"> • Mapping the awareness raising and knowledge about the rights of the PwD among the project personnel. Plan to address the training and information requirements. 	<ul style="list-style-type: none"> • Inclusive approach of disability as part of the organisation (not only at level project). Strategies/ inclusive policies on disability. Preparation of a Guide for the inclusion of disability. Personnel training. 	<ul style="list-style-type: none"> • Monitoring mechanism established to continue the inclusion of disability. • Continuous support for the inclusion of disability to the responsible personnel. 	<ul style="list-style-type: none"> • Assessment of the inclusion of disability at organisational level. • Documentation and exchange of good practices.

Source: Adapted and translated from Disability Partnership Finland



TOOLBOX

6

6.1. REFERENCE FRAMEWORK ON THE RIGHT TO ACCESSIBILITY (ARTICLE 9)

Current situation and initiatives completed

The World Report on Disability highlights that built environments, transportation systems and information and communication are often inaccessible to persons with disabilities. These persons are denied basic rights, such as the right to seek employment or to health care, due to a lack of accessible transportation systems. The level of implementation of accessibility standards remains low in many countries and persons with disabilities are often denied their right to freedom of expression due to the inaccessibility of information and communication. Even in countries where sign language interpretation services for deaf people are available, the number of qualified interpreters is often too low to meet the growing demand for such services, and the fact that interpreters are obliged to travel to meet their clients makes the use of these services excessively expensive. Persons with intellectual and psychosocial disabilities, as well as deafblind persons, face barriers when trying to access information and communication due to the lack of easy-to-read formats and augmentative and alternative means of communication. They also face barriers when trying to access these services because of the prejudice and lack of appropriate training of the personnel providing them⁶⁰.

The AECID works in alliance with partner organisations specialised in the social inclusion of persons with disabilities, within the framework of the **Heritage for Development program**, in order to strengthen Latin American institutions and transfer knowledge regarding the design of **inclusive environments**, as well as the adaptation of **Spain's infrastructure abroad**.

These advances in social inclusion are transferred to and promoted in the Latin American area in cooperation with the **Royal Board on Disability** (Ministry of Health, Social Services and Equality) and **Fundación ACS**. In 2007, a Partnership Agreement was signed between the AECID and Fundación ACS through the **Directorates of Cooperation with Latin America and the Caribbean and of Cultural and Scientific Relations**, in which accessibility and the elimination of physical barriers is a priority; they develop activities regarding three lines of work:

- ✓ Training activities: both partners jointly organise activities for the exchange of good practices.
- ✓ Fundación ACS provides technical assistance to projects for intervention in public spaces and architectural refurbishment promoted by the AECID (Directorate of Cooperation with Latin America and the Caribbean and Directorate of Cultural and Scientific Relations).
- ✓ Reina Letizia Awards for Universal Accessibility for Latin American municipalities: municipal initiatives relating to universal accessibility are recognised. The Royal Board on Disability, the AECID and Fundación ACS are the organising entities.

The following training activities have been carried out as a result of this collaboration:

TRAINING ACTIVITIES

7th Edition of the **Ibero-American Seminar on Universal Accessibility and Design for All** (2007, 2008, 2009, 2010, 2011, 2012, 2013)

Ibero-American Meeting on Mobility and Accessibility to Cultural and Natural Heritage, at the request of the National Institute of Historic and Artistic Heritage of Brazil, in Salvador de Bahia (2014). https://issuu.com/publicacionesaacid/docs/encuentro_iberamericano_accesibili

Ibero-American Meeting on Sustainable Development and Tourism, at the Training Centre of Cartagena de Indias (2015), with a panel on Accessible Tourism https://issuu.com/publicacionesaacid/docs/relatoria_encuentro_desarrollo_sost

Ibero-American Meeting on Waste Management in Tourist Destinations, at the Training Centre of Montevideo (2015). https://issuu.com/publicacionesaacid/docs/relatoria_encuentro_residuos_y_turi

Ibero-American Meeting on Inclusive Historic Centres and Sustainable Development, at the Juan de Salazar Spanish Cultural Centre (2016). https://issuu.com/publicacionesaacid/docs/relatoria_encuentro_cchh_inclusivos

Seminar on Health and Safety in Workshop Schools in Latin America, at the Training Centre of Antigua Guatemala (2016). https://issuu.com/publicacionesaacid/docs/o._l._seminario_sobre_seguridad_y_s

Ibero-American Meeting on Sustainable Development and Urban Environment Improvement Processes, at the Training Centre of Cartagena de Indias (2017). <http://intercoonecta.aacid.es/noticias/expertos-en-desarrollo-urbano-sostenible-planifican-la-mejora-de-los-asentamientos-humanos>

Ibero-American Seminar on Accessibility and Safety in Emergencies, at the Training Centre of Montevideo (2017). Presentation under preparation. <http://intercoonecta.aacid.es/programaci%C3%B3n-de-actividades/seminario-iberamericano-sobre-accesibilidad-y-seguridad-ante-emergencias>
Video of the event: https://www.youtube.com/watch?v=_5NPzknSVcM

Through technical assistance and funding of Fundación ACS, the following projects for an improved accessibility have been developed:

- ✓ The Jesuit Missions of Paraguay (Jesús and Trinidad), through a Mission Accessible Tourism Plan financed by Fundación ACS, and its execution through grants from DCALC and DRCC. https://issuu.com/publicacionesaacid/docs/accesibilidad_a_las_misiones_jesuit
- ✓ Enhancement of the Bramante Temple and the Academy of Spain in Rome with a new accessible itinerary "Tempietto per Tutti". https://issuu.com/publicacionesaacid/docs/real_academia_espa__a_roma_accesibi
<http://www.accademiaspagna.org/tempietto-per-tutti/>
- ✓ Improvement of accessibility in the Spanish Cultural Centres in Guatemala.
- ✓ Improvement of accessibility to the Spanish Cultural Centre in Lima (Peru). <http://www.generacion.com/noticia/174365/centro-cultural-espana-unico-centro-accesible-personas-con-discapacidad>
- ✓ Improvement of accessibility to the Juan de Salazar Spanish Cultural Centre in Asunción (Paraguay).

- ✓ Improvement of accessibility to the Suchitoto market (El Salvador). Incorporating universal accessibility. https://www.aecid.es/ES/cultura/Paginas/Cultura%20y%20desarrollo/Patrimonio/Noticias/2013_04_30_suchitoto.aspx

Spanish Cooperation has promoted processes that have derived in the drafting of the *Ibero-American Manifesto on Universal Accessibility* and the creation of the *Ibero-American Network on Universal Accessibility (Red AUN)*. On the other hand, the actions launched by the AECID in Latin America have been selected as good practices to be included in the *Manual on Accessible Tourism for All of the World Tourism Organization (UNWTO)*.

In order to prepare the *Ibero-American Manifesto on Universal Accessibility*, the Royal Board on Disability, Fundación ACS and the AECID convened 53 representatives from 14 Ibero-American countries from public and private entities, institutions and organisations in Cartagena de Indias (2011), in order to exchange experiences, knowledge, reflections and proposals within the field of Accessibility. Various meetings on universal disability have been organised, such as:

The Royal Board on Disability, the AECID and Fundación ACS, taking into account the importance of universal accessibility, support initiatives in favour of the development of inclusive environments in Latin America and the Caribbean, a framework within which the Reina Sofía Award for Universal Accessibility is announced, with a category aimed at Latin American municipalities. In 2015, these awards were renamed **Reina Letizia Awards for Universal Accessibility of Municipalities**. The following nominations have won:

YEAR	CITY COUNCILS (MUNICIPALITIES) UP TO 100,000 INHABITANTS	CITY COUNCILS (MUNICIPALITIES) OVER 101,000 INHABITANTS
2012	Frutillar city council (Chile). Due to the coherence of its actions and the development of initiatives in different areas regarding universal accessibility.	Renca city council (Chile). Due to its consistent track record since 1994 with the "Disability Attention Program of the Municipality of Renca".
2013	In the Socorro city council (Brazil) for the projects "Accessible Support" and "Special Adventurers", for the adaptation of adventure activities for persons with disabilities.	Canelones city council (Uruguay).
2014	Escazú municipality (Costa Rica).	Rivera departmental council (Uruguay).
2015	Francisco de Orellana (Ecuador)	São Paulo (Brazil)
2016	Freire (Chile)	Municipality A of the city of Montevideo (Uruguay)

Source: Royal Board on Disability, Fundación ACS and the AECID

Some relevant projects carried out in the area of universal accessibility are detailed below:

PROJECT: Accessible Tourism in the Jesuit Guarani Mission of Jesús de Tavarangüé and Trinidad del Paraná.

This intervention is inserted in the strategic area of the Culture and Development Sector and contributes to reaching the objective proposed in the Country Partnership Framework (MAP) of Paraguay (2012-2018) of "*Expansion of the opportunities of access to the cultural production and consume at national, regional and international levels*". It also responds to the horizontal priority of *Integrating the promotion of Human Rights*, specifically focused on the rights of persons with disabilities.

With the cooperation of the AECID, in 2014 two signs in Braille system for visually impaired persons were inaugurated in the Jesuit Guarani Missions of Jesus de Tavarangüé and Trinidad del Paraná. In addition to the signs in Braille system, the renovation included 30 internal signs of various sizes, a road sign, signs with location in the buildings and spaces, signs with usage rules and indications, all of them written in Spanish, Guarani and English.

Within the framework of the Accessible Tourism Plan Project developed in 2015, the first stage was executed in 2016, which consisted of the adaptation of the facilities corresponding to parking, access and sanitary facilities in both Missions; the execution of the walkways and ramps that allow persons with motor disabilities to visit the Trinidad Mission; and the execution of a viewpoint in the Jesús Mission for observation from the Trinidad Mission site.

The SENATUR contributes to the execution of the project by making available the team of professionals from the General Directorate of Tourism Management and the General Directorate of Tourism Products, as well as goods and logistics (work space, vehicles for travels, works inspection, etc.).

PROJECT: Implementation of an Accessibility Plan to the Medina of Tétouan. ACERCA programme (AECID)

A first analysis on the existing conditions has been conducted for the drafting of an accessibility plan to the Medina of Tétouan, UNESCO World Heritage site. Information is provided on the current situation regarding accessibility in the Medina, as well as on the needs identified in order to implement said Plan, specifically those relating to technical training. The report responds to the AECID's request within the framework of the ACERCA programme and in coordination with the Heritage for Development Programme, the OTC and the Spanish Embassy in Morocco. It is aimed at serving as a basis for the implementation of an international cooperation project between the Tétouan city council and the AECID.

The CEAPAT-IMSERO contributes to this project with technical advice as a state reference centre whose mission is to make effective the rights of persons with disabilities and the elderly through accessibility, design for all and support products and technologies. The ACERCA activity has been carried out to develop an accessibility plan for the Medina of Tétouan, which is currently completing its second stage.

Meetings on universal accessibility have been organised at the different cultural centres, and the 2017 schedule is shown below:

DATE	PROGRAMME	PLACE
28 June 2017	Humanitarian and inclusive meeting CILSA ONG por la Inclusión gave away 15 wheelchairs to children, young persons and adults with disabilities.	Córdoba (Argentina)
10 August 2017	Proyecto Convención 2.0 (2.0 Convention Project) A space for communicating, learning and generating audio-visual resources on the rights of persons with disabilities through M.E.T.A, a group of young persons who work to promote inclusive development.	
11 and 12 May 2017	Teatro Ciego , a social organisation that develops shows performed in total darkness (http://ccpe.org.ar/events/teatro-ciego/).	Rosario (Argentina)
30 November - 1 December 2017	La fábrica de imaginar . Radio-theatre workshop of M ^a Paulina Correa, aimed at connecting the students with the genre through the stimulation of creativity and imagination, and the performance of practical exercises that will lead them to create, as a group, a mini sound work of fiction. It is addressed to visually-impaired persons.	Santiago (Chile)
22 March 2017	Arte. Cuando las palabras no alcanzan (Art. When words are not enough) . Screening of the documentaries: <i>¿Qué tienes debajo del sombrero?</i> (Judith Scott) and <i>El Mural</i> . The Art and Art Therapy Centre within the framework of the celebration of world day of people with down syndrome	El Salvador
October-November 2017	Art workshop . Art in children causes feelings and moods that are freely expressed in the creation process. We seek to improve the perception and social skills of children with autism spectrum disorder by using imagination with the aim of promoting self-knowledge and strengthening their self-esteem	El Salvador
30 May - 1 June 2017	Functional diversity week . The Spanish Cultural Centre in Bata celebrates the 1 st Functional Diversity Cultural Week, whose aim is to promote a culture and a centre that are accessible to everyone. Various Guinean artists in wheelchairs, with blindness, deafness or reduced mobility will be the protagonists of the concerts, theatre plays, cinema, dances and conferences.	Bata (Equatorial Guinea)
19 February 2017	Sus manitas hablan (Their little hands talk) . Communication, pantomime and some basic signs of the Mexican sign language (LSM) with which the attendees will learn and develop their skills to start a conversation with their children or students, whether or not they are deaf. Given by: Seña y verbo.	Mexico
19-21 September 2017	Jornadas de y sobre cultura sorda. Una base para la inclusión (Seminars on deaf culture. A basis for inclusion) Culture as an inclusion instrument of the deaf community. International professionals who will provide their view of the state of affairs in different countries such as Spain, Argentina or Uruguay and other states of the Mexican Republic will participate.	Mexico
2017	El principito sin barreras . "El Principito sin barreras" is an adaptation of the work of Antoine de Saint-Exupéry (1900-1944). It is the result of the "ContentArte" project, which integrates 28 young people with and without disabilities in art spaces of the Corazón Contento Comprehensive Development Centre in Granada, managed by Fundación Funciona.	Managua (Nicaragua)

DATE	PROGRAMME	PLACE
16 November 2017	Premiere of the inclusive theatre play <i>Radio Tormenta</i> . Directed by Mónica Ocampo. This play is included in the awareness campaign "La inclusión salva vidas" (Inclusion saves lives), which is being implemented within the framework of the project "Inclusión de personas con discapacidad y adultos mayores en la gestión de riesgos ante desastres en Centroamérica" (Inclusion of persons with disabilities and the elderly in the management of risks in disasters in Central America).	Nicaragua, Honduras, El Salvador and Guatemala

Source: Department of Cooperation and Cultural Promotion (AECID)



Photograph: Department of Cooperation and Cultural Promotion, AECID

Regulatory framework in the Accessibility area

All the general reference regulations on disability (see section 2. Regulatory Framework) include elements relating to the coverage of the aspects of accessibility in a horizontal way in the different areas of life. In this section, some relevant regulatory aspects relating to the principle of accessibility will be further explained.

PRIORITY REGULATORY INTERNATIONAL FRAMEWORK ON ACCESSIBILITY

1966. International Agreement on Civil and Political Rights

Article 25 c) of the International Covenant on Civil and Political Rights, on the right to equal access to public services.

1969.- International Convention on the Elimination of All Forms of Racial Discrimination

Article 5. f) on the right to access to all places or services intended for the public.

2006. Convention of the Rights of Persons with Disability

Article 3. General principles:
f) Accessibility

Article 9. Accessibility.

To enable persons with disabilities to live independently and fully participate in all aspects of life, States Parties shall take appropriate measures to ensure that persons with disabilities, on an equal basis with others, access to the physical environment, to transportation, to information and communications, including information and communications technologies and systems, and to other facilities and services open or provided to the public, both in urban and in rural areas. These measures, which shall include identifying and eliminating obstacles and barriers to accessibility, shall apply to, *inter alia*:

- a) Buildings, roads, transportation and other indoor and outdoor facilities, including schools, housing, medical facilities and workplaces;
- b) Information, communications and other services, including electronic services and emergency services.

States Parties shall also take appropriate measures:

- a) To develop, enact and monitor the implementation of minimum standards and guidelines for the accessibility of facilities and services open or provided to the public;
- b) To ensure that private entities that offer facilities and services which are open or provided to the public take into account all aspects of accessibility for persons with disabilities;
- c) To provide training for all persons involved on accessibility issues faced by persons with disabilities;
- d) To ensure that buildings and other facilities open to the public display signage in Braille and in easy read formats and it is easy to understand;
- e) To provide forms of human or animal assistants and intermediaries, including guides, readers and professional sign language interpreters, in order to facilitate accessibility to buildings and other facilities open to the public;
- f) To promote other appropriate forms of assistance and support to persons with disabilities in order to ensure their access to information;
- g) To promote access to new information and communications technologies and systems, including the Internet for persons with disabilities;
- h) To promote the design, development, production and distribution of accessible information and communications technologies and systems at an early stage, so that these technologies and systems become accessible at minimum cost.

By means of the implementation of other articles, such as:

Article 4. General obligations

- f) The guarantee of accessibility must be considered in the context of compliance with the general obligation to develop universally designed goods, services, equipment and facilities
- h) To provide accessible information to persons with disabilities about mobility aids, devices and assistance technologies, including new technologies, as well as other forms of assistance, support services and facilities.

Article 5. Equality and Non-discrimination.

Denial of access to the physical environment, means of transportation, information and communication, and services open to the public constitutes an act of discrimination due to disability.

Article 8. Awareness-raising on what accessibility is and on the obligation to comply with the relevant accessibility standards.

In situations of risk, natural disasters and armed conflict, emergency services must be accessible to persons with disabilities, otherwise it will be impossible to save their lives or protect their well-being (**Article 11**).

Effective access to justice **cannot be granted if the buildings that house** law-enforcing institutions are not physically accessible to persons with disabilities or if the services, information and communications provided in them are not accessible to persons with disabilities (**Article 13**).

In order to provide effective and relevant protection against **violence, abuse and exploitation** which may be suffered by persons with disabilities, especially women and children, shelters, support services and procedures must be accessible (**Article 16**).

Accessible transportation, information and communications, services, and general environment is a precondition for the inclusion of persons with disabilities in their respective local communities and for enabling them **to live independently** (**Article 19**).

Article 21 establishes that State Parties "shall take all appropriate measures to ensure that persons with disabilities can exercise the right to freedom of expression and opinion, including the freedom to seek, receive and impart information and ideas on an equal basis with others and through all forms of communication of their choice".

Article 23 establishes the requirement that information on reproductive and family planning education must be accessible.

Without accessible school transport, accessible schools and accessible information and communication, persons with disabilities shall not be able to exercise their right to education (**Article 24**).

Article 27 on work and employment establishes the need to make reasonable adjustments.

Healthcare (Article 26) and **social protection (Article 28)** will be still be out of reach of persons with disabilities if they are not accessible.

Article 29 of the Convention recognizes the right of persons with disabilities to take part in political and public life and in the management of public issues. Persons with disabilities will not be capable of exercising these rights in equal conditions and effectively if State Parties do not guarantee that voting procedures, facilities and materials are appropriate, accessible and easy to understand and use.

Article 30 of the Convention establishes that State Parties recognise the right of persons with disabilities to participate, in equal conditions with everyone else, in **cultural life**. States Parties shall take all appropriate measures to ensure that persons with disabilities: a) Enjoy access to cultural materials in accessible formats; b) Enjoy access to television programmes, films, theatre and other cultural activities, in accessible formats; c) Enjoy access to places where cultural performances or services take place, such as theatres, museums, cinemas, libraries and tourism services, and, as much as possible, enjoy access to monuments and sites of national cultural importance.

International Cooperation, described in **article 32** of the Convention, must be a key tool to promote accessibility and universal design. *The Committee advises international development institutions to recognise the importance of supporting projects intended to improve ICTs and other access infrastructures. All new investment carried out in the framework of international cooperation to promote the removal of current barriers and prevent new barriers to be created. It is unacceptable to use public funds to perpetuate existing inequalities. All new objects, infrastructures, facilities, goods, products and services must be fully accessible to persons with disabilities. International cooperation must not be used merely to invest in accessible goods, products and services, but also to promote exchange of technical information and knowledge about good practices, in order to achieve accessibility in such a way it materially improves the lives of persons with disabilities worldwide. International cooperation initiatives aiming at standardization are also important, as is the obligation to provide support to organisations of persons with disabilities so as to enable them to take part in national and international processes aimed at preparing, applying and supervising the application of accessibility standards. Accessibility must be an integral part of all sustainable development initiatives, especially in the context of a post-2015 development agenda.*

Accessibility supervision is a key aspect of international and **national monitoring** of application of the Convention. **Article 33** of the Convention requires State Parties to *designate a coordination mechanism within their governments for matters related to the implementation of the present Convention.*

2014.- General Comment no. 2 on Accessibility of the CRPD.

2015. Addis Ababa Action Agenda of the Third International Conference on Financing for Development (Addis Ababa Action Agenda) (A/RES/69/313)

Includes a reference to persons with disabilities with regard to accessible technology.

2015. Resolution adopted by the General Assembly (A/RES/70/1). Transforming our world: the 2030 Agenda for Sustainable Development.

With the aim of eradicating poverty and achieving economic empowerment through sustainable development without leaving anyone behind grants great important to access.

2016.- Charter on Inclusion of Persons with Disability in Humanitarian Action.

Establishes the need to promote a universally accessible response, recovery, rehabilitation and reconstruction.

EUROPEAN REGULATORY FRAMEWORK ON ACCESSIBILITY

2010.- European Disability Strategy 2010-2020.

Takes the consideration that *"accessibility is a precondition of participation in society and economy"* as a starting point. It states that it must *"ensure that infrastructures financed in the framework of development programmes comply with any accessibility requirement for inclusion of persons with disabilities."*

2012. Charter of Fundamental Rights of the European Union.

The Charter of Fundamental Rights of the European Union prohibits discrimination based on disability.

2014.- Directive 2014/24 on Public Procurement.

Since April 2016, the General State Administration, and local and regional authorities must include accessibility criteria in the tender bids corresponding to procurement of Information and Communication Technologies (ICT) products and services.

2015.- Proposal for a directive enacting the European Act on Accessibility.

Its scope includes a series of products and services identified after consultation with civil society organizations and companies. These products include generally used computer equipment and operative systems, automatic bank tellers and services, personal computers, telephone services and television and telephone devices, audio-visual devices, transportation, e-books and e-commerce.

2016.- Directive 2016/2102 of the European Parliament and of the Council on the accessibility of the websites and mobile applications of public sector institutions.

It is applied in the specific scope of public administrations and their web environments.

SPANISH REGULATORY FRAMEWORK ON ACCESSIBILITY

2011.- Amendment of the **Law on International Development Cooperation**, introducing substantial changes in relation to persons with disabilities, as was the introduction of *"Protection and respect for human rights, equality of opportunity, non-discrimination and universal accessibility of persons with disabilities", as a cooperation priority, and the requirement to "ensure that the instruments of cooperation are inclusive and accessible for persons with disabilities."*

2013.- Royal Legislative Decree 1/2013, of 29 November, approving the Recast Text of the **General Law on the Rights of Persons with Disabilities and their Social Inclusion.**

Accessibility is within the purpose of the Law, it being: *a) To guarantee the right to equal opportunities and equal treatment, such as the real and effective exercise of rights on the part of persons with disabilities in equal conditions with the rest of the citizens, through the fostering of personal autonomy, universal accessibility, access to employment, inclusion in the community and an independent life, the eradication of all forms of discrimination in accordance with Sections 9.2, 10, 14 and 49 of the Spanish Constitution and the Convention on the Rights of Persons with Disabilities and the international treaties and agreements ratified by Spain.*

2013.- 2014-2020 Spanish Strategy on Disability

Has accessibility as one of its goals and principles, *understood as the access of persons with disabilities, under the same conditions of the rest of the population, to their physical environment, to transportation, to information and communication technologies (ICTs) and systems, as well as to other facilities and services.*

Proposes: d) Promoting the significance of the disability factor and universal accessibility in Spanish foreign operations.

Source: Own preparation.

The Convention on the Rights of Persons with Disabilities establishes accessibility as one of its principles (art. 3 f).

Besides, article 9 of the Convention on the Rights of Persons with Disabilities states that *"to enable persons with disabilities to live independently and fully participate in all aspects of life, the States Parties shall take appropriate measures to ensure to persons with disabilities access, on an equal basis with others, to the physical environment, to transportation, to information and communications, including information and communications technologies and systems, and to other facilities and services open or provided to the public, both in urban and in rural areas"*.

Accessibility must be addressed in all its complexity, including physical environment, transportation, information and communication and services. Besides, it is important to consider the gender perspective implicit in all aspects of accessibility, a question that is routinely ignored even by organization specialized in disability issues. Inasmuch as goods, products and services are open to the public or are of public use, they must be accessible to everyone, regardless of whether the entity that owns or provides them is a public authority or a private company. Persons with disabilities must enjoy an equal access to all goods, products and services open to the public or of public use in a manner that guarantees their effective access thereof, in equal conditions and in respect to their dignity. This approach is based on the prohibition of discrimination; **denial of access may be considered a discriminatory action**, regardless of whether it is carried out by a public or private institution. Accessibility must especially consider age and gender perspectives.

The principle of universal design is fundamental to achieve full accessibility. Universal design means that products and environments are designed in such a way that they may be used by all persons, in the highest possible degree, without the need for adaptation

or specialised design. Therefore, accessibility may be achieved not only by means of conditioning existing infrastructures, but by means of applying the universal design principles, in which programmes, policies and infrastructures are designed considering human diversity and the entire range of human capacities. As clearly stated by the Committee in its General Comment no. 2, universal design makes societies accessible to everyone, not only to persons with disabilities.

2030 Agenda includes the following mentions to accessibility regarding persons with disabilities:

TABLE 21. MENTIONS TO ACCESSIBILITY IN THE 2030 AGENDA.

TARGETS	INDICATORS
Goal 1. End poverty in all its forms everywhere	
1.4 By 2030, ensure that all men and women, in particular the poor and the vulnerable , have equal rights to economic resources, as well as access to basic services, ownership and control over land and other forms of property, inheritance, natural resources, appropriate new technology and financial services, including microfinance.	1.4.1 Proportion of population living in households with access to basic services.
Goal 2. End hunger, achieve food security and improved nutrition and promote sustainable agriculture	
2.1 By 2030, end hunger and ensure access by all people, in particular the poor and people in vulnerable situations , including infants, to safe, nutritious and sufficient food all year round.	2.1.1 Prevalence of undernourishment. 2.1.2 Prevalence of moderate or severe food insecurity in the population, based on the Food Insecurity Experience Scale (FIES).
Goal 3. Ensure healthy lives and promote well-being for all at all ages	
3.7 By 2030, ensure universal access to sexual and reproductive health-care services, including for family planning, information and education, and the integration of reproductive health into national strategies and programmes	3.7.1 Proportion of women of reproductive age (aged 15-49 years) who have their need for family planning satisfied with modern methods. 3.7.2 Adolescent birth rate (aged 10-14 years; aged 15-19 years) per 1,000 women in that age group.
3.8. Achieve universal health coverage , including financial risk protection, access to quality essential health-care services and access to safe, effective, quality and affordable essential medicines and vaccines for all.	3.8.1 Coverage of interventions with plotters (for example, full vaccination for children, antiretroviral therapy, tuberculosis treatment, childbirth by skilled health personnel, etc.) % of persons with disabilities who have received medical services and support technologies. Proportion of households that have faced very high health-related costs. Proportion of households in poverty due to medical costs.

TARGETS	INDICATORS
Goal 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all	
4.2. By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education.	4.2.1. Proportion of children under 5 years of age who are developmentally on track in health, learning and psychosocial well-being. Breakdown: by gender, location, economic resources (and other characteristics where is available). 4.2.2 Participation rate in organized learning (one year before the official primary entry age).
4.3. By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university.	4.3.1 Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months.
4.5. By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities , indigenous peoples and children in vulnerable situations.	4.5.1. Parity indices (female/male, rural/urban, bottom/top wealth quintile and others such as disability status, indigenous peoples and conflict-affected, as data become available) for all education indicators on this list that can be disaggregated.
4.7.a) Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all.	4.a.1 Proportion of schools with access to: d) adapted infrastructure and materials for students with disabilities.
Goal 5. Achieve gender equality and empower all women and girls	
5.6. Ensure universal access to sexual and reproductive health and reproductive rights as agreed in accordance with the Programme of Action of the International Conference on Population and Development and the Beijing Platform for Action and the outcome documents of their review conferences	5.6.1. Proportion of women aged 15-49 years who make their own informed decisions regarding sexual relations, contraceptive use and reproductive health care 5.6.2 Number of countries with laws and regulations that guarantee women aged 15-49 years access to sexual and reproductive health care, information and education.
Goal 6. Ensure availability and sustainable management of water and sanitation for all	
6.1. By 2030, achieve universal and equitable access to safe and affordable drinking water for all.	6.1.1 Proportion of population using safely managed drinking water services (broken down by persons with or without disability).
6.2 By 2030, achieve access to adequate and equitable sanitation and hygiene for all and end open defecation, paying special attention to the needs of women and girls and those in vulnerable situations .	6.2.1 Proportion of population using safely managed sanitation services, including a hand-washing facility with soap and water (broken down by persons with or without disability).

TARGETS	INDICATORS
Goal 7. Ensure access to affordable, reliable, sustainable and modern energy for all	
7.1. By 2030, ensure universal access to affordable, reliable and modern energy.	7.1.1 Proportion of population with access to electricity. 7.1.2 Proportion of population with primary reliance on clean fuels and technology.
Goal 9. Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation	
9c. Significantly increase access to information and communications technology and strive to provide universal and affordable access to the Internet in least developed countries by 2020.	9.c.1 Proportion of population covered by a mobile network, by technology.
Goal 10. Reduce inequality within and among countries	
Goal 11. Make cities and human settlements inclusive, safe, resilient and sustainable	
11.1 By 2030, ensure access for all to adequate, safe and affordable housing and basic services and upgrade slums.	11.1.1 Proportion of urban population living in slums, informal settlements or inadequate housing.
11.2 By 2030, provide access to safe, affordable, accessible and sustainable transport systems for all, improving road safety, notably by expanding public transport, with special attention to the needs of those in vulnerable situations, women, children, persons with disabilities and older persons.	11.2.1 Proportion of population that has convenient access to public transport, by gender, age and persons with disabilities .
11.7 By 2030, provide universal access to safe, inclusive and accessible, green and public spaces, in particular for women and children, older persons and persons with disabilities.	11.7.1 Average share of the built-up area of cities that is open space for public use for all, by gender, age and persons with disabilities .
Goal 16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels	
16.9 By 2030, provide access to a legal identity for all, including birth registration.	16.9.1 Proportion of children under 5 years of age whose births have been registered with a civil authority, by age. (Broken down by disability)

Source: Own source, based on the 2030 Agenda.

In planning, monitoring and assessing measures some questions must be posed about the principle of Accessibility, such as:

- ✓ Which legislative or other measures have been adopted to ensure access of persons with disability in an equal footing to public space (including the use of signals and indications on public roads), transportation, information and communications (including technologies and information and communication systems) and other facilities and services provided to the public, also by private organisations, in both urban and rural areas? Which is the impact of these measures in terms of gender?
- ✓ Which technical standards and guidelines on accessibility are applicable, and which audits on compliance according to such standards and guidelines, and which sanctions if they are not complied with, have been implemented?
- ✓ Are resources obtained by monetary sanctions used to promote accessibility services?
- ✓ Do provisions on public procurement and other measures establish compulsory requirements with regard to accessibility?
- ✓ Are obstacles and barriers to accessibility identified and removed, both in the public and private sectors?
- ✓ Are there national plans on accessibility which clearly established goals and deadlines?

Source: Guidelines of the CRPD Committee to States Parties for preparation of reports. Article 9. Accessibility

6.2. REFERENCE FRAMEWORK OF THE RIGHT TO INCLUSIVE EDUCATION , ART.24).

Current situation and initiatives completed

One of the groups most vulnerable to exclusion from education are persons with disabilities. Many millions of persons with disabilities are deprived of their right to education and many more may only access education in environments in which persons with disabilities are isolated and the education they may access is of lower quality⁶². As recognized by the Children Strategy of Spanish Cooperation (2015):

It is estimated that one in every 20 children the age of 14 in the world live with either a moderate or severe disability. Around 93 million. More than 90% of those who live in developing countries do not go to school.

The AECID has carried out intense work in the scope of education and persons with disabilities. Through the multilateral ODA, the Regional Office on Education for Latin America and the Caribbean (OREALC/UNESCO Santiago), with the technical and financial support of the Government of Spain, has developed a collaborative work in the countries of this region in order to develop a *Regional System of Educational Information for students with disabilities*: SIRIED. It is possible that other actions which could not be identified have also been completed.

Several actions regarding education in the context of humanitarian action have been carried out in the framework of a bilateral ODA, since the AECDI considers that it is indispensable to promote education in situations of danger and emergency in order to prevent violence and create resilience. Several actions have been performed in order to improve the quality of primary and secondary education in the Palestinian Territories and the quality of education in the Democratic Republic of Congo through the Fundación Promoción Social de la Cultura (Foundation for the Social Promotion of Culture)

Besides, specific actions have been carried out in Paraguay within the Inter-University Cooperation Programme (IUCP) a programme was conducted between the Universidad Nacional de Asunción (UNA) and the Universidad del País Vasco (UPV) in order to develop and implement a *Strategy of support and capacitation based on ICTs*. In the framework of the *Programme for Bilingual Basic and Middle Education for Young Persons and Adults* (PRODEPA), support has been given to initiatives for the promotion of Inclusive Education at different levels.

Since 2013, Training Centres managed by Spanish Cooperation have promoted training activities through the INTERCONNECTA programme (formerly PIFTE) as well as activities at national level with regard to promotion of inclusive education together with CAINFO, FLACSO, IIDI, ULAC and FOAL. Working Sessions on Inclusive Education are also carried out through the Ibero-American Intergovernmental Network of Cooperation for the Education of Persons with Special Educational Needs (RIINEE), an organization which the AECID helped to create.

The actions carried out through the EU Delegated Cooperation through the Bridging the Gap project with regard to implementation of article 24 are especially noteworthy. Inclusive Education for children with disabilities through strengthening the civil society in Ecuador and Paraguay with regard to Article 31 on Statistical Data, which pretends to include a specific part on data collection on education and persons with disabilities.

Actions with COCEMFE **are being carried out through** Spanish NGOs, promoting vocational training initiatives in the Dominican Republic. Besides, FOAL has carried out projects for educational inclusion and learning improvement among the visually impaired population in Paraguay, Honduras and Guatemala.

Among the projects financed by the EC, some are related to the construction of specific educational centres for persons with disabilities. However, according to General Comment 4 on the **right to inclusive education**, it is necessary to invest in technical and human means that enable persons with disabilities to attend regular schools and ensure a smoother transition to specific centres, which may become resources centres. More information on all actions stated above may be found on chapter 5. Besides, Annex I includes a list of the projects carried out by the NGOs during these years.

Regulatory and Political Framework on the Right of Persons with Disabilities to Inclusive Education.

TABLE 22. REGULATORY AND POLITICAL FRAMEWORK ON THE RIGHT OF PERSONS WITH DISABILITIES TO INCLUSIVE EDUCATION.

1989.- Convention on the Rights of the Child.

Article 2 states the principle of non-discrimination on the basis of disability.

Article 23 recognises the specific situation of boys and girls with disabilities and called on the Member States to make the necessary amendments so they can be included in society and enjoy a fair and decent life.

Article 28 states that education must be accessible to every person and at every level, highlighting the important role of international cooperation for this purpose.

The Committee for the Rights of the Child adopted *General Observation No. 9* (2006) on the rights of the boys and girls with disabilities.⁶³

2006.- Convention of the Rights of Persons with Disability

Article 24 Education

General Comment no. 4. Education

General Comment no. 3 (2016) on Women and Girls with Disabilities: *Harmful joined stereotypes on gender and disability enhance discriminatory attitudes, policies and practices, such as: giving more importance to the education of boys than that of girls, using educational material which perpetuates harmful stereotypes regarding gender and disability, promoting child marriage for young girls with disabilities, carrying out gender-based family activities, assigning women and girls the role of caregivers, and failing to provide accessible sanitation installation at schools to ensure good management of menstrual health. The consequence of this is a higher rate of illiteracy, school failure, irregular assistance rates, absenteeism and total abandonment of school.*

2008.- Inclusive Education Conference in Geneva.

2015. Resolution adopted by the General Assembly (A/RES/70/1). Transforming our world: the 2030 Agenda for Sustainable Development.

Goal 4. Inclusive Quality Education

EUROPEAN REGULATORY FRAMEWORK ON EDUCATION

2010.- European Disability Strategy 2010-2020.

Education and training: ensuring that persons with disabilities benefit from an accessible education system and from ongoing learning programmes.

2013.- Royal Legislative Decree 1/2013, of 29 November, approving the Recast Text of the General Law on the Rights of Persons with Disabilities and their Social Inclusion.

Includes Chapter IV. Right to education, which establishes that persons are entitled to inclusive, quality and free education, in the same conditions as everyone else.

2007.- Educational Strategy in the Development of Spanish Cooperation.

2015.- Children's Strategy in the Development of Spanish Cooperation.

International Regulatory Framework

The **Right to Education** is related to other fundamental rights included in the international standards. However, in order to enable persons with disabilities to claim their right to non-discriminatory education based on equal opportunities, specific standards such as the *Convention on the Rights of Persons with Disabilities (CRPD)*, legally binding international reference institution, which, in its article 24, recognises specifically which aspects need to be considered to allow this right to become a reality. The Committee issued the *General Comment no. 4 on the Right to Inclusive Education*, for the purposes of providing assistance to State Parties in the application of the aforementioned Contention and to encourage international organizations and NGOs to promote efficiently the exercise of the rights established in it.

It is recognised that inclusion is a fundamental aspect for the effective enjoyment of this right and the following **barriers** have been identified as obstacles to achieve it:

- a. Lack of understanding of the human rights-based approach on disability.
- b. Persistence of discrimination against persons with disabilities (isolation, low expectations, prejudices...)
- c. Lack of knowledge on the nature and advantages of inclusive education
- d. Lack of detailed data and research results.
- e. Lack of political will and capacity, and lack of technical knowledge
- f. Inappropriate and/or insufficient financing mechanisms
- g. Lack of legal resources and mechanisms for amending any violations.

Inclusive education applies to **all** persons with disabilities, and the Committee recognises that some groups are **more exposed than others to the risk of exclusion** such as: **persons with intellectual disabilities or multiple disabilities, deaf-blind persons, persons with autism** and persons with any disability in a context of **humanitarian emergency**.

Persons with disabilities, including children with disabilities, must be actively consulted and included in any initiative by means of the organization that represent them, in all aspects of planning, application, supervising and assessing inclusive education policies.

Ensuring the right to inclusive education implies a transformation of culture, politics and practice in all formal and informal educational environments in order to accommodate the different needs and identities of each student, as well as to comply with the commitment to remove any obstacles preventing this. It also involves strengthening the capacity of the educational system to reach the entire student community.

The importance of recognizing the differences between exclusion, segregation, integration and inclusion are highlighted.

ILLUSTRATION 7. DIFFERENCES BETWEEN EXCLUSION, SEGREGATION, INTEGRATION AND INCLUSION

EXCLUSION	SEGREGATION	INTEGRATION	INCLUSION
It is caused when students are discouraged or directly or indirectly excluded from any type of education.	It is caused when education is carried out in separate spaces designed or used with the aim of responding to a specific impairment or impairments, keeping students with and without disabilities apart.	The process by which persons with disabilities attend general education institutions in the belief that they may be adapted to standardised requirements of those institutions.	Involves a systematic reform process that involves changes in educational contents, teaching methods, approaches, structures and strategies in order to overcome any obstacles with the vision that all pupils of the corresponding age group have an equal and participative learning experiences in the environment that better responds to their needs and preferences.

Source: Own preparation from General Comment 4 (2016) on the Right to Inclusive Education

Inclusive education has the following fundamental characteristics:

- a. An “all-system” integrating approach.
- b. An “integral educational system”: a committed leadership of educational institutions is fundamental to introduce and incorporate the necessary culture, policies and practices for the purposes of achieving an inclusive education at all levels and for all scopes.
- c. An approach that integrates everyone: the capacity to learn of every person is recognised. Inclusive education offers flexible academic plans and teaching and learning methods adapted to the different learning capacities, needs and styles. This approach involves supporting, making reasonable adjustments and intervening at an early age with the goal of helping all students to develop their potential. More attention is given to students’ capacities and aspirations than to contents. The principle of “integrating everyone” has the goal of ending segregation in educational environments by guaranteeing that lessons are given in inclusive classrooms and that learning environments are accessible and include the appropriate supports. The educational system must provide a personalised educational response.
- d. Support to teaching personnel: teachers and other personnel must receive the necessary training to acquire basic values and competences to be adapted to inclusive learning environment, which include teachers with disabilities.
- e. Respecting and valuing diversity.
- f. An environment that favours learning: inclusive learning environments are accessible environments in which everyone feels safe, supported, stimulated and entitled to express their opinions, and in which students are specifically encouraged to foster a positive environment in the school community.
- g. Effective transitions: students with disabilities receive support so that their transition from school to vocational training or higher education and subsequently the labour environment is effectively completed.
- h. Recognition of associations: all teachers’, students’, and persons with disabilities’ associations, school boards, parents-teachers associations and other existing school support groups, either formal or informal, are encouraged to seek a better understanding of disability. Participation of parents and caregivers and of the community is considered an asset that only provides resources and advantages. The relationship between the learning environment and the general community must be considered as a path to achieve inclusive societies.
- i. e) Supervision: inclusive education is a continuous process and therefore must be subject to periodic supervision and assessment in order to guarantee that neither segregation nor integration are occurring, either at formal or informal levels.

Armed conflict situations, humanitarian emergencies and natural disasters have a disproportionate effect on the right to inclusive education. In those context, provisional educational environment must have accessible educational materials, school facilities and advising resources, and must offer access to training in the local sign language for hearing impaired students. Pursuant article 11 of the CRPD and considering that the situations described above involve a higher risk of sexual violence, measures need to be adopted in order to guarantee that educational environments are safe and accessible for women and girls with disabilities. Students with disabilities must not be barred from accessing educational centres on the basis that, in the event of an emergency, it would be impossible to evacuate them. Instead, the relevant reasonable adjustments must be carried out.



Photograph provided by COCEMFE

The UNESCO states, and the ACEID has adopted as a principle, that in such situations the priorities are:

- ✓ Planning an inclusive academic programme, which may contribute to remove the obstacles that children with disabilities have to face within the educational system.
- ✓ Supporting the teaching personnel so that they are capable of meeting the needs of children with disabilities.
- ✓ Hiring more teachers with disabilities in order to mitigate the marginalized situation of children with disabilities in the classroom.
- ✓ Accessibility in schools.
- ✓ Better monitoring of disability so that action is more effective.

TABLE 23. MEASURES TO ENSURE EFFECTIVE ENJOYMENT OF THE RIGHT TO INCLUSIVE EDUCATION IS EFFECTIVELY EXERCISED.

Article 4. General obligations	Measures to ensure effective application
4.1. b) Taking all pertinent measures, including enacting any laws, in order to repeal or amend any existing laws, regulations, customs and practices that are discriminatory against persons with disabilities.	States must all pertinent measures, including enacting any laws, in order to repeal or amend any existing laws, regulations, customs and practices that are discriminatory against persons with disabilities and do not comply with article 24. Whenever necessary, existing laws, regulations, customs and practices must be repealed or amended systematically and pursuant established deadlines.
Article 24.	Measures to ensure effective application
1. State Parties recognize the rights of persons with disabilities to education. For the purposes of making effective this right without any discrimination whatsoever and based on equal opportunities, State Parties shall ensure an inclusive education system at all levels, as well as lifelong education, for the purposes of:	
a) Fully developing human potential, human dignity, and self-esteem, and strengthening respect for human rights, fundamental freedoms and human diversity;	State Parties must ensure that learning is adapted to the purposes and goals of the International Covenant on Economic, Social and Cultural Rights, construed according to the World Declaration on Education for All article 1), the Convention on the Rights of the Child (article 29, paragraph 1), the Vienna Declaration and Programme of Action (part I, paragraph 33, and part II, paragraph 80) and the Action Plan for the United Nations Decade for Human Rights Education (paragraph 2). These texts include additional elements such as references to gender equality and respect to the environment.
b) Develop the personality, talents and creativity of persons with disabilities, as well as their physical and mental capacities, to the fullest;	Opportunities must be created to take advantage of the strong points and unique talents of persons with disabilities.
c) Making possible that persons with disabilities take part effectively in a free society;	The Committee references article 23, paragraph 3, of the Convention on the Rights of the Child. It must be acknowledged that individual support and reasonable adjustments are priorities and must be offered, free of charge, in all levels of compulsory education.

2. Once this right has become effective, the State Parties shall ensure that:

- a) Persons with disabilities are not excluded from the general education system for reason of disability, and that children with disabilities are not excluded from obligatory free primary education or from secondary education for reason of disability;

It must be prevented that persons with disabilities are excluded from the general educational system by means of, among other things, legal or regulatory provisions that limit their inclusion for reason of their disability or their degree of disability, conditioning, for example, inclusion in the scope of the potential of the person or stating a disproportionate or undue charge in order to eschew the need of carrying out any reasonable adjustments. General education is understood as all environments of ordinary education and the department of education. Direct exclusion would consist in classifying certain students as "unfit for the educational system" and, consequently, not meeting the conditions to access the educational system. Indirect exclusion would consist in establishing the requirement of passing a shared exam as a prerequisite for attending school without making reasonable adjustments or offering the corresponding support.
- b) Persons with disabilities may access an inclusive quality primary and secondary education, free of charge, in the community in which they live;

*Persons with disabilities must have access to an inclusive quality primary and secondary education, free of charge, and to make a gradual transition between both in the same conditions as other, in the community in which they live; The Committee is based on the recommendations of the Committee of Economic, Social and Cultural Rights which states that, in order to comply with such obligation, the educational system must meet four criteria: **availability, accessibility, acceptability and adaptability.** Students may not be sent to study far away from their homes. The educational environment must be physically accessible by persons with disabilities and include safe transportation means; as an alternative, it may be accessible by means of using information and communication technologies.*
- c) Reasonable adjustments are made as required by individual needs;

States must carry out any reasonable adjustments to ensure that students may access education in equal conditions. "Reasonable" is defined as the result of a contextual assessment that involves a relevance analysis and the efficiency of the adjustment and the shared goal of combatting discrimination. When assessing a disproportionate load, available resources and financial consequences are determined. The obligation of making reasonable adjustments is required as soon as a requirement in this sense is submitted. Policies including the commitment to make reasonable adjustments in the local and national scope and in educational institutions, at all educational levels, must be implemented. States must establish independent criteria in order to supervise the appropriateness and the effectiveness of adjustments, and offer safe, appropriate and accessible compensation mechanisms.

d) *The necessary support is provided by persons with disabilities, in the general educational framework, to enable their true access to education;*

Students with disabilities must be entitled to receive the necessary support to complete their effective education and to enable them to develop their potentiality in equal footing with everyone else. Support regarding general availability of services and installation of the educational system should guarantee that students with disabilities are enabled to develop their potential to the fullest, providing, for example, teachers, members of the school board, psychologists and other appropriate social and healthcare professionals with the appropriate background and support, as well as access to grants and other financial aid.

e) *Personalised and effective support measures are provided to maximize academic and social development, in virtue of the goal of full inclusion;*

The goal of all support measures provided herein must be that students with disabilities enjoy more opportunities of participating in classroom and extracurricular activities together with, and not separately from, their classmates.

3. *State Parties shall offer persons with disabilities the possibility of acquiring skills for their everyday lives and their social development, for the purposes of enabling their full participation in equal conditions in education, as full members of their communities. For these purposes, State Parties shall adopt the pertinent measures, including:*

a) *Promoting Braille learning, as well as alternative writing, other communication modes, means or formats, be them alternative or augmentative, orientation and mobility skills and coaching and peer support;*

a) *Blind students and those students with visual impairments must have the chance to learn braille, as well as alternative writing, other communication modes, means or formats, be them alternative or augmentative, and orientation and mobility skills.*

b) *Enabling deaf persons to learn sign language and promote their linguistic identity;*

b) *Deaf and hearing impaired persons must have the opportunity to learn sign language and measures have been adopted to recognise and promote linguistic identity of the deaf community. Besides, students with hearing difficulties must also have access to quality services regarding language therapy, audio induction loop technologies and subtitling-*

c) *Ensuring that education of persons, and especially blind, deaf or deaf blind children, is provided in the languages and communication modes and means most appropriate for each person, and in environments that allow them to reach their full academic and social development.*

c) *Blind, deaf and deaf-blind students must be provided with an education in the languages, modes and means most appropriate for them, and in environments that allow to reach their maximum personal, academic and social development, both in formal and informal school environments.*

d) *Students with communication impairments must have the opportunity to express themselves and learn to use alternative or augmentative communication means.*

e) *Students with communication difficulties in social environments must be supported by adapting the classroom organization, by, among other things, working in pairs, holding peer tuition sessions or by sitting near the teacher and by the creation of an structured, predictable environment.*

f) *Students with intellectual disability must be provided with specific learning and didactic material, observable or visual and easy read in a safe, quiet and structured learning environment.*

4. *For the purposes of making this right effective, State Parties shall adopt the appropriate measures in order to hire teachers, including teachers with disabilities, which are qualified in sign language or Braille, and to train professionals and personnel involved at all educational levels. This training shall include awareness-raising on disability and using appropriate alternative and augmentative communication means, modes and formats, and educational techniques and materials to support persons with disabilities.*

Hiring administrative, teaching and non-teaching staff with sufficient knowledge to work efficiently in inclusive education environments, qualified in sign language and/or Braille, and with orientation and mobility skills. Having sufficient qualified and committed academic personnel is key to implement inclusive education and achieve its sustainability. State Parties must ensure that all teaching personnel is trained in inclusive education based in the human rights approach on disability. State Parties must invest in ongoing hiring and training teachers with disabilities, and provide them with support in this sense. This involves removing any legislative or regulatory obstacles that require candidates to comply with certain medical requirements, and carry out reasonable adjustments so that they fully participate as teachers in the school community. Its presence shall promote equal rights for persons with disabilities who wish to become teachers, shall provide unique knowledge and skills to leaning environments, as well as helping to remove barriers and serving as an important role model.

5. *State Parties shall ensure that persons with disabilities have general access to higher education, vocational training, education for adults and lifelong learning without discrimination and in equal conditions as everyone else. They shall also ensure that reasonable adjustments are carried out in the benefit of persons with disabilities.*

General access to higher education, vocational training, education for adults and lifelong learning without discrimination and in equal conditions as everyone else. In order to ensure that persons with disabilities access education in equal conditions, any attitudinal, physical, linguistic, communication, financial, legal and other barriers occurring at such levels must be withdrawn. In order to guarantee that persons with disabilities are not subject to discrimination, reasonable adjustments must be carried out. Affirmative action measures may be considered for implementation in higher education in the benefit of students with disabilities.

Source: Own source based on the CRPD and its General Comment on Inclusive Education.

Some questions on the categories of the Right to Education⁶⁴:

Availability

Are public or private educational institutions and learning programmes available in sufficient quantity and quality?

Do State Parties guarantee a wide availability of posts for students with disabilities at all levels in educational centres throughout the community?

Accessibility

Are educational institutions and learning programmes accessible to everyone?

Can the educational system as a whole be considered accessible, including buildings, information and communication tools (which include environmental assistance or frequency modulation), academic curricula, educational materials, learning methods and assessment, linguistic and support services?

Has the environment for students with disabilities been designed in such a way that it promotes inclusion of such students and guarantees their equality throughout their academic life? For example, school buses, drinking fountains and sanitation services (including WC and hygiene services), school cafeterias and recreational areas must be inclusive, accessible and safe.

Has the Government declared its commitment to implement universal design as soon as possible?

Does the Government forbid and sanction any educational infrastructure constructed in an inaccessible manner and does it establish an efficient mechanism for supervision and a schedule to make all educational environments accessible?

Is the Government committed to carry out reasonable adjustments in the educational environments as necessary?

Are computer devices, applications and programmes provided to students with disabilities which may need them?

Do States guarantee that all students, including students with disabilities, may access rapid development of new, innovative technologies designed for improved learning?

Do States invest in the appropriate development of resources either in print or in Braille, and in digital formats by means of, among other things, the use of innovative technology?

Have standards and directives been implemented for conversion of printed material to accessible formats and languages, and accessibility is made a central aspect of education-related acquisitions?

Has the Government ratified and promptly applied the Marrakesh Treaty to Facilitate Access to Published Works for Persons Who Are Blind, Visually Impaired or Otherwise Print Disabled?

Is learning accessible to students with disabilities at all levels?

Does the performance of reasonable adjustments involve additional costs?

Acceptability

Are education-related facilities, goods and services designed and used having full consideration for the needs, cultures, opinions and languages of persons with disabilities? Are those respected?

Are educational contents and format acceptable for all?

Have the Governments adopted affirmative action measures in order to guarantee a good quality education for all persons?

Adaptability

Does the Government adopt a universal design approach for learning?

Is the singular nature of each student learning process recognised, and are flexible modes of learning developed, and is a participative classroom environment created?

Does the system have great expectations for all its students, and does it at the same time allow different manners of complying with such expectations?

Is teaching personnel allowed and encouraged to change their own mind-sets about their own teaching methods and to focus on the learning outcomes for all persons, including persons with disabilities?

Does the design, planning and application of academic curricula respond and adapt to the needs of all students? Does it offer appropriate educational responses?

Have standard assessments been replaced by flexible and multiple assessment methods and by the acknowledgement of individual progress towards general goals albeit achieved by alternative learning paths?

By subscribing to the 2030 Agenda, States commit to provide an inclusive, equal and quality education at all levels: pre-school, primary, secondary, third level and technical and vocational training, from which all gender disparities are removed. SDG of the 2030 Agenda are linked to the corresponding articles of the CRPD.

SDG GOAL 4 INCLUSIVE QUALITY EDUCATION

Convention on
the Rights
of Persons
with Disabilities
Artículo 24.

The Agenda includes three specific references to persons with disabilities and education:

DECLARATION

Paragraph 25

It highlights the commitment to providing a quality, inclusive and egalitarian education at all levels: pre-school, primary, secondary, third level and technical and vocational training. All persons, including persons with disabilities, especially if they are in vulnerable situations, must have access to permanent learning opportunities that help them acquire the knowledge and skills necessary to take advantage of opportunities they are presented with an to participate fully in society.

Goal 4.

Targets

Indicators

Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

4.5 By 2030, eliminate gender disparities in education and ensure equal **access** to all levels of education and vocational training for the vulnerable, including **persons with disabilities**, indigenous peoples and children in vulnerable situations.

4.5.1. Parity indices (female/male, rural/urban, bottom/top wealth quintile and others such as disability status, indigenous peoples and conflict-affected, as data become available) for all education indicators on this list that can be disaggregated.

4.7. a) Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all.

4.a.1 Rate of schools with access to: a) electricity; b) Internet with pedagogical purposes; c) computer devices with pedagogical purposes; d) infrastructures and materials adapted to students with disabilities; e) basic sanitation infrastructures, segregated by gender; and f) basic hand-washing facilities (according to the definitions of Water, Sanitation and Hygiene for All (WASH))

Source: Own source, based on the 2030 Agenda.

Effective achievement of Inclusive Education involves:

Ensuring that all children:

- ✓ Complete primary and secondary education by having access to free, equal and quality education;
- ✓ Have access to early development, to quality early care and attention and quality pre-schooling;
- ✓ Have equal access to affordable technical, vocational, and technical education, including university education;

Removing any gender disparities in education and guaranteeing equal access at all educational and vocational levels to vulnerable persons, including persons with disabilities.

Building and updating educational installation which are sensitive to childhood, disability and gender.

Source: International Disability Alliance

National Regulatory Framework

At a national level, development cooperation policies, through its **Children's Strategy (2015)** states that:

OBJECTIVES	STRATEGIC LINES	PRIORITY ACTIONS
SO1.2 Strengthening the institutional and regulatory framework for protecting children and guaranteeing that the children's rights approach, including a gender perspective, is adopted in all public policies developed by partner countries.	SL1.2.1 Foster the adoption of public policies in partner countries that promote the guarantee of infants' rights (provision, protection and participation).	Creation and strengthening of databases that collect data broken down by age, gender, ethnicity, degree of disability , etc., and data on infancy in these countries.
SO2.4. Guaranteeing children's and adolescents' right to education, from an equity approach, which aims to guarantee access and permanence in an educational system which is of sufficient quality, public and free of charge, which is inclusive and oriented at improving learning processes and results.	SL2.4.1 Improve universal access to education and basic training.	Support for programmes that pursue access to, and completion of, studies at different levels of basic education (early childhood education, primary and secondary education) attending to specific needs with a special focus on the most vulnerable sections of the population and those who suffer discrimination and minorities and indigenous communities. Measures to eliminate discrimination on the basis of gender, race, ethnicity, religion, language, class, national origin, age disability , sexual orientation or any other factor that might be the basis of discrimination.

OBJECTIVES	STRATEGIC LINES	PRIORITY ACTIONS
	SL2.4.2 Improve equality in education, elimination of inequalities and disadvantages in access to and quality of education on the basis of the gender, capacity or socioeconomic background or cultural, linguistic or ethnic background of the person, attending, on a priority basis, to the situation of inequality faced by girls and women, minority children and persons with disability and "special education needs".	Access and permanent status of persons with disability and special education needs in basic education.
Transversal introduction of the non-discrimination principle: children must not be discriminated against on the basis of their nationality, age, gender, ethnicity, religion, disability or any other status that they or their parents hold.		

Source: Based on the Children's Strategy (2015)



Photograph provided by Fundacion ONCE para America Latina (FOAL)

Besides, the **Educational Strategy of Spanish Cooperation (2007)** acknowledges that one of the problems of education is negative discrimination due to **disability**. It recognises *the principle of non-discrimination due to disability*, which involves ending all barriers that involve different treatment. The implications of which is promoting access to basic education of persons and groups who have been excluded from this right, and reinforcing educational offer in those educational stages that national plans of developing countries usually do not consider. Priority actions are to promote:

- ✓ Equal access to education, taking measures to remove any discrimination for reason of disability, among others, and favouring the establishment of procedures to process claims.
- ✓ access and permanence of persons with disabilities and special educational needs to basic education, in accordance with the personalised evaluation and educational inclusion principles. For these purposes, measures must be implemented in order to remove direct and indirect costs of education and to mitigate the cost-opportunity of the permanence in school of children, who, due to poverty, have family responsibilities or other obligations
- ✓ Preferential action to favour basic education and priority promotion of schooling and specific programmes for integration, as well as other positive actions of persons with disabilities, among other groups.

When planning, monitoring and assessing measures some questions must be posed about the right to education, such as:

- ✓ Which measures have been adopted to ensure that all children with a disability have access to early and primary education, as well as to obligatory secondary and higher education?
- ✓ Which is the number of children with disabilities in early education programmes?
- ✓ Which are the significant differences that are present between the education provided to boys and to girls in the different educational levels? Have policies and laws been implemented to remove those differences?
- ✓ Which legislative and other measures do exist to ensure that schools and materials are accessible and that individual reasonable adjustments and support are provided to persons with disabilities in order to ensure effective education and full inclusion?
- ✓ Which capacitation services in Braille, sign language, augmentative and alternative communication means, mobility and other aspects are available for children, adults or teachers who require so?

- ✓ Which measures have been adopted for the promotion of linguistic identity of deaf persons?
- ✓ Which measures have been adopted to ensure that education is provided in the languages, modes, communication means and environments which are most appropriate for each individual?
- ✓ Which measures have been adopted to ensure that education professionals are appropriately formed in questions of disability, as well as any measures to include persons with disabilities in the educational community?
- ✓ Which is the number and percentage of students with disabilities in tertiary education?
- ✓ Which reasonable adjustments and other measures have been adopted in order to guarantee lifelong access to education?
- ✓ Which measures have been implemented for early identification of persons with disabilities and determination of their educational needs?

Source: Guidelines of the CRPD Committee to States Parties for preparation of reports. Article 24, Inclusive Education

When has the goal with regard to persons with disabilities been achieved?

- ✓ When accessible, quality, inclusive education becomes a reality for children and adults with disabilities is a reality at all levels (primary, secondary, tertiary and vocational education), which leads to relevant, effective results in learning.

Source. International Disability Alliance

6.3. REFERENCE FRAMEWORK FOR THE RIGHT TO WORK AND EMPLOYMENT (ARTICLE 27)

Current situation and initiatives completed

According to worldwide estimations, persons with disabilities are approximately 15% of the total world population. Between 785 and 975 million of them are of working age (aged 15 or more) and most of them live in low and medium income countries; a significant part of this workforce is employed in the informal economy. In many countries, the rate of participation of persons with disabilities in the labour market is low. Recent data regarding members Organisation for Economic Co-operation and Development (OECD) state that almost half of the persons with disabilities of working age were economically inactive, compared to one in five among the persons without a disability. Although unemployment rates are difficult to compare among countries due to their different definitions of disability and the different statistical methods, it is obvious that there are differences in occupation rates among different countries and regions⁶⁵. The challenges of laws that regulate access to workplace training and job adjustment, as well as the lack of accessible transport and the lack of awareness by the private sector with regard to hiring persons with disabilities severely under their inclusion in the work market. Besides, as in the general population, those most affected by unemployment are women, persons of African descent and indigenous populations.

The AECID collaborates with the Organización Iberoamericana de la Seguridad Social (OISS) in order to develop a Programme aimed at promoting employment of persons with disabilities in the region, an initiative that began to be implemented in January 2012 and which finished in 2016 (48 months) and to which 400,000 euros were assigned.

Its aim is to ***“Design and implement laws and proactive policies for promoting employment for persons with disabilities in Latin American countries with the goals of improving their social and labour inclusion”***. The programme focused in five different areas:

1. Analysis of employment policies for persons with disabilities in Ibero-America.
2. Analysis of the adjustment of the Social Security regulations to detect challenges regarding any potential subsidy incompatibilities (between contributory and non-contributory subsidies) and income from work, and establishment of the corresponding corrective measures.
3. Legal proposals to promote an inclusive labour market of persons with disabilities.
4. Draft Social and Labour Inclusive plan form persons with disabilities.

5. Proposals and assistance regarding how to adapt work functions to persons with disabilities.
6. Creation of strategic alliances between private companies, public institutions and organizations of persons with disabilities and their relatives.

This is the first initiative of this type launched in the region, and the results have been positive. Some of the milestones reached and worth highlighting are:

- ✓ Creation of a work group formed by the general directors or highest-ranking official in charge of employment of persons with disabilities on 16 countries, which have held four meetings.
- ✓ Articulating the collaboration of the entities which represent persons with disabilities and their relatives, such as Fundación ONCE or CERMI, among others.
- ✓ Developing a work roadmap with companies sensitive to disability, fostering meetings of Ibero-American companies in three annual Forums to gain visibility; each shall be attended by around 800 persons and shall include work group sessions that allow to exchange information and design action plans actually focused on companies.
- ✓ Including disability in the Ibero-American political agenda, as shown by the 2013 Declaration as the *“Ibero-American Year for Employment of Persons with Disabilities”* in the 22nd Ibero-American Conference of Heads of State and Governments, and according to the mandate of the 25th Ibero-American Summit to the Ibero-American General Secretariat (SEGIB) and the OISS to design an Ibero-American Programme on Disability.
- ✓ Providing training to 151 representatives of public institutions in charge of employment of persons with disabilities in the region.
- ✓ Preparing the first measure study to promote employment among persons with disabilities in Ibero-America.
- ✓ Creating the first *Ibero-American Observatory of measures to foster employment of persons with disabilities in Ibero-America*, , which shall be regularly updated.
- ✓ Preparing a catalogue of innovative experiences for promoting employment of persons with disabilities in the region, including all stakeholders (companies, institutions, organizations, etc.)
- ✓ Supporting public employment services for the area in their improved efficiency through tools and materials for labour intermediation of persons with disabilities.

In order to obtain these results the following lines of work were established:

A. Promoting the exchange of good practices and coordination between public institutions in charge of employment of persons with disabilities in Ibero-American countries. For these purposes, the following actions shall be carried out:

- ✓ Creating the Working Group of Public Institutions In Charge of Employment of People with Disabilities.
- ✓ Holding the 1st Continental Meeting for the Inclusion of Persons with Disabilities “American Solidarity”. 11-12 June 2012.
- ✓ Holding the 1st Ibero-American Meeting for the Employment of Persons with Disabilities (Ecuador). 24-26 October 2012.
- ✓ Creating and Managing the “Ibero-American Network of Experts in Employment of Persons with Disabilities”.
- ✓ 1st Meeting of General Directors (Colombia). 24-25 March 2014.
- ✓ 2nd Meeting of General Directors (Bolivia). 7 October 2014.
- ✓ 3rd Meeting of General Directors (Mexico). 17 June 2015
- ✓ Design of the Ibero-American Plan for Promoting Employment of Persons with Disabilities.

B. Improving knowledge about the measures to promote employment of persons with disabilities applied in different Ibero-American countries, and, for this purpose, the following actions were carried out:

- ✓ Preparing a questionnaire about the population with disabilities and measures to promote employment among persons with disabilities.
- ✓ Preparing a *Studies on Measures to promote Employment among persons with disabilities in Ibero-America*.
- ✓ Creating an *Ibero-American Observatory for Employment of Persons with Disabilities*.
- ✓ Preparing *Guidelines on Good Practices for the Employment of Persons with Disabilities*.

C. Providing training and tools to employees of public institutions in charge of promoting employment to persons with disability by means of the following actions:

- ✓ Development of the Higher Training Course on Management of Social Services designed to Senior, Dependants and Persons with Disabilities.
- ✓ Holding the 1st Ibero-American Seminar for the Employment of Persons with Disabilities (Colombia). 7-10 October 2013.
- ✓ Holding the 2nd Ibero-American Meeting for the Employment of Persons with Disabilities (Bolivia). 6-10 October 2014.
- ✓ Holding the 3rd Ibero-American Seminar for the Employment of Persons with Disabilities (Uruguay). 22-26 June 2015.
- ✓ Designing tools for labour intermediation involving persons with disabilities.

D. Promoting participation of the private sector in employment of persons with disabilities in Ibero-America, for which the following actions were carried out:

- ✓ 1st “*Inclusive Ibero-America*” Forum of Companies for the Employment of Persons with Disabilities (Colombia). 27-28 November 2014.
- ✓ 2nd “*Inclusive Ibero-America*” Forum of Companies for the Employment of Persons with Disabilities (Mexico). 18-19 June 2015
- ✓ Creating the *Ibero-American Network of Experts in Employment of Persons with Disabilities*.

The purpose of creating this Network is to promote a corporate culture that values diversity in the workforce as a key element to its success. Any company operating in any Ibero-American country and which has implemented initiatives to promote hiring and professional development of persons with disability is welcome to participate. Currently, there are 16 participant countries from Latin America and the Caribbean.

The AECID funds projects concerning labour inclusion within the context of humanitarian actions, as those funded by the Spanish Red Cross in Vietnam and by FPSC in the Middle East (Lebanon, Syria, Jordan and Egypt) through professional training and labour inclusion programmes (see 4.1. Humanitarian Action). COCEMFE has completed other projects such as:

PLACE / YEARS OF EXECUTION	NAME OF THE PROJECT:	FUNDING ENTITIES:
2010/2013	Promoting labour insertion as a base for social inclusion of persons with disabilities in 6 departments in El Salvador.	AECID ONGD 2009, Fundación ONCE, Caja Madrid, La Red.
2012/2014	For the of Persons with Disabilities to a Fulfilled Life in Dominican Republic: different abilities, same opportunities.	AECID ONGD 2011, Fundación ONCE, La Red
2012/2014	Improving ACOGIPRI's productive and competitive position in the artisanal pottery market in El Salvador.	CAM 2011, Fundación ONCE, ACOGIPRI
2013/2015	Service for promoting Labour Insertion of Persons with disabilities in Ecuador.	AECID 2012, Fundación ONCE, FENEDIF, PETRO-AMAZONAS
2014/2016	Quality education for all: Promoting vocational training for labour insertion of persons with disability in Dominican Republic.	AECID ONGD 2013, Fundación ONCE, La Red
2015/2018	Social and labour inclusion of women and young people with disabilities in the sector of accessible tourism in Ecuador.	AECID, Fundación ONCE, PETROAMAZONAS, CONADIS
2017/2019	Promoting the right to work of young people and adults with disabilities from a perspective of gender equality in Dominican Republic.	AECID ONGD 2016, Fundación ONCE, La Red

Besides, funding has been provided for the Peru AGORA Programme for the Labour Inclusion of persons with Visual Disabilities over 2013-2014.

(Please see section 5.3. ODA through its different stakeholders and Annex I to refer to the complete project list).

In the framework of **AECID's Call for Innovation for Development Projects**, three innovative projects intended for persons with disabilities have been co-funded; two of them, though Fundación DKV Integralia, in Peru and Colombia, aimed at labour integration, and a third one, funded by COCEMFE, in Peru, on applying information and communication technologies to improve autonomy of persons with disabilities and allow them to exert their civil rights in equal conditions as any other person.

The priority for the 2017 Call for Innovation for Development Projects is to support projects that promote innovative solutions already developed and successfully tested at pilot project level, for the purposes of applying them and evidencing that they may be reproduced at a larger scale. Such projects may seek a relevant positive impact in the life conditions of the least favoured persons and in the social cohesion of the Countries of the Spanish Cooperation Association.

From the first call for innovative projects in 2014, the following projects regarding persons with disabilities have been funded.

CALL	FILE NO.	REQUESTING INSTITUTION	GROUPED	TITLE	NAME	AMOUNT GRANTED
2014	2014/ACDE/002819	DKV Integralia Private Foundation		Peruintegra	Peru	80,000 euros
2015	2015/ACDE/002639	DKV Integralia Private Foundation		Colombiaintegra	Colombia	24,500 euros
	2015/ACDE/001308	Spanish Confederation of Persons with Physical Disabilities (COCEMFE)		Defending the right to an active citizenship for persons with disabilities with the support of ICTs in Peru.	Peru	43,078 euros
2016	2016/ACDE/002468	DKV Integralia Private Foundation	Fundación Emplea Funderética	Peruintegra II	Peru	147,000 euros

Source: AECID Corporate and Development Unit, Department of Sectorial Cooperation.

Political and Legal Framework on the Right to Work and Employment

INTERNATIONAL PRIORITY REGULATORY STANDARD ON THE RIGHT TO WORK AND EMPLOYMENT.

1954.- Universal Declaration of Human Rights

Recognizes the right of all persons to work, to freely choose their work, to equitable and satisfactory working conditions and to be protected against unemployment (article 23, paragraph 1).

1966.- International Agreement on Civil and Political Rights. (article 8, paragraph 3 a)

1966.- International Agreement on Economic, Social and Cultural Rights, which guarantees the right to work in a wide sense.

2016.- General Comment no. 23 (2016) on the right to equitable and satisfactory working conditions

The right to equitable and satisfactory working conditions involves that: Sometimes, workers with disabilities require specific measures to enjoy their right to equitable and satisfactory working conditions in equal conditions with other workers. Workers with disabilities must not be segregated in sheltered workshops. Instead, they should benefit from an accessible labour environment and should not be denied reasonable adjustments, such as adapting the workplace or flexible work methods. Their pay should abide by the equal work, equal pay principle and should not be subject to wage discrimination due to a supposed lower work capacity.

General Comment no. 3 (2016) on Women and Girls with Disabilities.

Beside general challenges faced by persons with disabilities when trying to exert their right to work, women with disabilities have to face specific challenges that hinder their equal participation in the workplace, especially sexual harassment, the salary gap and the lack of access to reparation, since most of their complaints are not even considered due to discriminatory attitudes, as well as physical obstacles regarding information and communications.

1963.- International Convention on the Elimination of All Forms of Racial Discrimination (article 5, paragraph e) i)

1979.- Convention on the Elimination of all Forms of Discrimination Against Women (article 11, paragraph 1 a)

1989. Convention on the Rights of the Child (art. 32)

1990.- International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families (articles 11, 25, 26, 40, 52 and 54)

1998.- Declaration on Fundamental Principles and Rights at Work ILO

2006.- Convention of the Rights of Persons with Disability

Article 27. Work and Employment

1. States Parties recognize the right of persons with disabilities to work, on an equal basis with others; this includes the right to the opportunity to gain a living by work freely chosen or accepted in a labour market and work environment that is open, inclusive and accessible to persons with disabilities. States Parties shall safeguard and promote the realization of the right to work, including for those who acquire a disability during the course of employment, by taking appropriate steps, including through legislation, to, inter alia:

- a) Prohibit discrimination on the basis of disability with regard to all matters concerning all forms of employment, including conditions of recruitment, hiring and employment, continuance of employment, career advancement and safe and healthy working conditions;
- b) Protect the rights of persons with disabilities, on an equal basis with others, to just and favourable conditions of work, including equal opportunities and equal remuneration for work of equal value, safe and healthy working conditions, including protection from harassment, and the redress of grievances;
- c) Ensure that persons with disabilities are able to exercise their labour and trade union rights on an equal basis with others;
- d) Enable persons with disabilities to have effective access to general technical and vocational guidance programmes, placement services and vocational and continuing training;
- e) Promote employment opportunities and career advancement for persons with disabilities in the labour market, as well as assistance in finding, obtaining, maintaining and returning to employment;
- f) Promote opportunities for self-employment, entrepreneurship, the development of cooperatives and starting one's own business;
- g) Employ persons with disabilities in the public sector;
- h) Promote the employment of persons with disabilities in the private sector through appropriate policies and measures, which may include affirmative action programmes, incentives and other measures;
- i) Ensure that reasonable accommodations are made for people with disabilities in the workplace;
- j) Promote the acquisition by persons with disabilities of work experience in the open labour market;
- k) Promote vocational and professional rehabilitation, job retention and return-to-work programmes for persons with disabilities.

2. States Parties shall ensure that persons with disabilities are not held in slavery or in servitude, and are protected, on an equal basis with others, from forced or compulsory labour.

2008.- Declaration on Social Justice for a Fair Globalization ILO

2015.- Addis Ababa Action Agenda of the Third International Conference on Financing for Development (Addis Ababa Action Agenda) (A/RES/69/313)

This text contains six references to persons with disabilities in relation to social protection, education, employment, accessible technology and the need to gather data.

2015. Resolution adopted by the General Assembly (A/RES/70/1). Transforming our world: the 2030 Agenda for Sustainable Development.

Goal 8. Promote the sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all

EUROPEAN POLITICAL FRAMEWORK ON THE RIGHT TO WORK AND EMPLOYMENT

Council Directive 2000/78/EC of 27 November 2000 establishing a general framework for equal treatment in employment and occupation

The goal of this Directive is to guarantee that persons with disabilities are not subject to discrimination but enjoy equal conditions in their workplaces. It includes both direct discrimination (being treated differently due to a specific trait) and indirect discrimination (apparently neutral measures, criteria or provisions which may cause a particular disadvantage to persons included in the above categories with respect to other persons). Mobbing or harassment, which creates a hostile environment, shall be considered discrimination.

2010.- European Disability Strategy 2010-2020.

4. Employment This document establishes that EU action will support and supplement national efforts to: analyse the labour market situation of people with disabilities; fight those disability benefit cultures or traps that discourage them from entering the labour market; help them to integrate in the labour market making use of the European Social Fund (ESF); develop active labour market policies; make workplaces more accessible; develop services for job placement, support structures and on-the-job training; promote use of the General Block Exemption Regulation [16] which allows the granting of state aid without prior notification to the Commission. Enable many more people with disabilities to earn their living on the open labour market.

SPANISH LEGAL FRAMEWORK ON THE RIGHT TO WORK AND EMPLOYMENT

2011.- AECID Strategy for Economic Growth and Promotion of the Business Fabric.

2013.- Royal Legislative Decree 1/2013, of 29 November, which approves the Recast Text of the General Act on the Rights of the Persons with Disabilities and their Social Inclusion

Article 13. Integral attention.
Article 17. Support to professional activities.
Chapter VI. Right to work.

2017.- National Action Plan for Companies and Human Rights.

States the need to comply with the CRPD.

Article 27 of CRPD recognises their right to work and establishes the legal framework of the governmental obligations regarding work and employment of persons with disabilities.

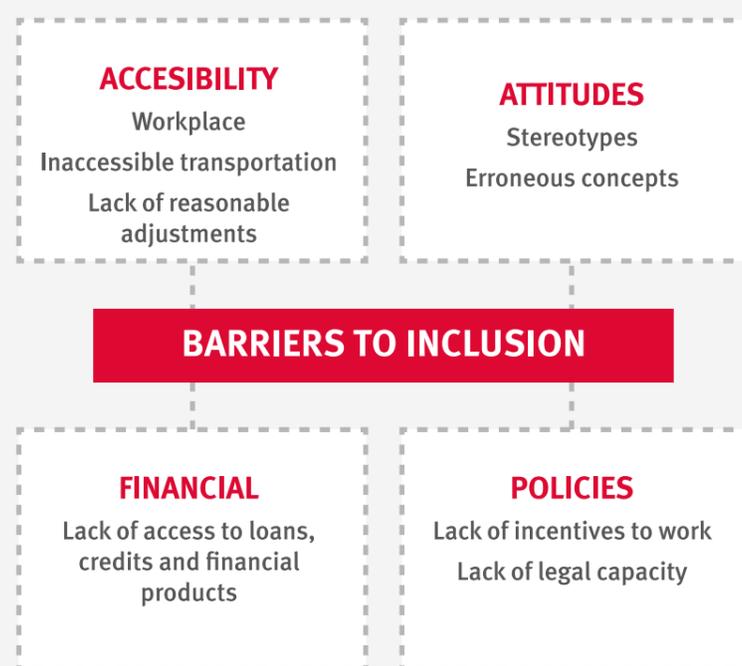
Paragraph 1 of Article 27 of the CRPD obliges Party States to recognise the right of persons with disability to work in equal conditions to everyone else. It is affirmed that the right of persons with disabilities includes the right to be able to earn their living through work which has been **freely chosen** or accepted by them in a labour market and environment **open, inclusive and accessible** to persons with disabilities.

Persons with disability employed are more likely to have low-pay, low-level jobs with less promotion possibilities and deficient work conditions. They work more frequently in part-time or temporary jobs, often with little possibility of professional development. Obstacles found by persons with disability in this respect are usually linked to negative opinions and attitudes, deeply rooted stereotypes and stigma and a lack of interest in the part of governments, employers and the general population. Lack of access to education and training in knowledge and competencies which are well-valued in the work market also constitutes an important obstacle. Persons with disabilities are often considered not to be fit for working life, as if they were incapable of carrying out the tasks required by an open working market or were better off in protected environments such as sheltered workshops.

General Comment no. 3 (2016) on women and girls with disability states, on paragraph 58, that “*beside general challenges faced by persons with disabilities when trying to exert their right to work, women with disabilities have to face specific challenges that hinder their equal participation in the workplace, especially sexual harassment, the salary gap and the lack of access to reparation, since most of their complaints are not even considered due to discriminatory attitudes, as well as physical obstacles regarding information and communications.*”

In different obstacles faced by persons with disabilities in their access to the labour market and described below, the gender perspective must be present at all times.

ILLUSTRATION 8. BARRIERS FACED BY PERSONS WITH DISABILITIES IN ORDER TO EXERT THEIR RIGHT TO WORK AND EMPLOYMENT.



Source: CBM (2016)

Article 27 of CRPD offers guidelines to States Parties to guarantee the right to work of persons with disabilities by means, of, among others, the following regulations:

- a. **Non-discrimination:** the general principle for non-discrimination is applied to employment just as to any other scope of life; persons with disabilities have the right to work in the same conditions as anyone else.
- b. **Accessibility:** accessibility in the workplace involves identifying and removing those barriers who prevent persons with disabilities to carry out their work in equal conditions as other workers.
- c. **Reasonable adjustments:** for the purposes of enabling access of persons with disabilities to work in the same conditions as any other worker, party States must promote that any reasonable adjustments for persons with disabilities required to do so and implementing effective measures, including enacting laws and regulations aimed at labelling such refusal to make adjustments as discriminatory.
- d. **Positive measures:** besides imposing obligations to private employers, States Parties must implement positive measures to promote employment opportunities for persons with disabilities.

Employment strategies for persons with disabilities must be mainly focused in offering equal opportunities to obtain a productive, paid job in an **open market environment**.

However, for many of them their only option was the so-called "alternative" employment. These initiatives usually are realized though supported or sheltered employment. **Protected** employment usually takes place in a separate work environment, may demand lower performance than that expected in an open work market, and frequently is not subject to labour laws and regulations. Sheltered employment must, in all cases, be considered as a measure to promote a **transition** towards more open forms of employment that allow workers with and without disabilities to work together, but also as a form of continuous support to those who, due to different reasons, are not able to work in an open work market.

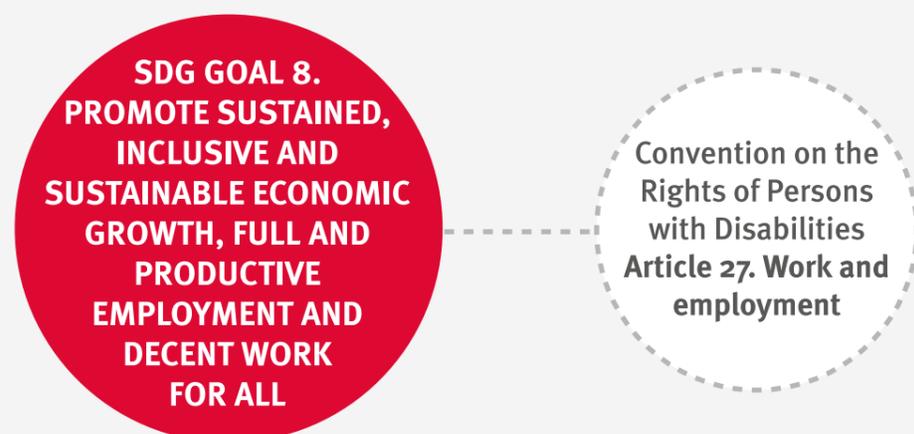
Supported employment usually consist in a capacitation for employment in an ordinary workplace. Besides of supported employment in the open work market, supported employment may adopt the form of small enterprise, mobile work teams or working locations in a company for people who need a higher level of support. When supported employment developed in ordinary workplace is a preferable alternative to sheltered employment and has proved more efficient to find a job.

Social protection programmes must provide support to persons with disabilities in searching and maintaining an employment, and avoid creating the so-called “subsidy trap” which dissuade them from working in the formal sector.

Full compliance of the provisions set forth by article 27 of the Convention regarding work and employment depends, among other things, to the Convention articles listed below, and which is strictly related to it: article 8 on **awareness raising**, article 9 on **accessibility**, article 12 on **recognition of legal capacity**, article 17, on respect to **physical and mental integrity**, article 2 on **personal mobility**, article 24 on **education**, article 26, on **habilitation and rehabilitation**.

International cooperation in the work sphere and employment of persons with disabilities must strive to systematically apply a **dual approach**, which, on one side, includes specific programmes for persons with disabilities or initiatives aimed at overcoming specific disadvantages or challenges, and, on the other side, seeks to ensure that persons with disabilities are included in any activity developing general capacities and services related to corporations and employment as well as a professional training and employment programmes⁶⁶.

Through the 2030 Agenda, States commit to promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all. SDG of the 2030 Agenda are linked to the corresponding articles of the CRPD.



The Agenda includes specific references with regard to work and employment.

Goal 8. Promote the sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all

TARGETS	INDICATORS
8.5. By 2030, achieve full and productive employment and decent work for all women and men, including for young people and, persons with disabilities, and equal pay for work of equal value.	8.5.1 Average hourly earnings of female and male employees, by occupation, age and persons with disabilities. 8.5.2 Unemployment rate, by sex, age and persons with disabilities.

Source: Own source, based on the 2030 Agenda.

At a national level, since the enactment of the *Strategy for Economic Growth and Promotion of the Business Fabric* (2011) by the Spanish Cooperation, and through its strategic framework for employment support, reference is made to persons with disabilities and it is stated that Spanish Cooperation is working on promoting continuous professional capacitation, for the purposes of including in the labour market both employees and self-employed workers, paying special attention to “disabled” persons. (On the use of the term “disabled”, please see: *Purpose of this Guide and how to use it 5.6. Some Observations and Recommendations*)

Besides, it refers to the ILO Declaration in which member states pledge to commit, by virtue of their participation in the organization, to respect, promote and realize the principle of fight against discrimination in the workplace or employment.

In the planning, monitoring and assessing measures some questions must be posed about the **Right to Work and Employment** of persons with disabilities:

- ✓ Which legislative measures have been adopted to prevent discrimination in all stages of employment and in all employment, and to recognise the rights of persons with disabilities to work on the basis of equality, specifically regarding the right to equal pay for equal work?
- ✓ Which has been the impact of special employment programmes and policies aimed at full productive employment of persons with disabilities in accordance to sections a) to g) of paragraph 1 of Article 27 of the CRPD? Which has been the impact of those programmes and policies in terms of gender?
- ✓ Which has been the impact of the measures to promote the employment of persons with disabilities which have been made redundant as a result of privatisation, downsizing and financial restructuring of public and private enterprises, pursuant section e) of paragraph 1 of article 27 of the CRPD?
- ✓ Is there sufficient technical and financial assistance to make reasonable adjustments, including promoting the creation of cooperatives and company incubators to foster entrepreneurship?
- ✓ Which effective affirmative actions have been implemented to promote employment of persons with disabilities in the ordinary labour market? Do they have a gender perspective?
- ✓ Which effective affirmative actions have been implemented to prevent harassment of persons with disabilities in the workplace? Do they have a gender perspective?
- ✓ What accesses do persons with disabilities have to open employment and vocational training services, including those promoting entrepreneurship?

- ✓ What are the significant differences existing between employment of men and women with disabilities? Are there laws and policies to overcome such differences for the purposes of promoting the situation of women with disabilities?
- ✓ Which are the most vulnerable groups among persons with disabilities? What policies and legislative measures have been implemented to include persons with disabilities in the labour market?
- ✓ Which measures have been adopted to promote union rights of persons with disabilities?
- ✓ Which measures have been adopted for retaining and updating capabilities of those workers who, as a consequence of a work accident, become disabled and are not capable of carrying out their old job?
- ✓ What is the situation with regard of the work of persons with disabilities in the informal economy of the Government? Which measures have been adopted to enable them to leave the informal sector? Which measures have been adopted to enable them to access basic service and social protection measures?
- ✓ Which protective measures have been implemented to protect employees with disabilities from unfair dismissal and forced or obligatory work, pursuant paragraph 2 of article 27 of the CRPD?
- ✓ Which measures have been implemented to take care that persons with disabilities who have professional knowledge and technical training are provided with the necessary support to enter or re-enter the labour market in the terms stated by section k) or paragraph 1 of the CRPD?
- ✓ Which measures have been implemented to ensure that students with disabilities have equal access to the ordinary labour market?
- ✓ Which measures have been adopted to ensure that there are different employment modes, such as in-housework, remote work (at home or otherwise outside the office) and outsourcing? Which work opportunities do new communication technologies offer?

Source: Guidelines of the CRPD Committee to States Parties for preparation of reports. Article 27. Work and Employment.

When has the goals of access to employment for persons with disabilities been achieved?

- ✓ By including anti-discriminatory measures in labour laws and other related laws and regulations.
- ✓ By providing reasonable adjustments and creating inclusive initiatives in the general labour market to promote productive and full employment of persons with disabilities.
- ✓ By ensuring that persons with disabilities have access to employment capacitation training courses and vocational training.
- ✓ By ensuring that persons with disabilities have access to bank credits and microfinance in order to become entrepreneurs.

Source: International Disability Alliance



Photograph provided by COCEMFE

6.4. REFERENCE FRAMEWORK FOR THE RIGHTS OF WOMEN AND GIRLS WITH DISABILITIES (ARTICLE 6)

Current situation and initiatives completed

Women with disabilities represent three quarters of the total population of persons with disabilities in middle and low income countries (USAID) and 10% of the total female population (OMS). It is estimated that between 65% and 70% live in rural areas⁶⁷. Women and girls with disabilities face challenges in most aspects of their lives. These challenges create situations in which multiple intertwined form of discrimination against women and girls with disabilities are present, specifically regarding equal access to education, economic opportunities, social interaction and justice, equal recognition before the law, and the possibility to take part in public life and to exert control over their own lives in different contexts, for example with regard to healthcare, including sexual and reproductive healthcare, and with regard to where and with whom they wish to live⁶⁸.

All of these deficits are greater in humanitarian emergency or situations of risk, in which security and protection conditions for women and girls with disabilities are poorer, greatly reducing their chances of survival. Women and girls with disability are in a more vulnerable position than other persons before, during and after any situation of risk, such as armed conflict, occupation of territories, natural disasters and humanitarian catastrophes.

Women and girls with disabilities are overrepresented among the poorest population. They are the poorest among the poor. However, despite the high number of women and girls with disabilities living in poverty, and of the fundamental role that women, and more specifically women with disabilities, play in traditional economy as universal caregivers, homemakers and producers, women in general and women with disabilities in particular are "invisible" and are mostly absent from the definition and implementation both in the political agenda and in the context of cooperation for development.

With regard to multilateral Official Development Assistance, the work carried out by AECID through the **United Nations Population Fund (UNFPA)** that are carrying out different actions in favour of persons with disabilities. Within the scope of its main goal, which is to provide universal sexual and reproductive healthcare, to empower to exert reproductive rights and to decrease mortality among mothers. The first result of this intervention line was launching the global project "**WE DECIDE**" focused in preventing systematic violence against young women and most particularly girls with disabilities (see section 5.1. *Multilateral Official Development Assistance for Disability*).

Regarding to the contribution made by **AECID UN Women** and other organization, it is not possible to determine whether any contribution to disability is currently being made.

With regard to bilateral Official Development Assistance from **COCEMFE** projects such as the following have been completed: "*Social and labour inclusion of women and young people with disabilities in the sector of accessible tourism*" in Ecuador, "*Promoting inclusive nonviolent practices towards women with disabilities*" in Peru, "*Participatory diagnosis on the sexual and reproductive rights of women with disabilities*" and "*Promoting the right to work of young persons and adults with disability from a gender equality perspective*", in Dominican Republic. With regard to labour inclusion, the Moroccan OTC together with ONCE is preparing a project which shall be especially significant for young people and women with disabilities in the tourist sector.

With regard to humanitarian actions, **the Spanish Red Cross** highlights the intervention of support to social, economic and labour insertion of persons with disabilities, especially women, in different Vietnam areas.



Photograph provided by COCEMFE

In the framework of Delegated Cooperation, through the project Bridging the Gap II which is being implemented in Ecuador and Paraguay, specific and horizontal actions are being carried out in order to improve the situation of women and girls with disability, both with regard of educational levels in Ecuador and with regard to actions to strengthen organizations of women with disabilities and their leadership in Paraguay. In the same spirit, an initiative launched in Guatemala through Delegated Cooperation is considering to start specific actions in favour of women and girls with disabilities with regard to prevention of violence.

AECID's 2018 Annual Training Plan for Employees includes a *specific module for sexual and reproductive health and protection against violence against women and girls with disabilities* which is to be taught online by Fundación CERMI-Mujeres.

Besides, the AECID creates spaces to rethink gender equality in which women and girls with disabilities are also included, such as the debate organised on 9 March 2017 on *The International Agenda on Gender Equality. Where are we. Opinions from different outlooks*.

In this moment, work is being carried out for the LAB DEBATE that will be held in Brussels in June 2018, in the European Development Days, a debate proposed by AECID on *Women and Disability* and includes participation of the representatives of the main Spanish organizations on disability and of international organizations with which Cooperation Española works.

There are other specific projects on disability including a gender perspective, but have not been previously identified. At the same time, it is possible that some specific projects regarding women include the factor of disability, but no information has been obtained with this regard (see list of projects in Annex I).

Political and Regulatory Framework for Women and Girls with Disability

The legislation of reference for women and girls with disabilities and development is based on the Charter of the United Nations (1945) and commitments assumed via the international agreements established in the International Conferences of the United Nations (UN), especially the *Convention on the Rights of Persons with Disabilities* (CRPD) and the *Convention on the Elimination of All Forms of Discrimination Against Women* (CEDAW), the regulation of the European Union that is binding for Member States and the directives and recommendations issued by DAC-OECD, in addition to the different national legislations.

The priority regulatory framework for inclusion of the development of women and girls with disabilities may be found on the following table:

PRIORITY REGULATORY FRAMEWORK FOR INCLUSION OF THE DEVELOPMENT OF WOMEN AND GIRLS WITH DISABILITIES

INTERNATIONAL REGULATORY FRAMEWORK

International Agreement on Civil and Political Rights

Article 26 established that all persons are equal before the law and are entitled without any discrimination to the equal protection of the law.

1966. International Covenant on Economic, Social and Cultural Rights

Article 3 establishes the principle of equality between men and women with regard to the application of economic, social and cultural rights.

1979.- Convention on the Elimination of All Forms of Discrimination against Women (CEDAW)

Article 1 sets out the general principle of non-discrimination. The Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) adopted General Recommendation No. 18 Women with Disabilities.

1989. Convention on the Rights of the Child

Article 2 mentions gender and disability.

Article 23 recognises the specific situation of children with disabilities and calls on the States Parties to make the necessary amendments so they can be included in society and enjoy a fair and decent life.

1995.The Beijing Declaration and Platform for Action

Article 32 mentions girls and women with disabilities and the need for them to be included in the decision making process.

2000.- United Nations Security Council Resolution 1325, on women, peace, and security (2000)

Its approval constituted a milestone regarding participation of women as active agents in promoting peace and security in situations of risk.

2006.- Convention of the Rights of Persons with Disability

Article 6 refers specifically to women and girls with disabilities.

Gender is transversalized throughout the Convention articles, referring to the rights of women with disabilities in all spheres of life.

General Comment NO. 3 Women with Disabilities.

2017. Resolution on the Implementation of the Convention on the Rights of Persons with Disabilities and the Optional Protocol thereto: Situation of women and girls with disability. United Nations A/C.3/72/L.18/Rev.1 General Assembly

21. Encourages States, United Nations entities and relevant international organizations, inter alia:

(a) To ensure that international cooperation is disability and gender sensitive and inclusive, including through the implementation of disability markers to monitor the implementation of programmes, and the collection of data and statistics on persons with disabilities in the implementation of the 2030 Agenda and the Sustainable Development Goals, targets and indicators, as well as other international frameworks;

(b) To support and promote international cooperation and assistance and enhance partnerships and coordination, including South-South cooperation, among themselves and the active participation of civil society organizations, including women's organizations and organizations of women and girls with disabilities and other key stakeholders in strengthening means of implementation, including mobilization of financial resources and technical cooperation for the implementation of the Convention and the goals of the 2030 Agenda for Sustainable Development focusing on women and girls with disabilities.⁶⁹

2015. Resolution adopted by the General Assembly (A/RES/70/1). Transforming our world: the 2030 Agenda for Sustainable Development

Goal 5. Achieve gender equality and empower all women and girls.

EUROPEAN UNION REGULATORY FRAMEWORK

1993.- Treaty of the European Community, amended by the Treaty of Amsterdam (1997).

Article 2 of the Treaty of the European Community *that promoting equality between men and women is one of the missions of the European Community. Section 2 of article 3 states that the SC must state the goal of removing any inequality between men and women and promoting their equality in all their activities* (including a gender perspective).

Article 13 makes an explicit reference to prevent discrimination for reason of gender and ability.

Council Directive 2000/78/EC of 27 November 2000 establishing a general framework for equal treatment in employment and occupation.

Regulation (EC) 806/2004/EC of the European Parliament and of the Council on promoting gender equality in development cooperation

Directive 2006/54/EC. This Directive recasts Directives 75/117/EEC, 76/207/EEC, 86/378/EEC, 96/97/EC, 97/80/EC y 2002/73/EC. The purpose of this Directive is *to guarantee that the principle of equal treatment of men and women with regard to work and employment is complied with.* For this purpose, it includes provisions intended to apply the principle of equal treatment referring to: *a) access to employment, including promotion, and vocational training; b) working conditions, including pay; c) Social Security professional regimes.*

2007.- Communication for Gender Equality and Empowerment of Women in Development.

Governs the gender perspective on development in the EU.

2010.- European Disability Strategy 2010-2020.

Refers to equality:

3. Equality. The Commission will also pay attention to the cumulative impact of discrimination that people with disabilities may experience on other grounds, such as nationality, age, race or ethnicity, sex, religion or belief, or sexual orientation.

2016.- Action Plan for Gender Equality and Empowerment of Women in Development (2016 -2020)

Mentions the need to implement actions intended to alleviate the situation of women suffering the worst forms of discrimination.

SPANISH REGULATORY FRAMEWORK

1978.- Spanish Constitution

Section 1 establishes equality as one of the highest values of its legal system. Section 14 contains the general principle of non-discrimination, even though it does not specifically mention disability.

Act 23/1998, of 7 July, on International Cooperation for Development.

Section 2 states non-discrimination for reason of gender, race, culture or religion, as well as respect to diversity. Section 7 establishes, among its sector priorities, protection and respect of human rights, equal opportunities, non-discrimination and universal access of persons with disabilities, participation and social integration of women.

Organic Act 1/2004, of 28 December, on Measures of Integral Protection against Gender Violence, and the development regulations thereto.

Organic Act 3/2007, of 22 March, for effective equality between men and women.

Act 26/2011, of 1 August, for adjusting the relevant regulations to the Convention on the Rights of Persons with Disabilities.

2007.- Gender Strategy in the Development of Spanish Cooperation.

2014.- Council of Ministers. Action Plan for the Spanish Strategy on Disability.

Proposes, as strategic measures: in actions abroad: *1. Include disability and gender perspective in emergency response actions, humanitarian aid and the international development cooperation programmes and instruments developed by MAEC and AECID.*

2014.- Spanish Foreign Policy Action, approved in the Council of Ministers, 26 December 2014 (in accordance with the provisions of Law 2/2014, of 25 March, on the External Action Service of the State).

2017.- Non-Legislative Motion on the Necessary Measures to Protect Women with Disabilities who are Victims of Gender Violence.

2017. 2nd National Plan on Women, Peace and Security

In order to guarantee the defence of women's rights, any initiative must be addressed from an intersectorial section taking care of not leaving any one behind, considering the asymmetry in power relations that impact women and girls. Any analysis of the situation of women's and girls' rights must, at all times, consider their diversity and make an effort to consider such circumstances as age, religion, or ethnic, racial or geographical origin.

The general principles of the Convention on the Rights of Persons with Disabilities state the equal consideration of men and women. Its articles include specific mentions for women and girls with disability, who respond to situations of discrimination to which they are subjected in different aspects of their lives. Article 6 of the Convention on the Rights of Persons with Disabilities s a response to the lack of recognition of the rights of women and girls with disability. This Article 6 reinforces the non-discrimination approach of the Convention, particularly with respect to women and girls, and demands States Parties that go beyond refraining to act in a discriminatory manner and start to implement measures intended for development, promotion and empowerment of women and girls with disabilities, as well as to foster initiatives to empower them starting by recognizing that they are independent right holders and favouring that their voice is heard and that they exert the rights they are entitled to, and at the same time increasing their power and authority in order to adopt decision with regard to all spheres of their lives. Then, the following text is included:

Article 6. Women and girls with disabilities

- Article 6 establishes that States Parties recognise that women and girls with disabilities are subject to multiple forms of discrimination and, in this regard, shall adopt the corresponding measures to ensure their full and equal enjoyment of all human rights and fundamental freedoms.*
- States Parties will take the pertinent measures to ensure the full development, advancement and consolidation of women, with the aim of guaranteeing full exercise of human rights and fundamental freedoms as established in this Convention.*

Source: United Nations Convention of the Rights of Persons with Disability

Due to the invisibility of women and girls with disabilities and the challenges involved in implementing measures to ensure equality, the Committee prepared the General Comment no. 3 on women and girls with disability. Two aspects of its national application related to international cooperation need to be highlighted:

63. States Parties should combat multiple discrimination by, inter alia:

e) Ensuring that all international cooperation is disability and gender sensitive and inclusive and including data and statistics on women with disabilities in the implementation of the 2030 Agenda on Sustainable Development, including the Sustainable Development Goals, together with their targets and indicators, as well as other international frameworks.

64. States Parties should take all appropriate measures to ensure the development, advancement and empowerment of women with disabilities by, inter alia:

f) Supporting and promoting international cooperation and assistance in a manner consistent with all national efforts to eliminate the legal, procedural, practical and social barriers to the full development, advancement and empowerment of women with disabilities in their communities, as well as at the national, regional and global levels, and the inclusion of women with disabilities in the design, implementation and monitoring of international cooperation projects and programmes that affect their lives.

Source: General Comment no. 3 on women and girls with disabilities. CRPD Committee.

The transversal nature of article 6 of the CRPD links it inextricably to all other significant provisions of the Convention. Besides being related to those articles, which include an explicit reference to sex and/or gender, article 6 is particularly interrelated with the provisions related to violence against women with disabilities (article 16) and health and sexual and reproductive rights, including respect to family and household (arts. 23 and 25), and with discrimination against women in spheres mentioned in the corresponding articles.

The Agenda includes specific references with regard to women and girls with disability:

TABLE 24. 2030 AGENDA. REFERENCES TO WOMEN AND GIRLS WITH DISABILITY.

Goal 5. Achieve gender equality and empower all women and girls	
TARGETS	INDICATORS
5.2. Eliminate all forms of violence against all women and girls in the public and private spheres, including trafficking and sexual and other types of exploitation.	5.2.1 Proportion of ever-partnered women and girls aged 15 years and older subjected to physical, sexual or psychological violence by a current or former intimate partner in the previous 12 months, by form of violence and by age (broken down by women and girls with and without disability). 5.2.2 Proportion of women and girls aged 15 years and older subjected to sexual violence by persons other than an intimate partner in the previous 12 months, by age and place of occurrence (broken down by women and children with and without disability).
5.6. Ensure universal access to sexual and reproductive health and reproductive rights as agreed in accordance with the Programme of Action of the International Conference on Population and Development and the Beijing Platform for Action and the outcome documents of their review conferences	5.6.1. Proportion of women aged 15-49 years who make their own informed decisions regarding sexual relations, contraceptive use and reproductive health care (broken down by persons with and without disability). 5.6.2 Number of countries with laws and regulations that guarantee women aged 15-49 years access to sexual and reproductive health care, information and education.

Source: Own source, based on the 2030 Agenda.

Another important document is the *Gender Strategy in the Development of Spanish Cooperation (2007)* validated by the consensus of all Cooperation actors represented in the Cooperation Council. The main principles are defined as equality and non-discrimination, the latter involving:

Removing all barriers that involve a different treatment (be it exclusion, preference or distinction) based on personal characteristics such as gender, race, religion, ability, class, age, sexual orientation, etc., which have the effect of impairing or annulling equal treatment and equal opportunities for all persons.⁷¹

The definition of any action or implementation of instruments, the Strategy prioritizes initiatives that **empowers those groups of women** that need the most support from cooperation programmes. This identifies both women with disabilities (*disabled women and girls (who are even more discriminated due to their race, ethnicity or disability)*)⁷² as those who suffer the worst degree of gender discrimination, and establishes that *they will be a priority target for any positive action.*

With regard to **real equality** within the priority actions established to obtain social rights, women with disabilities are included in the action corresponding to strengthening national and local public policies regarding gender and social rights; within the actions in the short term, the following specific action is included:

Strengthening key social policies, both at a national and at a local level, as a measure to reduce the worst forms of discrimination against women (such as policies and programmes intended for women with disabilities, or which include positive actions for integration of women and girls with disability, as well as plans for the protection of children with a gender perspective)⁷³.

Considering the intersectional nature of gender with regard to other priority sectors, the situation of women with disabilities with regard to social rights, most specifically **access to education** has been considered while the need to design *specific educational projects for integration and positive actions has been stated in the benefit of women and girls that suffer the worst forms of discrimination, such as women from indigenous peoples, women who are diverse in their communities, women with disabilities, etc.*

In the scope of protection of vulnerable communities, women who suffer double and triple discrimination are also considered: *due to their race or ethnicity (women and girls from indigenous communities or of African descent), due to their age (young girls, and young and older women), due to their sexual orientation or due to a disability or sickness.*

In order to work for equality and non-discrimination of women with disability, a twofold procedure must be followed⁷⁴:

- ✓ Focusing on society to remove any existing barriers that cause exclusion of persons with disabilities in all spheres of life (transversalization / horizontal action).
- ✓ Carrying out direct actions on the population of women and girls with disabilities in order to strengthen and support their capacities in such a way that they may fight for their inclusion (sectorial action). There are actions intended empower persons, to bridge the discrimination and inequality gap and, most especially, to overcome poverty and improve the condition or position of women in power and decision-making spheres.

Gender related aspects affecting women and girls with disability must be systematically integrated in all spheres of life. Some questions of the follow-up of actions which are being carried out within the field of cooperation are:

Articles 1-4

- ✓ *Are there detailed and comparative statistical data on the efficiency of specific measures against discrimination and on the advances achieved in assuring equal exercise of the rights recognised in the Convention of the Rights of Persons with Disabilities, including a gender and age perspective?*
- ✓ *What is the degree of participation of persons with disabilities, including women and children with disabilities, in the drafting, application and evaluation of legislation and policies which are to be included in the Convention?*

Article 6. Women and girls with disabilities

- ✓ *Is gender inequality affecting women and girls with disabilities recognised at a legal and policy level, as well as taken into account in the design of any related programmes?*
- ✓ *Do women and girls with disabilities enjoy all fundamental rights and freedoms in equal footing to men and boys with disabilities?*
- ✓ *Do women and girls with disabilities enjoy all fundamental rights and freedoms in equal footing to other women and girls without disabilities?*

Article 7. Boys and girls with Disability

- ✓ *Which are the relevant differences in the situation of boys and girls with disabilities?*

Article 16. Protection against exploitation, violence and abuse

- ✓ *Which are the measures of legal, administrative, social, education and other nature adopted to protect persons with disabilities, both inside and outside their households, from exploitation, violence and abuse in any form, including all aspects related with gender and childhood?*
- ✓ *Which social protection measures have been implemented in order to provide support to persons with disabilities, including their families and caregivers, and to prevent, recognize and report any cases of exploitation, violence and abuse, including all aspects related to gender and age?*
- ✓ *What laws and policies, including laws and policies focused on women and children, guarantee that all cases of exploitation, violence and abuse against persons with disabilities are recognised, investigated, and, when appropriate, brought to justice?*

Article 17. Protection of personal integrity

- ✓ *Which measures have been adopted to protect all persons with disabilities from forced sterilization, and women and girls against forced abortion?*

Article 23. Respect of family and household

- ✓ *Which measures have been adopted to prevent forced sterilization of persons with disabilities, especially women and girls?*

Article 24. Education

- ✓ *Which are the significant differences that are present between the education provided to boys and to girls in the different educational levels? Have policies and laws been implemented to remove those differences?*
- ✓ *Which is the number and percentage of students with disability, by gender and field of study?*

Article 25. Health

- ✓ *Which are the legislative and other measures implemented in order to ensure that persons with disabilities are protected against discrimination and are granted equal access to quality healthcare services, including in the scope of sexual and reproductive healthcare?*

Article 27. Work and Employment

- ✓ *What significant differences there are in the employment of men and women with disabilities? Are there policies and laws to remove such differences in order to advance the situation of women with disabilities?*

Article 28. Appropriate lifestyle and social protection

- ✓ *Which measures have been adopted to ensure access of persons with disabilities, especially women, girls and senior citizens, to social protection programmes and poverty relief programmes?*

Article 32. International Cooperation

- ✓ *Which affirmative action measures have been adopted to include the most vulnerable groups of persons with disabilities, such as women?*

Article 33. Implementation and monitoring at a national level

- ✓ *Which measures have been adopted to enable the civil society, particularly persons with disabilities and the organizations that represent them, including those that adopt a gender perspective, to take part in the process of preparation and monitoring of the report?*

Source: Guidelines of the CRPD Committee to States Parties for preparation of reports. Article 6. Women with Disabilities.

6.5. REFERENCE FRAMEWORK ON MULTIPLE DISCRIMINATION

Persons with disability are not a homogeneous group. It includes men, women, boys, girls, older persons, indigenous persons, persons of African descent, refugees, asylum seekers, internally displaced persons, persons deprived of their freedom (in hospitals, residential institutions, juvenile facilities or prisons), persons living in poverty, persons from different ethnical, religious and racial origins, persons with multiple disabilities that require a high level of support, persons with albinism, and LGBTBI+ persons. Diversity within persons with disabilities also includes all types of impairment, which may be physical, psychosocial, intellectual or sensorial, and may involve or not functional limitations. Disability is understood as the social effect of the interaction between this impairment and its material and social environment, as described in section 1 of *the Convention on the Rights of Persons with Disabilities*.

When persons with disabilities experiment discrimination due to two or more reasons, they are considered to suffer *multiple discrimination* which leads to a complex or aggravated discrimination. Among the motives for discrimination, age, disability, ethnic, national, social or indigenous origin, gender identity expression, political or other opinions, race, the fact of being a migrant, refugee or asylum seeker, religion, gender and sexual orientation.

As stated in General Comment no. 3 (2016) on women and girls with disability, intersectional discrimination must be mentioned alongside multiple discrimination. In this sense, the aforementioned Observation includes that *“there is solid evidence that women and girls with disability are faced with challenges in most spheres of their lives. These challenges create situations in which multiple intertwined form of discrimination against women and girls with disabilities are present, specifically regarding equal access to education, economic opportunities, social interaction and justice, equal recognition before the law, and the possibility to take part in public life and to exert control over their own lives in different contexts, for example with regard to healthcare, including sexual and reproductive healthcare, and with regard to where and with whom they wish to live”*.

Disability affects disproportionately to vulnerable populations The results of the *World Health Survey* state that the prevalence of disability is higher in low income countries than in high income countries. The persons in the poorest quintile, women and older persons also show a higher prevalence of disability. Low-income, unemployed or undereducated persons also show a higher risk of disability. Data from surveys *based on multiple indicators* in selected counties show that children from poorer families or belonging to ethnic minorities present a significantly higher risk of disability with respect to other children.⁷⁵

Discrimination to which persons with disabilities are subject to results in ongoing exclusion, segregation and lack of reparation, especially with regard to women, children and older persons, persons with psychosocial or intellectual disabilities, persons who need a high degree of support and persons whose disability is not visible⁷⁶.

PRIORITARY LEGAL FRAMEWORK ON EQUALITY AND NON-DISCRIMINATION

INTERNATIONAL REGULATORY FRAMEWORK

1966.- International Covenant on Civil and Political Rights and International Covenant on Economic, Social and Cultural Rights Article 2.

Both Covenants state the prohibition of discriminating anyone for any of the reasons cited in an open list which includes civil and political rights, and economic, social and cultural rights, respectively.

Human Rights Conventions on specific issues, intends to end discrimination for a particular reason, such as the 1965 **International Convention on the Elimination of All Forms of Racial Discrimination** Art. 5, the 1979 **Convention on the Elimination of All Forms of Discrimination Against Women**, Arts. 1 and 2, the 1979 **Convention on the Rights of the Child**, Art 2, the 1991 **International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families**, Art.7, the 2006 **Convention on the Rights of Persons with Disabilities** 2006, Art.5, all include several provisions on equality and non-discrimination¹.

Besides, the 2030 Agenda includes specific references to the different reasons for discrimination.

Goal 10. Reduce inequality within and among countries

TARGETS	INDICATORS
10.2 By 2030, empower and promote the social, economic and political inclusion of all persons, irrespective of age, sex, ability, race, ethnicity, origin, religion or economic or other status	10.2.1 Proportion of people living below 50 per cent of median income, by age, sex and persons with disabilities.

Source: Own source, based on the 2030 Agenda

Some populations subject to multiple discrimination are referenced below:

Persons of African descent or from indigenous peoples with disabilities

Persons of African descent or from indigenous peoples with disabilities face exclusion, marginalization and multiple discrimination based on their disabilities, their ethnical origin and their gender, among other factors. However, despite the higher rate of disability among indigenous communities, little to no attention is paid to their situation. In most cases, they do not have access to the services and support that they need to fully participate in society at large and in their own communities in particular.

¹ See the International Convention on the Elimination of All Forms of Racial Discrimination, art. 5; the Convention on the Elimination of All Forms of Discrimination Against Women arts. 1 and 2; and the Convention on the Rights of the Child, art. 2.

“States shall take effective measures to ensure that indigenous persons with disabilities access education, healthcare, justice and employment, ensuring that this is made with the necessary precautions to prevent assimilation and protect their identities, languages and lifestyles. In order to ensure that responses are appropriate, participation of indigenous persons with disabilities is key, including when consultations are made⁷⁷”

This is also stated by United Nations Resolution 61/295 approved by the General Assembly. United Nations Declaration on the Rights of Indigenous Peoples.⁷⁸

The *Strategy of Cooperation with Indigenous Peoples* (2007) does not include any priority action for persons with disabilities. No actions in this sense have been identified either.

With regard to **persons of African descent with disabilities**, information from the last census for eleven countries in the Latin America and the Caribbean region show as a simple regional mean value that, among persons of African descent, disability among children and under-15 y.o. is 4.8%, increasing to 9.9% in age range 15-59 and rocketing to 32.7% among those aged over 60. Persons of African descent with disabilities are subject to a high degree of inequality and discrimination, and older women of African descent with disability are the sector of the population which face a more adverse situation⁷⁹.

In the context of the 2015-2025 International Decade of People of African Descent as declared by United Nations under the motto "*Acknowledgement, Justice and Development*", within the pillar *acknowledgement*, in line with the proposals for the Decade on the *right to equality and non-discrimination*, it is stated that:

Establishing or strengthening national instructions dependant from human rights, which pay particular attention to persons of African descent who face concomitant modes of discrimination by reason, for example, of their disability, their age, their gender, their sexual orientation or gender identity expression, among others.

AECID is managing the *Programme for Persons of African Descent*⁸⁰, but no specific actions have been identified with regard to person of African descent with disability.

Refugees and Migrant Persons with Disabilities

There is a lack of data with regard to the number and situation of refugees and migrant persons with disabilities.

In the context of armed conflict or natural disasters, when people are displaced when fleeing insecurity and violence, establishing a relationship between disability and forced displacement is very complex. Disability may be a consequence of forced displacement; refugees with disabilities may be discriminated in all aspects of humanitarian action due to physical, environmental, social and attitude barriers to access protection of human rights, information, healthcare and rehabilitation system. Forced displacement also amplifies the risk of refugee persons with disabilities to be subject to violence, including sexual violence⁸¹.

Besides, in October 2010 the Executive Committee of the **United Nations High Commissioner for Refugees (UNHCR)** approved a Conclusion on refugees with disabilities which foster respect to women and men with disability both by UNHCR professionals and by any other organizations working with UNHCR. This conclusion includes a series of references to women and girls with disability⁸².

Article 18 *Convention on the Rights of Persons with Disabilities (CRPD)* urges States Parties to recognize the rights of persons with disabilities to freedom of movement, freedom to choose the way they live and to a nationality, in equal footing with others. Article 11 specifically addresses protection of persons with disabilities in situations of risk, including armed conflict, humanitarian emergencies and natural disasters.

Currently, international mandates on migrant persons have not yet directly included the factor of ability in their standard formulation. The *International Convention on the Protection of All Migrant Workers and their Families* recognises that migrant workers have equal right to healthcare and urges Member State to guarantee their access to social and healthcare services, necessary to prevent irreparable damages to their health, in equal footing as all other workers.

2030 Agenda for Sustainable Development recognises the important of empowering those persons in vulnerable situations, including persons with disabilities, refugees and internally displaced persons. Specifically, *Objective 8 on decent work and economic growth includes the specific goal of protecting labour rights and promoting a safe environment for migrant workers*. Since worldwide attention to intersectional problems is increasing, it is key to highlight the link between disability and migration in any future international dialogue⁸³.

(Those initiatives launched by the Spanish Cooperation are described in the Chapter *Specific Guidelines 4.1. Humanitarian Action*)

Sexual Identity and Sexual Orientation in Persons with Disability

Although there are not accurate estimations on the total number of LGBTI persons with disabilities worldwide, several national studies shed some light on the matter. For example, a research carried out in Great Britain suggested that there were 255,000 gay, lesbian and bisexual persons with disabilities throughout the country. A Russian research estimated the number of gay and lesbian persons with disabilities in 650,000. A research completed by the *International Lesbian, Gay, Bisexual, Trans and Intersex Association (ILGA)* and *Transgender Europe (TGEU)* showed that 15.4% of respondents identified as trans also identified as persons with disabilities. This result is comparable to the figures obtained from other national and European surveys. An independent sociological research carried out in Australia found that 27% of persons born with atypical sexual characteristics had a disability. Data refer to three different scenarios, discrimination and violation of rights against: (1) intersex persons, (2) LGBTI identified as persons with disability, and (3) persons perceived by others as disabled due to their sexual orientation, gender identity expression or sexual characteristics (or their SOGIESC).⁸⁴

These persons face discrimination and other violations of their rights due to either their real or perceived SOGIESC as to their disability. For example, the Russian research yielded that 66.4% of LGBTI persons with disability suffered discrimination due to their disability and 62,1% suffered discrimination due to their sexual orientation. The British study also revealed the extent of the discrimination faced by persons with disabilities, gays, lesbians and bisexual persons. The results of the survey by the *European Union Agency for Fundamental Rights* show that, out of 93,079 LGBTI persons surveyed, 4% had felt personally discriminated or harassed due to their disability in the 12 months preceding the survey. Multiple studies show a higher prevalence of issues related to physical and mental health in LGBTI communities when compared with their non-LGBTI counterparts⁸⁵.

In the international scope, the reference standards are the *Universal Declaration of Human Rights (1948)*, article 2.1, and the *European Convention on Human Rights* article 14. However, discrimination due to sexual orientation is explicitly censored for the first time in a 1981 recommendation of the *Commission for Health and Social Issues of the Council of Europe*. Eight years before, the *American Psychiatric Association* had depathologised homosexuality, a milestone that the WHO would not second until 1990, and which has not yet been extended to transsexuality, except in very specific cases.

The problems of violence, hate, discrimination, exclusion, stigmatization and prejudice against persons by reasons of their real or perceived SOGIESC or disability have been highlighted by different international organizations and experts in human rights. For example, the persons working within the Special Procedures of the Human Rights Council, including the *Special Rapporteur on the Rights of Persons with Disabilities*, have mentioned this issue in their thematic reports. The CRPD Committee itself, on its List of Issues, Final Observations and General Comments, has developed its own approach, based on the treatment of specific manners of violation of rights faced by intersex persons and then opening the focus of the general principle of non-discrimination to LGBTI persons⁸⁶.

The Preamble of the CRPD Convention, although it does not explicitly mention the SOGIESC, highlights the multiple or aggravated forms of discrimination that face persons with disabilities. Also does Principle 2 of the Yogyakarta Principles (on the right to equality and non-discrimination)⁸⁷.

At UE level, besides the pertinent laws and regulations, Council Directive 2000/78/EC of 27 November 2000, *establishing a general framework for equal treatment in employment and occupation* refers to both aspects. The goal of this Directive is to guarantee that persons are not subject to discrimination due to their religion, their political ideas, their ability, their age or their sexual orientation, but enjoy equal conditions in their workplaces. This is one of the priority lines from the *Office of the United Nations High Commissioner for Human Rights*. Persons from the LGBTI community may even be subject to the death penalty in some countries. Over the last years, Spain has promoted numerous actions in defence of the rights of LGBTI persons in different multilateral forums: supporting the mandate of the new *United Nations Independent Expert for the protection against violence and discriminations due to sexual orientation and gender identity expression*;

adhering to the *Fundamental Principles of the Equal Rights Coalition*; belonging to the *United Nations LGBTI Core Group* ; applying the European Union Guidelines on the rights of LGBTI persons; and participating on the LGBTI Focus Group of the Council of Europe, among others.

Besides, Spain is an active member of the mechanism called *Universal Periodic Review (UPR) of the United Nations Human Rights Council*, posing questions and proposing recommendations regarding the protection of LGBTI persons in those countries where violations of the rights of LGBTI persons have been detected. On the other hand, the questions of the human rights of LGBTI persons is regularly brought up in bilateral conversation with third countries.

On 1 January 2018, Spain joined the United Nations Human Rights Council as a member for the period 2018-2020. The fight against discrimination due to sexual orientation and gender identity expression is among the priority lines for Spanish action, and shall be performed at two levels: bilateral and multilateral. Besides, *“Spain intends to continue its support to the work of the United Nations Independent Expert”*.

At this moment, Spanish Cooperation has not planned any specific action regarding disability, sexual orientation and gender identity expression.

Childhood and Disability

A recent (2013) UNICEF *State on the World’s Children* report was devoted to boys and girls with disabilities. This report states that girls are less likely than boys to be fed and cared for, and more likely to be excluded from family activities and interactions. Girls and young women of this sector of the populations are victims to not only prejudice and inequality that affects many persons in their same circumstances, but also to the limitations and functions traditionally assigned to each gender. Girls with disability are also less likely to attend school, receive professional training and find a job than boys with disability and girls without disability. Over 1,000 million persons worldwide live with some form of disability. Nearly 93 million of such persons are children.

The wording of Article 7 of the *United Nations Convention of the Rights of Persons with Disability* regarding Children with Disabilities is to be highlighted:

States Parties shall take all necessary measures to ensure the full enjoyment by children with disabilities of all human rights and fundamental freedoms on an equal basis with other children.

In all actions concerning children with disabilities, the best interests of the child shall be a primary consideration.

States Parties shall ensure that children with disabilities have the right to express their views freely on all matters affecting them, their views being given due weight in accordance with their age and maturity, on an equal basis with other children, and to be provided with disability and age-appropriate assistance to realize that right.

As well as General Comment no. 9 (2006) on the rights of children with disability⁸⁸.

Actions carried out by Spanish Cooperation are mainly inscribed in the field of education and are described under the chapter devoted to Education (6.2. *Reference framework of the Right to Inclusive Education* , Art.24).

Old age and Disability

As the fertility rate decreases and the life expectancy increases, older population is expected to grow in all regions of the world. According to some estimations, currently there are 868 million persons in the world over 60 years of age (approximately 12% of total world population). This figure is expected to be increased to two thousand million people by 2050 (growing approximately to 21% of total population). The role played by the environment to promote or restrict participation of persons with disability or older persons is key. Many of these persons face many obstacles to live in society in an inclusive manner, such as insufficient regulations and policies, negative attitudes, failure and challenges in the provision of services, insufficient funding, lack of accessibility, lack of opportunities of being consulted and of participating, and lack of data and research. However, both persons with disabilities and older persons have the same rights as anybody else.

States must be aware of their obligation to consider diverse population when designing, developing and evaluating policies, in an intersectional manner, considering the different existing identity layers, such as gender, age, ethnicity or ability, among others, guaranteeing their human rights and fundamental freedoms. The basis of any true development is not to leave anyone behind. Therefore, to avoid exclusion of all kinds, the specific demands of this large section of population have to be met from a human rights approach. As a result of the existing barriers, with reference to support products and technologies, in many countries only between 5% and 15% of persons that need such support products and technologies have access to them; this restricts capacity to lead an autonomous life and their inclusive participation in society.

The *Convention on the Rights of Persons with Disabilities* (CRPD) includes a series of articles which highlight older age and disability in transversal manner. For example, articles 9 (accessibility), 19 (independent life and inclusion in the community), 20 (personal mobility) and 25 (health) are part of an specific framework for action, which may be especially interesting with regard to any conversation on disability and old age.

The *Sustainable Development Goals* (SDG) of the 2030 Agenda explicitly mentions older persons and persons with disabilities when referring to their no poverty, decent work and economic growth and sustainable cities and communities, since sustainable development may not be achieved without deliberately and consciously including the growing sector of older persons, with and without disabilities. Provides a critical platform for countries to face transversal aspects of aging and disability worldwide. However, challenges and opportunities need to be explored, understood and fully integrated in national social and development programmes and policies.

At this moment there is no specific action from the EC with regard to aging and disability.

All aspects related to the different causes for discrimination aspects involving diversity must be systematically integrated in all spheres of life. Some questions of the follow-up of actions which are being carried out within the field of cooperation are:

Article 5. Equality and non-discrimination

- ✓ Are there any laws that persons with disability may invoke in order to protect or defend their interest in equal footing with the others?
- ✓ Are there effective measures to ensure that persons with disability enjoy equal and effective protection against all forms of discrimination, including providing reasonable adjustments?
- ✓ Have policies and programmes aimed at achieving effective equality of persons with disabilities been implemented, including affirmative action measures, and do such policies and programmes consider the diversity existing among persons with disabilities?

Article 8. Awareness-raising

- ✓ Which measures have been implemented to raise awareness with respect to the Convention and the rights it recognises, and to inform both persons with disability and other sectors of the public with respect to this convention?
- ✓ Which legislative or other measures have been adopted to ensure access of persons with disability in an equal footing to public space (including the use of signals and indications on public roads), transportation, information and communications (including technologies and information and communication systems) and other facilities and services provided to the public, also by private organisations, in both urban and rural areas?

Article 10. Right to life

- ✓ Do current laws recognise the right to life and survival of persons with disability in equal footing with other persons?
- ✓ Are persons with disability deprived arbitrarily of their lives?

Article 11. Situations of risk and humanitarian emergencies

- ✓ Have measures been adopted to guarantee protection and safety of persons with disability, including those measures which are to be included in the national emergency protocols?
- ✓ Have any measures been implemented to ensure that humanitarian aid is distributed in a manner which is accessible to persons with disability in a situation of humanitarian emergency, especially those measures adopted to ensure that emergency accommodation and refugee camps have toilets and sanitary services accessible to persons with disabilities?

Article 12. Equal recognition before the law

- ✓ Have measures been implemented to ensure that persons with disabilities may exert their legal capacities in equal footing in all aspects of life, including measures to guarantee the right of persons with disabilities to their physical and mental integrity, their full participation in public life, to own and inherit property, to be in control of their own finances, to access in equal footing to bank loans, mortgages and other modes of financial credit, and not to be deprived of their rights in an arbitrary manner?
- ✓ Are there any laws that restrict full legal capacity for reasons of disability?

Article 13. Access to justice

- ✓ Which measures have been adopted to ensure that all persons with disability have effective access to the judicial system at all stages of the procedures, including the investigative and other preliminary stages?
- ✓ Which measures have been adopted to ensure that court employees and penal system employees have been effectively trained on the respect of the rights of persons with disabilities?
- ✓ Are there reasonable adjustments, even procedural adjustments, in judicial procedures, to ensure effective participation of persons with all kinds of disabilities in the judicial system?
- ✓ Have age-related adjustments been implemented to guarantee effective participation of children and young people with disabilities?

Article 14. Liberty and security of person

- ✓ Has the State adopted any measures to ensure that all persons with all types of disabilities enjoy the right to freedom and security of all persons and that nobody is deprived of their freedom due to their disability?
- ✓ Have measures been adopted in order to abolish all laws that allow institutionalization or deprivation of freedom of all persons with any type of disabilities?
- ✓ Are there legislative or other measures offering reasonable adjustments to those persons with disabilities that have been deprived of their freedom, and to ensure that persons with disabilities enjoy the same procedural guarantees as any other person so that they may fully enjoy all other human rights?

Article 15. Freedom from torture or cruel, inhuman or degrading treatment or punishment

- ✓ Have protective measures been adopted so that persons with disabilities, including those who need support of any kind, are not subject to medical or scientific experimentation unless they have freely given their informed consent?

Article 16. Protection against exploitation, violence and abuse

- ✓ Have measures of legal, administrative, social, education and other measures been implemented to protect persons with disabilities, both inside and outside their households, from exploitation, violence and abuse in any form, including all aspects related with gender and childhood?
- ✓ Have social protection measures been implemented in order to provide support to persons with disabilities, including their families and caregivers, and to prevent, recognize and report any cases of exploitation, violence and abuse, including all aspects related to gender and age?

Article 17. Protection of personal integrity

- ✓ Have measures been implemented to protect persons with disabilities from any medical or other treatment provided without the full informed consent of the person who receives it?

Article 18. Liberty of movement and nationality

- ✓ Are there legislative or administrative measures to ensure the right of persons with disabilities to be citizens and to not be deprived of their citizenship, as well as to leave or enter the country as they wish?
- ✓ Have measures been adopted to ensure that all infants with disabilities are registered immediately after their birth and are assigned a name and a citizenship?

Article 19. Right to independent living and to participation in the community

- ✓ Have systems for independent living been implemented for the persons requiring them, including the possibility of personal assistants?
- ✓ Have home support services been implemented that allow persons with disabilities to continue living in their communities?
- ✓ Are there different options regarding residential services that allow diverse living arrangements, including shared and/or sheltered dwellings considering the type of disability?
- ✓ What is the degree of accessibility of persons with disabilities to community services and facilities provided for the general public?

Article 22. Respect to privacy

- ✓ Have measures been implemented to protect confidentiality of personal information, including medical information and information related to the rehabilitation of the person with disabilities?
- ✓ Have measures been implemented so that persons with disabilities are not hidden away under the pretext of protecting their privacy?

Article 23. Respect of family and household

- ✓ Have measures been adopted to ensure that persons with disabilities may exert their right to marry and start a family on the basis of their full, freely given consent?
- ✓ Have measures been adopted so that persons with disabilities may access planned parenthood, assisted reproduction or fostering systems?
- ✓ Which measures have been adopted to support fathers, mothers and other relatives of children with disabilities, for the purposes to prevent concealment, abandonment, neglect or segregation of the child with disabilities?
- ✓ Which measures have been adopted to prevent institutionalisation of children with disabilities whose parents cannot take care of them while ensuring that alternative care is provided for them within their extensive family or, when this is not possible, within their communities and in a family environment?

Article 24. Education

- ✓ Which measures have been adopted to ensure that all children with a disability have access to early and primary education, as well as to obligatory secondary and higher education?
- ✓ Number of children with disabilities in early education programmes;
- ✓ Significant differences between the education provided to boys and to girls at each different educational stage, and policies and laws intending to remove those differences;
- ✓ Reasonable adjustment and other adopted measures in order to guarantee lifelong access to education.

Article 25. Health

- ✓ Which are the legislative and other measures implemented in order to ensure that persons with disabilities are protected against discrimination and are granted equal access to quality healthcare services, including in the scope of sexual and reproductive healthcare?
- ✓ Which healthcare programmes and services have been implemented for early detection and intervention of disability, as appropriate, to prevent and reduce as much as possible the apparition of new forms of disability, paying special attention to women, children and older citizens, especially in rural areas?
- ✓ Have legislative or other measures been implemented to ensure that persons with disabilities freely give their informed consent to the administration of any treatment?

Article 27. Work and Employment

- ✓ Identification of the most vulnerable groups among persons with disabilities (including examples), stating the existing policies and administrative measures to have them included in the labour market.

Article 28. Appropriate lifestyle and social protection

- ✓ Are there appropriate measures to ensure access of persons with disabilities, especially women, girls and senior citizens, to social protection programmes and poverty relief programmes?
- ✓ Are there appropriate public housing programmes and retirement programmes and subsidies for persons with disabilities?

Source: Guidelines of the CRPD Committee to States Parties for preparation of reports.



PHOTOGRAPH PROVIDED BY COCEMFE

MAP OF NATIONAL AND INTERNATIONAL STAKEHOLDERS

7.1. INTERNATIONAL ORGANISATIONS OF PERSONS WITH DISABILITIES

INTERNATIONAL DISABILITY ALLIANCE

Network alliance that includes over 1,100 organizations of persons with disabilities and their families from eight worldwide networks and six regional networks. Its goal is to promote the rights of persons with disabilities through the United Nations system. It provides support to organizations of persons with disabilities so that they may make a political difference at local, national and international level.

Website: <http://www.internationaldisabilityalliance.org/es>

E-mail: info@ida-secretariat.org

INTERNATIONAL NETWORK OF WOMEN WITH DISABILITIES (INWWD))

Formed by international, regional, national or local organizations, groups or networks of women with disabilities, or women with disabilities and ally women. The mission of the INWWD is to empower women with disabilities and to share knowledge and experience to improve their capacity to defend their rights.

In order to take part in a dialogue with other women with disabilities worldwide, you may join the e-mail group discussion by visiting:

<http://groups.yahoo.com/group/inwwd/>

Website: <http://inwwd.wordpress.com/>

DOWN SYNDROME INTERNATIONAL

This is the international organization that promotes the rights of the persons with Down syndrome. It is based in the United Kingdom and is formed by persons and organizations from all over the world which are committed to improve the quality of life of persons with Down syndrome worldwide, and to promote their inherent right to be accepted and included as a member of their communities in equal footing.

Website: <http://www.ds-int.org/>

E-mail: contact@ds-int.org, wdsd@ds-int.org

INTERNATIONAL FEDERATION OF HARD OF HEARING PEOPLE (IFHOH)

Founded in 1977, it is a non-governmental organization formed by national associations of and for hearing impaired persons. Promotes a platform for cooperation and information exchange between members and interested parties. Both as an umbrella organization and through its individual organization, IFHOH works to promote a deeper understanding of hearing loss problem and to improve accessibility of hard of hearing persons worldwide.

Website: <http://www.ifhoh.org/>

E-mail: info@ifhoh.org

INCLUSION INTERNATIONAL

Grassroots organization of persons with intellectual disabilities and their families that promotes, together with its member association in over 115 countries, the inclusion of persons with intellectual disabilities in their communities; their actions are based in the shared values of respect, diversity, human rights, solidarity and inclusion.

Website: <http://www.inclusion-international.org/>

E-mail: info@inclusion-international.org

INTERNATIONAL FEDERATION FOR SPINA BIFIDA AND HYDROCEPHALUS (IF)

Founded in 1979 by persons with spina bifida and hydrocephalus. Over the years, it has turned from a voluntary organization to a worldwide professional organization of persons with disabilities with a democratic structure and transparent, reportable processes.

Website: <http://www.ifglobal.org/en/>

E-mail: info@ifglobal.org

WORLD BLIND UNION (WBU)

The World Blind Union (WBU) is the single voice that speaks for approximately 160 million of blind and visually impaired persons in 178 member countries, representing approximately 600 organization. The WBU defends the human rights of blind and visually impaired persons and seeks to strengthen their organizations and to promote the participation of all blind and visually impaired persons, including women and young people.

Website: <http://www.worldblindunion.org>

E-mail: info@wbu.ngo

THE WORLD FEDERATION OF THE DEAF (WFD)

A non-governmental organization that represents deaf people worldwide through 133 organizations, the WFD works for the promotion of human rights and equal opportunities of deaf persons worldwide.

Website: <http://www.wfdeaf.org>

E-mail: info@wfd.fi

RED IBEROAMERICANA DE ENTIDADES DE PERSONAS CON DISCAPACIDAD FÍSICA (IBERO-AMERICAN NETWORK OF PERSONS WITH PHYSICAL DISABILITIES) (LA RED)

The Ibero-American Network of Persons with Physical Disabilities is an integral development proposal aimed at promoting representation of persons with physical disabilities and institutionally strengthening the organizations that are part of the associative movement of persons with physical disabilities of Ibero-America, promoting unity and self-management. This Network was created in 2001 with the support of the AECID. It is currently formed by 22 associations of persons with physical disabilities from 13 Ibero-American countries.

Website: <http://www.larediberoamericana.com/>

E-mail: secretarialared@gmail.com

THE WORLD NETWORK OF USERS AND SURVIVORS OF PSYCHIATRY (WNUSP)

A democratic organization of users and survivors of psychiatry that represents them at a global level. According to its Articles of Association, “users and survivors of psychiatry” define themselves as persons who have experienced insanity and/or mental health issues, or who have used or survived mental health services. Founded in 1991, WNUSP has members in over 50 countries and in all regions of the world.

Website: <http://www.wnusp.net/>

E-mail: contactwnusp@gmail.com

INTERNATIONAL FEDERATION OF PERSONS WITH PHYSICAL DISABILITY (FIMITIC)

From 1958, FIMITIC is a non-profit international association whose purpose is to improve occupational and social conditions of persons with physical disabilities. Present in 18 countries, it is a network for the exchange of knowledge, good practices and methods.

Website: <https://www.fimitic.org/>

Email: info@fimitic.org

WORLD FEDERATION OF THE DEAFBLIND (WFDB)

Non-profit organization representing national organizations or groups of deafblind persons worldwide. The WFDB ‘s goal is to become a forum for exchanging knowledge and experience between deafblind persons and contributing to inclusion and full participation of deafblind persons in all areas of society.

Website: <http://www.wfdb.org>

E-mail: geir.jensen@fnadb.no

7.2. INTERNATIONAL ORGANISATIONS OF PERSONS WITH DISABILITIES

AFRICAN DISABILITY FORUM (ADF)

Network formed by organizations of persons (OPD) with disabilities in Africa and founded in 2015.

E-mail: africandisabilityforum@gmail.com

ARAB ORGANIZATION OF PERSONS WITH DISABILITIES (AOPD)

Independent, non-profit organization founded in Cairo in 1998. It is a regional organisation formed by organizations of persons with disabilities (OPD) that operate in the different Arab countries. The main goals of the AOPD are promoting the rights of persons with disabilities, as well as empowering and representing Arab persons with disabilities worldwide.

Website: <http://www.aodp-lb.net/>

THE ASEAN DISABILITY FORUM (ASEAN-DF)

A network formed by organizations of persons with disabilities of the countries of South-eastern Asia in 2009. Thanks to this platform, organizations of persons with disabilities coordinate actions to achieve enactment and implementation of inclusive policies in the benefit of persons with disabilities.

Website: www.aseandisabilityforum.org

E-mail: secretariat@aseandisabilityforum.org

EUROPEAN DISABILITY FORUM

An independent NGO created in 1996 that represents the interests of 80 million European persons with disabilities. It is formed by organizations from all Europe representing persons with disability. The EDF is managed by persons with disabilities and their families.

Website: <http://www.edf-feph.org>

E-mail: info@edf-feph.org

PACIFIC DISABILITY FORUM (PDF)

It is the regional answer to address issues of disability in the Pacific region. It was created in 2002 to work for a more inclusive society, free of barriers and with a more profound social justice that recognises gender equality, human rights, citizenship and contribution and potential of persons with disabilities in 14 countries, the Pacific Islands and their territories, Australia and New Zealand and other international organisations, and persons interested and committed with disability in the Pacific region.

Website: www.pacificdisability.org

LA RED LATINOAMERICANA DE ORGANIZACIONES NO GUBERNAMENTALES DE PERSONAS CON DISCAPACIDAD Y SUS FAMILIAS (LATIN AMERICAN NETWORK OF NON-GOVERNMENTAL ORGANIZATION OF PERSONS WITH DISABILITIES AND THEIR FAMILIES) (RIADIS)

It was founded in 2002 on the occasion of the First Conference in Caracas, Venezuela. RIADIS represents 56 organisations, 39 full members and 17 collaborators, of persons who live with different types of disability in 19 countries of Latin America and the Caribbean. Currently, it works to promote and protect the rights of persons with disabilities in Latin America and the Caribbean through the values of non-discrimination and inclusive development for an improved quality of life and social inclusion of persons with disabilities and their families.

Website: <http://www.riadis.org>

E-mail: info@riadis.org

LA RED DE ORGANIZACIONES DE PERSONAS CON DISCAPACIDAD DE CENTRO AMÉRICA Y EL CARIBE (NETWORK OF ORGANISATIONS OF PERSONS WITH DISABILITIES OF CENTRAL AMERICA AND THE CARIBBEAN) (REDODICEC)

Non-profit organisation of regional scope formed by national and regional organisations of persons with disabilities and national, regional and international organisations.

Website: <http://www.redodicec.org/>

7.3. EUROPEAN ORGANISATIONS REPRESENTING PERSONS WITH DISABILITIES

AUTISM-EUROPE (AE)

Website: <http://www.autismeurope.org>

E-mail: secretariat@autismeurope.org

BRAIN INJURED & FAMILIES - EUROPEAN CONFEDERATION) (BIF-EC)

Website: <https://bif-ec.com/>

E-mail: shg-sht@gmx.at

CEREBRAL PALSY – EUROPEAN COMMUNITIES ASSOCIATION (CP-ECA)

Website: <http://www.cp-eca.eu>

E-mail: contact@icps.org.uk

DISABLED PEOPLES' INTERNATIONAL EUROPE (DPI-EUROPE)

Website: <http://www.dpi-europe.org>

E-mail: contact@dpi-europe.com

EUROPEAN ALLIANCE OF NEUROMUSCULAR DISORDERS ASSOCIATIONS (EAMDA)

Website: <http://www.eamda.eu>

EUROPEAN ASSOCIATION OF COCHLEAR IMPLANT USERS (EURO-CIU)

Website: <http://www.eurociu.org>

E-mail: info@eurociu.eu

EUROPEAN BLIND UNION (EBU)

Website: <http://www.euroblind.org>

E-mail: ebu@euroblind.org

EUROPEAN DEAFBLIND UNION (EDBU)

Website: <http://www.edbu.eu>

E-mail: edbu@edbu.eu

EUROPEAN DOWN SYNDROME ASSOCIATION (EDSA)

Website: <http://www.edsa.eu>

E-mail: secretary@edsa.eu

EUROPEAN DYSLEXIA ASSOCIATION (EDA)

Website: <http://www.eda-info.eu>

E-mail: eda-info@eda-info.eu

EUROPEAN FEDERATION OF HARD OF HEARING (EFHOH)

Website: <http://www.efhoh.org>

E-mail: secretary@efhoh.org

EUROPEAN NETWORK OF (EX-) USERS AND SURVIVORS OF PSYCHIATRY (ENUSP)

Website: <http://www.enusp.org>

E-mail: enusp.info@gmail.com

EUROPEAN NETWORK ON INDEPENDENT LIVING (ENIL)

Website: <http://www.enil.eu>

E-mail: secretariat@enil.eu

EUROPEAN UNION OF THE DEAF

Website: <http://www.eud.eu/>

7.4. ORGANIZATIONS WORKING IN THE AREAS OF DISABILITY AND DEVELOPMENT

INTERNATIONAL DISABILITY AND DEVELOPMENT CONSORTIUM (IDDC)

The goal of the International Disability and Development Consortium (IDDC) and its members is to promote inclusive development. Its website includes information, guides and documents on disability and development.

Website: <http://www.iddcconsortium.net/>

Email: info@iddcconsortium.net

ABLECHILDAFRICA

Website: <http://www.ablechildafrica.org>

E-mail: jane@ablechildafrica.org.uk

ADD INTERNATIONAL

Website: <http://www.add.org.uk>

E-mail: info@add.org.uk

ATLAS ALLIANCE

Website: <http://www.atlas-alliansen.no>

E-mail: trine@atlas-alliansen.no

BEHINDERUNG UND ENTWICKLUNGSZUSAMMENARBEIT E.V. (BEZEV)

Website: <http://www.bezev.de>

E-Mail: weigt@bezev.de

CBM

Website: <http://www.cbm.org/>

E-mail: contact@cbm.org

DISABILITY PARTNERSHIP FINLAND

Website: <http://www.disability.fi>

E-mail: anja.malm@disability.fi

DISABLED PEOPLE'S ORGANISATIONS DENMARK

Website: <http://international.handicap.dk/>

E-mail: mmk@handicap.dk

DUTCH COALITION ON DISABILITY AND DEVELOPMENT (DCDD)

Website: <http://www.dcdd.nl/>

E-mail: dcdd@dcdd.nl

EU-CORD

Website: <http://www.eu-cord.org>

E-mail: ruth.faber@eu-cord.org

FAIRMED

Website : <http://www.fairmed.ch>

E-mail: info@fairmed.ch

HANDICAP INTERNATIONAL FEDERATION

Website: <http://www.handicap-international.org>

E-mail: pgeiser@handicap-international.org

HELPAGE INTERNATIONAL

Website: <http://www.helpage.org>

E-mail: diana.hiscock@helpage.org

INTERNATIONAL FEDERATION OF ANTI-LEPROSY ASSOCIATIONS (ILEP)

Website: <http://www.ilepfederation.org>

KENTALIS INTERNATIONAL

Website: <http://www.kentalis.com>

LEONARD CHESHIRE DISABILITY

Website: <http://www.leonardcheshire.org/international>

LIGHT FOR THE WORLD

Website: <http://www.light-for-the-world.org>

STICHTING LILIANE FONDS

Website: <http://www.lilianefonds.nl>

MOTIVATION CHARITABLE TRUST

Website: <http://www.motivation.org.uk>

MYRIGHT

Website: <http://www.myright.se/>

NATIONAL DEAF CHILDREN'S SOCIETY (NDCS) – DEAF CHILD WORLDWIDE

Website: <http://www.deafchildworldwide.org>

Email: info@deafchildworldwide.org

NETHERLANDS LEPROSY RELIEF (NLR)

Website: <http://www.leprosyrelief.org/>

NORWEGIAN ASSOCIATION OF DISABLED (NAD)

Website: <http://www.nhf.no>

OVCI LA NOSTRA FAMIGLIA

Website: <http://www.ovci.org>

PLAN INTERNATIONAL HEADQUARTERS

Website: <http://www.plan-international.org>

SENSE INTERNATIONAL

Website: <http://www.senseinternational.org.uk>

SIGHTSAVERS

Website: <http://www.sightsavers.org>

E-mail: info@sightsavers.org

THE LEPROSY MISSION INTERNATIONAL (TLM)

Website: <http://www.leprosymission.org>

7.5. NON-GOVERNMENTAL ORGANIZATIONS FOR DEVELOPMENT (NGOD) (RECORDED IN THE AECID NGOD REGISTRY UNDER “ACTIONS RELATED TO DISABILITY”)**SPANISH RED CROSS**

Website: <http://www.cruzroja.es/>

Email: informa@cruzroja.es

FUNDACIÓN CODESPA

Website: <http://www.codespa.org>

E-mail: codespa@codespa.org

FUNDACIÓN ENTRECULTURAS – FE Y ALEGRÍA

Website: <http://www.entreculturas.org>

E-mail: entreculturas@entreculturas.org

FUNDACIÓN INTERED

Website: <http://www.intered.org>

E-mail: intered@intered.org

FUNDACIÓN PROMOCIÓN SOCIAL DE LA CULTURA (FPSC)

Website: <http://www.promocionsocial.org/>

E-mail: promocionsocial@promocionsocial.org

FUNDACIÓN SAVE THE CHILDREN

Website: <http://www.savethechildren.es>

E-mail: stch@savethechildren.es

FUNDACIÓN VICENTE FERRER

Website: <http://www.fundacionvicenteferrer.org/es/>

E-mail: ipublicasl@fundacionvicenteferrer.org

MOVIMIENTO POR LA PAZ EL DESARME Y LA LIBERTAD (MPDL)

Website: <http://www.mpdl.org/>

E-mail: mpdl@mpdl.org

SOLIDARIDAD MANCHEGA CON LOS PUEBLOS DEL TERCER MUNDO (SOLMAN)

Website: <http://www.solman-ongd.org>

E-mail: solman@solman-ongd.org

(This list is not exhaustive. There may be other organisations working in the field of disability which have not been identified)

7.6. ORGANIZATIONS FOR DEVELOPMENT AND DISABILITY IN SPAIN (RECORDED IN THE AECID NGOD REGISTRY)

ASOCIACIÓN ABULENSE DEL SÍNDROME DE DOWN

Website: <http://www.aviladown.com>

Email: sindromedown@worldonline.es

ASOCIACIÓN PARAPLÉJICOS Y GRANDES DISCAPACITADOS FÍSICOS DE GRANADA- ASPAYM

Website: <http://www.aspaymgranada.org/>

E-mail: aspaymgr@aspaymgranada.org

ASOCIACIÓN PRO-DEFICIENTES PSÍQUICOS DE ALICANTE (APSA)

E-mail: apsa@redestb.es

CONFEDERACIÓN ESTATAL DE PERSONAS SORDAS (CNSE)

Website: <http://www.cnse.es>

E-mail: cnse@cnse.es

CONFEDERACIÓN ESPAÑOLA DE PERSONAS CON DISCAPACIDAD FÍSICA Y ORGÁNICA (COCEMFE)

Website: <http://www.cocemfe.es/>

E-mail: cocemfe@cocemfe.es

FEDERACIÓN CATALANA PRO PERSONAS CON DISCAPACIDAD INTELECTUAL (APPS)

Website: <http://www.apps.cat>

Email: apps@federacioapps.com

FUNDACIÓN DIAGRAMA – INTERVENCIÓN PSICOSOCIAL

Website: <http://www.fundaciondiagrama.es>

E-mail: administracion@diagrama.org
diagrama@diagrama.org

FUNDACIÓN JORGE ALIÓ PARA LA PREVENCIÓN DE LA CEGUERA

Website: <http://www.fundacionalio.com>

E-mail: fundacion@fundacionalio.com

FUNDACIÓN ONCE PARA LA SOLIDARIDAD CON PERSONAS CIEGAS DE AMÉRICA LATINA (FOAL)

Website: <http://www.foal.es/>

E-mail: foal@once.es

FUNDACIÓN WORLD VISION INTERNATIONAL

Website: <http://www.worldvision.es>

E-mail: leticia_delarica@wvi.org

vicente aceituno@wvi.org

susanna oliver@wvi.org

7.7. ORGANISATIONS WORKING WITH DISABILITY

COMITÉ ESPAÑOL DE REPRESENTANTES DE PERSONAS CON DISCAPACIDAD

Website: <http://www.cermi.es>

E-mail: cermi@cermi.es

The CERMI webpage lists the main organisations representing persons with disabilities and their families in Spain.

<http://www.cermi.es/es/cermi/organizaciones>



RESOURCES ON DISABILITY AND HUMAN RIGHTS

WITH REGARD TO A HUMAN RIGHTS APPROACH

Office of the United Nations High Commissioner for Human Rights (OHCHR, 2006): Frequently Asked Questions about the Human Rights Approach in Cooperation for Development. HR/PUB/06/8, New York. United Nations. Text may be consulted at: <http://www.ohchr.org/Documents/Publications/FAQsp.pdf>

REPORTS ON DISABILITY

World Health Organisation (WHO) and World Bank (WB) (2011): *World Report on Disability*(P.34). Text may be consulted at:

http://www.who.int/iris/bitstream/10665/75356/1/9789240688230_spa.pdf?ua=1

Summary:

http://whqlibdoc.who.int/hq/2011/WHO_NMH_VIP_11.03_spa.pdf?ua=1

UNICEF (2013): State of the World's Children Children with disabilities. Text may be consulted at:

http://www.unicef.org/sowc2013/files/SPANISH_SOWC2013_Lo_res.pdf

2006- 2016 PUBLICATIONS OF THE UNITED NATIONS AS A CONSEQUENCE OF THE ENACTMENT OF THE CONVENTION ON THE RIGHTS OF PERSONS WITH DISABILITIES

UNO (2007): From Exclusion to Equality. Realizing the Rights of Persons with Disabilities Handbook for Parliamentarians on the Convention on the Rights of Persons with Disabilities Office of the High Commissioner for Human Rights

<http://archive.ipu.org/PDF/publications/disabilities-s.pdf>

UNO (2010): Monitoring the Convention on the Rights of Persons with Disabilities. Guidance for human rights monitors. Professional training series No. 17. New York and Geneva.

http://www.ohchr.org/Documents/Publications/Disabilities_training_17EN.pdf

UNO (2014): The Convention on the Rights of Persons with Disabilities Training Guide. Professional Training Series No. 19. New York and Geneva.

http://www.ohchr.org/Documents/Publications/CRPD_TrainingGuide_PTS19_EN%20Accessible.pdf

THEMATIC STUDIES ON DISABILITY BY THE HIGH COMMISSIONER FOR HUMAN RIGHTS:

Thematic study on the rights of persons with disabilities by virtue of article 11 of the Convention on the Rights of Persons with Disabilities, regarding situations of risk and humanitarian emergencies (A/HRC/31/30).

<http://daccess-ods.un.org/access.nsf/Get?Open&DS=A/HRC/31/30&Lang=S>

Thematic Study on the right of persons with disabilities to live independently and be included in the community (A/HRC/28/37).

http://www.ohchr.org/EN/HRBodies/HRC/RegularSessions/Session28/Documents/A_HRC_28_37_SPA.docx

Thematic Study on the Right of Persons with Disabilities to Education (A/HRC/25/29).

http://www.ohchr.org/EN/HRBodies/HRC/RegularSessions/Session25/Documents/A_HRC_25_29_SPA.DOC

Thematic Study on the Work and Employment of Persons with Disabilities (A/HRC/22/25)

<http://daccess-ods.un.org/access.nsf/Get?Open&DS=A/HRC/22/25&Lang=S>

Thematic study on the issue of violence against women and girls and disability (A/HRC/20/5)

http://www.un.org/en/ga/search/view_doc.asp?symbol=A/67/227&referer=http://www.ohchr.org/EN/Issues/Women/SRWomen/Pages/AnnualReports.aspx&Lang=S

Thematic Study on the participation of persons with disabilities in political and public life (A/HRC/19/36)

<http://daccess-ods.un.org/access.nsf/Get?Open&DS=A/HRC/19/36&Lang=S>

Study on international cooperation to support national efforts for the realization of the purposes and objectives of the CRPD (A/HRC/16/38)

<http://daccess-ods.un.org/access.nsf/Get?Open&DS=A/HRC/16/38&Lang=S>

Study on the role of national mechanisms for the implementation and monitoring of the CRPD (A/HRC/13/29)

<http://daccess-ods.un.org/access.nsf/Get?Open&DS=A/HRC/13/29&Lang=S>

Study on key legal measures for the ratification and implementation of the CRPD (A/HRC/10/48)

<http://daccess-ods.un.org/access.nsf/Get?Open&DS=A/HRC/10/48&Lang=S>

Good practices and challenges, including discrimination in business and in access to financial services by indigenous peoples, in particular indigenous women and indigenous persons with disabilities (A/HRC/36/53).

<http://documents-dds-ny.un.org/doc/UNDOC/GEN/G17/234/33/PDF/G1723433.pdf?OpenElement>

GENERAL COMMENTS OF THE COMMITTEE ON THE RIGHTS OF PERSONS WITH DISABILITIES

General Comment No. 1 (2014). Article 12: Equal recognition before the law

<http://daccess-ods.un.org/access.nsf/Get?Open&DS=CRPD/C/GC/1&Lang=S>

General Comment No. 2 (2014). Article 9: Accessibility

<http://daccess-ods.un.org/access.nsf/Get?Open&DS=CRPD/C/GC/2&Lang=S>

General Comment No.3 (2016). Article 6: Women and girls with disabilities

<http://docstore.ohchr.org/SelfServices/FilesHandler.ashx?enc=6QkG1d%2fPPRi-CAqhKb7yhsnbHatvuFkZ%2bt93Y3D%2baa2oLCHc5Ye5yoyX37Gpo%2fkmBZl1QeKTg-7cNEuS%2fzKc3xGMvU33tuNMdbQ5HULxkv22aKAHWiYBZXYI%2bbwNKHJVgu>

General Comment No. 4 (2016). Article 24: Right to inclusive education

<http://docstore.ohchr.org/SelfServices/FilesHandler.ashx?enc=6QkG1d%2fPPRi-CAqhKb7yhsnbHatvuFkZ%2bt93Y3D%2baa2r7WiHwAXZ%2fG9EouHt5DxBGH2Ld-MykrEdF5KQmVzHudkmOgo%2fjiv2C7ORfq45RBH8wISRwEC4JCUd2pdJIQenKi>

General Comment No. 5 (2018). Article 5: Equality and non-discrimination.

http://www.ohchr.org/Documents/HRBodies/CRPD/GC/Art5_SP.docx

GENERAL OBSERVATIONS OF OTHER COMMITTEES WITH REGARD TO DISABILITY:

General Comment No. 18 on Women with Disabilities issued by the CEDAW Committee during their X sessions (1991).

http://tbinternet.ohchr.org/Treaties/CEDAW/Shared%2oDocuments/1_Global/INT_CEDAW_GEC_4729_S.pdf

General Comment No. 5 on Persons with Disabilities issued by the CESCR Committee during their XI sessions (1994).

http://tbinternet.ohchr.org/Treaties/CESCR/Shared%2oDocuments/1_Global/INT_CESCR_GEC_4760_S.doc

Convention on the Rights of the Child (art. 2006): Rights on Children with Disability

General Comment No. 9 (CRC/C/GC/9). UNO. Geneva.

<http://docstore.ohchr.org/SelfServices/FilesHandler.ashx?enc=6QkG1d%2fPPRi-CAqhKb7yhsqIkirKQZLK2M58RF%2f5FovHrn2YtDgO4ZjHSiu4mMCNKOruZcvboj15QW-J279S1ko2hT77QpTkocdybXj1HKb2g%3d>

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GLOSSARY OF TERMS



Universal accessibility

It is the characteristic that any environment, process, good, product or service, as well as any object, instrument, tool and device must have in order to be understandable, usable and feasible for all persons in conditions of safety and comfort, and in a manners as natural and as autonomous as possible. Involves the strategy of “universal design or design for all persons”, and it is understood without the prejudice of reasonable adjustment that need to be adopted⁸⁹.

Reasonable adjustments

Reasonable adjustments shall be any necessary and appropriate modifications and adaptations that do not involve a disproportionate or undue burden in order to guarantee to persons with disabilities the exercise or enjoyment, in equal conditions as anybody else, all human rights and fundamental freedoms (CRPD).

Support

The act of providing help or assistant to any person requiring it in order to carry out their daily activities and take part in society. Support to persons with disabilities includes a wide range of official and non-official interventions, as well as the assistance provided by other persons or animals and any intermediaries, aid to mobility, technical devices and support technologies. It also includes personal assistance, support in decision-making; communication support, such as sign language interpreters and augmentative and alternative means of communications; support to mobility, such as supporting technologies or assistance animals; any services to live according to a specific way of life in which housing, domestic help are guaranteed, and community services. Persons with disabilities may also need support to access general services such as healthcare, education and justice, and to use such services⁹⁰.

Communication

Includes languages, text display methods, Braille, tactile communication, large fonts, easily accessible multimedia devices, as well as written language, hearing systems, simple language, digitalised voice systems and other alternative or augmentatives modes and formats of communications, including information technology and easily accessible communications (CRPD).

Discrimination due to disability

It shall be understood as any difference, exclusion or restriction on the grounds of disability which has the purpose or effect of impairing or nullifying the recognition, enjoyment or exercise, on an equal basis with others, of all human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other sphere. It includes all forms of discrimination, including the refusal to make reasonable adjustments (CRPD).

Direct discrimination

Any situation met by a person with disabilities when treated in a less favourable manner than others in a similar situation on the grounds or in the basis of their disability (CRPD).

Indirect discrimination

There is indirect discrimination when any legal or regulatory provision, a conventional or contractual clause, a private covenant, a unilateral decision or usual criteria or practices, which appear to be neutral, may cause a particular disadvantage to a person with respect to the others use to or on the grounds of disability, provided that they do not objectively respond to a legitimate purpose and that the means for achieving this purpose are not appropriate or necessary (CRPD).

Discrimination by association

Discrimination by association is present when a person or group is subject to discriminatory treatment due to their relationship with another person or group for reason of disability⁹¹.

Multiple discrimination

Refers to a situation in which a person is subject to discrimination due to two or more reasons or, which leads to complex or aggravated discrimination.⁹²

Intersectional discrimination

Refers to any situation in which several motives interact at the same time in such a way that they cannot be separated. Among the motives for discrimination, age, disability, ethnic, national, social or indigenous origin, gender identity expression, political or other opinions, race, the fact of being a migrant, refugee or asylum seeker, religion, gender and sexual orientation.

Structural or systemic discrimination

This type of discrimination is manifested through hidden or undisclosed patterns of discriminatory behaviour indulged by institutions, discriminatory cultural traditions or rules and/or discriminatory social norms. Negative disability and gender stereotypes which may give rise to this type of discrimination are inextricably linked to a lack of specific policies, regulations and services for women with disabilities. For example, due to stereotypes based in the intersection of gender and disability, women with disabilities may face challenges when reporting violence, such as not being believed or their statements not being taken into account by the police, the prosecutor and the court. Besides, such harmful practices both are closed linked and reinforce the roles assigned to each gender and the power asymmetries created by society, and may reflect negative perceptions or discriminatory beliefs about women with disabilities, such as the inaccurate belief that men infected with HIV/ADIS may be cured by having sexual intercourse with women with disabilities⁹³.

Universal design

It is the design of products, environment, programmes and services which may be used by all persons, in the highest possible degree, without the need for adaptation or specialised design. “Universal design” does not exclude technical help for particular groups of persons with disabilities, whenever they are needed (CRPD).

Equal opportunities

The absence of all discrimination, direct or indirect, on the grounds of disability, including any distinction, exclusion or restriction on the basis of disability which has the purpose or effect of impairing or nullifying the recognition, enjoyment or exercise, on an equal basis with others, of all human rights and fundamental freedoms in the political, economic, social, labour, cultural, civil or any other sphere Besides, equal opportunities are understood as adopting positive action measures⁹⁴.

Social inclusion

It is the principle in virtue of which society promotes shared values oriented to common good and social cohesion, allowing all persons with disabilities to enjoy the necessary opportunities and resources to fully participate in political, economic, social, educational, labour and cultural life, and to enjoy equal living conditions with respect to everybody else⁹⁵.

Language

It shall be construed to conclude both spoken language, sign language and other forms of non-verbal communication (CRPD).

Positive action measures

Specific measures intended to prevent and compensate any disadvantages arising from disability and aimed at accelerating or achieving effective equality for persons with disabilities and their full participation in the political, economic, social, educational, labour and cultural spheres of life, considering the different types and degrees of disability⁹⁶.

Transversal nature of policies on disability

Principle by virtue of which actions carried out by the Public Administrations are not only limited to plans, programmes and specific actions designed exclusively for such persons, but which include the general policies and lines of action in any area of public intervention, where the needs and demands of persons with disabilities are taken into account⁹⁷.

Independent living

Any situation in which a person with disabilities has the power to decide with regard to their own existence, and actively participates in the life of their community, pursuant to the right to the free development of personality.

ACRONYMS



UNHCR	United Nations High Commissioner for Refugees
AECID	Agencia Española de Cooperación Internacional (Spanish Agency for International Cooperation)
ODA	Official Development Assistance
DAC	Development Assistance Committee
CAINFO	Centro de Archivos y Acceso a la Información Pública de Uruguay (Centre for Archive and Access to Public Information of Uruguay)
AACC	Autonomous Communities
CRPD	Convention of the Rights of Persons with Disabilities
SC	Spanish Cooperation
ECLAC	United Nations Economic Commission for Latin America and the Caribbean
COCEMFE	Confederación Española de Personas con Discapacidad Física y Orgánica (Spanish Confederation of Persons with Physical and Organic Disabilities)
CRS	Creditor Reporting System
HR	Human Rights
DGPOLDES	Dirección General de Políticas de Desarrollo Sostenible
IHRL	International human rights law
OPD	Organisations of persons with disabilities
LO	Local Organisations
UNFPA	United Nations Population Fund
FPSC	Fundación Promoción Social de la Cultura (Foundation for the Social Promotion of Culture)
IDA	International Disability Alliance
IDDC	International Disability and Development Consortium
HRA	Human Rights Approach
FOAL	Fundación ONCE América Latina
LGBTI	Lesbian, Gay, Bisexual, Transexual or Intersex
MAEC	Ministerio de Asuntos Exteriores y Cooperación (Ministry for Foreign Affairs and Cooperation)
CPF	Country Partnership Frameworks
MIDES	Ministerio de Desarrollo Social de Uruguay (Ministry for Social Development of Uruguay)
MPDL	Movimiento por la Paz, el Desarme y la Libertad (Movement for Peace, Disarmament and Freedom)
UN	United Nations
OECD	Organisation for Economic Co-operation and Development
OCHA	United Nations Office for the Coordination of Humanitarian Affairs
OHCHR	UN Human Rights Office
MDGs	Millennium Development Goals
SDG	Sustainable Development Goals
OEI	Organization of Ibero-American States
WHO	World Health Organisation

ONCE	Organización Nacional de Ciegos Españoles (National Organisation for the Spanish Blind Persons)
NGDO	Non-Governmental Organizations
SCO	Civil Society Organizations
OTC	Oficina Técnica de Cooperación (Technical Cooperation Office)
PACI	Plan Anual de Cooperación Internacional (Annual Plan for International Cooperation)
PwD	Persons with Disabilities
DP	Director Plan
WFP	United Nations (UN) World Food Programme
UNDP	United Nations Development Programme
RIICOTEC	Red Intergubernamental Iberoamericana de Cooperación Técnica (Ibero-American Inter-Governmental Network for Technical Cooperation)
SICA	Sistema de la Integración Centroamericana (Central-American Integration System)
SIRIED	Sistema Regional de Información Educativa de los Estudiantes con Discapacidad (Regional System of Educational Information for students with Disability)
SGCID	Secretaría General de Cooperación Internacional para el Desarrollo (General Secretariat for International Cooperation for Development); currently, Dirección General de Políticas de Desarrollo (General Directorate for Development Policies or DGPOLDES)
SOGIESC	Sexual Orientation, Gender Identity Expression and Sexual Characteristics
UNICEF	United Nations Children's Fund
UNITAR	United Nations Institute for Training and Research
UNRWA	United Nations Relief and Works Agency for Palestine Refugees in the Near East

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<http://www.aecid.es/ES/d%C3%B3nde-cooperamos/alc/programas-horizontales/programa-afrodescendientes>

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Office of the United Nations High Commissioner for Refugees (2011): *Work with Displaced Persons with Disabilities*. <http://www.acnur.org/fileadmin/scripts/doc.php?file=fileadmin/Documentos/BDL/2011/7646>

82

General conclusion on international protection no. 110 Conclusion on refugees with disabilities and other persons with disabilities which are provided protection and assistance by the United Nations High Commissioner for Refugees. See also:

<http://www.acnur.org/t3/a-quien-ayuda/personas-con-discapacidad/>

See the work carried out by the Women's Refugee Commission, which collects data on the situation of men and women and girls with disabilities in refugee camps, in emergency aid provided to persons with disabilities in Haiti, as well as tools to include persons with disabilities, included women assisted by any aid programmes in refugee camps: <http://www.womensrefugeecommission.org/programs/disabilities>

83

http://www.edf-feph.org/sites/default/files/persons_with_disabilites_on_the_move_-_recommendations.pdf

84

Data refer to the provisions made by ILGA and TGEU to the General Comment on Equality and Non-Discrimination of the Committee of the Convention of the Rights of Persons with Disability.

<http://www.ohchr.org/Documents/HRBodies/CRPD/GC/Equality/ILGA.docx>

85

Data refer to the provisions made by ILGA and TGEU to the General Comment on Equality and Non-Discrimination of the Committee of the Convention of the Rights of Persons with Disability.

<http://www.ohchr.org/Documents/HRBodies/CRPD/GC/Equality/ILGA.docx>

86

See the List of Issues to be addressed to the United Kingdom (CRPD/C/IRN/Q/1, paragraphs 11 and 12), Final Comments on Chile (CRPD/C/CHL/CO/1, paragraphs 41-42), Germany (CRPD/C/DEU/CO/1, paragraphs 37-38), Italy (CRPD/C/ITA/CO/1, paragraphs 45-46) and Uruguay (CRPD/C/URY/CO/1, paragraphs 43-44), and General Comment no. 3 (2016) on women and girls with disabilities refers to lesbian, bisexual, trans and intersexual women and address multi-dimensional discrimination and diversity of women with disabilities (CRPD / C / GC / 3, paragraphs 32 and 44). See also a joint statement made by several Treaty Bodies intended for the Intersex Awareness Day, calling to end violence and harmful medical practices against intersex men, women and children.

87

See: <http://yogyakartaprinciples.org/introduction-sp/>

88

See:

<http://docstore.ohchr.org/SelfServices/FilesHandler.ashx?enc=6QkG1d%2fPPRiCAqhKb7yhsqIkirK-QZLK2M58RF%2f5FovHrn2YtDgO4ZjHSiu4mMCNKOruZcvboji5QWJ279S1ko2hT77QpTkocdybXj1HKb2g%3d>

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General Act on the right of persons with disabilities and their social inclusion (P. 95638/ 9).

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UNO (2017): *Thematic Study on the Access to Support of Persons with Disabilities* (A/HRC/34/58) (P.5).

91
General Act on the right of persons with disabilities and their social inclusion (P. 95638).

92
 General Comment No. 3 (2016). Article 6: Women with Disabilities(P.2)

93
 See A/HRC/20/5 and Corr.1, paragraph 24.

94
General Act on the right of persons with disabilities and their social inclusion (P. 95638).

95
General Act on the right of persons with disabilities and their social inclusion (P. 95638).

96
General Act on the right of persons with disabilities and their social inclusion (P. 95639).

97
General Act on the right of persons with disabilities and their social inclusion (P. 95639).

98
General Act on the right of persons with disabilities and their social inclusion (P. 95639).

ANNEX I. LIST OF PROJECTS DEDICATED TO DISABILITY AND FUNDED BY OFFICIAL DEVELOPMENT ASSISTANCE FUNDS IN 2012- 2015

OFFICIAL DEVELOPMENT ASSISTANCE FOR DISABILITY IN 2012

Channelling Method	Unit	Title	NET ODA provided	Channelling Institution	Instrument	Country/ Territory	CRS sector
Bilateral	AUTONOMOUS REGION OF ANDALUSIA - Andalusia	<i>Access to Education for Children in Extreme Poverty of with Special Needs.</i>	18,000.00	22000 - Asociación Paz y Bien	Co1 - Project	Guatemala	16010 - Social Security and Social Services
Bilateral	LO CATALONIA, MUNICIPAL COUNCIL OF L'HOSPITALET DE LLOBREGAT	<i>Charity Mile</i>	5,734.00	52000 - Other organizations	Ho1 - Raising Social Awareness on Development	UNSPECIFIED DEVELOPING COUNTRIES	99820 - Raising Awareness on Development Related Problems
Bilateral	MAEC AECID DCMHF-DCONGD	<i>10-CO1-037/CRE/ Vietnam/Labour, social and economic integration of persons with disabilities</i>	501,877.00	22000 - Spanish Red Cross	Co1 - Project	Vietnam	16020 - Employment policy and administrative management
Bilateral	LO CASTILE-LEÓN MUNICIPAL COUNCIL OF VALLADOLID	<i>Session on women's rights: female vulnerability in the context of poverty.</i>	3,048.60	11000 - Municipal Council of Valladolid	Ho1 - Raising Social Awareness on Development	UNSPECIFIED DEVELOPING COUNTRIES	99820 - Raising Awareness on Development Related Problems
Bilateral	AUTONOMOUS REGION OF ANDALUSIA - Andalusia	<i>Improving access to rehabilitation services for persons with disabilities and patients affected by the conflict in Jenin.</i>	240,000.00	22000 - Spanish Red Cross	Co1 - Project	Palestinian Territories	16010 - Social Security and Social Services
Bilateral	AUTONOMOUS REGION OF ASTURIAS AACD - Asturias	<i>Medical care to Saharawi patients: Housing and medical attention to diabetes patients from the Tindouf camps.</i>	56,000.00	22000 - Spanish Red Cross	Co1 - Project	SAHARAWI PEOPLE	12191 - Medical care
Bilateral	LO VALENCIA MUNICIPAL COUNCIL OF VILA-REAL	<i>Creation of an integrated local network of basic social and healthcare services for detecting and treating children with disability.</i>	8,284.27	22000 - Farmacéuticos Mundi	Co1 - Project	Ecuador	16010 - Social Security and Social Services
Bilateral	MAEC AECID DCMHF-DCONGD	<i>10-CO1-091/ FPSC/Middle East/Enhancing Social Integration of Persons with Disabilities. Improving capacities by means of vocational training.</i>	181,866.25	22000 - FPSC - Fundación Promoción Social de la Cultura (Foundation for the Social Promotion of Culture)	Co1 - Project	Egypt	16010 - Social Security and Social Services

Channelling Method	Unit	Title	NET ODA provided	Channelling Institution	Instrument	Country/ Territory	CRS sector
Bilateral	MAEC AECID DCMHF-DCONGD - Department for Non-Governmental Organizations for Development (NGODs)	<i>10-CO1-091/ FPSC/Middle East/Enhancing Social Integration of Persons with Disabilities. Improving capacities by means of vocational training.</i>	181,866.25	22000 - FPSC - Fundación Promoción Social de la Cultura (Foundation for the Social Promotion of Culture)	Co1 - Project	Jordan	16010 - Social Security and Social Services
Bilateral	MAEC AECID DCMHF-DCONGD - Department for Non-Governmental Organizations for Development (NGODs)	<i>10-CO1-091/ FPSC/Middle East/Enhancing Social Integration of Persons with Disabilities. Improving capacities by means of vocational training.</i>	181,866.25	22000 - FPSC - Fundación Promoción Social de la Cultura (Foundation for the Social Promotion of Culture)	Co1 - Project	Lebanon	16010 - Social Security and Social Services
Bilateral	UNIV UAM - Universidad Autónoma de Madrid	<i>OWN PROGRAMME: End-of-programme internship. Community service by performing HIV/AIDS tests. Colombia</i>	1,065.18	51001 - UAM - Universidad Autónoma de Madrid	Do3 - Educational / research grants (in developing countries)	Colombia	16064 - Social mitigation of HIV/AIDS
Bilateral	MAEC AECID DCMHF-DCONGD	<i>10-CO1-091/ FPSC/Middle East/Enhancing Social Integration of Persons with Disabilities. Improving capacities by means of vocational training.</i>	181,866.25	22000 - FPSC - Fundación Promoción Social de la Cultura (Foundation for the Social Promotion of Culture)	Co1 - Project	Syria	16010 - Social Security and Social Services
Bilateral	MAEC AECID DCMHF-DCONGD -	<i>12-PR1-283/ INTERED/ Guatemala/ Promoting the right to inclusive, intercultural education</i>	470,000.00	22000 - Fundación Interred	Co1 - Project	Guatemala	11110 - Education policy and administrative management
Bilateral	UL ANDALUSIA PROVINCIAL GOVERNMENT OF CÓRDOBA	<i>Rehabilitation programme for children with disabilities in a situation of extreme poverty.</i>	4,700.00	11000 - Municipal Council of Montoro	Co1 - Project	Guatemala	16050 - Multisector aid for basic social services
Bilateral	AUTONOMOUS REGION OF MADRID - Madrid	<i>Improvement of life conditions of farming families in the high Andean regions of Lima and Huancavelica.</i>	148,672.00	22000 - Manos Unidas	Co1 - Project	Peru	31120 - Agricultural Development
Bilateral	AUTONOMOUS REGION OF ANDALUSIA - Andalusia	<i>Training of Social Agents of Andalusia in Cooperation and Disability</i>	14,718.00	22000 - Other national NGO - donor country	Ho1 - Raising Social Awareness on Development	UNSPECIFIED DEVELOPING COUNTRIES	99820 - Raising Awareness on Development Related Problems
Multilateral	MESS SESS ISM - Social Marine Institute	<i>Ibero-American Organization for Social Security</i>	37,405.00	47000 - OISS- Ibero-American Organization for Social Security	Bo3 - Contributions to specific programmes and funds managed by international organizations (multilateral organizations, international NGOs)	THE AMERICAS, COUNTRIES UNSPECIFIED	16010 - Social Security and Social Services

Channelling Method	Unit	Title	NET ODA provided	Channelling Institution	Instrument	Country/Territory	CRS sector
Multilateral	MESS SEE INSHT - National Institute for Health & Safety in the Workplace	<i>CONTRIBUTION CORRESPONDING TO PARTICIPATION IN THE IBERO-AMERICAN ORGANIZATION FOR THE SOCIAL SECURITY</i>	10,777.00	47000- OISS- Ibero-American Organization for Social Security	Bo3 - Contributions to specific programmes and funds managed by international organizations (multilateral organizations, international NGOs)	THE AMERICAS, COUNTRIES UNSPECIFIED	16010 - Social Security and Social Services
Bilateral	MSSSI SESSI IMSERSO - Instituto de Mayores y Servicios Sociales	<i>Technical Cooperation Projects approved by the Permanent Commission of the Ibero-American Network of Technical Cooperation.</i>	11,582.99	11001 - Direct contribution	Do2 - Other technical assistance	El Salvador	16010 - Social Security and Social Services
Bilateral	MSSSI SESSI IMSERSO	<i>Technical Cooperation Projects approved by the Permanent Commission of the Ibero-American Network of Technical Cooperation.</i>	15,199.99	11001 - Direct contribution	Do2 - Other technical assistance	Chile	16010 - Social Security and Social Services
Bilateral	MSSSI SESSI IMSERSO	<i>Technical Cooperation Projects approved by the Permanent Commission of the Ibero-American Network of Technical Cooperation.</i>	12,361.98	11001 - Direct contribution	Do2 - Other technical assistance	Uruguay	16010 - Social Security and Social Services
Bilateral	MSSSI SESSI IMSERSO	<i>COURSE ON PUBLIC POLICIES FOR ACTIVE AGEING</i>	2,254.55	11002 - Through AECID	Do3 - Education / research grants (in developing countries)	Argentina	16010 - Social Security and Social Services
Bilateral	MSSSI SESSI IMSERSO	<i>COURSE ON PUBLIC POLICIES FOR ACTIVE AGEING</i>	448.08	11002 - Through AECID	Do3 - Education / research grants (in developing countries)	Peru	16010 - Social Security and Social Services
Bilateral	MSSSI SESSI IMSERSO	<i>COURSE ON PUBLIC POLICIES FOR ACTIVE AGEING</i>	448.08	11002 - Through AECID	Do3 - Education / research grants (in developing countries)	Paraguay	16010 - Social Security and Social Services
Bilateral	MSSSI SESSI IMSERSO -	<i>COURSE ON PUBLIC POLICIES FOR ACTIVE AGEING</i>	448.08	11002 - Through AECID	Do3 - Education / research grants (in developing countries)	Mexico	16010 - Social Security and Social Services
Bilateral	MSSSI SESSI IMSERSO	<i>COURSE ON PUBLIC POLICIES FOR ACTIVE AGEING</i>	1,524.90	11002 - Through AECID	Do3 - Education / research grants (in developing countries)	Dominican Republic	16010 - Social Security and Social Services
Bilateral	MSSSI SESSI IMSERSO - Instituto de Mayores y Servicios Sociales	<i>COURSE ON PUBLIC POLICIES FOR ACTIVE AGEING</i>	448.08	11002 - Through AECID	Do3 - Education / research grants (in developing countries)	Chile	16010 - Social Security and Social Services
Bilateral	MSSSI SESSI IMSERSO	<i>COURSE ON PUBLIC POLICIES FOR ACTIVE AGEING</i>	3,175.95	11002 - Through AECID	Do3 - Education / research grants (in developing countries)	Costa Rica	16010 - Social Security and Social Services
Bilateral	MSSSI SESSI IMSERSO - Instituto de Mayores y Servicios Sociales	<i>COURSE ON PUBLIC POLICIES FOR ACTIVE AGEING</i>	448.08	11002 - Through AECID	Do3 - Education / research grants (in developing countries)	Colombia	16010 - Social Security and Social Services

Channelling Method	Unit	Title	NET ODA provided	Channelling Institution	Instrument	Country/Territory	CRS sector
Bilateral	MSSSI SESSI IMSERSO - Instituto de Mayores y Servicios Sociales	<i>COURSE ON PUBLIC POLICIES FOR ACTIVE AGEING</i>	448.08	11002 - Through AECID	Do3 - Education / research grants (in developing countries)	Ecuador	16010 - Social Security and Social Services
Bilateral	MSSSI SESSI IMSERSO - Instituto de Mayores y Servicios Sociales	<i>COURSE ON PUBLIC POLICIES FOR ACTIVE AGEING</i>	448.08	11002 - Through AECID	Do3 - Education / research grants (in developing countries)	Brazil	16010 - Social Security and Social Services
Bilateral	LO CASTILE-LEÓN MUNICIPAL COUNCIL OF BURGOS	<i>Establishment of a traditional pastry workshop for disabled women in Tinghir, Morocco.</i>	20,088.43	22000 - Other national NGO - donor country	Co1 - Project	Morocco	32140 - Craft industry
Bilateral	LO CATALONIA MUNICIPAL COUNCIL OF BURGOS	<i>Enlargement of the printing premises of the association Transiciones in Guatemala.</i>	7,000.00	22000 - Other national NGO - donor country	Co1 - Project	Guatemala	32130 - Development of SMEs
Bilateral	LO ASTURIAS MUNICIPAL COUNCIL OF OVIEDO	<i>SUPPORT TO DISABLED POPULATION IN RURAL CAMBOYA</i>	4,629.00	22000 - Other national NGO - donor country	Co1 - Project	Cape Verde	16050 - Multisector aid for basic social services
Bilateral	UL NAVARRE MUNICIPAL COUNCIL OF PAMPLONA/ IRUÑA	<i>Peaceful 2012 holidays</i>	6,000.00	22000 - Other national NGO - donor country	Co1 - Project	SAHARAWI PEOPLE	16050 - Multisector aid for basic social services
Bilateral	AUTONOMOUS REGION OF ASTURIAS AACD - Asturias	<i>Support to persons with disabilities in rural Cambodia. Phase II.</i>	29,780.55	22000 - Other national NGO - donor country	Co1 - Project	Cambodia	16040- Low-cost housing
Bilateral	MAEC AECID DCMHF-DCONGD - Department for Non-Governmental Organizations for Development (NGODs)	<i>12-PR1-367/COCEMFE/Ecuador/ Service for promoting Labour Insertion of Persons with disabilities in Ecuador.</i>	169,000.00	22000 - Other national NGO - donor country	Co1 - Project	Ecuador	16020 - Employment policy and administrative management
Bilateral	MAEC AECID DCMHF-DCONGD	<i>10-CO1-109/MPDL/ Middle East/ Improvement of life conditions of persons with disability.</i>	218,836.80	22000 - Other national NGO - donor country	Co1 - Project	Lebanon	16010 - Social Security and Social Services
Bilateral	MAEC AECID DCMHF-DCONGD	<i>10-CO1-109/MPDL/ Middle East/ Improvement of life conditions of persons with disability.</i>	260,920.80	22000 - Other national NGO - donor country	Co1 - Project	Palestinian Territories	16010 - Social Security and Social Services
Bilateral	MAEC AECID DCMHF-DCONGD	<i>10-CO1-109/MPDL/ Middle East/ Improvement of life conditions of persons with disability.</i>	361,922.40	22000 - Other national NGO - donor country	Co1 - Project	Jordan	16010 - Social Security and Social Services
Bilateral	AR CAV AVCD	<i>Improving quality of life of children, young persons and adults with physical and mental disabilities.</i>	18,000.00	22000 - Other national NGO - donor country	Do1 - Staff from donor country	Indonesia	16010 - Social Security and Social Services

Channelling Method	Unit	Title	NET ODA provided	Channelling Institution	Instrument	Country/Territory	CRS sector
Bilateral	UL ANDALUSIA PROVINCIAL GOVERNMENT OF JAÉN	<i>Program for development and promotion of social skill in order to promote self-reliance and autonomy of persons with disabilities.</i>	19,782.75	22000 - Other national NGO - donor country	Co1 - Project	Ecuador	16010 - Social Security and Social Services
Bilateral	UL EXTREMADURA PROVINCIAL GOVERNMENT OF BADAJOZ	<i>Project at Mártir Echereif Centre.</i>	28,000.00	22000 - Other national NGO - donor country	Co1 - Project	SAHARAWI PEOPLE	16010 - Social Security and Social Services
Bilateral	LO ASTURIAS MUNICIPAL COUNCIL OF GIJÓN	<i>Maintenance of the Arrupe Centre for Young Persons with Disabilities</i>	29,000.00	22000 - Other national NGO - donor country	Co1 - Project	Cape Verde	16010 - Social Security and Social Services
Bilateral	LO ARAGON PROVINCIAL GOVERNMENT OF HUESCA	<i>Project Dar Albaraka, which supports persons with severe disability in Tangier (Morocco).</i>	6,750.00	22000 - Other national NGO - donor country	Co1 - Project	Morocco	16010 - Social Security and Social Services
Bilateral	LO CATALONIA MUNICIPAL COUNCIL OF MANRESA	<i>Assistance to children with disability. Prevention and awareness programmes and special education centre for children with cerebral palsy.</i>	10,944.38	22000 - Other national NGO - donor country	Co1 - Project	Nepal	16010 - Social Security and Social Services
Bilateral	AUTONOMOUS REGION OF MADRID - Madrid	<i>Participative diagnosis on sexual and reproductive rights of women with disabilities.</i>	9,820.00	22000 - Other national NGO - donor country	Co1 - Project	Dominican Republic	15170 - Organizations and institutions for the equality between men and women
Bilateral	MAEC AECID DCMHF-DCONGD	<i>12-PR1-383/COCEMFE/The Americas/Digital empowerment in defence of the rights of persons with disabilities.</i>	33,890.11	22000 - Other national NGO - donor country	Co1 - Project	Dominican Republic	15160 - Human rights
Bilateral	MAEC AECID DCMHF-DCONGD	<i>12-PR1-383/COCEMFE/The Americas/Digital empowerment in defence of the rights of persons with disabilities.</i>	69,563.91	22000 - Other national NGO - donor country	Co1 - Project	Peru	15160 - Human rights
Bilateral	MAEC AECID DCMHF-DCONGD	<i>12-PR1-383/COCEMFE/The Americas/Digital empowerment in defence of the rights of persons with disabilities.</i>	7,134.76	22000 - Other national NGO - donor country	Co1 - Project	Cuba	15160 - Human rights
Bilateral	MAEC AECID DCMHF-DCONGD	<i>12-PR1-383/COCEMFE/The Americas/Digital empowerment in defence of the rights of persons with disabilities.</i>	33,890.11	22000 - Other national NGO - donor country	Co1 - Project	Ecuador	15160 - Human rights
Bilateral	UL ANDALUSIA PROVINCIAL GOVERNMENT OF CÓRDOBA	<i>Community-based rehabilitation and prevention initiatives for persons with disability.</i>	4,700.00	11000 - Municipal Council of Fernán Núñez	Co1 - Project	Peru	16010 - Social Security and Social Services

Channelling Method	Unit	Title	NET ODA provided	Channelling Institution	Instrument	Country/Territory	CRS sector
Bilateral	LO ASTURIAS MUNICIPAL COUNCIL OF AVILÉS	<i>Revitalisation of audiological and rehabilitation services in the cochlear implant units of the Marfán Pediatric Hospital and Regional centres.</i>	14,886.00	22000 - Other national NGO - donor country	Co1 - Project	Cuba	12220 - Basic sanitary assistance
Bilateral	LO BASQUE COUNTRY MUNICIPAL COUNCIL OF ANDOAIN	<i>Pausoka Project: Children physical therapy in Matagalpa.</i>	4,000.00	22000 - Other national NGO - donor country	Co1 - Project	Nicaragua	12191 - Medical care
Bilateral	LU CANARY ISLANDS GOVERNMENT OF TENERIFE	<i>2012 Ambulance project for free transportation for persons with disabilities.</i>	1,000.00	22000 - Other national NGO - donor country	Co1 - Project	Morocco	12191 - Medical care
Bilateral	LO CATALONIA MUNICIPAL COUNCIL OF BURGOS	<i>Creation of an Early Education centre in Bluefields.</i>	2,500.00	22000 - Other national NGO - donor country	Co1 - Project	Nicaragua	11230 - Basic life skills for youth and adults
Multilateral	UNIV EHU/UPV	<i>Joint Programme: 2012 VNU International University Volunteers. Enhancement of the HOV joint team. Managua, Nicaragua.</i>	1,000.00	41110 - UNAIDS - Joint United Nations Programme on HIV and AIDS	Do1 - Staff from donor country	Nicaragua	13040 - STD control including HIV/AIDS
Bilateral	UNIV UPF - Universitat Pompeu Fabra	<i>PROJECT: Syphilis and HIV prevention in Guatemala.</i>	8,000.00	51001 - UPF - Universitat Pompeu Fabra	Do1 - Staff from donor country	Guatemala	13040 - STD control including HIV/AIDS
Bilateral	UNIV UPM - Universidad Politécnica de Madrid	<i>OWN CALL XII: PROJECT: Promotion of South-South Cooperation in the field of sport for health, peace and community development (Phase 2).</i>	4,248.00	51001 - UPM - Universidad Politécnica de Madrid	Co1 - Project	Mozambique	12261 - Health education
Bilateral	UNIV UPM - Universidad Politécnica de Madrid	<i>OWN CALL XI: PROJECT: Promotion of South-South cooperation in the field of sport for health, peace and community development.</i>	345.15	51001 - UPM - Universidad Politécnica de Madrid	Co1 - Project	Mozambique	12261 - Health education
Bilateral	UNIV ULL - Universidad de La Laguna	<i>PCI: A1/037176/11 Leishmaniasis control in the Department of Cusco, Peru.</i>	4,854.00	51001 - ULL - Universidad de La Laguna	Do1 - Staff from donor country	Peru	12250 - Control of infectious diseases
Bilateral	UNIV UMH - Universidad Miguel Hernández	<i>PROJECT: Support to stop vector transmission of the Chagas disease in Misiones, Argentina.</i>	3,978.50	51001 - Universidad Miguel Hernández	Co1 - Project	Argentina	12250 - Control of infectious diseases
Bilateral	UNIV UPV - Universitat de València	<i>OWN CALL: PROJECT: Impact of insularity on intestinal parasites of children population in Nicaragua: a study in the archipelago.</i>	12,799.45	51001 - UVEG - Universidad de Valencia / Universitat de València	Co1 - Project	Nicaragua	12250 - Control of infectious diseases

Channelling Method	Unit	Title	NET ODA provided	Channelling Institution	Instrument	Country/Territory	CRS sector
Bilateral	UNIV UGR - Universidad de Granada	<i>OWN CALL PROJECT: Diagnosis, treatment and control of intestinal parasites in Brazilian children.</i>	9,750.00	51001 - UGR - Universidad de Granada	Co1 - Project	Brazil	12250 - Control of infectious diseases
Bilateral	CCAA CAV AVCD - Agencia Vasca de Cooperación para el Desarrollo (Basque Agency of Cooperation for Development)	<i>Enhancement of the Intellectual Disability Area under the Strategic Plan of Fe y Alegría.</i>	8,963.40	22000 - Other national NGO - donor country	Do1 - Staff from donor country	Bolivia	11110 - Education policy and administrative management
Bilateral	UNIV UdG - Universitat de Girona	<i>Project for implementation of an organic garden and a medicinal plant garden in the Chaskawasi Manu shelter for minors (2012).</i>	850.00	51001 - UG - Universitat de Girona	Co1 - Project	Peru	12240 - Basic Nutrition
Bilateral	AUTONOMOUS REGION OF MADRID - Madrid	<i>Phase III of the microloans programme for women with disability living in extreme poverty in rural Kunduchi.</i>	109,855.00	22000 - Treball Solidari	Co1 - Project	Tanzania	24040 - Informal or semiformal financial intermediaries.
Bilateral	AUTONOMOUS REGION OF MADRID - Madrid	<i>Raising awareness of intellectual disability in the countries of the South.</i>	45,000.00	24000 - CPV - Fundación Carmen Pardo-Valcarce	Ho1 - Raising Social Awareness on Development	UNSPEC-FICIED DEVELOPING COUNTRIES	99820 - Raising Awareness on Development Related Problems
Bilateral	UNIV UVA - Universidad de Valladolid	<i>PACID Programme</i>	1,528.20	51001 - UVA - Universidad de Valladolid	Do3 - Educational / research grants (in developing countries)	Mozambique	12220 - Basic sanitary assistance
Bilateral	UNIV UA - Universitat d'Alacant	<i>OWN PROGRAMME: Improvement and enhancement of access to sexual and reproductive health care for women living in the West Bank (Palestine).</i>	20,000.00	51001 - UA - Universidad de Alicante	Co1 - Project	Palestinian Territories	12220 - Basic sanitary assistance
Bilateral	UNIV UA - Universitat d'Alacant	<i>"OWN PROGRAMME: Looking to Cuba in solidarity".</i>	24,863.15	51001 - UA - Universidad de Alicante	Co1 - Project	Cuba	12220 - Basic sanitary assistance
Bilateral	UNIV US - Universidad de Sevilla	<i>OWN CALL: PROJECT: CHARITY PHARMACY IN FADA N'GOURMA.</i>	7,500.00	51001 - Universidad de Sevilla	Co1 - Project	Burkina Faso	12220 - Basic sanitary assistance
Bilateral	AUTONOMOUS REGION OF MADRID - Madrid	<i>Education for Solidarity and Global Citizenship with People with Intellectual Disabilities.</i>	39,830.00	24000 - CPV - Fundación Carmen Pardo-Valcarce	Ho1 - Raising Social Awareness on Development	UNSPEC-FICIED DEVELOPING COUNTRIES	99820 - Raising Awareness on Development Related Problems
Bilateral	AUTONOMOUS REGION OF MADRID - Madrid	<i>Support for the integral development of children and young people with intellectual disabilities in El Salvador.</i>	111,184.00	24000 - CPV - Fundación Carmen Pardo-Valcarce	Co1 - Project	El Salvador	11130 - Teacher training

Channelling Method	Unit	Title	NET ODA provided	Channelling Institution	Instrument	Country/Territory	CRS sector
Bilateral	CCAA CAV AVCD - Agencia Vasca de Cooperación para el Desarrollo (Basque Agency of Cooperation for Development)	<i>Accessible Diffusion of Heritage for Vulnerable Communities in Old Havana.</i>	87,018.72	24000 - Other non-profit entity from the donor country	Do1 - Staff from donor country	Cuba	41040 - Protection of cultural heritage
Bilateral	UNIV UMH - Universidad Miguel Hernández	<i>PROJECT: Assessment, post-treatment and detection of new cases of leper and leishmaniosis among the children population of Choluteca (Honduras).</i>	575.75	51001 - Universidad Miguel Hernández	Co1 - Project	Nicaragua	12182 - Medical research
Bilateral	UNIV UMH	<i>PROJECT: Assessment, post-treatment and detection of new cases of leper and leishmaniosis among the children of Choluteca (Honduras).</i>	575.75	51001 - Universidad Miguel Hernández	Co1 - Project	Honduras	12182 - Medical research
Bilateral	UNIV UAM - Universidad Autónoma de Madrid	<i>OWN PROGRAMME: MOBILITY PROGRAMME: mobility through international covenants with Cambodian universities and academic centres.</i>	1,512.24	51001 - UAM - Universidad Autónoma de Madrid	Do3 - Educational / research grants (in developing countries)	Cambodia	12182 - Medical research
Bilateral	UNIV UMH	<i>PROJECT: Assessment, post-treatment and detection of new cases of leper and leishmaniosis among the children of Choluteca (Honduras).</i>	575.75	51001 - Universidad Miguel Hernández	Co1 - Project	Nicaragua	12181 - Medical education and training
Bilateral	UNIV UMH	<i>PROJECT: Assessment, post-treatment and detection of new cases of leper and leishmaniosis among the children of Choluteca (Honduras).</i>	575.75	51001 - Universidad Miguel Hernández	Co1 - Project	Honduras	12181 - Medical education and training
Bilateral	UNIV UMH	<i>PROJECT: Support to stop vector transmission of the Chagas disease in Misiones, Argentina.</i>	3,978.50	51001 - Universidad Miguel Hernández	Co1 - Project	Argentina	12181 - Medical education and training
Bilateral	UNIV UGR - Universidad de Granada	<i>OWN CALL PROJECT: Inclusive development and improvement of educational quality of persons with disabilities in the department of Sololá</i>	6,334.00	51001 - UGR - Universidad de Granada	Co1 - Project	Guatemala	11420 - University education

Channelling Method	Unit	Title	NET ODA provided	Channelling Institution	Instrument	Country/Territory	CRS sector
Bilateral	LO CATALONIA, MUNICIPAL COUNCIL OF EL PRAT DE LLOBREGAT	<i>Cooperation Project with the Cuban people.</i>	3,600.00	24000 - Other non-profit entity from the donor country	Co1 - Project	Cuba	31120 - Agricultural Development
Bilateral	LO CATALONIA, MUNICIPAL COUNCIL OF L'HOSPITALET DE LLOBREGAT	<i>"Leisure without borders in Latin America, strengthening bonds and proposing leisure options for children and young persons with disabilities.</i>	8,000.00	24000 - Other non-profit entity from the donor country	Co1 - Project	Paraguay	16061 - Culture and leisure
Bilateral	LO CATALONIA MUNICIPAL COUNCIL OF Palafrugell	<i>Improvement of the quality of life of persons with disabilities.</i>	5,998.00	24000 - Other non-profit entity from the donor country	Co1 - Project	Morocco	16010 - Social Security and Social Services
Bilateral	UL ANDALUSIA PROVINCIAL GOVERNMENT OF JAÉN	<i>"Formando y Capacitando" TWO".</i>	10,840.81	24000 - Other non-profit entity from the donor country	Co1 - Project	SAHARAWI PEOPLE	16010 - Social Security and Social Services
Bilateral	UNIV US - Universidad de Sevilla	<i>OWN CALL: PROJECT: Technological transfer for adaptation of the accessibility of persons with disability and attention to diversity of representation.</i>	2,000.00	51001 - Universidad de Sevilla	Co1 - Project	Venezuela	11130 - Teacher training
Bilateral	LO ASTURIAS MUNICIPAL COUNCIL OF LENA	<i>SUPPORT TO MADRE COVADONGA.</i>	1,182.50	24000 - Other non-profit entity from the donor country	Co1 - Project	Peru	16010 - Social Security and Social Services
Bilateral	UNIV EHU/UPV - Euskal Herriko Unibertsitatea/ Universidad del País Vasco	<i>PCI: ASSISTANCE FOR THE DEVELOPMENT AND IMPLEMENTATION OF AN ASSISTANCE CENTRE OF PERSONS WITH DISABILITIES.</i>	2,873.04	51001 - UPV/ EHU - Universidad del País Vasco / Euskal Herriko Unibertsitatea	Do1 - Staff from donor country	Paraguay	11120 - Education facilities and training
Bilateral	UNIV UdG - Universitat de Girona	<i>Educational project for prevention of HIV/AIDS and cohabitation with the disease in the Josina Machel de Inhambane District, Mozambique.</i>	579.08	24000 - Other non-profit entity from the donor country	Co1 - Project	Mozambique	13040 - STD control including HIV/AIDS
Bilateral	LO CATALONIA, MUNICIPAL COUNCIL OF EL PRAT DE LLOBREGAT	<i>Charity caravan bringing hospital and other materials.</i>	5,900.00	24000 - Other non-profit entity from the donor country	Co1 - Project	SAHARAWI PEOPLE	12220 - Basic sanitary assistance
TOTAL			4,225,691.75				

OFFICIAL DEVELOPMENT ASSISTANCE FOR DISABILITY IN 2013

Channelling Method	Unit	Title	NET ODA provided	Channelling Institution	Country/Territory	CRS sector
Bilateral	CCAA CAV AVCD - Agencia Vasca de Cooperación para el Desarrollo (Basque Agency of Cooperation for Development)	<i>Enhancement of the Intellectual Disability Area under the Strategic Plan of Fe y Alegría.</i>	8,963.40	22000 - Other national NGO - donor country. Asociación ARPEKO	Bolivia	11110 - Education policy and administrative management
Bilateral	CCAA CAV AVCD - Agencia Vasca de Cooperación para el Desarrollo (Basque Agency of Cooperation for Development)	<i>Improving quality of life of children, young persons and adults with physical and mental disabilities.</i>	9,000.00	22000 - Other national NGO - donor country. KUPU-KUPU, BALINESE CHILDREN	Indonesia	16010 - Social Security and Social Services
Bilateral	UNIV UGR - Universidad de Granada	<i>GRANT FROM FUNDACIÓN CAROLINA: University Master in Gerontology, Dependence and Protection of the Elderly.</i>	1,100.00	51001 - UGR - Universidad de Granada	Colombia	16010 - Social Security and Social Services
Bilateral	UNIV UGR - Universidad de Granada	<i>GRANT FROM FUNDACIÓN CAROLINA: University Master in Gerontology, Dependence and Protection of the Elderly.</i>	1,100.00	51001 - UGR - Universidad de Granada	Mexico	16010 - Social Security and Social Services
Bilateral	UNIV UM - Universidad de Murcia	<i>OWN CALL: PROJECT: DESIGN OF AN ORAL HEALTH PROGRAMME FOR GROUPS WITH A HIGHER SOCIAL VULNERABILITY.</i>	400.00	51001 - UM - Universidad de Murcia	Guatemala	12181 - Medical education and training
Bilateral	UL ARAGON MUNICIPAL COUNCIL OF ZARAGOZA	<i>Cooperating with the South and Transforming the North: Cooperation and Awareness-Raising in the Cities of León (Nicaragua) and Zaragoza (Spain)</i>	56,000.00	24000 - Other non-profit entity from the donor country. Association for the León-Zaragoza Twinning.	Nicaragua	99820 - Raising Awareness on Development Related Problems
Bilateral	LO BASQUE COUNTRY MUNICIPAL COUNCIL OF ANDOAIN	<i>Achieving inclusion of young persons with disability in Diriamba.</i>	8,000.00	22000 - Other national NGO - donor country. Activos por un Mundo Solidario (MSH-AMS)	Nicaragua	11230 - Basic life skills for youth and adults
Bilateral	LO CASTILE-LEÓN MUNICIPAL COUNCIL OF VALLADOLID	<i>Contribute to improvement of the quality of life of persons with disabilities in the Municipality of Estor.</i>	16,655.96	24000 - Other non-profit entity from the donor country. COMITÉ DE SOLIDARIDAD MONSEÑOR OSCAR ROMERO	Guatemala	16010 - Social Security and Social Services
Bilateral	LO CASTILE-LEÓN MUNICIPAL COUNCIL OF VALLADOLID	<i>Technological transference for accessibility to information and communication of children with hearing disabilities at school.</i>	14,547.33	22000 - ECOSOL-SORD - Social Economy and Charity Collaboration with the Hearing Impaired.	El Salvador	11120 - Education facilities and training
Bilateral	LO CASTILE-LEÓN MUNICIPAL COUNCIL OF VALLADOLID	<i>Construction of a multi-use centre for educational and social promotion purposes for young people and women in the rural neighbourhood of Simbock, Yaoundé. Cameroon.</i>	23,691.22	22000 - Fundación PROCLADE	Cameroon	11120 - Education facilities and training
Bilateral	LO CASTILE-LEÓN MUNICIPAL COUNCIL OF VALLADOLID	<i>Construction and management of a residential asset for children and young people with intellectual disability in Chapas- Santa Rosa.</i>	12,727.16	22000 - Other national NGO - donor country. PUENTES	Guatemala	16010 - Social Security and Social Services

Channelling Method	Unit	Title	NET ODA provided	Channelling Institution	Country/Territory	CRS sector
Bilateral	LO CASTILE-LEÓN MUNICIPAL COUNCIL OF VALLADOLID	Food help for children with disability and/or HIV positive in the psychosocial rehabilitation centre of the Mahotas neighbourhood in Maputo.	2,521.77	22000 - Other national NGO - donor country. GAM-TEPEYAC	Mozambique	12240 - Basic Nutrition
Bilateral	LO VALENCIA MUNICIPAL COUNCIL OF VILA-REAL	Creation of an integrated local network of basic social and healthcare services for detecting and treating children with disability.	5,522.84	22000 - Farmacéuticos Mundi	Ecuador	16010 - Social Security and Social Services
Bilateral	UL ANDALUSIA MUNICIPAL COUNCIL OF MONTORO	Rehabilitation Programme for children with disabilities in a situation of extreme poverty (Corredor Seco, Department of Chiquimula, Guatemala).	7,064.70	22000 - Asociación Paz y Bien	Guatemala	16010 - Social Security and Social Services
Bilateral	UNIV UPM - Universidad Politécnica de Madrid	OWN PROGRAMME: TRAVEL SUBSIDIES for Cooperation 2013. MASTER FINAL PROJECT: Consequences of education on teacher attitudes towards inclusion of students with disabilities. ED.	700.00	51001 - UPM - Universidad Politécnica de Madrid	Guatemala	11130 - Teacher training
Bilateral	AUTONOMOUS REGION OF ASTURIAS AACD - Asturias	Improvement of quality of life with persons with mental illnesses attending the Daycare Centre Juntos por Amor and their families.	79,358.47	22000 - Other national NGO - donor country. Asociación Edad Dorada Mensajeros de la Paz Occidente	Paraguay	12230 - Basic sanitary assistance
Bilateral	UNIV UPC - Universitat Politècnica de Catalunya	Own call. Project: Enhancement of municipal public policies on disability by means of the CBR strategy.	1,300.00	51001 - Universitat Politècnica de Catalunya	Colombia	12110 - Education policy and administrative management
Bilateral	UNIV UPC - Universitat Politècnica de Catalunya	Own call. Project: Pole - Goundi.	5,000.00	51001 - Universitat Politècnica de Catalunya	Chad	23030 - Power production - renewable sources
Bilateral	UNIV UPM - Universidad Politécnica de Madrid	Volunteer programme PFCF GRANTS 2013 Participative design of urban space in the settlement of Mukuru Kwa Ruben, in Nairobi, Kenya.	2,000.00	51001 - UPM - Universidad Politécnica de Madrid	Kenya	43030 - Urban development and management
Bilateral	UNIV UCO - Universidad de Córdoba	Supervised internship programme in medicine in the scope of cooperation.	3,485.00	51001 - Universidad de Córdoba	Peru	12220 - Basic sanitary assistance
Bilateral	UNIV UGR - Universidad de Granada	OWN CALL_PROJECT: Improvement of educational quality of persons with disabilities in the department of Sololá in Guatemala.	10,875.00	51001 - UGR - Universidad de Granada	Guatemala	15160 - Human rights
Bilateral	AUTONOMOUS REGION OF CASTILE-LA MANCHA - Castile-La Mancha	IMPROVEMENT OF LIVING, SANITARY AND ENVIRONMENTAL CONDITIONS OF SAN PEDRO MASAHUAT, DEPARTMENT OF LA PAZ	400,000.00	22000 - ACPP - Cooperation for Peace Assembly	El Salvador	16040 - Low-cost housing
Bilateral	AUTONOMOUS REGION OF CASTILE-LA MANCHA - Castile-La Mancha	IMPROVEMENT OF LIVING, SANITARY AND ENVIRONMENTAL CONDITIONS OF SAN PEDRO MASAHUAT, DEPARTMENT OF LA PAZ.	200,000.00	22000 - ACPP - Cooperation for Peace Assembly	El Salvador	14050 - Solid waste management / disposal
Bilateral	AUTONOMOUS REGION OF CASTILE-LA MANCHA - Castile-La Mancha	IMPROVEMENT OF LIVING, SANITARY AND ENVIRONMENTAL CONDITIONS OF SAN PEDRO MASAHUAT, DEPARTMENT OF LA PAZ	200,000.00	22000 - ACPP - Cooperation for Peace Assembly	El Salvador	31161 - Agricultural production for human consumption

Channelling Method	Unit	Title	NET ODA provided	Channelling Institution	Country/Territory	CRS sector
Bilateral	AUTONOMOUS COMMUNITY OF CASTILE-LEÓN - Castile-León	Access to the right to decent housing in the hamlet of Rolla Vadrahatti, District of Anantapur.	76,242.00	22000 - Fundación Vicente Ferrer	India	16040 - Low-cost housing
Bilateral	AUTONOMOUS REGION OF LA RIOJA DGAE - La Rioja	Towards integration and inclusions: construction of an integral centre to improve training and education of children and young people with disability.	24,000.00	22000 - Other national NGO - donor country. COOPERA ONGD - Jóvenes para la Cooperación Internacional al Desarrollo (Young Persons for International Cooperation for Development).	Ecuador	11120 - Education facilities and training
Multilateral	MAEC SEAEX - State Secretariat for Foreign Affairs.	Contribution to the United Nations Partnership to Promote the Rights of Persons with Disabilities (UNPRPD) of the UNDP.	10,000.00	41114 - UNDP - United Nations Development Programme. Contribution to the United Nations Partnership to Promote the Rights of Persons with Disabilities UNPRPD.	UNSPECIFIED DEVELOPING COUNTRIES	16050 - Multisector aid for basic social services
Bilateral	MSSSI SESSI IMSERSO - Instituto de Mayores y Servicios Sociales	Technical Cooperation Projects approved by the Permanent Commission of Riicotec.	5,961.00	11001 - Direct contribution	Argentina	16010 - Social Security and Social Services
Bilateral	MSSSI SESSI IMSERSO - Instituto de Mayores y Servicios Sociales	Technical Cooperation Projects approved by the Permanent Commission of Riicotec.	2,406.27	11001 - Direct contribution	Chile	16010 - Social Security and Social Services
Bilateral	MSSSI SESSI IMSERSO - Instituto de Mayores y Servicios Sociales	Technical Cooperation Projects approved by the Permanent Commission of Riicotec.	6,024.32	11001 - Direct contribution	Peru	16010 - Social Security and Social Services
Bilateral	MSSSI SESSI IMSERSO - Instituto de Mayores y Servicios Sociales	"Course on Public Policies regarding Care to Dependent Older Persons. Towards an integral care system."	1.60	11002 - Through AECID	THE AMERICAS, COUNTRIES UNSPECIFIED	16010 - Social Security and Social Services
Bilateral	MSSSI SESSI IMSERSO - Instituto de Mayores y Servicios Sociales	"Course on Public Policies regarding Care to Dependent Older Persons. Towards an integral care system."	641.36	11002 - Through AECID	Argentina	16010 - Social Security and Social Services
Bilateral	MSSSI SESSI IMSERSO - Instituto de Mayores y Servicios Sociales	"Course on Public Policies regarding Care to Dependent Older Persons. Towards an integral care system."	641.36	11002 - Through AECID	Bolivia	16010 - Social Security and Social Services
Bilateral	MSSSI SESSI IMSERSO - Instituto de Mayores y Servicios Sociales	"Course on Public Policies regarding Care to Dependent Older Persons. Towards an integral care system."	641.36	11002 - Through AECID	El Salvador	16010 - Social Security and Social Services
Bilateral	MSSSI SESSI IMSERSO - Instituto de Mayores y Servicios Sociales	"Course on Public Policies regarding Care to Dependent Older Persons. Towards an integral care system."	1,284.32	11002 - Through AECID	Honduras	16010 - Social Security and Social Services
Bilateral	MSSSI SESSI IMSERSO - Instituto de Mayores y Servicios Sociales	"Course on Public Policies regarding Care to Dependent Older Persons. Towards an integral care system."	1,284.32	11002 - Through AECID	Paraguay	16010 - Social Security and Social Services
Bilateral	MSSSI SESSI IMSERSO - Instituto de Mayores y Servicios Sociales	"Course on Public Policies regarding Care to Dependent Older Persons. Towards an integral care system."	1,532.23	11002 - Through AECID	Costa Rica	16010 - Social Security and Social Services

Channelling Method	Unit	Title	NET ODA provided	Channelling Institution	Country/Territory	CRS sector
Bilateral	MSSSI SESSI IMSERSO - Instituto de Mayores y Servicios Sociales	"Course on Public Policies regarding Care to Dependent Older Persons. Towards an integral care system."	1,925.68	11002 - Through AECID	Peru	16010 - Social Security and Social Services
Bilateral	MSSSI SESSI IMSERSO - Instituto de Mayores y Servicios Sociales	"Course on Public Policies regarding Care to Dependent Older Persons. Towards an integral care system."	2,904.51	11002 - Through AECID	Uruguay	16010 - Social Security and Social Services
Bilateral	MSSSI SESSI IMSERSO - Instituto de Mayores y Servicios Sociales	"Course on Public Policies regarding Care to Dependent Older Persons. Towards an integral care system."	5,137.27	11002 - Through AECID	Colombia	16010 - Social Security and Social Services
Bilateral	MSSSI SESSI IMSERSO - Instituto de Mayores y Servicios Sociales	23rd Permanent Commission of the Red Intergubernamental Iberoamericana de Cooperación Técnica (Ibero-American Inter-Governmental Network for Technical Cooperation), Riicotec.	11,596.80	11001 - Direct contribution	THE AMERICAS, COUNTRIES UNSPECIFIED	16010 - Social Security and Social Services
Bilateral	LO CATALONIA MUNICIPAL COUNCIL OF TERRASSA	Enhancing the influence capacity of local authorities and civil organizations to reduce inequality in a population.	12,311.20	22000 - Other national NGO - donor country. Observatori de la Salut Visual (Observatory of Visual Health)	El Salvador	15150 - Democratic participation and civil society
Bilateral	LO CASTILE-LEÓN MUNICIPAL COUNCIL OF PONFERRADA	Provision of fresh water and enlargement of the integral basic sanitation of a school for deaf and deaf-mute students in São Tomé and Príncipe.	6,000.00	24000 - Other non-profit entity from the donor country. COOPERACIÓN BIERZO SUR	São Tomé and Príncipe	14030 - Basic drinking water supply and basic sanitation
Bilateral	UL EXTREMADURA PROVINCIAL GOVERNMENT OF BADAJOZ	Improving quality of life of older persons, persons with physical disabilities and the war wounded in the Mártir Echereif Centre.	28,000.00	22000 - Other national NGO - donor country. AAPSEX-Asociación de Amigos y Amigas del Pueblo Saharaui de Extremadura (Extremadura Association of Friends of the Saharawi People)	Algeria	12220 - Basic sanitary assistance
Bilateral	LO ARAGON PROVINCIAL GOVERNMENT OF HUESCA	"PROJECT "DAR ALBARAKA, WHICH SUPPORTS PERSONS WITH SEVERE DISABILITY IN TANGIER (MOROCCO)"	5,271.88	22000 - Other national NGO - donor country. Fundación Cruz Blanca	Morocco	16050 - Multisector aid for basic social services
Bilateral	UL NAVARRE MUNICIPAL COUNCIL OF PAMPLONA/IRUÑA	Therapeutic and labour intervention for persons with disability and mothers from the shelter Sta. María de los Robles.	15,662.00	22000 - Other national NGO - donor country. Fundación PROACIS.	Colombia	16010 - Social Security and Social Services
Bilateral	UL NAVARRE MUNICIPAL COUNCIL OF PAMPLONA/IRUÑA	Strengthening educational capacities and associative network. Building 5 schools in Anantapur.	23,162.00	22000 - Fundación Vicente Ferrer	India	11120 - Education facilities and training
Bilateral	UL ANDALUSIA PROVINCIAL GOVERNMENT OF CADIZ	Area devoted to the Defence of Human Rights, Improvements in Education, Health and Nutrition in the Special Education Centre Finca Jardín, Nicaragua.	1,000.00	22000 - Other national NGO - donor country. Asociación Ayudemos a un Niño.	Nicaragua	16010 - Social Security and Social Services
Bilateral	UL NAVARRE MUNICIPAL COUNCIL OF PAMPLONA/IRUÑA	Providing foster homes to Saharawi children.	6,000.00	22000 - ANAS - Asociación Navarra Amigos del Sahara - Sahararen Lagunak Nafar Elkartea	SAHARAWI PEOPLE	16050 - Multisector aid for basic social services

Channelling Method	Unit	Title	NET ODA provided	Channelling Institution	Country/Territory	CRS sector
Bilateral	UL NAVARRE MUNICIPAL COUNCIL OF ESTELLA/LIZARRA	Integration of children with disabilities or in a severe risk of social exclusion from the Nicaraguan society.	1,805.44	22000 - Other national NGO - donor country. FUNDACIÓN JUAN BONAL. Hnas. de la Caridad de Santa Ana	Nicaragua	11220 - Primary education
Bilateral	UL ANDALUSIA MUNICIPAL COUNCIL OF UTRERA	PROMOTING THE RIGHT TO EDUCATION OF 109 CHILDREN BY CILDING TWO SCHOOLS, WHICH SHALL DOUBLE AS COMMUNITY BUILDINGS, IN THE MUDIGUBBAR AREA.	12,649.35	22000 - Fundación Vicente Ferrer	India	11120 - Education facilities and training
Bilateral	UL VALENCIA PROVINCIAL GOVERNMENT OF VALENCIA	Support to agricultural production by the Saharawi people through family vegetable gardens, including adapted vegetable gardens for victims of anti-personnel mines.	38,400.00	22000 - CERAI - Centro de Estudios Rurales y de Agricultura Internacional	SAHARAWI PEOPLE	31120 - Agricultural Development
Bilateral	LO BASQUE COUNTRY MUNICIPAL COUNCIL OF ORDIZIA	Bulnerabilitate arrisku handiko pertsonentzako harrera integrala eta erreabilitazioa, 24, S.Paraganas eskualdeko nekazari- ingurunean. Kolkata, India.	9,592.50	22000 - Other national NGO - donor country. Calcuta Ondoan.	India	16010 - Social Security and Social Services
Bilateral	LO CASTILE-LEÓN MUNICIPAL COUNCIL OF VALLADOLID	Implementation of community based rehabilitation (CBR) strategies in rural communities of El Estor, Livingstone, Izabal, Guatemala.	0.00	22000 - Comité Monseñor Óscar Romero	Guatemala	16050 - Multisector aid for basic social services
Bilateral	UL ANDALUSIA PROVINCIAL GOVERNMENT OF JAÉN	SUPPORT TO THE AUSERD CENTRE FOR SPECIAL EDUCATION AND EDUCATION FOR PERSONS WITH DISABILITIES.	3,000.00	24000 - Other non-profit entity from the donor country. Provincial Federation of Associations with Physical and Organic Disabilities of Jaén (FEJIDI)	Algeria	16010 - Social Security and Social Services
Bilateral	UL VALENCIA PROVINCIAL GOVERNMENT OF VALENCIA	Promotion and protection of the rights of children and teenagers with disability in the educational environment of Asunción (Capital) and Villarrica.	38,400.00	22000 - Save the Children	Paraguay	16010 - Social Security and Social Services
Bilateral	UL ANDALUSIA PROVINCIAL GOVERNMENT OF JAÉN	FORMANDO Y CAPACITANDO THREE.	7,510.43	22000 - Other national NGO - donor country (FEJIDI)	SAHARAWI PEOPLE	16010 - Social Security and Social Services
Bilateral	UL ANDALUSIA PROVINCIAL GOVERNMENT OF JAÉN	INTERVENTION PROJECT IN THE SPHERES OF CHILDHOOD, YOUTH, DISABILITY AND HEALTHCARE.	23,180.00	22000 - Other national NGO - donor country. Asociación de Jaén en Apoyo al Pueblo Saharaui de Jaén (Jaén Association in Support of the Saharawi people)	SAHARAWI PEOPLE	16050 - Multisector aid for basic social services
Bilateral	UL CASTILE-LA MANCHA MUNICIPAL COUNCIL OF ALBACETE	Improving technical and organizational capacities of territorial centres and access to Mental Health Services in Sourani y Jabalia in the Gaza Strip.	23,471.80	22000 - Doctors of the World	Palestinian Territories	16010 - Social Security and Social Services

Channelling Method	Unit	Title	NET ODA provided	Channelling Institution	Country/Territory	CRS sector
Bilateral	UL ARAGON MUNICIPAL COUNCIL OF HUESCA	<i>Peaceful holidays</i>	18,000.00	22000 - Other national NGO - donor country. ALOUDA - ASSOCIATION OF FRIENDS OF THE SAHARAWI PEOPLE IN UPPER ARAGÓN	SAHARAWI PEOPLE	16050 - Multisector aid for basic social services
Bilateral	UL VALENCIA MUNICIPAL COUNCIL OF VALENCIA	<i>IMPLEMENTATION OF A SHEEP FARM AS AN OCCUPATIONAL, PRODUCTIVE AND WORKING ALTERNATIVE WITHIN THE INTEGRAL ATTENTION PROGRAMME FOR PERSONS WITH DISABILITIES.</i>	33,500.00	22000 - Other national NGO - donor country. Mensajeros de la Paz.	Ecuador	31163 - Farming
Bilateral	UL EXTREMADURA MUNICIPAL COUNCIL OF BADAJOZ	<i>CREATION OF AN INTEGRATED LOCAL NETWORK OF BASIC SOCIAL AND HEALTHCARE SERVICES FOR DETECTING AND TREATING CHILDREN WITH DISABILITY.</i>	6,028.71	22000 - Farmacéuticos Mundi	Ecuador	16010 - Social Security and Social Services
Bilateral	LO ARAGON PROVINCIAL GOVERNMENT OF TERUEL	<i>Protection and promotion of the rights of children in the Saint Louis Department (Senegal=.</i>	4,227.52	22000 - Cáritas	Senegal	15160 - Human rights
Bilateral	LO ARAGON PROVINCIAL GOVERNMENT OF TERUEL	<i>Gazes: A vision to share and experience life in refugee camps in Sahara-Tindouf- Algeria. (First phase of a three-phase project).</i>	2,393.39	22000 - Other national NGO - donor country. ASAPS - Solidarity Action for Helping Saharawi People.	SAHARAWI PEOPLE	16010 - Social Security and Social Services
Bilateral	UL ANDALUSIA PROVINCIAL GOVERNMENT OF CÓRDOBA	<i>Aid to education and sport in camps and aid to a Saharawi association for victims of antipersonnel mines. Sahara.</i>	3,350.00	22000 - Other national NGO - donor country. ACANSA - Cordoba Association of Friendship with Saharawi Children	SAHARAWI PEOPLE	16010 - Social Security and Social Services
Bilateral	LO CASTILE-LEÓN MUNICIPAL COUNCIL OF BURGOS	<i>Emergency aid to Congolese refugees fleeing the war and sheltered in Kisoro.</i>	10,482.00	22000 - Other national NGO - donor country. ONGD KIDORO DCI	Democratic Republic of Congo Dem.	72010 - Emergency aid and material services
Bilateral	LO ASTURIAS MUNICIPAL COUNCIL OF OVIEDO	<i>CREATION OF AN INTEGRATED LOCAL NETWORK OF BASIC SOCIAL AND HEALTHCARE SERVICES FOR DETECTING AND TREATING CHILDREN.</i>	25,600.00	22000 - Farmacéuticos Mundi	Ecuador	16010 - Social Security and Social Services
Bilateral	UL BASQUE COUNTRY FORAL PROVINCIAL GOVERNMENT OF GIPUZKOA.	<i>Improving local mechanisms which promote integral development of women in South-East Guatemala.</i>	89,328.62	22000 - Other national NGO - donor country. Músicos Sin Fronteras.	Guatemala	15170 - Organizations and institutions for the equality between men and women
Bilateral	LO CATALONIA MUNICIPAL COUNCIL OF BARCELONA	<i>Improving living conditions of persons with disabilities in the Gaza Strip.</i>	60,000.00	22000 - MPDL - Movimiento por la Paz, el Desarme y la Libertad	Palestinian Territories	16010 - Social Security and Social Services
Bilateral	LO CATALONIA MUNICIPAL COUNCIL OF BARCELONA	<i>Access to inclusive education and rehabilitation of 180 children with visual and physical disabilities and from vulnerable groups aged 11-15 in An.</i>	49,321.00	22000- Fundación Vicente Ferrer	India	11320 - Secondary education

Channelling Method	Unit	Title	NET ODA provided	Channelling Institution	Country/Territory	CRS sector
Bilateral	LO CATALONIA MUNICIPAL COUNCIL OF BARCELONA	<i>Social inclusion of persons with disability through craft professions.</i>	59,828.00	24000 - Other non-profit entity from the donor country. FECOEX - Federation of Colombian Citizens Living Abroad.	Colombia	16010 - Social Security and Social Services
Bilateral	UL ANDALUSIA MUNICIPAL COUNCIL OF ALCALÁ LA REAL	<i>ASSIATANCE TO PERSONS WITH DISABILITY WITH BIOMEDICAL EQUIPMENT, CLOTHES AND MEDICINE</i>	0.00	22000 - Other national NGO - donor country. PRO-DESA (PROGRESS AND DEVELOPMENT)	Peru	16010 - Social Security and Social Services
Bilateral	LO CATALONIA, MUNICIPAL COUNCIL OF L'HOSPITALET DE LLOBREGAT	<i>Esplai Sin Fronteras promotes educational leisure in Latin America: Reinforcing bonds and educational proposals in K'iche' language.</i>	6,000.00	24000 - Other non-profit entity from the donor country. Fundació Catalana de l'Esplai.	Guatemala	11230 - Basic life skills for youth and adults
Bilateral	LO CATALONIA, MUNICIPAL COUNCIL OF L'HOSPITALET DE LLOBREGAT	<i>"Strengthening the association of persons with disabilities "Fighting for a future".</i>	3,500.00	24000 - Other non-profit entity from the donor country. Xarxa de Consum Solidari.	UNSPECIFICIED DEVELOPING COUNTRIES	99820 - Raising Awareness on Development Related Problems
Bilateral	LO CATALONIA, MUNICIPAL COUNCIL OF EL PRAT DE LLOBREGAT	<i>"Ibero-American Day of Rights of the Youth in Ecuador".</i>	2,940.00	24000 - Other non-profit entity from the donor country. Fundació Catalana de l'Esplai	Ecuador	15160 - Human rights
Bilateral	LO CATALONIA, MUNICIPAL COUNCIL OF EL PRAT DE LLOBREGAT	<i>"Social equipment for Parental Association in St. Paul in Dapaong (Togo)".</i>	2,903.00	22000 - Other national NGO - donor country. Fundación África Viva	Togo	16010 - Social Security and Social Services
Bilateral	UL EXTREMADURA PROVINCIAL GOVERNMENT OF BADAJOZ	<i>Project for the support of different assistance area of CEBYCAM-CES, in Penipe (Ecuador).</i>	8,000.00	22000 - Other national NGO - donor country. AEXFODEIN - Asociación Extremeña para el Fomento del Desarrollo Internacional (Extremadura Association for Promotion of International Development)	Ecuador	11330 - Vocational training
Bilateral	UL EXTREMADURA PROVINCIAL GOVERNMENT OF BADAJOZ	<i>Creation of an integrated local network of basic social and healthcare services for detecting and treating children.</i>	7,000.00	22000 - Farmacéuticos Mundi	Ecuador	16010 - Social Security and Social Services
Bilateral	MAEC AECID DCMHF-DCONGD - Department for Non-Governmental Organizations for Development (NGODs)	<i>10-CO1-037/CRE/ Vietnam/1.5m?/Labour, social and economic integration of persons with disabilities</i>	415,817.00	22000- Spanish Red Cross	Vietnam	16020 - Employment policy and administrative management
Bilateral	MAEC AECID DCMHF-DCONGD - Department for Non-Governmental Organizations for Development (NGODs)	<i>10-CO1-091/FPSC/Middle East/3m/Enhancing Social Integration of Persons with Disabilities.</i>	143,785.75	22000- FPSC - Fundación Promoción Social de la Cultura (Foundation for the Social Promotion of Culture)	Egypt	16010 - Social Security and Social Services

Channelling Method	Unit	Title	NET ODA provided	Channelling Institution	Country/Territory	CRS sector
Bilateral	MAEC AECID DCMHF-DCONGD - Department for Non-Governmental Organizations for Development (NGODs)	10-CO1-091/FPSC/Middle East/3m/Enhancing Social Integration of Persons with Disabilities.	143,785.75	22000- FPSC - Fundación Promoción Social de la Cultura (Foundation for the Social Promotion of Culture)	Jordan	16010 - Social Security and Social Services
Bilateral	MAEC AECID DCMHF-DCONGD - Department for Non-Governmental Organizations for Development (NGODs)	10-CO1-091/FPSC/Middle East/3m/Enhancing Social Integration of Persons with Disabilities.	143,785.75	22000- FPSC - Fundación Promoción Social de la Cultura (Foundation for the Social Promotion of Culture)	Lebanon	16010 - Social Security and Social Services
Bilateral	MAEC AECID DCMHF-DCONGD - Department for Non-Governmental Organizations for Development (NGODs)	10-CO1-091/FPSC/Middle East/3m/Enhancing Social Integration of Persons with Disabilities.	143,785.75	22000- FPSC - Fundación Promoción Social de la Cultura (Foundation for the Social Promotion of Culture)	Syria	16010 - Social Security and Social Services
Bilateral	MAEC AECID DCMHF-DCONGD - Department for Non-Governmental Organizations for Development (NGODs)	13-PR1-0219/COCEMFE/ Dominican Republic/150,000/ Quality education for all: Promoting vocational training for labour insertion of persons with disability.	150,000.00	22000- COCEMFE Confederación Española de Personas con Discapacidad Física y Orgánica (Spanish Confederation of Persons with Physical and Organic Disabilities)	Dominican Republic	11330 - Vocational training
Bilateral	MAEC AECID DCMHF-DCONGD - Department for Non-Governmental Organizations for Development (NGODs)	13-PR1-0244/COCEMFE/ Network in LatAm and the Caribbean/126,820/Disability from a rights approach: consolidating network work in Latin America.	126,820.00	22000- COCEMFE Confederación Española de Personas con Discapacidad Física y Orgánica (Spanish Confederation of Persons with Physical and Organic Disabilities)	THE AMERICAS, COUNTRIES UNSPECIFIED	15160 - Human rights
Bilateral	AUTONOMOUS REGION OF ANDALUSIA - Andalusia	Inclusion of students with visual disability with a community approach. Provinces of Elías Piñas, San Juan, San Pedro de Macorís and El Seybo.	80,000.00	22000 - Other national NGO - donor country. Fundación ONCE para la Solidaridad con Personas Ciegas de América Latina (ONCE Foundation for Solidarity with Blind Persons of Latin America, or FOAL).	Dominican Republic	16010 - Social Security and Social Services

Channelling Method	Unit	Title	NET ODA provided	Channelling Institution	Country/Territory	CRS sector
Bilateral	AUTONOMOUS REGION OF ANDALUSIA - Andalusia	Improvement of life conditions, inclusion and rights of persons with Disabilities in 8 rural communities in Hebron, West Bank, Palestinian Territories.	242,311.00	22000 - Other national NGO - donor country. Movimiento por la Paz , el Desarme y la Libertad	Palestinian Territories	16050 - Multisector aid for basic social services
Bilateral	AUTONOMOUS REGION OF ANDALUSIA - Andalusia	Elikeya: Prevention of the Konzo paralytic disease and rehabilitation of affected persons in the Kahemba territory.	276,265.00	22000 - Other national NGO - donor country. Fundación Albihar	Democratic Republic of Congo Dem.	16010 - Social Security and Social Services
Bilateral	AUTONOMOUS REGION OF ANDALUSIA - Andalusia	Integrated, inclusive and equal rural development in 6 northern towns in the Departments of San Miguel and Usulután, El Salvador.	493,577.79	22000 - Other national NGO - donor country. Fundación para la Cooperación APY Solidaridad en Acción	El Salvador	16050 - Multisector aid for basic social services
TOTAL			4,229,989.86			

OFFICIAL DEVELOPMENT ASSISTANCE FOR DISABILITY IN 2014

Channelling Method	Unit	Title	NET ODA provided	Channelling Institution	Country/Territory	CRS sector
Bilateral	MAEC AECID DCMHF-DCONGD - Department for Non-Governmental Organizations for Development (NGODs)	14-PR1-1094/COCEMFE/ Ecuador/178,673/Social and labour inclusion of women.	178,673.00	COCEMFE - Confederación Española de Personas con Discapacidad Física y Orgánica (Spanish Confederation of Persons with Physical and Organic Disabilities)	Ecuador	16010 - Social Security and Social Services
Bilateral	MAEC AECID DCMHF-DCONGD - Department for Non-Governmental Organizations for Development (NGODs)	14-PR1-1328/FPSC/ Palestine/261.935/ Emergency aid to persons with disabilities.	261,935.00	FPSC - Fundación Promoción Social de la Cultura (Foundation for the Social Promotion of Culture)	Palestinian Territories	72010 - Emergency aid and material services
Bilateral	MAEC AECID DCALC-DPCACS - Department of Cooperation with Andean and Southern Cone countries.	Paraguay 2014 Support to the Institute of Social Provision of Paraguay.	15,000.00	Other public institution of the partner country. Instituto de Previsión Social (Institute for Social Provision)	Paraguay	16010 - Social Security and Social Services
Bilateral	MSSSI SESSI IMSERSO - Instituto de Mayores y Servicios Sociales	33rd Permanent Commission and 11th Conference of the Red Intergubernamental Iberoamericana de Cooperación Técnica (Ibero-American Inter-Governmental Network for Technical Cooperation), Riicotec.	3,047.22	Through AECID	Argentina	16010 - Social Security and Social Services
Bilateral	MSSSI SESSI IMSERSO - Instituto de Mayores y Servicios Sociales	33rd Permanent Commission and 11th Conference of the Red Intergubernamental Iberoamericana de Cooperación Técnica (Ibero-American Inter-Governmental Network for Technical Cooperation), Riicotec.	3,319.22	Through AECID	Bolivia	16010 - Social Security and Social Services

Channelling Method	Unit	Title	NET ODA provided	Channelling Institution	Country/Territory	CRS sector
Bilateral	MSSSI SESSI IMSERSO - Instituto de Mayores y Servicios Sociales	<i>33rd Permanent Commission and 11th Conference of the Red Intergubernamental Iberoamericana de Cooperación Técnica (Ibero-American Inter-Governmental Network for Technical Cooperation), Riicotec.</i>	2,043.61	Through AECID	Brazil	16010 - Social Security and Social Services
Bilateral	MSSSI SESSI IMSERSO - Instituto de Mayores y Servicios Sociales	<i>33rd Permanent Commission and 11th Conference of the Red Intergubernamental Iberoamericana de Cooperación Técnica (Ibero-American Inter-Governmental Network for Technical Cooperation), Riicotec.</i>	3,934.22	Through AECID	Chile	16010 - Social Security and Social Services
Bilateral	MSSSI SESSI IMSERSO - Instituto de Mayores y Servicios Sociales	<i>33rd Permanent Commission and 11th Conference of the Red Intergubernamental Iberoamericana de Cooperación Técnica (Ibero-American Inter-Governmental Network for Technical Cooperation), Riicotec.</i>	2,085.61	Through AECID	Colombia	16010 - Social Security and Social Services
Bilateral	MSSSI SESSI IMSERSO - Instituto de Mayores y Servicios Sociales	<i>33rd Permanent Commission and 11th Conference of the Red Intergubernamental Iberoamericana de Cooperación Técnica (Ibero-American Inter-Governmental Network for Technical Cooperation), Riicotec.</i>	4,200.22	Through AECID	Costa Rica	16010 - Social Security and Social Services
Bilateral	MSSSI SESSI IMSERSO - Instituto de Mayores y Servicios Sociales	<i>33rd Permanent Commission and 11th Conference of the Red Intergubernamental Iberoamericana de Cooperación Técnica (Ibero-American Inter-Governmental Network for Technical Cooperation), Riicotec.</i>	2,454.61	Through AECID	Cuba	16010 - Social Security and Social Services
Bilateral	MSSSI SESSI IMSERSO - Instituto de Mayores y Servicios Sociales	<i>33rd Permanent Commission and 11th Conference of the Red Intergubernamental Iberoamericana de Cooperación Técnica (Ibero-American Inter-Governmental Network for Technical Cooperation), Riicotec.</i>	4,935.22	Through AECID	Dominican Republic	16010 - Social Security and Social Services
Bilateral	MSSSI SESSI IMSERSO - Instituto de Mayores y Servicios Sociales	<i>33rd Permanent Commission and 11th Conference of the Red Intergubernamental Iberoamericana de Cooperación Técnica (Ibero-American Inter-Governmental Network for Technical Cooperation), Riicotec.</i>	2,087.61	Through AECID	Ecuador	16010 - Social Security and Social Services
Bilateral	MSSSI SESSI IMSERSO - Instituto de Mayores y Servicios Sociales	<i>33rd Permanent Commission and 11th Conference of the Red Intergubernamental Iberoamericana de Cooperación Técnica (Ibero-American Inter-Governmental Network for Technical Cooperation), Riicotec.</i>	2,390.61	Through AECID	El Salvador	16010 - Social Security and Social Services
Bilateral	MSSSI SESSI IMSERSO - Instituto de Mayores y Servicios Sociales	<i>33rd Permanent Commission and 11th Conference of the Red Intergubernamental Iberoamericana de Cooperación Técnica (Ibero-American Inter-Governmental Network for Technical Cooperation), Riicotec.</i>	2,389.61	Through AECID	Guatemala	16010 - Social Security and Social Services

Channelling Method	Unit	Title	NET ODA provided	Channelling Institution	Country/Territory	CRS sector
Bilateral	MSSSI SESSI IMSERSO - Instituto de Mayores y Servicios Sociales	<i>33rd Permanent Commission and 11th Conference of the Red Intergubernamental Iberoamericana de Cooperación Técnica (Ibero-American Inter-Governmental Network for Technical Cooperation), Riicotec.</i>	2,466.61	Through AECID	Honduras	16010 - Social Security and Social Services
Bilateral	MSSSI SESSI IMSERSO - Instituto de Mayores y Servicios Sociales	<i>33rd Permanent Commission and 11th Conference of the Red Intergubernamental Iberoamericana de Cooperación Técnica (Ibero-American Inter-Governmental Network for Technical Cooperation), Riicotec.</i>	4,483.22	Through AECID	Mexico	16010 - Social Security and Social Services
Bilateral	MSSSI SESSI IMSERSO - Instituto de Mayores y Servicios Sociales	<i>33rd Permanent Commission and 11th Conference of the Red Intergubernamental Iberoamericana de Cooperación Técnica (Ibero-American Inter-Governmental Network for Technical Cooperation), Riicotec.</i>	3,446.22	Through AECID	Paraguay	16010 - Social Security and Social Services
Bilateral	MSSSI SESSI IMSERSO - Instituto de Mayores y Servicios Sociales	<i>33rd Permanent Commission and 11th Conference of the Red Intergubernamental Iberoamericana de Cooperación Técnica (Ibero-American Inter-Governmental Network for Technical Cooperation), Riicotec.</i>	4,420.22	Through AECID	Peru	16010 - Social Security and Social Services
Bilateral	MSSSI SESSI IMSERSO - Instituto de Mayores y Servicios Sociales	<i>Technical Cooperation Projects approved by the Permanent Commission of Riicotec.</i>	5,161.00	Direct aid	Bolivia	16010 - Social Security and Social Services
Bilateral	MSSSI SESSI IMSERSO - Instituto de Mayores y Servicios Sociales	<i>Technical Cooperation Projects approved by the Permanent Commission of Riicotec.</i>	2,538.00	Direct aid	Chile	16010 - Social Security and Social Services
Bilateral	MSSSI SESSI IMSERSO - Instituto de Mayores y Servicios Sociales	<i>Technical Cooperation Projects approved by the Permanent Commission of Riicotec.</i>	8,275.00	Direct aid	El Salvador	16010 - Social Security and Social Services
Bilateral	MSSSI SESSI IMSERSO - Instituto de Mayores y Servicios Sociales	<i>Technical Cooperation Projects approved by the Permanent Commission of Riicotec.</i>	6,042.00	Direct aid	Paraguay	16010 - Social Security and Social Services
Bilateral	MSSSI SESSI IMSERSO - Instituto de Mayores y Servicios Sociales	<i>Technical Cooperation Projects approved by the Permanent Commission of Riicotec.</i>	2,098.00	Direct aid	Dominican Republic	16010 - Social Security and Social Services
Bilateral	MSSSI SESSI IMSERSO - Instituto de Mayores y Servicios Sociales	<i>Technical Cooperation Projects approved by the Permanent Commission of Riicotec.</i>	8,761.00	Direct aid	Uruguay	16010 - Social Security and Social Services
Bilateral	CCAA CAV AVCD - Agencia Vasca de Cooperación para el Desarrollo (Basque Agency of Cooperation for Development)	<i>Enhancement of the Intellectual Disability Area under the Strategic Plan of Fe y Alegría.</i>	17,926.80	Other national NGO - donor country	Bolivia	11110- Education policy and administrative management
Bilateral	AUTONOMOUS REGION OF ASTURIAS AACD - Asturias	<i>Improvement of quality of life with persons with mental illnesses attending the Daycare Centre Juntos por Amor and their families.</i>	19,839.62	Other national NGO - donor country	Paraguay	12230- Basic sanitary assistance

Channelling Method	Unit	Title	NET ODA provided	Channelling Institution	Country/Territory	CRS sector
Bilateral	CCAA AND AACI-Andalucía - Agencia Andaluza de Cooperación Internacional (Andalusian Agency for International Cooperation)	<i>Coeducational and global learning communities. Global citizenship programme.</i>	79,998.00	MZC - Mujeres en Zona de Conflicto (Women in Conflict Areas)	UNSPECIFIED DEVELOPING COUNTRIES	99820 - Raising Awareness on Development Related Problems
Bilateral	AUTONOMOUS REGION SCD - Aragon	<i>Promoting access to education of refugee population in the Dzaleka camp.</i>	34,309.11	Fundación Entreculturas - Fe y Alegría	Malawi	11230 - Basic life skills for youth and adults
Bilateral	CCAA CAV AVCD - Agencia Vasca de Cooperación para el Desarrollo (Basque Agency of Cooperation for Development)	<i>Strengthening women's capacities and enabling them to promote popular economy in Suchitoto.</i>	29,582.88	Ayuda en Acción	El Salvador	15160 - Human rights
Bilateral	AUTONOMOUS COMMUNITY OF CASTILE-LEÓN - Castile-León	<i>Access to the right to decent housing in the hamlet of Kachikunta.</i>	39,307.84	Fundación Vicente Ferrer	India	16040 - Low-cost housing
Bilateral	AUTONOMOUS COMMUNITY OF CASTILE-LEÓN - Castile-León	<i>Access to the right to decent housing in the hamlet of Kachikunta.</i>	5,360.16	Fundación Vicente Ferrer	India	14030 - Basic drinking water supply and basic sanitation
Bilateral	AUTONOMOUS REGION OF ASTURIAS AACD - Asturias	<i>Support to disabled population in rural Cambodia (phase III).</i>	21,262.69	Other national NGO - donor country	Cambodia	16050 - Multisector aid for basic social services
Bilateral	LO CATALONIA MUNICIPAL COUNCIL OF TERRASSA	<i>Enhancing the influence capacity of local authorities and civil organizations to reduce inequality in a population.</i>	3,077.80	Other national NGO - donor country	El Salvador	15150 - Democratic participation and civil society
Bilateral	EELL CAV AYTO BILBAO	<i>Capacitation for economic and political improvement of women.</i>	32,432.00	SI - Fundación Solidaridad Internacional (International Solidarity Foundation)	Nicaragua	16020 - Employment policy and administrative management
Bilateral	UL NAVARRE MUNICIPAL COUNCIL OF ESTELLA/LIZARRA	<i>Integration of children with disabilities or in a severe risk of social exclusion from the Nicaraguan society.</i>	451.36	Other national NGO - donor country	Nicaragua	11220 - Primary education
Bilateral	LO CASTILE-LEÓN MUNICIPAL COUNCIL OF VALLADOLID	<i>Implementation of community based rehabilitation (CBR) strategies in rural communities of El Estor, Livingstone, Izabal,</i>	13,362.75	Comité Monseñor Óscar Romero	Guatemala	16050 - Multisector aid for basic social services
Bilateral	LO CASTILE-LEÓN MUNICIPAL COUNCIL OF BURGOS	<i>Emergency aid to Congolese refugees fleeing the war and sheltered in Kisoro.</i>	10.00	Other national NGO - donor country	Uganda	72010 - Emergency aid and material services
Bilateral	UL ANDALUSIA MUNICIPAL COUNCIL OF ALCALÁ LA REAL	<i>ASSISTANCE TO PERSONS WITH DISABILITY WITH BIOMEDICAL EQUIPMENT, CLOTHES AND MEDICINE</i>	4,000.00	Other national NGO - donor country	Peru	12220 - Basic sanitary assistance
Bilateral	UL NAVARRE MUNICIPAL COUNCIL OF NOAIN VALLE DE ELORZ/ NOAIN ELORTZIBAR	<i>INTEGRAL CARE FOR DEAF-MUTE CHILDREN AND CHILDREN WITH OTHER DISABILITIES IN THE SHELTER SCHOOL OF CIUDAD DARIO (NICARAGUA).</i>	823.53	Fundación Juan Bonal	Nicaragua	43010 - Multisector aid

Channelling Method	Unit	Title	NET ODA provided	Channelling Institution	Country/Territory	CRS sector
Bilateral	LO CATALONIA, MUNICIPAL COUNCIL OF EL PRAT DE LLOBREGAT	<i>Ibero-American Day of Rights of the Youth in Ecuador.</i>	1,960.00	Other non-profit entity from the donor country	Ecuador	15160 - Human rights
Bilateral	LO CATALONIA, MUNICIPAL COUNCIL OF EL PRAT DE LLOBREGAT	<i>Social equipment for Parental Association in St. Paul in Dapaong (Togo).</i>	1,935.00	Other national NGO - donor country	Togo	16010 - Social Security and Social Services
Bilateral	UL ANDALUSIA PROVINCIAL GOVERNMENT OF CADIZ	<i>Access to decent and adapted living for 11 persons from the Dalit or other disadvantaged castes with disabilities of different kinds in the Ananta district.</i>	2,400.00	Fundación Vicente Ferrer	India	16040 - Low-cost housing
Bilateral	LO ARAGON PROVINCIAL GOVERNMENT OF TERUEL	<i>Gazes: A vision to share and experience life in refugee camps in Sahara-Tindouf-Algeria.</i>	1,026.17	Other national NGO - donor country	Saharawi People	11130 - Teacher training
Bilateral	UL MADRID MUNICIPAL COUNCIL OF TORRELODONES	<i>Improvement of life conditions and access to rights of persons with disabilities in the Gaza Strip, Palestine.</i>	11,478.55	MPDL - Movimiento por la Paz, el Desarme y la Libertad	Palestinian Territories	15160 - Human rights
Bilateral	UL ANDALUSIA PROVINCIAL GOVERNMENT OF JAÉN	<i>INTERVENTION PROJECT IN THE SPHERES OF CHILDHOOD, YOUTH, DISABILITY AND HEALTHCARE. DEVELOPMENT AND IMPLEMENTATION OF ACTIONS.</i>	15,775.00	Other national NGO - donor country	Algeria	12220 - Basic sanitary assistance
Bilateral	UL ANDALUSIA PROVINCIAL GOVERNMENT OF JAÉN	<i>Integral development of children, teenagers and young persons with disabilities, deprived of a family environment, by reinforcing alternatives.</i>	30,269.80	AMP - ASOCIACION MENSAJEROS DE LA PAZ	Ecuador	15160 - Human rights
Bilateral	LO BASQUE COUNTRY MUNICIPAL COUNCIL OF ARETXABAETA	<i>Integration of young persons with disability.</i>	2,209.09	Other national NGO - donor country	Nicaragua	16010 - Social Security and Social Services
Bilateral	LO ARAGON PROVINCIAL GOVERNMENT OF TERUEL	<i>Dar Albaraka - Support to persons with severe disability in Tangier.</i>	1,325.86	Other national NGO - donor country	Morocco	16050 - Multisector aid for basic social services
Bilateral	LO BASQUE COUNTRY MUNICIPAL COUNCIL OF TAFALLA	<i>Strengthening local associative network and educational capacities of children from disadvantaged castes in the Anantapur district.</i>	9,276.10	Fundación Vicente Ferrer	India	11120 - Education facilities and training
Bilateral	UL ANDALUSIA PROVINCIAL GOVERNMENT OF JAÉN	<i>Formando y Capacitando.</i>	8,785.76	Other national NGO - donor country	UNSPECIFIED SUBSAHARAN COUNTRIES	16050 - Multisector aid for basic social services
Bilateral	LO CASTILE-LEÓN MUNICIPAL COUNCIL OF BURGOS	<i>Maintenance of the School-Home for orphans and ongoing self-management by means of a Local Development Programme: tourism and cooperatives.</i>	31,945.38	Other national NGO - donor country	Uganda	16050 - Multisector aid for basic social services
Bilateral	UL CATALONIA MUNICIPAL COUNCIL SANT CUGAT DEL VALLÈS	<i>Il Charity Football Campus.</i>	5,226.67	Other national NGO - donor country	India	16061 - Culture and leisure
Bilateral	UL ANDALUSIA MUNICIPAL COUNCIL OF ANTEQUERA	<i>Access to the right to decent housing considering a gender approach in the District of Anantapur.</i>	15,000.00	Fundación Vicente Ferrer	India	16040 - Low-cost housing

Channelling Method	Unit	Title	NET ODA provided	Channelling Institution	Country/Territory	CRS sector
Bilateral	LO CATALONIA, MUNICIPAL COUNCIL OF L'HOSPITALET DE LLOBREGAT	<i>Improvement and equipment for children's dining halls and a centre for persons with disabilities in Masaya.</i>	4,000.00	Other public institution of the donor country	Nicaragua	12240 - Basic Nutrition
Bilateral	LO CASTILE-LEÓN MUNICIPAL COUNCIL OF VALLADOLID	<i>Access to the right to decent housing considering a gender approach in the District of Anantapur, INDIA.</i>	5,433.45	Fundación Vicente Ferrer	India	16040- Low-cost housing
Bilateral	LO CASTILE-LEÓN MUNICIPAL COUNCIL OF BURGOS	<i>Healthcare provision in the Palestine Territories</i>	17,000.00	Spanish Red Cross	Palestinian Territories	12220- Basic sanitary assistance
Bilateral	LO CATALONIA, MUNICIPAL COUNCIL OF L'HOSPITALET DE LLOBREGAT	<i>Improvement of living conditions of artisan women in the town of Kolda, Senegal</i>	2,500.00	Other non-profit entity from the donor country	Senegal	32140 - Craft industry
Bilateral	UL NAVARRE MUNICIPAL COUNCIL OF PAMPLONA/IRUÑA	<i>IV Cycle India: "Different Capacities, Same Rights"</i>	4,230.00	Fundación Vicente Ferrer	India	99820 - Raising Awareness on Development Related Problems
Bilateral	EELL CAV AYTO BILBAO	<i>Support to the 6th International Unseen Film Festival in Alhóndiga, Bilbao.</i>	6,203.37	Bilbao City Council	UNSPECIFIED DEVELOPING COUNTRIES	99820 - Raising Awareness on Development Related Problems
Bilateral	LO CASTILE-LEÓN MUNICIPAL COUNCIL OF PALENCIA	<i>Improving quality of life and social inclusion of children and young people with disability.</i>	5,167.53	Other national NGO - donor country	Guatemala	16050 - Multisector aid for basic social services
Bilateral	LO CATALONIA MUNICIPAL COUNCIL OF GIRONA	<i>Integral programme for support of disabled persons in Aguacatán (Guatemala).</i>	4,764.83	Other national NGO - donor country	Guatemala	16050 - Multisector aid for basic social services
Bilateral	UL ANDALUSIA PROVINCIAL GOVERNMENT OF HUELVA	<i>Pedagogical and pedagogical enhancement for social inclusion of children and young persons with learning difficulties and/or disability, in three autonomous regions.</i>	20,000.00	Fundación Entreculturas - Fe y Alegría	El Salvador	11220 - Primary education
Bilateral	UL BALEARIC ISLANDS INSULAR GOVERNMENT OF MINORCA	<i>Access to the right to decent housing for 29 disadvantaged families.</i>	15,410.00	Fundación Vicente Ferrer	India	16040- Low-cost housing
Bilateral	UL ARAGON MUNICIPAL COUNCIL OF ZARAGOZA	<i>Cooperating with the South and transforming the North: Cooperation and Awareness Raising in the Towns of León (Nicaragua) and Zaragoza (Spain).</i>	50,000.00	Association for the León (Nicaragua) -Zaragoza (Spain) Twinning.	UNSPECIFIED DEVELOPING COUNTRIES	99820 - Raising Awareness on Development Related Problems
Bilateral	UL NAVARRE MUNICIPAL COUNCIL OF PAMPLONA/IRUÑA	<i>Prevention, detection and early treatment of child disability from a network perspective for the protection and inclusion of children with disability.</i>	24,391.00	TAU FUNDAZIOA	Bolivia	12220- Basic sanitary assistance
Bilateral	UL NAVARRE MUNICIPAL COUNCIL OF PAMPLONA/IRUÑA	<i>Therapeutic and labour intervention for persons with disability and mothers from the shelter Sta. María de los Robles.</i>	14,911.00	Other national NGO - donor country	Colombia	16040- Low-cost housing
Bilateral	UL NAVARRE MUNICIPAL COUNCIL OF PAMPLONA/IRUÑA	<i>Improves sexual and reproductive health of women in the area of Bathalapalli, District of Anantapur, India.</i>	24,500.00	Fundación Vicente Ferrer	India	13020 - Reproductive health assistance

Channelling Method	Unit	Title	NET ODA provided	Channelling Institution	Country/Territory	CRS sector
Bilateral	LO CATALONIA PROVINCIAL GOVERNMENT OF BARCELONA	<i>Decent, inclusive employment Model for Inclusion of Informal Recyclers (MIIR).</i>	38,240.00	Other national NGO - donor country	Bolivia	16020 - Employment policy and administrative management
Bilateral	UL EXTREMADURA PROVINCIAL GOVERNMENT OF BADAJOZ	<i>Launch project of the Spanish Delegation at the Ibero-American Research Institute in the Province of Badajoz.</i>	3,000.00	Other national NGO - donor country	Mexico	99810 - Non-specified sectors
Bilateral	LO CATALONIA MUNICIPAL COUNCIL OF BARCELONA	<i>Improving living conditions of persons with disabilities in the Gaza Strip.</i>	60,000.00	MPDL - Movimiento por la Paz, el Desarme y la Libertad	Palestinian Territories	43010 - Multisector aid
Bilateral	LO CATALONIA MUNICIPAL COUNCIL OF BARCELONA	<i>Access to inclusive education and rehabilitation of 180 children with visual and physical disabilities and from vulnerable groups aged 11-15.</i>	49,321.00	Fundación Vicente Ferrer	India	11220 - Primary education
Bilateral	LO CATALONIA MUNICIPAL COUNCIL OF BARCELONA	<i>Social inclusion of persons with disability through craft professions</i>	59,828.00	Other non-profit entity from the donor country	Colombia	11230 - Basic life skills for youth and adults
Bilateral	LO BASQUE COUNTRY MUNICIPAL COUNCIL OF ORDIZIA	<i>Attempting integration of young people with disability in Diriamba.</i>	11,360.00	Other national NGO - donor country	Nicaragua	16050 - Multisector aid for basic social services
Bilateral	UL ARAGON MUNICIPAL COUNCIL OF HUESCA	<i>OPPORTUNITY CREATION FOR ESPECIALLY ABLED YOUNG PEOPLE.</i>	5,069.91	Fundación Juan Bonal	Nicaragua	11330 - Vocational training
Bilateral	UL CASTILE-LEÓN MUNICIPAL COUNCIL OF MIRANDA DE EBRO	<i>Access to decent housing considering a gender approach in the hamlet of Gulapalem</i>	15,000.00	Fundación Vicente Ferrer	India	16040- Low-cost housing
Bilateral	LO ASTURIAS MUNICIPAL COUNCIL OF OVIEDO	<i>SUPPORT TO DISABLED POPULATION IN RURAL CAMBOYA, PHASE III.</i>	7,961.00	Other national NGO - donor country	Cambodia	43010 - Multisector aid
Bilateral	UNIV UGR - Universidad de Granada	<i>GRANT FROM FUNDACIÓN CAROLINA: University Master in Gerontology, Dependence and Protection of the Elderly.</i>	4,490.00	UGR - Universidad de Granada	Cuba	16010 - Social Security and Social Services
Bilateral	UNIV UGR - Universidad de Granada	<i>GRANT FROM FUNDACIÓN CAROLINA: University Master in Gerontology, Dependence and Protection of the Elderly.</i>	4,490.00	UGR - Universidad de Granada	Mexico	16010 - Social Security and Social Services
Bilateral	UNIV UPM - Universidad Politécnica de Madrid	<i>Volunteer programme PFCD GRANTS 2013 Participative design of urban space in the settlement of Mukuru Kwa Ruben, in Nairobi, Kenya.</i>	400.00	UPM - Universidad Politécnica de Madrid	Kenya	43030- Urban development and management
Bilateral	UNIV UGR - Universidad de Granada	<i>OWN CALL_ PROJECT: Improvement of educational quality of persons with disabilities in the department of Sololá in Guatemala.</i>	30,570.10	UGR - Universidad de Granada	Guatemala	15160 - Human rights
Bilateral	UNIV UGR - Universidad de Granada	<i>COOPERATION OWN PLAN: Training in microfinance and microloans in order to favour social and labour inclusion of persons with disabilities.</i>	7,500.00	UGR - Universidad de Granada	Peru	24040 - Informal or semiformal financial intermediaries.
Bilateral	UNIV UGR - Universidad de Granada	<i>OWN 2014 PLAN FOR COOPERATION: Volunteer in the Psychological and Pedagogical Institute of the San Juan de Dios Homes for Young People (Sucre, Bolivia)</i>	1,000.00	UGR - Universidad de Granada	Bolivia	16010 - Social Security and Social Services

Channelling Method	Unit	Title	NET ODA provided	Channelling Institution	Country/Territory	CRS sector
Bilateral	UNIV UPV - Universitat Politècnica de València	MASTER COURSE FINAL PROJECT. Rights-based approach for the promotion of Human Development of Persons with Disabilities in Ghana.	2,054.73	UPV - Universidad Politècnica de Valencia	Ghana	15160 - Human rights
Bilateral	UNIV UAM - Universidad Autónoma de Madrid	OWN PROGRAMME: FINAL COURSE INTERNSHIP GRANT for psychology students to carry out their compulsory academic internship in Nicaragua.	742.30	UAM - Universidad Autónoma de Madrid	Nicaragua	43081 - Multisector education and training
TOTAL			1,476,083.17			

OFFICIAL DEVELOPMENT ASSISTANCE FOR DISABILITY IN 2015

Channelling Method	ID Unit	Title	ODA Disbursement Amount	Channelling Path	CRS Sector
Bilateral	AUTONOMOUS REGION OF ANDALUSIA - Andalusia	Integrated, inclusive and equal rural development in 6 northern towns in the Departments of San Miguel and Usulután, El Salvador.	€ 106,152.21	National NGOD (donor country)	43040 - Rural development
Bilateral	UNIV UGR - Universidad de Granada	OWN CALL_PROJECT: Improvement of educational quality of persons with disabilities in the department of Sololá in Guatemala.	€ 14,368.56	Public Universities of the donor country	15160 - Human rights
Bilateral	UNIV UGR - Universidad de Granada	COOPERATION OWN PLAN: Training in microfinance and microloans in order to favour social and labour inclusion of persons with disabilities.	€ 2,500.00	Public Universities of the donor country	24040 - Informal or semiformal financial intermediaries.
Bilateral	CCAA AND AACI- Andalucía - Agencia Andaluza de Cooperación Internacional (Andalusian Agency for International Cooperation)	Enhancing participation of children: Promoting participation of children for exerting their right to communication through art.	€ 75,955.00	National NGOD (donor country)	99820 - Raising Awareness on Development Related Problems
Bilateral	CCAA AND AACI- Andalucía - Agencia Andaluza de Cooperación Internacional (Andalusian Agency for International Cooperation)	From information to communication: the youth as a charity communicator.	€ 75,635.00	National NGOD (donor country)	99820 - Raising Awareness on Development Related Problems
Bilateral	AUTONOMOUS REGION SCD - Aragon	Promoting access to education of refugee population in the Dzaleka camp, Malawi.	€ 63,716.93	National NGOD (donor country)	11230 - Basic life skills for youth and adults
Bilateral	CCAA CAV AVCD - Agencia Vasca de Cooperación para el Desarrollo (Basque Agency of Cooperation for Development)	Fight against gender violence against women in the Department of Masaya, Nicaragua. Phase 2.	€ 234,162.08	National NGOD (donor country)	15170 - Organizations and institutions for the equality between men and women
Bilateral	AUTONOMOUS COMMUNITY OF CASTILE-LEÓN - Castile-León	Access to the right to decent housing in the hamlet of Kachikunta.	€ 56,777.60	National NGOD (donor country)	16040 - Low-cost housing
Bilateral	AUTONOMOUS REGION OF EXTREMADURA - Extremadura	Promotion and advancement of the Ibero-American Institute for Research and Support to Disability from Extremadura.	€ 2,057.57	Public Universities of the donor country	16050 - Multisector aid for basic social services
Bilateral	AUTONOMOUS REGION OF EXTREMADURA - Extremadura	Promotion and advancement of the Ibero-American Institute for Research and Support to Disability from Extremadura.	€ 2,057.57	Public Universities of the donor country	43082 - Scientific and research institutions

Channelling Method	ID Unit	Title	ODA Disbursement Amount	Channelling Path	CRS Sector
Bilateral	AUTONOMOUS REGION OF EXTREMADURA - Extremadura	Promotion and advancement of the Ibero-American Institute for Research and Support to Disability from Extremadura.	€ 1,835.13	Public Universities of the donor country	16050 - Multisector aid for basic social services
Bilateral	AUTONOMOUS REGION OF EXTREMADURA - Extremadura	Promotion and advancement of the Ibero-American Institute for Research and Support to Disability from Extremadura.	€ 1,835.13	Public Universities of the donor country	43082 - Scientific and research institutions
Bilateral	AUTONOMOUS REGION OF EXTREMADURA - Extremadura	Promotion and advancement of the Ibero-American Institute for Research and Support to Disability from Extremadura.	€ 1,835.13	Public Universities of the donor country	16050 - Multisector aid for basic social services
Bilateral	AUTONOMOUS REGION OF EXTREMADURA - Extremadura	Promotion and advancement of the Ibero-American Institute for Research and Support to Disability from Extremadura.	€ 1,835.13	Public Universities of the donor country	43082 - Scientific and research institutions
Bilateral	AUTONOMOUS REGION OF EXTREMADURA - Extremadura	Promotion and advancement of the Ibero-American Institute for Research and Support to Disability from Extremadura.	€ 1,835.13	Public Universities of the donor country	16050 - Multisector aid for basic social services
Bilateral	AUTONOMOUS REGION OF EXTREMADURA - Extremadura	Promotion and advancement of the Ibero-American Institute for Research and Support to Disability from Extremadura.	€ 1,835.13	Public Universities of the donor country	43082 - Scientific and research institutions
Bilateral	AUTONOMOUS REGION OF EXTREMADURA - Extremadura	Promotion and advancement of the Ibero-American Institute for Research and Support to Disability from Extremadura.	€ 1,835.13	Public Universities of the donor country	16050 - Multisector aid for basic social services
Bilateral	AUTONOMOUS REGION OF EXTREMADURA - Extremadura	Promotion and advancement of the Ibero-American Institute for Research and Support to Disability from Extremadura.	€ 1,835.13	Public Universities of the donor country	43082 - Scientific and research institutions
Bilateral	AUTONOMOUS REGION OF EXTREMADURA - Extremadura	Promotion and advancement of the Ibero-American Institute for Research and Support to Disability from Extremadura.	€ 1,835.13	Public Universities of the donor country	16050 - Multisector aid for basic social services
Bilateral	AUTONOMOUS REGION OF EXTREMADURA - Extremadura	Promotion and advancement of the Ibero-American Institute for Research and Support to Disability from Extremadura.	€ 1,835.13	Public Universities of the donor country	43082 - Scientific and research institutions
Bilateral	AUTONOMOUS REGION OF EXTREMADURA - Extremadura	Promotion and advancement of the Ibero-American Institute for Research and Support to Disability from Extremadura.	€ 1,835.13	Public Universities of the donor country	16050 - Multisector aid for basic social services
Bilateral	AUTONOMOUS REGION OF EXTREMADURA - Extremadura	Promotion and advancement of the Ibero-American Institute for Research and Support to Disability from Extremadura.	€ 1,835.13	Public Universities of the donor country	43082 - Scientific and research institutions
Bilateral	AUTONOMOUS REGION OF EXTREMADURA - Extremadura	Promotion and advancement of the Ibero-American Institute for Research and Support to Disability from Extremadura.	€ 1,835.13	Public Universities of the donor country	16050 - Multisector aid for basic social services

Channelling Method	ID Unit	Title	ODA Disbursement Amount	Channelling Path	CRS Sector
Bilateral	AUTONOMOUS REGION OF EXTREMADURA - Extremadura	<i>Promotion and advancement of the Ibero-American Institute for Research and Support to Disability from Extremadura.</i>	€ 1,835.13	Public Universities of the donor country	43082 - Scientific and research institutions
Bilateral	AUTONOMOUS REGION OF EXTREMADURA - Extremadura	<i>Promotion and advancement of the Ibero-American Institute for Research and Support to Disability from Extremadura.</i>	€ 1,835.13	Public Universities of the donor country	16050 - Multisector aid for basic social services
Bilateral	AUTONOMOUS REGION OF EXTREMADURA - Extremadura	<i>Promotion and advancement of the Ibero-American Institute for Research and Support to Disability from Extremadura.</i>	€ 1,835.13	Public Universities of the donor country	43082 - Scientific and research institutions
Bilateral	AUTONOMOUS REGION OF EXTREMADURA - Extremadura	<i>Promotion and advancement of the Ibero-American Institute for Research and Support to Disability from Extremadura.</i>	€ 1,835.13	Public Universities of the donor country	16050 - Multisector aid for basic social services
Bilateral	AUTONOMOUS REGION OF EXTREMADURA - Extremadura	<i>Promotion and advancement of the Ibero-American Institute for Research and Support to Disability from Extremadura.</i>	€ 1,835.13	Public Universities of the donor country	43082 - Scientific and research institutions
Bilateral	AUTONOMOUS REGION OF EXTREMADURA - Extremadura	<i>Promotion and advancement of the Ibero-American Institute for Research and Support to Disability from Extremadura.</i>	€ 3,725.87	Public Universities of the donor country	16050 - Multisector aid for basic social services
Bilateral	AUTONOMOUS REGION OF EXTREMADURA - Extremadura	<i>Promotion and advancement of the Ibero-American Institute for Research and Support to Disability from Extremadura.</i>	€ 3,725.87	Public Universities of the donor country	43082 - Scientific and research institutions
Bilateral	AUTONOMOUS REGION OF EXTREMADURA - Extremadura	<i>Promotion and advancement of the Ibero-American Institute for Research and Support to Disability from Extremadura.</i>	€ 1,835.13	Public Universities of the donor country	16050 - Multisector aid for basic social services
Bilateral	AUTONOMOUS REGION OF EXTREMADURA - Extremadura	<i>Promotion and advancement of the Ibero-American Institute for Research and Support to Disability from Extremadura.</i>	€ 1,835.13	Public Universities of the donor country	43082 - Scientific and research institutions
Bilateral	LO BASQUE COUNTRY MUNICIPAL COUNCIL OF ARETXABALETA	<i>Integration of young persons with disability.</i>	€ 1,472.73	National NGOD (donor country)	16010 - Social Security and Social Services
Bilateral	CCAA AND AACI- Andalucía - Agencia Andaluza de Cooperación Internacional (Andalusian Agency for International Cooperation)	<i>Construction of a shelter for Saharawi mine victims and their families through a vocational school project for young people.</i>	€ 300,000.00	National NGOD (donor country)	15160 - Human rights
Bilateral	CCAA AND AACI- Andalucía - Agencia Andaluza de Cooperación Internacional (Andalusian Agency for International Cooperation)	<i>GLOBAL COEDUCATION for development: improving the impact of equality plans and cohabitation from a gender and emancipation approach.</i>	€ 79,978.00	National NGOD (donor country)	99820 - Raising Awareness on Development Related Problems
Bilateral	CCAA AND AACI- Andalucía - Agencia Andaluza de Cooperación Internacional (Andalusian Agency for International Cooperation)	<i>Agendas: Building Global Citizenship from the Eyes of a Child.</i>	€ 79,710.00	National NGOD (donor country)	99820 - Raising Awareness on Development Related Problems
Bilateral	UNIV UPC - Universitat Politècnica de Catalunya	<i>Own call. Project: Improvement of visual health: support to formal university studies in Medical Optometry.</i>	€ 6,580.00	Public Universities of the donor country	12281 - Health personnel training

Channelling Method	ID Unit	Title	ODA Disbursement Amount	Channelling Path	CRS Sector
Bilateral	AUTONOMOUS REGION SCD - Aragon	<i>Rights of persons with disabilities are human rights (Masaya, Nicaragua).</i>	€ 14,731.54	National NGOD (donor country)	15160 - Human rights
Bilateral	UNIV UGR - Universidad de Granada	<i>OWN 2015 PLAN FOR COOPERATION: aid to final internships and projects on Psychological Therapy Support for Children in Guatemala.</i>	€ 1,000.00	Public Universities of the donor country	12220 - Basic sanitary assistance
Bilateral	UNIV UdG - Universitat de Girona	<i>OWN CALL: Aghbala: social inclusion and medical care for the physical and mental disabled community (Morocco).</i>	€ 4,820.75	Public Universities of the donor country	12191 - Medical care
Bilateral	CCAA CAV AVCD - Agencia Vasca de Cooperación para el Desarrollo (Basque Agency of Cooperation for Development)	<i>NNU GRANT: Miren Escartin Garrido.</i>	€ 11,124.00	National NGOD (donor country)	43081 - Multisector education and training
Bilateral	MSSSI SESSI IMSERSO - Instituto de Mayores y Servicios Sociales	<i>Technical Cooperation Projects approved by the Permanent Commission of Riicotec.</i>	€ 7,325.12	Public institution of the donor country	16010 - Social Security and Social Services
Bilateral	MSSSI SESSI IMSERSO - Instituto de Mayores y Servicios Sociales	<i>Technical Cooperation Projects approved by the Permanent Commission of Riicotec.</i>	€ 15,073.53	Public institution of the donor country	16010 - Social Security and Social Services
Bilateral	MSSSI SESSI IMSERSO - Instituto de Mayores y Servicios Sociales	<i>Technical Cooperation Projects approved by the Permanent Commission of Riicotec.</i>	€ 16,623.21	Public institution of the donor country	16010 - Social Security and Social Services
Bilateral	MSSSI SESSI IMSERSO - Instituto de Mayores y Servicios Sociales	<i>Technical Cooperation Projects approved by the Permanent Commission of Riicotec.</i>	€ 3,759.41	Public institution of the donor country	16010 - Social Security and Social Services
Bilateral	MSSSI SESSI IMSERSO - Instituto de Mayores y Servicios Sociales	<i>Technical Cooperation Projects approved by the Permanent Commission of Riicotec.</i>	€ 2,044.72	Public institution of the donor country	16010 - Social Security and Social Services
Bilateral	MSSSI SESSI IMSERSO - Instituto de Mayores y Servicios Sociales	<i>Technical Cooperation Projects approved by the Permanent Commission of Riicotec.</i>	€ 26,918.55	Public institution of the donor country	16010 - Social Security and Social Services
Bilateral	UNIV UPV - Universitat de València	<i>OWN CALL: PROJECT: Provision of specific materials for the Education and Integration Centre at Castro.</i>	€ 1,999.80	Public Universities of the donor country	11220 - Primary education
Bilateral	UNIV UPM - Universidad Politécnica de Madrid	<i>15TH OWN GRANT PROGRAMME FOR TRAVEL SUBSIDIES: Design of a sports centre as a space channelling education, health and integration.</i>	€ 900.00	Public Universities of the donor country	16061 - Culture and leisure
Bilateral	UNIV UGR - Universidad de Granada	<i>OWN PROGRAMME: PDV GRANTS FOR STUDENTS issued by the Vicechancellor for Students.</i>	€ 600.00	Public Universities of the donor country	11420 - University education
Bilateral	UNIV UGR - Universidad de Granada	<i>OWN PDV GRANTS FOR STUDENTS PROGRAMME issued by the Vicechancellor for Students.</i>	€ 600.00	Public Universities of the donor country	11420 - University education
Bilateral	UNIV UGR - Universidad de Granada	<i>OWN PDV GRANTS FOR STUDENTS PROGRAMME issued by the Vicechancellor for Students.</i>	€ 150.00	Public Universities of the donor country	12181 - Medical education and training
Bilateral	UNIV UGR - Universidad de Granada	<i>OWN PDV GRANTS FOR STUDENTS PROGRAMME issued by the Vicechancellor for Students.</i>	€ 400.00	Public Universities of the donor country	11420 - University education
Bilateral	UNIV UGR - Universidad de Granada	<i>OWN PDV GRANTS FOR STUDENTS PROGRAMME issued by the Vicechancellor for Students.</i>	€ 300.00	Public Universities of the donor country	12181 - Medical education and training

Channelling Method	ID Unit	Title	ODA Disbursement Amount	Channelling Path	CRS Sector
Bilateral	UNIV UGR - Universidad de Granada	OWN PDV GRANTS FOR STUDENTS PROGRAMME issued by the Vicechancellor for Students.	€ 375.75	Public Universities of the donor country	11420 - University education
Bilateral	UNIV UGR - Universidad de Granada	OWN PDV GRANTS FOR STUDENTS PROGRAMME issued by the Vicechancellor for Students.	€ 750.00	Public Universities of the donor country	11420 - University education
Bilateral	UNIV UGR - Universidad de Granada	OWN PDV GRANTS FOR STUDENTS PROGRAMME issued by the Vicechancellor for Students.	€ 1,000.00	Public Universities of the donor country	11420 - University education
Bilateral	UNIV UGR - Universidad de Granada	OWN PDV GRANTS FOR STUDENTS PROGRAMME issued by the Vicechancellor for Students.	€ 1,000.00	Public Universities of the donor country	11420 - University education
Bilateral	UNIV UPV - Universitat Politècnica de València	COURSE AND WORKSHOP: Motivation development for persons with mental disabilities in the La Torre Occupational Centre by means of using ICT tools.	€ 1,150.00	Public Universities of the donor country	99820 - Raising Awareness on Development Related Problems
Bilateral	UNIV US - Universidad de Sevilla	CP PROJECT: Improvement of educational attention to children with disabilities in the Amazonian region of Peru.	€ 7,310.00	Public Universities of the donor country	11220 - Primary education
Bilateral	UNIV UPV - Universitat Politècnica de València	COURSE: Training programme of the Centre for Development Cooperation 2014/2015.	€ 8,723.56	Public Universities of the donor country	99820 - Raising Awareness on Development Related Problems
Bilateral	MSSSI SESSI IMSERSO - Instituto de Mayores y Servicios Sociales	34th meeting of the Riicotec Permanent Commission in Santiago (Chile).	€ 19,590.73	Public institution of the donor country	16010 - Social Security and Social Services
Bilateral	UNIV UdG - Universitat de Girona	FISIAFRICA Project: functional rehabilitation and training in physical therapy in the Sub-Saharan Africa (Gambia).	€ 5,166.67	Public Universities of the donor country	12181 - Medical education and training
Bilateral	AUTONOMOUS REGION OF MADRID - Madrid	Mitigate impact of armed conflict on the health of vulnerable population living in the Gaza Strip.	€ 35,000.00	National NGOD (donor country)	12220 - Basic sanitary assistance
Bilateral	UNIV UBU - Universidad de Burgos	OWN PROGRAMME: PRACTICUM INTERNSHIP.	€ 1,346.52	Public Universities of the donor country	11220 - Primary education
Bilateral	AUTONOMOUS COMMUNITY OF CASTILE-LEÓN - Castile-León	Enhancing a labour capacitation and social inclusion programme for persons with disabilities in Ethiopia.	€ 24,669.00	National NGOD (donor country)	16010 - Social Security and Social Services
Bilateral	CCAA AND AACI- Andalucía - Agencia Andaluza de Cooperación Internacional (Andalusian Agency for International Cooperation)	PARTICIPATORY EQUITY, BASIC SEWAGE AND PRODUCTIVE DEVELOPMENT IN THE RURAL NEIGHBOURHOODS OF THE MUNICIPALITIES OF SAN ANTONIO DEL MOSCO AND CAROLINA EL SALVADOR.	€ 0.00	National NGOD (donor country)	31161 - Agricultural production for human consumption
Bilateral	MAEC AECID DCMHF-DCS - Department of Sectoral Cooperation	Defending the right to an active citizenship for persons with disabilities with the support of ICTs in Peru.	€ 43,078.00	National NGOD (donor country)	15150 - Democratic participation and civil society
Bilateral	MAEC AECID OAH - Office for Humanitarian Action	Palestine 2015. MDM healthcare, access and specialized surgical care.	€ 192,000.00	National NGOD (donor country)	12191 - Medical care
Bilateral	LO CASTILE-LA MANCHA MUNICIPAL COUNCIL OF CIUDAD REAL	ACCESS TO DECENTE AND ADAPTED LIVING FOR PERSONS WITH DISABILITIES OF THE DALIT CASTE OR OTHER DISADVANTAGED CASTES.	€ 4,000.00	National NGOD (donor country)	16040 - Low-cost housing

Channelling Method	ID Unit	Title	ODA Disbursement Amount	Channelling Path	CRS Sector
Bilateral	UL EXTREMADURA PROVINCIAL GOVERNMENT OF BADAJOZ	Improvement of educational attention to children with disabilities in the Amazonian region of Peru.	€ 5,000.00	Other entities	11130 - Teacher training
Bilateral	LO CASTILE-LEÓN MUNICIPAL COUNCIL OF PALENCIA	Promoting specialized medical attention and treatment for children and teenagers with disabilities in the municipality of El Estor. GUATEMALA.	€ 2,473.00	National NGOD (donor country)	12261 - Health education
Bilateral	UL ANDALUSIA PROVINCIAL GOVERNMENT OF JAÉN	PURCHASE OF A VEHICLE IN THE BENEFIT OF A SHELTER FOR PERSONS WITH SEVERE DISABILITY AND OTHER SYNDROMES.	€ 36,164.45	National NGOD (donor country)	16010 - Social Security and Social Services
Bilateral	LO VALENCIA MUNICIPAL COUNCIL OF ELCHE/ELX	Access to decent and adapted living for persons from the Dalit or other disadvantaged castes with disabilities of different kinds in the Anantapur district.	€ 10,000.00	National NGOD (donor country)	16040 - Low-cost housing
Bilateral	UL MADRID MUNICIPAL COUNCIL OF TORRELODONES	Promoting the right to education in the regions of Bathalapalli, Kadiri and B.K. Samudrám, in the district of Anantapur, India.	€ 10,000.00	National NGOD (donor country)	11120 - Education facilities and training
Bilateral	LO CASTILE-LEÓN PROVINCIAL GOVERNMENT OF BURGOS	Access to the right to decent housing in the hamlet of Kachikunta, District of Anantapur, India.	€ 15,102.51	National NGOD (donor country)	16040 - Low-cost housing
Bilateral	LO ASTURIAS MUNICIPAL COUNCIL OF OVIEDO	SUPPORT TO DISABLED POPULATION IN RURAL CAMBOYA, PHASE IV.	€ 5,400.00	National NGOD (donor country)	12191 - Medical care
Bilateral	LO CATALONIA MUNICIPAL COUNCIL OF TERRASSA	Promotion of the rights of persons with disabilities for the development of productive competences in the municipality of Santa Tecla, El Salvador.	€ 14,594.40	National NGOD (donor country)	15160 - Human rights
Bilateral	UL CASTILE-LA MANCHA PROVINCIAL GOVERNMENT OF GUADALAJARA	Housing with basic sanitation for 52 families belonging to the most disadvantaged communities of rural areas in the District of Anantapur.	€ 22,500.00	National NGOD (donor country)	16040 - Low-cost housing
Bilateral	LO ASTURIAS MUNICIPAL COUNCIL OF CARREÑO	Subsidy for a micro project in the Sahara.	€ 4,600.00	National NGOD (donor country)	12230 - Basic sanitary assistance
Bilateral	UL CATALONIA MUNICIPAL COUNCIL OF MONTCADA I REIXAC	Awareness activities and solidarity projects.	€ 96,519.77	Public institution of the donor country	99820 - Raising Awareness on Development Related Problems
Bilateral	UL BASQUE COUNTRY MUNICIPAL COUNCIL OF GERNIKA-LUMO	ACCESS TO DECENT HOUSING FOR PERSONS WITH DISABILITY. ANANTAPUR (INDIA)	€ 7,500.00	National NGOD (donor country)	16030 - Employment policy and administrative management
TOTAL			€ 1,836,003.10		



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