EXECUTIVE SUMMARY

The Disability Inclusion Strategy of USAID/Ethiopia aims to improve opportunities for people with disabilities in Ethiopia. In 1997, USAID adopted a groundbreaking policy with the goal of advancing a clear vision and framework for the Agency's effort in the area of disability and inclusive development. The policy states that USAID will not discriminate against people with disabilities and will work to ensure the inclusion of people with disabilities in USAID-funded programs and activities. This Disability Inclusion Strategy will work to implement this policy and, in so doing, will support the achievement of the overall USAID/Ethiopia mission strategy (Country Development Cooperation Strategy), as well as the Government of Ethiopia's (GOE) development plan (Growth and Transformation Plan) and National Plan of Action for Inclusion of Persons with Disabilities, as well as support the GOE's efforts to implement the United Nations Convention on the Rights of Persons with Disabilities.

Challenges related to disability work in Ethiopia include: limited awareness of the needs of people with disabilities and their ability to fully participate in society; negative attitudes towards people with disabilities; inaccessible information and infrastructure; limited capacity and resources of local organizations and the GOE to achieve their objectives; limited and unbalanced availability of services and supports; and limited educational and employment opportunities.   Various actors are engaged in addressing disability, including local disability organizations, international organizations, and donors, but efforts are generally limited and lack coordination, leaving many gaps that are not being adequately addressed.

This strategy seeks to achieve the following overall objective and intermediate results:

Overall Objective: Improved opportunities for people with disabilities in Ethiopia

1. Intermediate Result 1: Capacity of disability organizations to engage as experts on disability inclusive programming improved

2. Intermediate Result 2: Disability stakeholders in Ethiopia coordinate efforts to improve enabling environment

3. Intermediate Result 3: USAID/Ethiopia projects are disability inclusive

In order to truly improve opportunities for people with disabilities in Ethiopia, USAID/Ethiopia must partner with disability organizations. Their knowledge, expertise and guidance related to disability issues and the needs of people with disabilities in Ethiopia are essential for USAID/Ethiopia to develop quality, effective disability inclusive projects. However, to ensure that these organizations have the means to engage in strong, active partnerships with USAID/Ethiopia, it will be critical to ensure that they are strong, sustainable organizations. Furthermore, their disability inclusive activities must be supported (financially and through technical assistance) in order to help them gain the necessary expertise to advise on disability inclusive development. The development of true partnerships and building disability organizations to be experts in disability inclusive development will also help USAID/Ethiopia improve the disability inclusiveness of USAID/Ethiopia's policies and practices, and ensure that USAID/Ethiopia's projects are disability inclusive.

Second, in addition to assisting disability organizations with being leaders or experts on disability inclusive development, a supportive forum or mechanism for substantive engagement between donors, implementing partners, disability organizations and relevant Ethiopian government officials must be developed. Such a forum would provide a venue for sharing expertise and lessons learned, collaborate to identify gaps, and work together to address issues. It would also provide a means to work collaboratively with government officials, particularly related to awareness building.

Third, in order for USAID/Ethiopia projects to be disability inclusive, all projects must have a disability inclusion plan with relevant, specified targets and its implementing partners must have adequate understanding of disability issues and strategies and approaches for developing and implementing disability inclusive projects. In addition, it must have internal disability inclusive practices, have staff who have disabilities, offer services and facilities that are disability inclusive and accessible, revise its procurement process to include the review of disability inclusion plans, and build the capacity of its staff to understand disability issues, the needs of people with disabilities, and how to implement disability inclusive projects. If USAID/Ethiopia partnered with a local disability organization to help USAID/Ethiopia staff better understand what types of barriers exist for persons with disabilities, how to identify them and how to remove them, this would build a better understanding of the issue, allowing USAID/Ethiopia, in advance of project design, to identify the types of barriers that may exist and find solutions for removing them (i.e. designing a barrier-free project to be inclusive of a deaf person or a person in a wheelchair). Through these types of partnerships and by having people with disabilities on staff, the basis for developing disability inclusive/supportive internal policies and practices and inclusive development projects would be established.

Highlights of some specific activities include:

General Activities
- Seek input from people with disabilities and/or disability organizations in all stages of programs (design, implementation, monitoring and evaluation)
- Form a USAID disability advisory committee composed of disability sector representatives
- Provide capacity building and technical assistance to USAID staff and implementing partners
- Consider barriers during project design process
- Work with existing implementers to revise some existing scopes of work and indicators
- Budget for reasonable accommodation for staff
- Organize USAID-funded meetings/trainings in accessible venues
- Provide USAID project and outreach information in accessible formats

Health
- Meet accessibility standards (including for fixtures) for health facility construction activities
- Encourage the GoE to train health care workers and adapt training modules to address the specific needs of people with disabilities in health programs
- Engage implementing partners to conduct outreach to people with disabilities

Education
- Include inclusive education in teacher training pre-service and in-service programs and training manual development and build capacity at Teacher Training Colleges for inclusive education approaches

- Include youth with disabilities in workforce development activities and build understanding of inclusive programming
- Provide equal opportunity to students with disabilities in scholarships for orphans and vulnerable children (OVCs) and girls

Humanitarian/Disaster Assistance
- Train partners to ensure people with disabilities are proportionately receiving transfers
- Coordinate with stakeholders to institute inclusive practices and ensure the needs of people with disabilities are considered in disasters and crises

Agriculture/Economic Growth
- Set targets for people with disabilities (particularly women and youth) in microfinance and Development Credit Authority programs; and work with finance institutions to ensure they are met
- Work with technical assistance providers to adapt curriculum and technologies for people with disabilities in related agriculture activities

Democracy and Governance
- Empower people with disabilities to participate in community engagement related to service delivery, local development projects, and peace building
- Include the needs of people with disabilities in community radio programming and on-air discussions of development issues

Given limited funds and initial limited capacity of staff and implementing partners, priority will be given to: ensuring the design of new projects appropriately addresses disability inclusion; ensuring project solicitations require disability inclusion plans (and evaluations) and proposal/application reviews evaluate the strength of those plans; requiring relevant disability-related indicators with targets in work plans; strengthening capacity of staff and implementing partners on disability inclusive development; engaging with Embassy partners, people with disabilities, disabled people's organizations (DPOs), GOE, implementing partners, and other donors; and ensuring meeting venues and program/project information is accessible.

In order to determine if USAID/Ethiopia is reaching the stated objective for disability inclusion, USAID/Ethiopia is planning to appropriately monitor and evaluate the effort. USAID/Ethiopia, will collect relevant baseline data, set relevant and achievable targets (at both the program and project levels), monitor progress towards those targets, evaluate final outcomes, and ensure that people with disabilities are part of these processes. Gathering and applying lessons learned from assessments and evaluations will be critical to improving future activities related to disability.

In order to manage implementation of this strategy, a Disability Inclusion Committee has been developed with representation from all USAID/Ethiopia offices. Under the guidance and expert advice of the chair, this committee will assist to set up policies, annual plans, systems and tools; act as a resource for their respective offices, particularly related to the inclusion of disability within new projects; and coordinate data collection and monitoring and evaluation of the strategy and annual plans. With the support of Disability Inclusion Committee members and the committee chair, individual project managers will be responsible for monitoring their projects and liaising with their projects' implementing partners to ensure disability inclusion aspects are appropriately implemented and disability inclusion targets are achieved.

Acronyms

ALT	Assets, Livelihoods and Transitions Office
AU	African Union
BEAT	Business, Environment, Agriculture and Trade Office
BES	Basic Education Services Office
CBM	Christian Blind Mission
CBR	Community Based Rehabilitation
CDC	Centers for Disease Control and Prevention
CDCS	Country Development Cooperation Strategy
CSP	Charities and Societies Proclamation
DCHA	USAID's Bureau of Democracy, Conflict, and Humanitarian Assistance
DFID	United Kingdom Department for International Development
DG	Democracy and Governance
DIC	Disability Inclusion Committee
DPO	Disabled People's Organization
ECDD	Ethiopian Center for Disabilities and Development
ENDAN	Ethiopian National Disability Action Network
EWDNA	Ethiopian Women with Disabilities National Association
FSN	Foreign Service National
GOE	Government of Ethiopia
GTP	Growth and Transformation Plan
HAPN	Health, AIDS, Population and Nutrition Office
HIV/AIDS	Human Immuno-deficiency Virus/ Acquired Immune Deficiency Syndrome
ICRC	International Committee of the Red Cross
ILO	International Labor Organization
IOCC	International Orthodox Christian Charities
IR	Intermediate Result
JHU-CCP	Johns Hopkins University- Center for Community Programs
MDG	Millennium Development Goal
MIUSA	Mobility International USA
MOE	Ministry of Education
MOLSA	Ministry of Labor and Social Affairs
NGO	Non-governmental organization
OFDA	Office of Foreign Disaster Assistance
OVC	Orphans and Vulnerable Children
PEPFAR	President's Emergency Plan for AIDS Relief
POC	Point of Contact
SPANS	Special Programs Addressing the Needs of Survivors
TSEHAI	Technical Support For The Ethiopia HIV/AIDS ART Initiative
UNCRPD	United Nations Convention on Rights of People with Disabilities
WHO	World Health Organization

I.   Development Challenges and Opportunities

Introduction

With about 15% of the world's population living with some form of disability[1], the international development community recognizes that in order to meet the Millennium Development Goals (MDGs) and comply with international conventions, disability issues must be integrated into all programs and policies. While the Government of Ethiopia (GOE), local organizations and some donors are addressing disability issues, a comprehensive approach and greater involvement is needed. With this strategy, USAID/Ethiopia will implement the USAID policy on disability, developing a comprehensive and consistent inclusive approach and endeavoring to become a leader on effective disability inclusive development programming and policies for other stakeholders in Ethiopia and other USAID Missions.

Ethiopia ratified the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) and follows its description of disability as its definition: "persons with disabilities include 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".

Key causes of disability in Ethiopia include: prenatal and postnatal care and treatment issues, communicable diseases and infections (i.e. HIV/AIDS, malaria and tuberculosis), harmful traditional practices (i.e. early marriage, marriage by abduction, female genital cutting), accidents, and conflict[2]. These causes are exacerbated by environmental and poverty-related issues such as malnutrition, poor sanitation and hygiene, and drought, as well as age factors[3]. Research shows that as many as 50% of disabilities are preventable and directly linked to poverty[4]. According to the GOE, an estimated 95% of people with disabilities in Ethiopia live in poverty[5]. Malnutrition causes about 20% of impairments[6], with recurring droughts and food insecurity increasing the number of people with disabilities. In addition, the Ethiopia and Eritrea war and influx of refugees from conflict zones in neighboring countries has contributed to the high prevalence rate of disability in Ethiopia.

While the GOE, local organizations and some donors are addressing disability issues in programming, a comprehensive approach with greater involvement by stakeholders is needed. To address the needs of the people with disabilities, this disability strategy focuses on an inclusive approach, which requires active inclusion of people with disabilities in

---

[1] World Health Organization (WHO), *World Report on Disability* (2011)

[2] Federation of National Association of People with Disability, *"Study on DPOs Historic Mission and Survival Strategies in Future Under the New CS Law"* (2010)

[3] Federation of National Association of People with Disability, *"Study on DPOs Historic Mission and Survival Strategies in Future Under the New CS Law"* (2010)

[4] Federation of National Association of People with Disability, *"Study on DPOs Historic Mission and Survival Strategies in Future Under the New CS Law"* (2010)

[5] Federal Democratic Republic of Ethiopia, Ministry of Labour and Social Affairs, *National Plan of Action for Inclusion of Persons with Disabilities*, 2010-2020, (2010)

[6] Federation of National Association of People with Disability, *"Study on DPOs Historic Mission and Survival Strategies in Future Under the New CS Law"* (2010)

mainstream programs and services. Historically in Ethiopia, projects addressing the needs of people with disabilities have been separate disability-specific projects, rather than integrated, inclusive projects. Truly integrated (or inclusive) programming requires planning to ensure a conducive environment and to create equal opportunities for participation in society.

Barriers Faced

People with disabilities in Ethiopia face many barriers. These include issues related to: accessibility, discrimination, stigma/negative attitudes, low expectations, low self-confidence, lack of organizational support, and safety and security. Barriers are generally categorized as policy/institutional, environmental, and attitudinal. For environmental barriers, building and structures are not typically accessible to all (including wells, latrines, service centers such as health centers and schools, and emergency camps/shelters). Transportation services are likewise not accessible to all, and information (such as through television and print) is not provided in all accessible formats. Due to environmental issues and negative attitudes, people with disabilities are often excluded from educational, health, and other government services. Moreover, many who try to participate in society are often limited by financial constraints or lack of support services. For example, many Ethiopians with disabilities cannot afford to access mobility canes or wheelchairs and related mobility training, effectively limiting their ability to equally participate in society.

Stigma often leads to a denial of access to services such as education, employment and health care, but also, at times, food. Women and girls with disabilities are one of the most marginalized groups in society, disadvantaged based on their gender and their disability. Access to health care, education, employment, and marriage are often limited for women with disabilities, and obstacles faced include: lower survival rates than men with disabilities, increased rates of abuse, and less access to sexual and reproductive health information and services, which result in higher maternal morbidity and mortality.

Due to the discrimination and stigma attached to disabilities, people with disabilities are often not challenged or encouraged to succeed. Primarily as a result of discrimination, many Ethiopians with disabilities, particularly leprosy, leave their homes and migrate to other areas. Programs offering assistance to the general population typically do not encourage involvement of or accommodate people with disabilities, and there is a general lack of staff trained to work with people with disabilities. In general, people with disabilities in Ethiopia (particularly women with disabilities, people with severe disabilities, people with mental health problems, and people with HIV/AIDS) do not participate equally with people without disabilities in education, training, work, recreation or other community activities.

These barriers can be combated through USAID efforts by: establishing partnerships with disability organizations and including them in the design, implementation and monitoring of programs; encouraging the GOE to implement relevant, enacted policies and action plans at the national and regional levels and coordinate among the various ministries; and ensuring that the needs of people with disabilities (and especially women and children with disabilities) are accommodated in all projects.

Challenges

Challenges to disability inclusive programming exists in all sectors, but most prominently in the education, economic, and health sectors. In the education sector, though progress has been made through a few pilot projects in the country, the majority of the country is not implementing the GOE's special needs education/inclusive education[7] policy. There continues to be a serious lack of supplemental education materials, trained and available human resources, and physically accessible classes. Teachers are not trained to accommodate students with disabilities appropriately, support and supplemental materials are lacking, and, in some cases, included students with disabilities have requested to go back to segregated programs because the instructors were not prepared to meet their needs appropriately.

In the economic sector, given the large proportion of people with disabilities who live in poverty, it is critical to ensure that employment and training opportunities that are competitive with current labor force needs are available and include people with disabilities. In Ethiopia, the federal civil service is the largest employer of people with disabilities. Many other people with disabilities, particularly those with less education, are typically either unemployed or rely on opportunities offered by disability organizations for their own members with disabilities and community members with disabilities. These jobs are typically low-paid labor positions in segregated (workshop-based) settings focusing on weaving, broom and mop making, and handicrafts, with a few opportunities for metal or wood working. In order to become self-sufficient, productive members of society, people with disabilities need support for income generating or employment opportunities, including entrepreneurship skills development and access to micro-financing.

Health care and rehabilitative needs of people with disabilities are only marginally addressed in Ethiopia. Barriers related to health care for people with disabilities include: lack of physical access, including transportation and/or proximity to clinics; lack of accessible facilities and equipment, such as ramps and adapted examination tables; lack of accessible information and materials (such as information provided in Braille, large print, simple language, pictures); lack of sign language interpreters; limited knowledge and skills of health care providers on disability, physical barriers, and accessibility of service, and related lack of training options on these issues; exclusion of disability information from medical data collection and record keeping; and lack of funding or health care insurance. In addition, due to lack of awareness and stigma/discrimination, people with disabilities in Ethiopia are generally not accessing family planning, reproductive health and HIV/AIDS services. While some disability-related rehabilitative services are available, they are insufficient and of limited quality. As a result, people with disabilities are more at risk for contracting debilitating or life threatening conditions (such as HIV/AIDS) and disability-related health problems.

Available Services and Supports

The majority of services and assistance available to people with disabilities are found in Addis Ababa, and these remain insufficient based on the level of need and are inaccessible to the majority of Ethiopians with disabilities who overwhelmingly reside in rural areas. Services

---

[7] Inclusive education is generally considered to be the provision of educational services that include students with disabilities in regular classes with appropriate supports. Emphasis is on the full participation of students with disabilities and respect for their social, civil, and educational rights. It requires systemic change involving inclusive planning, budgeting and management.

provided are overly focused on meeting the needs of people with physical disabilities, with fewer services available for people with intellectual disabilities or autism. In order to receive services (and to reduce their stigma), many people with disabilities (particularly people with leprosy) migrate to more urban areas where they are left without familial support and often resort to begging for survival. Services for people with disabilities during times of crisis (such as those due to conflict, humanitarian crises, or natural disasters) are often extremely limited, as other needs are prioritized and systems for identifying needs are irregularly employed or uncoordinated.

Many disabled persons organizations (DPOs) exist in Ethiopia. **DPOs** are organizations that are run and led by people with disabilities wherein people with disabilities make up the majority of the board and membership. In general, they support their members by providing a voice of their own, identifying needs, expressing views on priorities, evaluating services and suggesting changes, and increasing public awareness[8]. DPOs in Ethiopia are organized within different umbrella networks, sometimes with an organization belonging to more than one network. Typically, Ethiopian DPOs engage in awareness raising activities and support people with specific disabilities and their family, including in some cases life skills training and/or income generating activities or trades. Research indicates that local DPOs lack effective collaboration, and many need strengthening in coordination with the government and other stakeholders, program planning and evaluation, and fundraising/income generation. Since the initiation of the Charities and Societies Proclamation (CSP), most DPOs have registered as local development organizations and have adjusted their missions away from advocacy work towards information dissemination and income generating activities. Other local expert organizations exist in Ethiopia that address the issues of disability, including the Ethiopian Center for Disability and Development (ECDD), which promotes inclusive development, and the International Development for People with Disabilities Association, which focuses on HIV/AIDS and disability. This strategy will use the term "**disability organization**" to represent all organizations that address or focus on disability issues, including DPOs.

International Non-Governmental Organization (NGO) Activities

Several international organizations are addressing disability issues in Ethiopia. For example: Christian Blind Mission (CBM) is supporting the development of Community-Based Rehabilitation (CBR) programs in the country; Handicap International has some disability-specific programming, has funded local DPOs, and is also working with other programs to develop inclusive approaches; Light for the World is funding a variety of small projects benefiting persons with disabilities, particularly children; and Oxfam, Save the Children and Cheshire Foundation are all engaged in community-based rehabilitation activities. In particular, Oxfam has supported people with disabilities to earn a living. The Cheshire Foundation has conducted mobile out-reach and assisted children in rural areas. Save the Children has worked on awareness, organizing community groups, and inclusive education. WaterAid has developed policies on inclusive development and sought capacity building assistance from ECDD, the Ethiopian National Association for the Blind, and the Ethiopian National Association for People with Intellectual Disabilities in order to implement inclusion policies effectively. Comitato Collaborazione Medica is an Italian organization working with Ethiopian National Disability Action Network (ENDAN) focusing on capacity building of

---

[8] Enns, H., *The Role of Organizations of Disabled People: A Disabled Peoples' International Discussion Paper* (2001)

ENDAN member organizations and maintains a public resource center. Right to Play includes children with disabilities in their activities which focus on ensuring sport, health and play activities for children living in poverty. Orbis is working to improve eye health and combat related infections. Despite the involvement of these organizations, the degree of effort and focus on inclusive approaches and disability-related programs are relatively minimal given the size of the international community in Ethiopia. However, these actions and interventions are a sign that there is openness and interest in an inclusive approach to development programming.

USAID Existing Related Projects

USAID/Ethiopia has recently begun to consider disability inclusion in its programs. Some activities related to developing disability inclusive programs have been funded through USAID/Washington Disability Funds (through the USAID/DCHA/SPANS office) as well as President's Emergency Plan for AIDS Relief (PEPFAR) medium grants. In addition, USAID/Washington disability funds have also supported some local DPO projects.

Mobility International USA (MIUSA) has implemented a USAID grant to support USAID/Ethiopia with developing a disability inclusive development strategy and inclusive programming. This project, Building an Inclusive Development Community, provided technical assistance and training to some of USAID/Ethiopia's implementing partners to help them revise their projects to be more inclusive. Through this project over the past year, implementing partners in the health and education sectors (Save the Children, John Hopkins University – Technical Support For The Ethiopia HIV/AIDS ART Initiative (TSEHAI) , Organization for Social Services for AIDS (OSSA), World Learning Ethiopia, Geneva Global, Engender Health, PACT, FHI 360/AED (Family Health International/Academy for Educational Development), International Orthodox Christian Charities (IOCC), and the World Health Organization (WHO)) committed to steps to improve the inclusiveness of their projects. The project also supported some capacity building for local DPOs. This project ended in September 2011.

Handicap International is being funded through a PEPFAR medium size grant to help increase access for people with disabilities to HIV/AIDS prevention, care, treatment and support services. This pilot project aims to mainstream disability in PEPFAR-supported initiatives in Ethiopia by: improving PEPFAR/Ethiopia and selected partners' understanding of disability in HIV work; tailoring PEPFAR-supported behavior change communication for HIV prevention for people from different disability groups; providing reasonable accommodation[9] for people with disabilities in HIV programs; and if appropriate, providing disability-specific services. The project has initially selected six PEPFAR/Ethiopia implementing partners (three USAID-supported and three Centers for Diseases Control and Prevention (CDC)-supported partners):

- IntraHealth International, Community Prevention of Mother-to-Child Transmission Project

- Population Service International, Targeted HIV Prevention Program

---

[9] An accommodation is a modification or adjustment that makes it possible for a person with a disability to have an equal opportunity. They may include computer assistive devices, Braille or sign language services, work schedule modifications, or adjusting or modifying examinations.

- Population Council, HIV Prevention Project for Vulnerable Adolescent Girls

- Johns Hopkins Bloomberg School of Public Health, TSEHAI Project

- Johns Hopkins University-Center for Communication Programs (JHU-CCP), AIDS Resource Center; and

- JHU-CCP, Addis Ababa University Technical Assistance to the Modeling and Reinforcement to Combat HIV/AIDS (MARCH) Project.

In addition, the Handicap International project worked to include disability on the agenda of the 16th International Conference on AIDS and Sexually Transmitted Infections in Africa (ICASA) meeting, which was held in Addis Ababa in December 2011, and also ensue the meeting was accessible to people with disabilities.

USAID/Ethiopia funded an extension to a Population Council project to work with girls with disabilities in an existing project for life skills and employment skills. One component of the project is designed to support adolescent girls with disabilities by reducing their social isolation and providing them with health information, including HIV prevention, and services to address sexual exploitation and abuse. In this project component, mentors provide HIV education, non-formal education, life skills and livelihood activities and work with family members to encourage program participation. To support this project component, a sub-agreement was provided to the Ethiopian Women with Disabilities National Association (EWDNA) to mentor the girls with disabilities and ensure their inclusion in the project's activities. Unfortunately, this project component was discontinued due to the new CSP legislation, as EWDNA was no longer able to accept foreign funds. Former EWDNA members are now forming a new organization to carry out development activities and hope to request a reinstatement of the sub-agreement to reinstate this project.

Washington disability funds have been funding two recent projects through USAID/Ethiopia. IOCC, with sub-partners ECDD and the Swiss Evangelical Nile Mission (Miserach Center), implemented a two-year project, which ended in June 2011, to equip people with disabilities with the necessary skills, knowledge and tools to increase their income and employability as well as to promote civil society and increase awareness. IOCC also recently started a project to build the capacity of a local organization to ramp up local wheelchair production and increase awareness. Another small grant from USAID/Washington is funding Motivation, a British organization, to work through ENDAN, the International Committee of the Red Cross (ICRC), and Addis Ababa Prosthetic-Orthotic Center to distribute and develop small-scale wheelchair production. In addition, ICRC is implementing a three-year project with USAID/Washington funds to improve access to, service quality of, and long-term capacity of physical rehabilitation services in Bahir Dar and Dessie.

USAID/Washington recently agreed to fund a small, two-year inclusive education project to develop a model of "disability-friendly schools" that fosters inclusion of children with disabilities in educational programs in collaboration with DPOs, the Regional State Education Bureaus and USAID-funded organizations in Dire Dawa, Harar and Jijiga towns. The project will develop disability resource centers at six schools (linked with additional satellite schools) and

will ensure that special needs education[10] teachers become resources for regular teachers to mainstream children with disabilities, allowing schools to receive more learners with disabilities and improve the quality of education for those students with disabilities already attending school.

The effort to address capacity building of USAID/Ethiopia staff and implementing partner staff for inclusive development practices must continue and be more inclusive. Current efforts have primarily focused on specific sectors (HIV/AIDS and education) and have not provided sufficient on-going mentoring and support necessary for transformation in practice. In addition, current efforts have not branched out to build the capacity of other USG partners, such as Peace Corps, CDC, Department of Defense and U.S. Embassy key actors.

II. Alignment to Presidential Policy and Initiatives

This strategy, and the activities undertaken as part of it, fit within all Presidential Initiatives and new Agency policies. Since the activities cut across all USAID/Ethiopia programmatic areas and are infused in all projects, this strategy aligns with the two primary Presidential initiatives in which USAID/Ethiopia is participating, namely Feed the Future and the Global Health Initiative. It also aligns well with the new Agency policy of procurement reform. Through this strategy, USAID/Ethiopia plans to engage directly with local disability organizations (particularly DPOs), as well as build DPO capacity to engage in more substantial development work. In addition, where opportunities present itself to work directly with and through GOE institutions, every effort will be made to develop efficient, low-risk direct funding mechanisms.

III. Alignment with the Government of Ethiopia and other Donor Responses

The implementation of this strategy will directly support GOE efforts, and activities will be coordinated with and not duplicate the responses of other donors.

Government of Ethiopia Response

Within the GOE, the Ministry of Labor and Social Affairs (MOLSA) has the primary responsibility for disability issues. The Federal Ministry focuses on policy development, awareness raising and capacity building. The regional Bureaus of Labor and Social Affairs focus on rehabilitation, integration, prevention, and placement.

MOLSA has developed a National Plan of Action for Inclusion of Persons with Disabilities to guide efforts through 2020. The plan has 13 objectives: promote and raise awareness; provide community-based rehabilitation and specialized services; provide inclusive HIV/AIDS services; provide education and vocational skills training; create opportunities for work and employment; provide social protection; support an accessible community; support culture and recreational opportunities; promote full participation and equality for women with disabilities; foster leadership by people with disabilities; support research and information dissemination; develop a responsive public service; and promote international cooperation.

---

[10] Ethiopia is using the term "Special Needs Education" to refer to the education of all children with diverse needs, including but not solely, children with disabilities. The term is currently changing from the narrower, "special education" which referred only to the education of children with disabilities.

Ethiopia ratified the UNCRPD, in 2010. The UNCRPD requires the inclusion of people with disabilities in international development programs, recognizes equal rights and the need for accommodations in education institutions and work places, and stresses elimination of barriers and obstacles to full participation in society. In addition, Ethiopia has ratified or adopted several other laws and policies related to people with disabilities, including: the Ethiopia National Plan of Action for Rehabilitation of Persons with Disabilities (1999), which promotes community participation and a better standard of living by building capacity of people with disabilities; the Ethiopia Education and Training Policy (1994), which promotes inclusive education for children with disabilities and educational equity; an Ethiopian law on non-discrimination for employment (2008); and an Ethiopian Construction Proclamation (2009), which requires all new construction to incorporate accommodations for people with disabilities.

MOLSA acknowledges that implementation of the laws and policies related to disability are stifled. It also recognizes the need for other Ministries to mainstream disability issues into their policies and practices, but admits that, while points of contact have been identified in all Ministries, adequate attention to this is still lacking. Recently, MOLSA created a committee with representatives of DPOs, other Ministries, civil society and religious groups to coordinate the implementation of the UNCRPD and has also established similar disability councils in all regions. MOLSA could use capacity building and financial assistance to support its efforts, particularly for implementation of its policies and those that involve other ministries.

In addition to MOLSA, other government entities support the needs of people with disabilities. The Office of the Ombudsman supports the rights of persons with disabilities and has engaged in awareness raising activities. The Human Rights Commission also engages in awareness raising activities, plays a monitoring role of implementation of the UNCRPD, and provides some small funds to local advocacy groups (including some DPOs). The Parliament Social Affairs Standing Committee collaborates with MOLSA and regional states to ensure the needs of people with disabilities are appropriately addressed.

With the new five-year Growth and Transformation Plan (GTP), for the first time the GOE has acknowledged and addressed disability issues within the objective of overall social and economic development for the country and with an inclusive approach. The GTP has specific implementation items related to employment, education, and empowerment of people with disabilities. In addition, the GOE has been mainstreaming disability into sectoral development plans, such as education, health, employment and infrastructure.

Activities through the USAID/Ethiopia Disability Inclusion Strategy will directly support all areas of the GTP in which USAID/Ethiopia is engaging, and thereby support the GOE's inclusive approach to addressing disability issues within the other development activities. Furthermore, activities through this strategy will directly support actions of empowerment of people with disabilities and awareness of disability issues noted in the GTP.

Furthermore, activities under the USAID/Ethiopia Disability Inclusion Strategy will support Ethiopia's implementation of the UNCRPD, and MOLSA's plan of action by engaging with the GOE and other stakeholders to raise awareness; including people with disabilities in work and entrepreneurship activities; supporting leadership roles for people with disabilities and their organizations, particularly including them in leadership roles in development activities; paying particular attention to the needs of women and girls with disabilities; helping to coordinate and collaborate among all stakeholders; and ensuring that USAID/Ethiopia's activities related to education, workforce development, and HIV/AIDS and other health services address

accessibility and appropriately address the needs of people with disabilities in inclusive settings.

Multilateral/Other Donor Response

Globally, the World Bank and other bilateral and multilateral agencies are beginning to mainstream disability, inserting disability components into existing and future programs, projects, and structures, instead of creating special programs, institutions, or structures. A WHO/World Bank World Report on Disability was launched in June 2011 and supports the implementation of the Convention on the Rights of Persons with Disabilities and the achievement of MDGs by providing the best available scientific evidence on disability and information on overcoming barriers in areas such as health, rehabilitation, support and assistance, enabling environments, education, and employment.

The UN encourages countries to work towards equality for all and promotes and monitors the implementation of the UNCRPD and the World Program of Action (a global strategy to enhance disability prevention, rehabilitation and equalization of opportunities). The Statistics Division of the Department for Economic and Social Information and Policy Analysis gathers data and publishes reports and manuals on disability statistics. In Ethiopia, the United Nations Educational, Scientific and Cultural Organization (UNESCO) has financed a school for children with hearing impairments. The European Commission is issuing a call for proposals to address democracy and human rights for vulnerable groups, including people with disabilities. The International Labor Organization (ILO) works to promote awareness and dialogue, particularly related to affirmative action for the integration of people with disabilities and older people. In addition, it has specific projects to address employment of people with disabilities in Ethiopia, including a project with ECDD to promote the employment of persons with disabilities and Irish Aid funded-projects to develop disability-related policies in Ethiopia, support capacity development and financial access for DPOs and other organizations, develop the entrepreneurship skills of women with disabilities, and include people with disabilities in mainstream small enterprise development, micro-finance, vocational training, employment promotion, poverty reduction and rural development programs.

The African Union (AU) is trying to support African countries in addressing the needs of people with disabilities and implement the UNCRPD. It has announced the Second African Decade for People with Disabilities to highlight and address issues and is working through the U.S. State Department and the Embassy of Finland on how to systematically address disability within AU structures. The AU can benefit from technical assistance and capacity building to fulfill their goal for inclusively addressing disability and advancing implementation of UNCRPD across Africa.

The African Child Policy Forum is a pan-African institution focusing on children's needs in Africa, and has particularly focused on the recognition and realization of the rights of children with disabilities in Africa. It has conducted research, made policy recommendations, and built awareness across Africa, including for Ethiopia.

Donors, such as the United Kingdom Department for International Development (DFID), Irish Aid, and the Finnish Embassy, are integrating disability into their development efforts. DFID, the Swedish Organization of People with Disabilities International Development Cooperation Association, the Embassy of Finland, the French Embassy, and the Japan Embassy have funded DPOs for a variety of specific activities. In addition, in 1999, Japan funded the expansion of a care facility for children with disabilities. The Finnish Embassy has committed

to assisting the Ministry of Education (MOE) by providing technical assistance to develop and roll out plans for special needs education in Ethiopia. Moreover, the British Council is undergoing a process of modifying their services to become inclusive for people with disabilities, ensuring access for people with disabilities and conducting disability awareness training for staff.

Given the variety of actors involved in disability issues in Ethiopia and the recent increased focus on disability inclusive programming, it is essential to improve coordination and collaboration among these entities in order to construct a coordinated, comprehensive approach with limited duplication. In particular, government officials from all relevant ministries and bureaus, DPOs, NGOs, international donors, and other stakeholders need to routinely discuss disability-related issues, existing and planned programming, and roles and responsibilities. Furthermore, better coordination and planning is needed among national, regional and local levels and more effort needs to be made to support disability inclusive development programs. USAID/Ethiopia plans to engage stakeholders in discussions about developing a more cohesive, coordinated approach among all involved actors, with the suggestion that an on-going forum be developed for this purpose.

IV. Analysis Undertaken

In preparing this strategy, USAID/Ethiopia met with many DPOs and other organizations that work on disability issues to discover existing structures and programs as well as programmatic needs and supports. In addition, numerous reports and documents were reviewed on the background situation for people with disabilities in developing countries and in Ethiopia, specifically. (See Annex A for references.) All information gained from this research formed the foundation for this strategy.

USAID Lessons Learned

Of particular relevance are lessons learned through implementation of existing USAID disability-related programming around the world. The most recent report on implementation of the USAID Disability Policy provides the following recommendations:
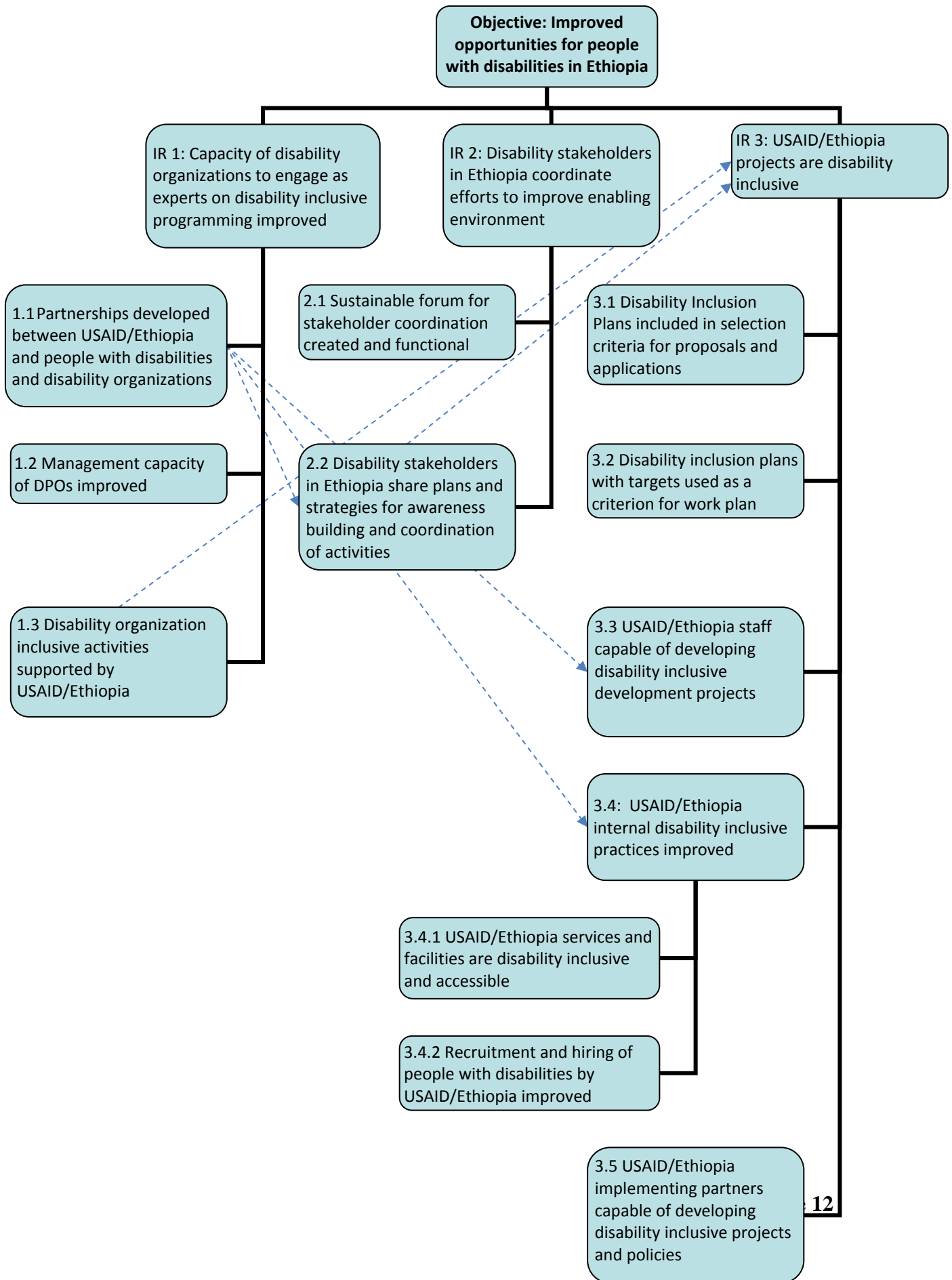
- Encourage disability leaders and DPOs to participate in all phases of programs and help identify potential barriers for people with disabilities

- Emphasize partnership with and participation of people with disabilities and DPOs as consultants and advisors rather than focusing on them as beneficiaries

- Systematize the inclusion of disability into program selection criteria - clearly noting the need to include disability in an effective and meaningful way has provided more robust and systematic inclusion of people with disabilities.

- Build awareness of USAID staff members and implementing partners about good practices for inclusion

- Build the capacity of disability organizations to become more effective in seeking funding and managing and implementing development programs.

V. Development Objective and Results Framework
Philosophy/Purpose

In order to align with the USAID Policy and recommendations from the sector, USAID/Ethiopia will address disability across all programming as a cross-cutting issue, and strive to mainstream or include disability issues and people with disabilities within its programming. Research shows that people with disabilities can be included effectively in all phases of programs, and that this is best done in coordination with other stakeholders, including DPOs and people with disabilities themselves.

Results Framework

(See the next page)

Objective: Improved opportunities for people with disabilities in Ethiopia

IR 1: Capacity of disability organizations to engage as experts on disability inclusive programming improved

IR 2: Disability stakeholders in Ethiopia coordinate efforts to improve enabling environment

IR 3: USAID/Ethiopia projects are disability inclusive

1.1 Partnerships developed between USAID/Ethiopia and people with disabilities and disability organizations

1.2 Management capacity of DPOs improved

1.3 Disability organization inclusive activities supported by USAID/Ethiopia

2.1 Sustainable forum for stakeholder coordination created and functional

2.2 Disability stakeholders in Ethiopia share plans and strategies for awareness building and coordination of activities

3.1 Disability Inclusion Plans included in selection criteria for proposals and applications

3.2 Disability inclusion plans with targets used as a criterion for work plan

3.3 USAID/Ethiopia staff capable of developing disability inclusive development projects

3.4: USAID/Ethiopia internal disability inclusive practices improved

3.4.1 USAID/Ethiopia services and facilities are disability inclusive and accessible

3.4.2 Recruitment and hiring of people with disabilities by USAID/Ethiopia improved

3.5 USAID/Ethiopia implementing partners capable of developing disability inclusive projects and policies

Results Framework Discussion

USAID/Ethiopia endeavors to improve opportunities for people with disabilities in Ethiopia. In order to achieve this, USAID/Ethiopia will work to strengthen DPOs and the ability of disability organizations to engage with development organizations and donors and provide expert advice on inclusive development strategies, increase coordination among the various actors related to disability in Ethiopia, and ensure that USAID/Ethiopia's projects are disability inclusive.

In order to truly improve opportunities for people with disabilities in Ethiopia, USAID/Ethiopia must partner with disability organizations. Their knowledge, expertise and guidance related to disability issues and the needs of people with disabilities in Ethiopia are essential for USAID/Ethiopia to develop quality, effective disability inclusive projects. However, to ensure that these organizations have the means to engage in strong, active partnerships with USAID/Ethiopia, it will be critical to ensure that they are strong, sustainable organizations. Specifically, the management capacity of DPOs needs to be strengthened as many are not able to meet their goals given their current financial and management systems and human resource capacity. Furthermore, their disability inclusive activities must be supported (financially and through technical assistance) in order to help them gain the necessary expertise to advise on disability inclusive development. The development of true partnerships and building disability organizations to be experts in disability inclusive development will also help USAID/Ethiopia improve the disability inclusiveness of USAID/Ethiopia's policies and practices, and ensure that USAID/Ethiopia's projects are disability inclusive.

Second, in addition to assisting disability organizations with being leaders or experts on disability inclusive development, a supportive forum or mechanism for substantive engagement between donors, implementing partners, disability organizations and relevant Ethiopian government officials must be developed. Such a forum would provide a venue for sharing expertise and lessons learned, collaborate to identify gaps, and work together to address issues. It would also provide a means to work collaboratively with government officials, particularly related to awareness building.

Third, in order for USAID/Ethiopia projects to be disability inclusive, all projects must have a disability inclusion plan with relevant, specified targets, and its implementing partners must have adequate understanding of disability issues and strategies and approaches for developing and implementing disability inclusive projects. In addition, it must have internal disability inclusive practices, have staff who have disabilities, offer services and facilities that are disability inclusive and accessible, revise its procurement process to include the review of disability inclusion plans, and build the capacity of its staff to understand disability issues, the needs of people with disabilities, and how to implement disability inclusive projects. If USAID/Ethiopia partnered with a DPO to help USAID/Ethiopia staff better understand what types of barriers exist for persons with disabilities, how to identify them and how to remove them, this would build a better understanding of the issue, allowing USAID/Ethiopia, in advance of project design, to identify the types of barriers that may exist and find solutions for removing them (i.e. designing a barrier-free project to be inclusive of a deaf person or a person in a wheelchair). Through these types of partnerships and by having people with disabilities on staff, the basis for developing disability inclusive/supportive internal policies and practices and inclusive development projects would be established.

Once the capacity of USAID/Ethiopia staff has been built up and systems are in place internally to support disability inclusive development, USAID/Ethiopia can become a role

model for its implementing partners (and other development partners) on how to effectively and comprehensively address disability inclusive development (including steps such as assigning a disability focal person, developing a disability strategy, and implementing a cross-sectoral strategy).

As an example of the combined effect, if USAID/Ethiopia supported a DPO's project to provide skills training and business skills to women with disabilities in connection with trainings happening for women without disabilities, if the organization's financial and management capacity was improved, USAID/Ethiopia developed a partnership with this organization, and a forum existed for them to share lessons learned and best practices with other organizations and donors, then the organization would have the knowledge, capacity, and opportunity to provide expertise to USAID/Ethiopia (as well as others) on including people with disabilities in business skills/livelihoods projects and other projects. In addition, the organization would have the knowledge and skills to provide guidance to USAID/Ethiopia on necessary policies and practices for ensuring accessibility to and inclusion of people with disabilities. This would then increase the inclusiveness of USAID/Ethiopia's policies, procedures and projects. The combined result of effective USAID/Ethiopia disability inclusive livelihoods projects, supportive USAID/Ethiopia internal policies, and the disability organization's expertise on this type of inclusive programming, which could also be shared through partnerships with other organizations and donors, would improve opportunities for many women with disabilities in Ethiopia.

Critical Assumptions and Risks

Critical assumptions of this strategy's objective are as follows:

- USAID/Washington prioritizes the USAID Disability Policy
- Funding remains available for capacity building of DPOs, USAID/Ethiopia, and implementing partner staff
- Funding is made available for disability organizations' projects and evaluation of this strategy (including baseline and final evaluations)
- The GOE and other stakeholders are supportive of the idea and invested in creating and maintaining a stakeholder forum
- USAID/Ethiopia Disability Point of Contact responsibilities are transferred to a staff member with sufficient leadership skills and initiative, and that this staff member is situated in the Program Office in a permanent position
- Funding levels for USAID/Ethiopia are not drastically reduced so as to reduce the desire to fully implement this strategy
- GOE officials and policies continue to increase their focus and efforts to address disability issues in Ethiopia
- Donors, GOE officials, DPOs and other disability organizations, NGOs, and other important key actors are willing to work together to coordinate efforts
- Key U.S. Embassy staff will continue to be open to coordinating with USAID/Ethiopia on shared activities to improve the disability inclusiveness of those activities
- Given support from USAID resource persons and required reporting, USAID/Ethiopia project management staff and implementing partner staff will apply learned skills on inclusive development to ensure that disability inclusion plans in proposals and applications and work plans are quality and appropriate plans

In order to have significant positive results for the objective and intermediate results of this strategy, some additional funding will be necessary. In particular, if funding is not available for capacity building of USAID/Ethiopia staff and implementing partners, positive results will be significantly hampered given that sufficient knowledge and skills in inclusive development is a prerequisite for achieving positive results. Even without some funding, USAID/Ethiopia staff can utilize lessons learned from other USAID Mission efforts and build on the expertise that is being developed by some of USAID/Ethiopia implementing partners and local DPOs who have been participating in capacity building activities funded through USAID/Washington.

Similarly, if the roles and responsibilities of the Disability Point of Contact are not transferred to a permanent member of the staff in the program office, particularly early in the implementation phase of this strategy, and that person is not able to dedicate a significant portion of their time to disability inclusion, then the implementation of this strategy will lack consistent leadership and coordination across the offices and among key stakeholders, resulting in very limited progress towards the objective. If funding is not readily available for supporting disability organizations' projects or building their capacity, some results for IR 1 will not be achieved, but the main purpose of having disability inclusive programming and policies for USAID could still be achieved. If the funding for USAID/Ethiopia is drastically cut, some staff may not want to proceed with implementation of this strategy, but advocacy and clarification of low- or no-cost actions could curb concerns.

VI. Illustrative Activities

The activities listed in this section are illustrative. USAID/Ethiopia offices are expected to work towards meeting agreed upon targets on the Disability Strategy indicators (targets to be developed immediately upon strategy approval). Offices can use the illustrative activities below, along with other activities to help meet those targets and the corresponding Intermediate Results. It is expected to begin implementation of activities to address all IRs and sub-IRs at the same time. However, some IRs/sub-IRs will take longer to achieve than others and some are dependent on successful completion of other IRs/sub-IRs. As such, each result has a different length of time in which to be achieved, varying from 3 to 5 years. In these cases, while efforts for achieving all IRs will begin concurrently, initial achievement of some IRs/sub-IRs may be limited until other IRs/sub-IRs are nearly achieved. For example, while USAID/Ethiopia will commence actions to start developing disability inclusive projects by having disability inclusion plans with targets used as a criterion for work plan approval, this will not be adequately achieved until after sufficient USAID/Ethiopia staff have developed enough capacity to develop and manage disability inclusive development projects.

The illustrative activities below are categorized into "Overall Program" and "Office Specific". The **Overall Program** activities are overall or cross-cutting activities that are appropriate for all technical offices as well as some support offices. The **Office Specific activities are additional activities** that could be undertaken by the identified office.

Overall Program:

Intermediate Result 1: Capacity of disability organizations to engage as experts on disability

1.1 (USAID-disability organization engagement)

- Seek input from people with disabilities and disability organizations in all stages of programs (design, implementation, monitoring and evaluation)

- Form a USAID disability advisory committee made of DPO representatives, along with other relevant experts

- Have DPOs or people with disabilities (representing a variety of different disability types) perform access assessments of policies and projects

- Inform DPOs and other disability organizations of relevant funding solicitations for providing public comment or applying

- Provide program information in various accessible formats

- Include local disability organizations in USAID/Ethiopia partner meetings

1.2   (DPO capacity)

- Provide capacity building for DPOs on financial management, leadership, program planning, and project management

- Offer experience sharing opportunities for DPOs and/or other disability organizations

1.3   (Disability organizations' activities)

- For sub-grants, encourage that sub-grants include people with disabilities and/or DPOs/disability organizations in a meaningful and effective way

- Link DPOs and other disability organizations with Washington funding opportunities for Disability Funds and other relevant opportunities for projects that are strategically linked to the Mission Strategy or this Disability Inclusion Strategy

- Issue an APS to solicit applications to fund DPO and other disability organizations' activities

Intermediate Result 2: Disability stakeholders coordinate efforts to improve enabling environment

2.1   (stakeholder forum)
- Work with disability organization networks, GOE officials and other stakeholders to determine new/revived forum for collaboration and coordination. Remain engaged in forum to ensure sustainability and on-going engagement/participation

2.2   (stakeholder collaboration)

- Use forum to share information on USAID/Ethiopia plans/activities related to disability inclusion

- Work through forum to collaboratively increase awareness for issues relating to people with disabilities in Ethiopia

Intermediate Result 3: USAID projects are disability inclusive

3.1 (project selection criteria)

- Include requirement for a Disability Inclusion Plan in solicitations for funding, and include this in selection criteria. Submitted proposals should be rated on the inclusion of: an understanding of the need for inclusion, outreach strategy, program accessibility, procedures for accommodations, budget for accommodations, specific measurable goals, and indicators.

- Provide funding solicitations in rich text or MS Word format to allow for easy screen readability.

- Budget for reasonable accommodation in project design to address program staff and program participants

3.2 (plans with targets in work plan)

- To the degree possible, work with existing program implementers to revise existing scope of work and indicators and institute more disability inclusive approaches within the existing program

- Budget for reasonable accommodations in new projects

- In design process for new programs, consider possible barriers to participation for people with disabilities. These may include: distance to service points, attitudinal issues, physical barriers/access, lack of disability inclusive development trained implementers/ service providers, policies, lack of knowledge on the needs of people with disabilities, and lack of knowledge of the services by persons with disabilities.

- For community-based or individual-level targeted projects reach out to community members and local DPOs to identify people with disabilities and encourage them to participate

- Set targets for including people with disabilities in community-based or individual-level projects, ensuring a diversity of people with disabilities are represented in order to ensure a cross-disability approach

- Work with other partners and the GOE to develop awareness raising activities in rural areas

- Engage GOE and other stakeholders to address inclusive approaches in policy level and sectoral level activities

- Ensure policy is followed regarding accessibility for all USAID-funded new construction and renovations, including ensuring all wells and latrines, schools, and health facilities are accessible

- Work with persons with disabilities to ensure that accessibility features are in fact accessible

- Offer experience sharing or study tours for relevant host government officials

- Disaggregate data by disability (and gender) and include relevant indicators specific for inclusion (e.g. Disabled Persons Organizations participated in mid-term evaluation, or livelihoods for people with disabilities improved)

3.3 (staff capacity)

- Provide capacity building and technical assistance to USAID staff and other partner USG staff on inclusive practices and approaches to ensure they have the capacity to implement quality inclusive activities

- Encourage all USAID/Ethiopia staff to take the USAID/Washington disability inclusion e-learning course

- Disseminate the USAID Disability policy and supporting Acquisition & Assistance Policy Directives (AAPD) to staff (AAPD 04-17 and AAPD 05-07)

- Utilize lessons learned in developing new or revised policies

3.4.1 (services and facilities)

- To the extent possible, organize all USAID-funded meetings, seminars, trainings, etc. in accessible venues and use the Accessibility Guide to identify accessible locations for meetings, trainings, or overnight stays

- Review potential venues for accessibility prior to selection

- Provide USAID and USAID-funded project materials and USAID/Ethiopia communication and outreach information in accessible formats (including MS Word or other screen-readable format)

- Discuss with Embassy, multilateral organizations, and other USAID counterparts the possibility of reforming policies that relate to USAID/Ethiopia policies in order to make USAID policies more disability inclusive

- Work with Embassy colleagues to improve physical accessibility of U.S. Embassy facilities and transportation

3.4.2   (staff/ recruitment)

- Include a statement on job announcements that qualified people with disabilities are encouraged to apply and reasonable accommodations will be provided for the application process if required

- Offer options for people to request accommodations on all registration forms

- Use EthioJobs to recruit new staff and register on EthioJobs as an interested employer

- Send job announcements (in rich text or MS Word format) to different local newspapers, relevant university departments, and disability networks such as ENDAN, and the Federation of Ethiopian National Associations of Persons with Disabilities

- Work with Embassy staff on revising and updating the Locally Employed Staff Employee Handbook and related recruitment polices, including the use of reasonable accommodation

- Coordinate with universities, colleges and ECDD to offer internships to people with disabilities; and encourage implementing partners to do the same

- Budget for reasonable accommodation for staff (based on need but using average of 1-3% as guide)

- Offer Disability Awareness training for USAID staff to ensure staff are prepared to include a staff member with a disability

3.5   (partner capacity)

- Budget for reasonable accommodation for program staff

- Provide capacity building and technical assistance to implementing partner staff on disability inclusive development practices and approaches to ensure they have the capacity to implement quality inclusive activities

- Provide capacity building and technical assistance to implementing partners on revising policies (such as human resources and sub-grants) to be more disability inclusive

- Encourage partners to be inclusive by offering a disability inclusion award that recognizes partners who have successfully included people with disabilities in mainstream development projects

- Offer experience sharing or study tours for implementing partner staff

- Include disability awareness training and disability inclusive development training in volunteer pre-service training and/or in-service training for all volunteers supported by USAID, particularly Peace Corps and International Foundation for Education and Self Help (IFESH) volunteers

- Work with implementing partners, including DPOs, to highlight disability inclusive approaches and activities in reports, publicity materials, and other documents

- Disseminate the USAID Disability policy and supporting AAPD's to implementing partners for distribution to their staff (AAPD 04-17 and AAPD 05-07)

- Utilize lessons learned in developing new or revised policies

Technical Office Specific:

<u>Health, AIDS, Population and Nutrition Office (HAPN)</u>:
- Engage implementing partners to work with communities and health center staff to adapt physical space for accessibility, including this work in agreements and contracts

- Encourage engagement of Department of Defense's Civilian Affairs team to work with communities and health center staff to adapt physical space for accessibility

- Engage implementing partners to work with communities and health center staff to provide health information in multiple accessible formats, including this work in agreements and contracts

- Encourage the GoE to train health care workers and adapt training modules to address the specific needs of people with disabilities in health programs using a cross-disability approach, particularly related to HIV/AIDS, family planning and confidentiality

- Ensure health awareness raising programs outreach to people with disabilities and information is available in alternative accessible formats

- Include in health awareness raising programs the importance for people with disabilities to seek health care services

- Work with health officials and other stakeholders to disaggregate service delivery information by disability to determine the level of inclusive services accessed

- With the assistance of disability organizations, particularly DPOs, work with health officials to modify policies so that services are more disability inclusive

- Engage implementing partners to conduct outreach to people with disabilities who also have HIV/AIDS and link them to appropriate services

- Provide care giver training focused on building independence for children with disabilities to orphans and vulnerable children (OVC) caregivers

- Provide disability awareness training for community members involved in OVC identification and service coordination and link them with available resources (particularly the community-based rehabilitation network)

- Implement programs to conduct research regarding current practices and identify model disability inclusive programs or communities

- Engage with the Ministry of Health and disability stakeholders regarding possible improved methods for collecting data on people with disabilities, perhaps through the health extension workers with support from the CBR network as is being attempted in Tigray Region

- Encourage PEPFAR partners to take advantage of inclusive development technical assistance currently available through the PEPFAR medium-sized grants program and use PEPFAR guidance for field teams that now includes language on disability

- Require programs to target people with disabilities, where possible, in income generation, food and nutrition, psychosocial services, and HIV/AIDs awareness activities

Basic Education Services (BES)
- Include inclusive education in teacher training pre-service and in-service programs and training manual development and build capacity at Teacher Training Colleges for inclusive education approaches

- Include inclusive education in the USAID-funded training manuals of school principals and woreda education officers

- Ensure that inclusive education is adequately addressed in all USAID-funded textbooks and learning materials (content-analysis)

- Provide equal opportunity to students with disabilities in schools in USAID-funded scholarships for OVCs and girls

- Encourage target education institutions to ensure environments (including toilets and water points) are accessible, materials are available in accessible formats, and both are for people with disabilities

- Encourage Department of Defense's Civilian Affairs team to work with communities and school staff to adapt physical space for accessibility

- Increase awareness on importance of sending children with disabilities to school through strengthening parent-teacher associations to mobilize parents to send their children with disabilities to school, developing model schools and experience sharing opportunities, and including this issue as part of other education awareness campaigns

- Encourage parent-teacher associations to include parents of children with disabilities as members

- Include disability awareness training in Scouts program to develop positive school leaders related to inclusive education

- Provide disability awareness training and training on accessible water and sanitation construction/renovation for community water and sanitation committee members in target communities and encourage committees to include people with disabilities as members

- Include youth with disabilities in workforce development activities and build understanding of inclusive programming at partner universities, Community Training Centers, and Technical, Vocational, Educational and Training centers

- Provide educational materials in alternative formats, such as Braille and audio materials, to children with disabilities in schools

- Disaggregate data in target schools based on disability of students

- Conduct preliminary assessment on possible intervention areas related to inclusive education

- Conduct consultative meetings with MOE and other stakeholders to further refine policies related to inclusive education in Ethiopia

- Advocate within the donor community to include disability inclusive education in the GEQIP program

Business, Environment, Agriculture and Trade Office (BEAT)
- Set targets for people with disabilities, particularly women and youth with disabilities in microfinance and DCA programs; and work with finance institutions to ensure they are met

- Include people with disabilities in all trade association, business training, and business capacity building activities

- Work with implementing partners to develop strategies (including awareness raising activities) to reach-out to private sector (partners) industries to develop hiring and training plans for people with disabilities in related agriculture sector companies/enterprises

- Develop income generating activities that target people with disabilities as part of on-going activities within the BEAT portfolio

- Work with technical assistance providers to adapt curriculum and technologies for people with disabilities in related agriculture activities

- Work with implementing partners to develop internal programs to hire people with disabilities and/or expand target beneficiaries to include people with disabilities

Assets and Livelihoods Transition Office (ALT)

- Encourage the inclusion of people with disabilities, to the extent possible, in public work activities and work with implementing partners to creatively address issues of reasonable accommodations as needed

- Work through implementing partners to identify community members with disabilities and include them in community-based livelihood activities

- Ensure community members with disabilities participate in their community-level planning, targeting of individuals for assistance, and monitoring and evaluation activities for the Productive Safety Net Program

- Train partners and local community workers to ensure understanding on identification and distribution of assistance, ensuring people with disabilities are proportionately receiving transfers

- Work through implementing partners to design and monitor a process to ensure participating people with disabilities receive their commodity transfers, particularly when they are unable to go to the distribution center or carry their commodities

- Work with other donors and the GOE to revise wording in the Implementation Manual for the multi-donor funded Productive Safety Net Program to acknowledge the ability of people with disabilities to work and contribute to society and to include people with disabilities in work activities with reasonable accommodations

- Work with the GOE and other key actors to encourage data collection disaggregation by disability to determine if people with disabilities are proportionately receiving transfers

Democracy and Governance (DG)

- Increase disability awareness of target communities and empower people with disabilities to participate in community engagement activities in the planning and monitoring of service delivery and local development projects, as well as in local peace building processes

- Provide training in and support for effective advocacy to DPOs to enable better representation of the needs of people with disabilities in legislation and policy formulation processes and public debates on important issues

- Promote access for people with disabilities to legal aid services and educate the Ministry of Justice about their needs and suggest relevant legislation and regulations

- Encourage Department of Defense's Civilian Affairs team to work with communities and community members and local officials to adapt physical space for accessibility as part of community engagement activities

- Build a focus on the needs of people with disabilities into community radio programming and on air discussions of development issues

- Ensure that support for improved curricula, pedagogy and infrastructure in national universities promotes access for and addresses the needs of students, faculty and staff with disabilities

Office of Foreign Disaster Assistance (OFDA)
- Work through disability office and Washington OFDA office to revise OFDA Guidelines for Proposals and Reporting to more thoroughly integrate disability

- Coordinate with other donors to adopt more inclusive practices

- Collaborate with Washington experts, local experts, and other donors/partners to ensure the needs of people with disabilities are considered in disasters, sharing appropriate tools and guides as needed, and build the corresponding awareness and skills of key community leaders

In alignment with USAID/Ethiopia's Country Development Cooperation Strategy, the cross-cutting issues of gender and youth will be addressed throughout all programming as relevant. At the project level, special focus will be paid to the specific issues of women and girls with disabilities, particularly in awareness building activities and related to targeted participation as beneficiaries, since they are particularly marginalized in their communities. Special attention will be paid regarding the effects of including women and girls with disabilities in USAID/Ethiopia projects on gender roles and responsibilities. In addition, to address youth needs in a cross-cutting manner, USAID/Ethiopia is planning a multi-sectoral youth assessment to determine the issues and needs related to youth in Ethiopia, particularly rural youth. This assessment will seek information specific to the needs and issues related to youth with disabilities. This information will guide the development of new youth-targeted projects and new youth-related components within existing projects. In developing these youth projects and youth components, attention will be paid to address the needs of youth with disabilities and include them within the projects.

VII.   Monitoring and Evaluation

In order to determine the effectiveness of this strategy, USAID/Ethiopia will monitor the implementation through a set of indicators, including the following indicators. Each office will contribute towards attaining the indicators by engaging in relevant activities and actions as noted in the Illustrative Activities section. As part of the Performance Management Plan development, each office will identify specific targets for each indicator and will monitor its progress. The Disability Committee (with representatives from each office) will monitor progress towards these targets and ensure implementation of this strategy.

A. Development Objective Indicators

> Percent change in the number of people with disabilities accessing or participating in services provided through USAID funding

B. Intermediate Result Indicators

- Number of USAID implementing partners who report that disability organizations provided useful expert advice on disability inclusive programming during the fiscal year   (IR 1)

- Number of coordinated efforts to improve enabling environment for people with disabilities in Ethiopia undertaken during the fiscal year through stakeholder forum   (IR 2)

- Percentage of USAID/Ethiopia projects that, at the time of data collection, include people with disabilities as at least 5% of the beneficiaries or have a project level result directly related to addressing a disability specific issue (IR 3)

- Percentage of USAID/Ethiopia projects who, for the data collection year, met at least 80% of stated disability targets   (IR 3)

C. Sample Output Indicators

- Percentage of DPOs receiving USAID/Ethiopia management capacity building assistance who report an average score of 75% or above on the institutional development index – or other similar index that addresses financial and program management skills as agreed upon with the capacity building implementing partner

- Number of disability organizations who received funding (directly or indirectly) or project assistance (directly or indirectly) for disability inclusive activities during the fiscal year through USAID or a USAID-funded project

- Number of times stakeholders have met during the fiscal year in which the meeting included representatives from at least 5 disability organizations, 3 donors, 4 GOE officials, and 3 implementing partners

- Percentage of funding solicitations with selection criteria for Disability Inclusion Plans during the fiscal year

- Percentage of USAID/Ethiopia approved project work plans that at the end of the fiscal year included a disability inclusion plan that includes focused indicators and targets

- Number of program participants of USAID/Ethiopia projects with disabilities by disability, gender and age range during the fiscal year

- Number of USAID/Ethiopia staff who during the fiscal year developed (individually or as part of a team) a new project (or modified an existing project) that has a specified component and indicators to target people with disabilities as beneficiaries or has a project-level result directly related to addressing a disability specific issue (by sector)

- Percentage of USAID/Ethiopia implementing partners who during the fiscal year developed or proposed a new project (or modified an existing project) that has a specified component and indicators to target people with disabilities as beneficiaries or has a project-level result directly related to addressing a disability specific issue (by sector)

- Percentage of USAID/Ethiopia implementing partners who revised or developed during the fiscal year a policy to address a disability issue or a more disability inclusive approach during the fiscal year (by sector)

Project Level

In order to determine if USAID/Ethiopia is reaching the stated objective for disability inclusion, it is necessary to plan for evaluation and assessment at the beginning of all new projects and ensure that people with disabilities are a part of these processes. Thus, projects designed with a disability inclusion component must address aspects of inclusion in monitoring and evaluation plans. Given that this is a new endeavor for USAID/Ethiopia, it is critical to gather relevant baseline data, set relevant and achievable targets, monitor progress towards those targets, evaluate final outcomes, and ensure that people with disabilities are part of these processes. Gathering and applying lessons learned from assessments and evaluations will be critical to improving future activities related to disability. Some key guiding questions include:

- In what ways did the project design take into account the needs of people with disabilities?

- In what ways did the project design, management, and evaluation involve people with disabilities?

- What actions or activities enabled people with disabilities to participate in and access the full range of services/activities provided by the project?

- What difficulties did people with disabilities have in participating in or accessing the full range of services/activities provided by the project, and what recommendations are suggested for addressing them?

- To what extent was outreach effective in reaching and motivating people with disabilities to participate in the project, and what were the main and critical factors leading to this?

Strategy Level

To conform to the new USAID Evaluation Policy, the results of this strategy will be evaluated. In addition to the indicators listed previously as well as the project-level learning questions above, evaluation of this strategy will also address the following key questions among others:

- For those people with disabilities who participated in USAID/Ethiopia projects, what are the critical factors that contributed toward increased or no increased opportunities?

- What means/mechanisms/types of relationships best allowed disability organizations to provide useful expert advice on disability inclusive programming?

- What were the critical factors enabling substantive partnerships to be formed between USAID/Ethiopia and disability organizations?

- To what extent has the enabling environment improved and what are the critical factors leading to this change?

- To what extent are the stakeholder meetings effective and what are the critical factors contributing to its effectiveness and ineffectiveness?

- What critical challenges were encountered to improve the inclusiveness of USAID/Ethiopia projects and why?

- What is the quality level of disability inclusion components/aspects of USAID/Ethiopia project work plans and how should USAID/Ethiopia improve?

- What is the quality level of disability inclusion components/aspects of USAID/Ethiopia new/revised projects and how should USAID/Ethiopia improve?

- What is the quality level of disability inclusion components/aspects of proposals received by USAID/Ethiopia and how should USAID/Ethiopia improve?

- How has the context/country situation in Ethiopia affected (positively or negatively) USAID/Ethiopia progress toward attaining the results specified in this strategy?

The evaluation plan and baseline data will be collected in the first year of this strategy and the final evaluation of the actions and activities under the strategy will be conducted in the last year of the strategy. Data for the identified indicators, as well as specific project indicators, will

be collected on an annual basis to monitor progress towards the identified results and objective. USAID/Ethiopia envisions using an independent contractor to lead the evaluation team, accompanied by an expert from USAID/Washington and/or another USAID Mission with extensive disability activities, and local experts (preferably including people with disabilities).

Annex 1:

References

1. Addis Ababa University Institute of Educational Research, *Baseline Survey on Disability in Ethiopia* (1995)
2. Community-based Rehabilitation (CBR*) - A Strategy for Rehabilitation, Equalization of Opportunities, Poverty Reduction and Social Inclusion of People with Disabilities, Joint Position Paper* (2004)
3. Enns, H., *The Role of Organizations of Disabled People: A Disabled Peoples' International Discussion Paper* (2001) <http://www.independentliving.org/docs5/RoleofOrgDisPeople.html>
4. Ethiopian Center for Development and Disability, *Commentary on the Right to Employment of Persons with Disability* (2010)
5. Ethiopian National Disability Action Network/Christian Media Ministry, *Catalogue of Organizations Providing Services for Persons with Disabilities in Addis Ababa* (2010)
6. Ethiopian National Disability Action Network/Christian Media Ministry, *A Study on Opportunity and Services for Persons with Disabilities in Addis Ababa* (2010)
7. Fafchamps, M. and Bereket Kebede, *Subjective Wellbeing, Disability and Adaptation: A case Study from Rural Ethiopia* (2008)
8. Federal Democratic Republic of Ethiopia, *Country Profile on Disability* (2002)
9. Federal Democratic Republic of Ethiopia, *Population and Housing Census* 2007 (2008)
10. Federal Democratic Republic of Ethiopia Ministry of Education, *Education Sector Development Program* (ESDP IV) (2010)
11. Federal Democratic Republic of Ethiopia Ministry of Education, *Education Statistics Annual Abstract* (2008)
12. Federal Democratic Republic of Ethiopia, Ministry of Labour and Social Affairs, *National Plan of Action for Inclusion of Persons with Disabilities*, 2010-2020, (2010)Federation of National Association of People with Disability, *Study on DPOs Historic Mission and Survival Strategies in Future Under the New CS Law* (2010)
13. Federation for the Ethiopian National Associations of Persons with Disabilities, *Study Report on the Implementation of the UN Convention on the Rights of Persons with Disabilities - Ethiopian Context* (2010)
14. Information and Development for Persons with Disabilities, *Situational Assessment on the Access to HIV/AIDS Services for Persons with Disabilities,* PowerPoint presentation, (2010)
15. Hughes, J., *Opening the Door: An Inside Story on Diversity,* Ethiopian National Disability Action Network Newsletter (Volume 1, Issue III 2010)
16. Hughes, J., *Groundswell*, Ethiopian National Disability Action Network Newsletter (Volume 1, Issue II 2010)
17. Handicap International, *Exploratory Mission to Assess the Opportunities for Inclusive Education in Ethiopia* (2010)
18. Institute of Development Studies, *"Disability lowers living standards and happiness in rural Ethiopia,"* id21 Highlights 7 (November 2008)
19. International Labor Organization (ILO), Ethiopia Country Profile, *Employment of People with Disabilities: The Impact of Legislation (East Africa)* (2004)
20. Kandyomunda, B., Dube,S.,Kangere, M, and Gebretensay, M*, The Role of Local NGOs in Promoting Participation in CBR* (2001)

21. Mobility International USA, *Building an Inclusive Development Community - A Manual on Including People with Disabilities in International Development Programs* (2003)
22. Office of the High Commissioner for Human Rights and International Labor Organization, *The role of international cooperation in support of the Convention on the Rights of Persons with Disabilities* (2010)
23. Orbis International, *2010 Annual Report* (2010)
24. Savolainen, H. Kokkala, H. and Alasuutari, H. Ministry for Foreign Affairs of Finland, Department for International Development Cooperation and Niilo Mäki Institute, *"Meeting Special and Diverse Educational Needs: Making Inclusive Education a Reality" H*elsinki (2000)
25. USAID, *An Outcomes and Impacts Evaluation of The President's Africa Education Initiative: Country Study Report – Ethiopia* (2009)
26. USAID/Ethiopia, *Disability Assessment* (2010)
27. USAID, *Fifth Report on the Implementation of USAID Disability Policy (*2008) <http://pdf.usaid.gov/pdf_docs/PDACM100.pdf>.
28. USAID, *USAID Policy* (1996)
29. Violence and Injury Prevention and Disability, *Community Based Rehabilitation* (2011) <http://www.who.int/disabilities/cbr/en/>
30. World Health Organization, *Keeping the Promise: Mainstreaming Disability in the Millennium Development Goals Towards 2015 and Beyond",* International Day of Persons with Disabilities (2010)
31. World Health Organization*, Promoting Sexual and Reproductive Health for Persons with Disabilities - WHO/UNFPA guidance note* (2009)
32. World Health Organization, *World Report on Disability* (2011) <http://www.who.int/disabilities/world_report/en/>