



TRANSFORMING AGENCY, ACCESS, AND POWER

## **TAAP: Global Snapshots: PERSONS WITH DISABILITIES**

### **A Supplemental Resource to the TAAP Toolkit and Guide for Inclusive Development**

The TAAP Initiative is an evolving and collaborative learning initiative, launched in 2015, in support of promoting and integrating gender and social inclusion at organizational and programmatic levels. The TAAP initiative includes the TAAP approach (analytical framework, five TAAP principles and integrates a universal approach to inclusion throughout a project cycle), TAAP Toolkit and Guide for Inclusive Development, TAAP Tuesdays newsletter, partnerships, thought leadership and learning agenda. The TAAP approach consists of an analytical framework which applies six domains of analysis and an intersectional lens to a project setting; five guiding principles, and a process for integrating inclusion throughout a project cycle.

**TAAP's Global Snapshots** are a set of briefs about the global situation for the identity groups that are significant to the power dynamics of all societies: LGBTI persons; Older Persons; Persons with Disabilities; Racial, Ethnic and Indigenous Identities; Religious Identities; Women and Girls; and Youth. Each snapshot provides selected boosters (already-favorable factors of conditions upon which inclusion work can build) and barriers (hindrances to a person or identity group's growth and development, dignity, safety, well-being) from the global landscape. The TAAP Toolkit and Guide for Inclusive Development uses the **Create a Local Snapshot** activity, which guides practitioners through a process of identifying and presenting relevant findings of boosters and barriers from the Social Inclusion Analysis. The local snapshot can be used for project planning and as a chronicle of progress regarding the social inclusion situation in the context. The Toolkit partners welcome additional and updated feedback for each snapshot. Please submit data and feedback to [inclusion@worldlearning.org](mailto:inclusion@worldlearning.org).

## GLOBAL SNAPSHOT: PERSONS WITH DISABILITIES (PWD)

### The Global Situation:

- About 15% of the world's population lives with some form of disability.<sup>i</sup>
- 90% of children with disabilities in developing countries do not attend school.<sup>ii</sup>
- 80-90% of adults with disabilities are unemployed in developing countries.<sup>iii</sup>
- Disabled persons are more likely to experience violence than persons who do not have a disability. Children are 4 times more likely and adults 1.5 times more likely.<sup>iv</sup>
- Depression is the leading cause of disability worldwide and is becoming more prevalent. By 2015, the number of people globally living with depression had reached over 300 million, up 18% since 2005.<sup>v</sup>

### Global Boosters

The **Universal Declaration of Human Rights** (1948) outlines the rights of all people.

**Global legislation:** Convention on the Rights of Persons with Disabilities (2007) is an international treaty aimed at protecting the rights and dignity of PwD.

**Disabled People's Organisations:** Controlled by a narrow majority of people with disability (51%) at the board and membership levels, these structures enable PwD to design and lead services.<sup>vi</sup>

**Special rapporteurs:** There are two special rapporteurs on disability for the U.N.<sup>vii</sup>

**Visibility:** International events like the Paralympics Games and International Day of Persons with Disabilities (3<sup>rd</sup> of December) have increased awareness.

### Global Barriers

**Denied autonomy:** Some persons with a disability are denied autonomy. Examples of this include being subjected to involuntary sterilization, forced institutional confinement, or forced legal status of "incompetence" because of their disability.<sup>ix</sup>

**Vulnerable populations:** Disability disproportionately affects vulnerable populations. People from the poorest wealth quintile, women, and older people have a higher prevalence of disability.<sup>x</sup>

**Access to services:** Public spaces such as government buildings and public transportation are often inaccessible for PwD, leading to deficiencies in access to health care and support services.<sup>xi</sup>

**Impacts on well-being and finance:** Disability has adverse impacts on education, employment, earnings, and increased expenditures related to disability may lead to diminished social and economic well-being and ultimately, poverty.<sup>xii</sup>

**Technological advances:** Innovations in assistive technology, internet access, and improved communication technology allow for remote interventions, such as remote assessments and sharing of professional expertise between countries.<sup>viii</sup>

**Negative Stereotypes and stigma:** Stereotypes about PwD create barriers to education, employment, healthcare, and social participation.<sup>xiii</sup> Negative perceptions in society can also create feelings of shame among families who may hide their relative with a disability from public view.<sup>xiv</sup>

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<sup>i</sup> [http://apps.who.int/iris/bitstream/10665/70670/1/WHO\\_NMH\\_VIP\\_11.01\\_eng.pdf](http://apps.who.int/iris/bitstream/10665/70670/1/WHO_NMH_VIP_11.01_eng.pdf)

<sup>ii</sup> [http://www.ungei.org/infobycountry/files/flyer\\_2012\\_12\\_idpwd.pdf](http://www.ungei.org/infobycountry/files/flyer_2012_12_idpwd.pdf)

<sup>iii</sup> <https://www.gov.uk/government/speeches/80-of-people-with-disabilities-live-in-developing-countries-and-the-barriers-that-people-face-arent-just-physical>

<sup>iv</sup> <http://www.who.int/disabilities/violence/en/>

<sup>v</sup> <http://www.who.int/mediacentre/news/releases/2017/world-health-day/en/>

<sup>vi</sup> <http://www.pwd.org.au/student-section/disabled-people-s-organisations-dpos.html>

<sup>vii</sup> <http://www.ohchr.org/EN/HRBodies/CRPD/Pages/SpecialRapporteurs.aspx>

<sup>viii</sup> [http://www.who.int/disabilities/world\\_report/2011/report.pdf](http://www.who.int/disabilities/world_report/2011/report.pdf)

<sup>ix</sup> [http://www.who.int/disabilities/world\\_report/2011/report.pdf](http://www.who.int/disabilities/world_report/2011/report.pdf)

<sup>x</sup> [http://apps.who.int/iris/bitstream/10665/70670/1/WHO\\_NMH\\_VIP\\_11.01\\_eng.pdf](http://apps.who.int/iris/bitstream/10665/70670/1/WHO_NMH_VIP_11.01_eng.pdf)

<sup>xi</sup> [http://apps.who.int/iris/bitstream/10665/70670/1/WHO\\_NMH\\_VIP\\_11.01\\_eng.pdf](http://apps.who.int/iris/bitstream/10665/70670/1/WHO_NMH_VIP_11.01_eng.pdf)

<sup>xii</sup> [https://www.unicef.org/protection/World\\_report\\_on\\_disability\\_eng.pdf](https://www.unicef.org/protection/World_report_on_disability_eng.pdf)

<sup>xiii</sup> [http://apps.who.int/iris/bitstream/10665/70670/1/WHO\\_NMH\\_VIP\\_11.01\\_eng.pdf](http://apps.who.int/iris/bitstream/10665/70670/1/WHO_NMH_VIP_11.01_eng.pdf)

<sup>xiv</sup> <http://www.un.org/esa/socdev/documents/disability/Toolkit/Cultures-Beliefs-Disability.pdf>