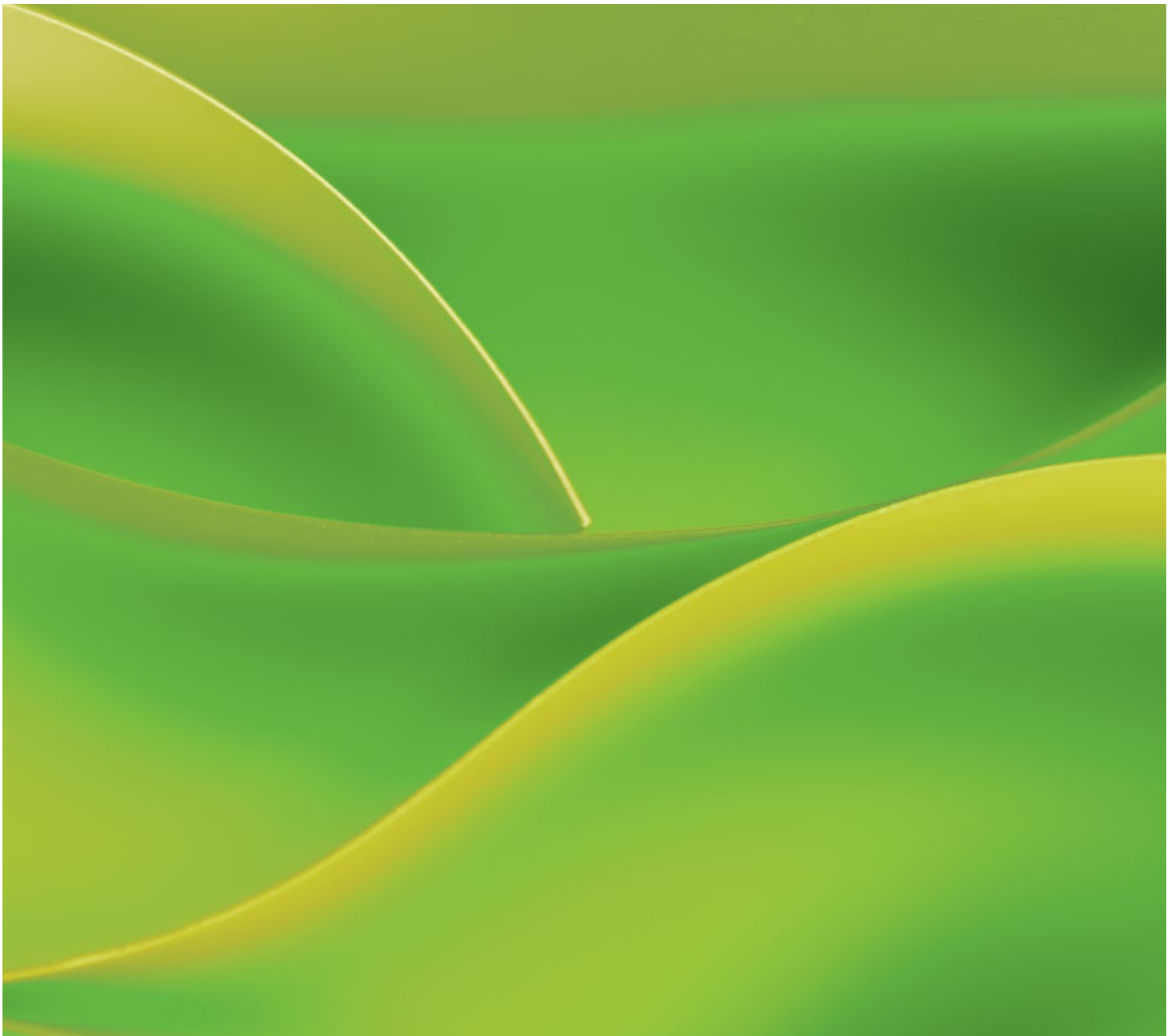




EVALUATION

Inclusive Education in Finland's
Development Cooperation in 2004-2013



Evaluation on Finland's Development Policy and Cooperation

2015/5a

EVALUATION

INCLUSIVE EDUCATION IN FINLAND'S DEVELOPMENT COOPERATION IN 2004–2013

Desk study

**Finland's Cooperation to Enhance Rights and Equal Opportunities
of Participation of People with Disabilities**

H. Dean Nielsen

Development Portfolio Management Group

2015/5a

The Ministry for Foreign Affairs of Finland commissioned this evaluation by the Development Portfolio Management Group at the University of Southern California.

This report is the product of the authors, and responsibility for the accuracy of the data included in this report rests with the authors. The findings, interpretations, and conclusions presented in this report do not necessarily reflect the views of the Ministry for Foreign Affairs of Finland.

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ACRONYMS AND ABBREVIATIONS

AUDA	African Union's Disability Architecture
CAPEFA	Capacity Development for EFA
CRPD	Convention on the Rights of Persons with Disabilities
CSO	Civil Society Organization
DfID	Department for International Development (UK)
DPMG	Development Portfolio Management Group
DPO	Disabled People's Organization
EFA	Education for All
EFCA	Eurasia Foundation of Central Asia
EVA-11	Development Evaluation Unit (Ministry for Foreign Affairs of Finland)
FIDIDA	Finnish Disabled People's International Development Association
FSDEK	Finnish Support to Education Sector in Kosovo
GEQIP	General Education Quality Improvement Program
HPDO	Help for Persons with Disabilities Organization
HRBA	Human Rights-Based Approach
ICT	Information and Communications Technology
IE	Inclusive Education
ILO	International Labor Organization
LUA	Label Us Able
MFA	Ministry for Foreign Affairs (Finland)
NGO	Non-Governmental Organization
ODA	Official development assistance
PALFEP	Palestinian-Finnish Education Programme
PRS	Poverty Reduction Strategies
SNE	Special Needs Education
STAKES	National Research and Development Centre for Welfare and Health (Finland)
SWAp	System-Wide Approach
TA	Technical Assistance

TOR	Terms of Reference
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
UNPRPD	United Nations Partnership to Promote the Rights of Persons with Disabilities

TIIVISTELMÄ

Tämän dokumenttianalyysin toteuttajana toimi Development Portfolio Management Group (DPMG) of the University of Southern California. Suomi on kehittänyt esimerkillisen oikeudellisen ja poliittisen kehyksen vammaisten henkilöiden oikeuksien ja mahdollisuuksien edistämiseksi sekä vahvan kilpailuedun alalla työskentelyyn ja sen johtamiseen. Arvioinnissa tarkastellaan ulkoasiainministeriön vammaispainotteisia hankkeita ja -ohjelmia vuosina 2004-2013. Se on ensimmäinen tämän alan arviointi vuoden 2003 *Label Us Able* -raportin jälkeen, jossa arvioitiin ministeriön vuosina 1992-2001 tukemia hankkeita. Edellisen raportin tapaan tämä raportti kuvailee vammaishankkeita määrällisesti, alueellisesti ja sektoreittain yli kymmenen vuoden ajalta kolmessa eri rahoitusmuodossa: kansalaisjärjestöjen toteuttavat hankkeet, kahdenväliset hankkeet ja monenkeskiset hankkeet (ml. monenvälisten järjestöjen maakohtainen ohjelmatuki, ns. multi-bi-hankkeet). Tarkastelussa todettiin, että vammaispainotteisten hankkeiden lukumäärä on miltei kaksinkertaistunut ajalta 1992-2001 aikavälille 2004-2014. Tarkastelussa todettiin myös, että kansalaisjärjestöjen toteuttamia hankkeita (60 %) oli eniten sosiaalisektorilla ja että suuri osuus näistä hankkeista edisti vammaisten henkilöiden *voimaannuttamista*. Lukumääräisesti tämän vuosikymmenen hankkeet eivät jakautuneet yhtään tasaisemmin kuin edeltävällä vuosikymmenelläkään: 89 prosenttia hankkeista oli kansalaisjärjestöjen hallinnoimia (verrattuna edellisen vuosikymmenen 90 prosenttiin). Raportissa ehdotetaan erilaista lähestymistapaa eri hankkeiden välisen tasapainon arviointiin. Jos hankkeita tarkastellaan myönnettyjen määrärahojen suhteen, kahden- ja monenväliset ohjelmat ovat lähes tasoissa kansalaisjärjestöjen hallinnoimien hankkeiden kanssa. Maatasolla joissain maissa kansalaisjärjestöillä on enemmän painoarvoa, toisissa taas kahden- tai monenvälisillä. Joissain maissa yhdistelmä on tasapainossa. Myös ns. ”kolmeväyläisen strategian” (eng. *triple-track strategy*) kattavuus on ollut parempi viime vuosikymmenellä kuin 1990-luvulla. Eri ohjelmamodaliteettien välinen koordinaatio ja täydentävyys ei ole yleensä ollut vahvaa kansallisella tasolla, mutta joillain alueilla, kuten Kosovossa on äskettäin otettu käyttöön lupaavalta vaikuttavia parannuksia. Lisäksi maa- tai lähetystötasolla on toteutettu uusia toimintatapoja, kuten esimerkiksi työryhmiä. Raportissa suositellaan paremman tilastointijärjestelmän luomista kaikentyypisille vammaishankkeille (ml. paikallisen yhteistyön määrärahat) tiettyjä vakiotunnisteita käyttäen, mielekkäämpien lähestymistapojen kehittämistä ja hyödyntämistä erilaisten vammaishankkeiden välisen tasapainon arvioinnissa sekä kahdenvälisen vammaishankkeiden, kuten inklusiivisen opetuksen resurssien täydentämistä. Siinä suositellaan myös vammaiskysymysten huomioimista läpileikkaavasti nykyistä useammassa hankkeissa ja useammilla sektoreilla tekemällä siitä pakollista kaikissa vammaisuuteen liittyvissä hankkeissa sekä jatkuvaa tukea ja koulutusta kansalais- ja vammaisjärjestöille liittyen strategiisiin rooleihin vammaiskysymyksiensä valtavirtaistamisessa sekä vammaisia henkilöitä tukevassa poliittisessa dialogissa. Lisäksi suositellaan niiden maiden, joissa ei ole kahdenvälisiä hankkeita, linkittämistä monikansallisten ohjelmien

ja rahastojen tuen piiriin, vammaisasiantuntijoiden ja vammaisten henkilöiden määrän lisäämistä ministeriön ylemmän tason ja neuvoa-antavissa tehtävissä sekä parempien koordinaatio- ja täydentävyysmekanismien kehittämistä maa- ja lähetystötasolla erityyppisissä ohjelmissa.

Avainsanat: kansalaisjärjestöjen välittämät hankkeet, kahdenväliset hankkeet, monenkeskiset hankkeet, kolmeväyläinen strategia, valtavirtaistaminen, vammaisten henkilöiden järjestöt

REFERAT

Denna studie, baserad på dokumentation, genomfördes av Development Portfolio Management Group (DPMG) vid University of Southern California. Finland har utvecklat en exemplarisk rättslig och politisk ram för att främja rättigheterna och möjligheterna för funktionshindrade, samt en stark jämförbar fördel med att jobba och leda i detta område. Utvärderingen granskar ministeriets funktionshinderrelevanta projekt och program 2004-2013. Det är den första översynen av sitt slag sedan 2003-rapporten *Label Us Able* som utvärderade Ministeriet-stödda projekt över årtiondet 1992-2001. Liksom tidigare rapport, beskriver denna rapport funktionshinderprojekt i antal, region samt sektor över ett decennium i tre finansieringsmodaliteter: NGO-förmedlade projekt, bilaterala projekt och multilaterala projekt, (och underdelar av multi-bilaterala projekt). Granskningen visade att antalet funktionshinderorienterade projekt nästan hade fördubblats från decenniet 1992-2001 till 2004-2014. Granskningen visade också att den sociala sektorn hade det största antalet NGO-förmedlade projekt (60 %), och inom den kategorin täckte en stor del *bemyndigande*. I numeriska termer är detta årtiondes portfölj av projekt lika obalanserad som tio år tidigare, med 89 procent NGO-förmedlade projekt (jämfört 90 procent förra decenniet). Men rapporten föreslår en annan metod för att bedöma balansen. Om man tittar på dem vad gäller det totala antalet allokerat kapital, är bilaterala och multilaterala program nästan i nivå med NGO-medioprogram. På landsnivå, gynnar balansen för vissa icke-statliga organisationer (NGO); i andra de bilaterala / multilaterala och i övrigt är blandningen balanserad. Det har även varit bättre täckning av trippelspåriga strategin i det senaste decenniet än det var under 1990-talet. Vad gäller koordinationen och komplementariteten över de olika programmens modaliteter, har denna vanligtvis inte varit stark på nationell nivå, men det finns nya exempel på förbättring på platser som Kosovo och nya mekanismer (arbetsgrupper) på lands-/ambassadnivå som ser lovande ut. Rapportens rekommendationer inkluderar: Skapandet av bättre anteckningssystem (eller arkiveringssystem), med standardidentifikatorer, för funktionshinderorienterade program av alla typer, inklusive lokala gemenskapsmedel; utvecklandet och användningen av mer meningsfulla tillvägagångssätt för att bedöma balansen inom funktionshinder-portfolion; påfyllning av bilaterala projekt-pipelines för funktionshinderorienterade projekt så som inkluderande undervisning; säkrad integrering av stöd för funktionshindrade personer i flera projekt och i flera sektorer genom att göra det obligatoriskt för alla funktionshinderrelevanta projekt; fortsatt stöd och träning av NGOs/DPOs för strategiska roller inom integrering och policy-dialoger som ger stöd åt funktionshindrade personer, samt ökade ansträngningar för att sammanlänka länder som inte har något bilateralt stöd till multinationella program och fonder; rekrytering av fler experter inom funktionshinder samt funktionshindrade personer till positioner bland högre tjänstemän i ministriet och rådgivande positioner; utvecklingen av bättre programkoordination och kompletterande mekanismer bland olika typer av program, främst på lands-/ambassadnivå.

Nyckelord: NGO-förmedlade projekt, bilaterala program, multilaterala program, trespårig strategi, integration; funktionshindersorganisationer

ABSTRACT

This desk study was conducted by the Development Portfolio Management Group (DPMG) of the University of Southern California. Finland has developed an exemplary legal and policy framework for advancing the rights and opportunities of disabled persons, and a strong comparative advantage for working and leading in this field. This evaluation reviews the Ministry's disability-relevant projects and programs from 2004 to 2013. It is the first review of its kind since the 2003 report *Label Us Able* that evaluated Ministry-supported projects over the decade from 1992 to 2001. Like the earlier report, this one describes disability projects by number, region, and sector over a decade in three funding modalities: Non-Governmental Organization (NGO)-mediated projects, bilateral projects, and multilateral projects (and sub-set of multi-bilateral projects). The review found that the number of disability-oriented projects had nearly doubled from the decade 1992-2001 to 2004-2014. The review also found that the social sector had the greatest number of NGO-mediated projects (60%), and within that category a high proportion covered *empowerment*. In numerical terms this decade's portfolio of projects is as unbalanced as the one a decade before, with 89 percent being NGO-mediated projects (compared 90 percent last decade). But the report proposes a different approach to assessing balance. If looked at in terms of total funds allocated, bilateral and multilateral programs are almost at par with the NGO-mediated programs. At the country level, the balance in some favors NGOs; in others bi-lateral/multilateral, and in still others the mix is balanced. There has also been better coverage of the triple-track strategy in the recent decade than there was in 1990s. Concerning coordination and complementarity across the different program modalities, this has typically not been strong at the national level, but there are recent examples improvement in places like Kosovo and new mechanisms (task forces) at the country/embassy level that are showing promise. The report recommendations include: Creation of a better record keeping (or archiving) system, with standard identifiers, on disability-oriented programs of all kinds, including local community funds; development and use of more meaningful approaches to assessing balance within the disability portfolio; replenishment of the bilateral project pipeline for disability-oriented projects such as inclusive education; ensured mainstreaming of support for disabled persons in more projects and in more sectors by making it obligatory for all disability-relevant projects; continued support and training of NGOs/DPOs for strategic roles in mainstreaming and policy dialogue in support of disabled persons, and in increased efforts to link countries having no bilateral support to multinational programs and trust funds; recruitment of more disability experts and disabled persons into senior ministry staff and advisory positions; development of better program coordination and complementarity mechanisms among the various kinds of programs, mainly at the country/embassy level.

Keywords: NGO-mediated projects, bilateral programs, multilateral programs, triple-track strategy, mainstreaming, disabled persons' organizations

Suomi on kansainvälisesti tunnustettu edelläkävijä vammaisten henkilöiden tukemisessa muutoksenteijoinä kehitysyhteistyössä.

Vammaishankkeiden kokonaismäärä lähes kaksinkertaistui: suurin osa kansalaisjärjestöhankkeita.

YHTEENVETO

Suomi on kansainvälisesti tunnustettu edelläkävijä vammaisten henkilöiden tukemisessa muutoksenteijoinä kehitysyhteistyössä. 1990-luvun alusta lähtien Suomi on sisällyttänyt vammaisryhmiä kehitysyhteistyöohjelmiinsa ja kehittänyt esimerkillisen oikeudellisen ja poliittisen kehyksen vammaisten oikeuksiin ja mahdollisuuksien edistämiseksi. Suomen viimeisimmät kehityspoliittiset ohjelmat (2007, 2012) ovat laaja-alaisena tavoitteenaan ottaneet mukaan säännöksiä, jotka tukevat vammaisten henkilöiden huomioimisen valtavirtaistamista kaikissa kehitysyhteistyöohjelmissa. Näin edistetään ns. ”kolmeväyläisen strategian” (eng. *triple-track strategy*) käyttöä: a) vammaiskysymysten läpileikkaava huomioiminen, b) tuen ja palveluiden kohdentaminen ja c) poliittinen vuoropuhelu.

Dokumenttianalyysin tarkoitus

Tämä dokumenttianalyysi keskittyy ministeriön vammaispainotteisiin hankkeisiin ja ohjelmiin vuosina 2004–2013. Se tarkastelee uudestaan joitakin samoja aiheita, joita käsiteltiin vuoden 2003 *Label Us Able* -arvioinnissa, joka kattoi ministeriön vuosina 1992–2001 tukemat hankkeet. Kyseisen tutkimuksen tapaan tämä tutkimus kuvaa vammaishankkeita määrällisesti, alueellisesti ja sektoreittain yli kymmenen vuoden ajalta kolmessa eri *rahoitusvuodossa*: kansalaisjärjestöjen kautta rahoitetut hankkeet, kahdenväliset hankkeet ja monenkeskiset hankkeet (ml. monenvälisten järjestöjen maakohtainen ohjelmavaihtelu, ns. multi-bi-hankkeet). Vuoden 2003 raportti viittasi edellisen vuosikymmenen ”huomatavaan epätasapainoon” vammaishankkeissa, jossa suositettiin lyhytaikaisia, kansalaisjärjestöjen toteuttamia, lähinnä yksittäisiin vammaisuuden tyyppeihin keskittyviä hankkeita ja annettiin liian vähäistä painoarvoa strategiselle ohjelmalle, joka olisi korostanut laaja-alaisempia menettelytapoja ja aiheita. Tässä raportissa palataan tasapainokysymykseen, mutta katsotaan sitä usealta eri kannalta: a) rahoituksen tasapaino eri modaliteettien välillä, b) rahoituksen jakautuminen maakohtaisella tasolla ja c) tasapaino kolmeväyläisen strategian eri tasoilla. Arvioinnin loppupäätelmissä keskustellaan myös toisiaan täydentävistä modaliteeteista.

Keskeiset havainnot

Vammaishankkeista ei ole olemassa kattavaa listaa. Development Portfolio Management Group (DPMG) -tiimin oli koottava tiedot joidenkin vuosien osalta käyttämällä kansalaisjärjestöhankkeista saatavilla olevia Excel-tiedostoja ja sitten poimimalla hankkeet yksitellen ministeriön julkaisuista muilta vuosilta. Tiimi kävi läpi ministeriön asiakirjoja ja pyysi keskeisiä informanteja tunnistamaan niin monta kahdenvälistä ja monenkeskistä ohjelmaa kuin he pystyivät, mutta joitakin todennäköisesti puuttuu tai niiden tiedot ovat puutteellisia.

Vammaishankkeiden kokonaismäärä lähes kaksinkertaistui ajanjaksolta 1992–2001 ajanjaksolle 2004–2013, ja kansalaisjärjestöhankkeet ovat edel-

leen enemmistönä. Kuten alla olevasta taulukosta voi nähdä, hankkeita oli yli 230, eivätkä tähän lukuun sisälly Abilis-säätiön kautta myönnettyt pienet avustukset (keskimäärin noin 100 uutta avustusta vuodessa), jotka on yhdistetty yhdeksi vuosittaiseksi määrärahaksi.

Taulukko A. Vammaishankkeiden määrä.

	1992–2001	2004–2013
Kansalaisjärjestöjen kautta rahoitetut hankkeet	115	206
Kahdenväliset hankkeet	6	16
Monenkeskinen tuki	2	10

Kansalaisjärjestöjen kautta rahoitetut hankkeet ovat yhä määrältään enemmistönä suunnilleen samalla osuudella (89 %) kuin aiemmalla vuosikymmenellä. Näiden lukujen perusteella näyttäisi siltä, että lyhytaikaisten interventioiden ja strategisempien tavoitteiden välisessä tasapainottamisessa on edistytty vain vähän. Kuten jäljempänä selitetään, on kuitenkin olemassa mielekkäämpiä tapoja tämän tasapainon arvioimiseen.

Kansalaisjärjestöjen kautta rahoitettavat vammaistukihankkeet

Afrikan alue sai yli puolet rahoituksesta (57 %) viime vuosikymmenellä, mikä on huomattavasti pienempi osuus kuin edellisellä vuosikymmenellä (76 %). Suuri osa erosta selittyy sillä, että ministeriö on antanut kansalaisjärjestöjen kautta enemmän tukea siirtymävaiheessa oleville Euroopan maille, erityisesti Länsi-Balkanin alueelle. Sosiaalialalla oli eniten hankkeita: 124 hanketta eli lähes 60 prosenttia kokonaismäärästä. Yli puolet tästä tuesta kanavoitiin vammaisasioita käsittelevien kansalaisjärjestöjen vahvistamiseen ja valtaistamiseen sekä niiden ohjelmien tukemiseen, jotka koskivat sosiaalista inklusiota ja yhteistyötä. Suurin osa muista hankkeista oli opetusalaalta: 61 hanketta eli 29 % hankkeiden kokonaismäärästä (206). Yleisimpiä rahoitusta saaneita koulutukseen liittyviä hankkeita olivat kuurojen opetuksen sekä erityisopetuksen tukeminen.

Kahdenväliset vammaistukihankkeet

Vuosina 2004–2013 Suomi toteutti ainakin 16 kahdenvälistä hanketta vammaisten tukemiseksi, lähes kolminkertaisen määrän edelliseen vuosikymmeneen verrattuna, mutta näistä vain kolme on vielä toiminnassa. Kymmenen hanketta kuudestatoista oli opetussektorin hankkeita (joista yhdeksän “inklusiivisen opetuksen” hanketta, jotka keskittyivät vammaisiin lapsiin ja kaksikieliseen opetukseen), kolme terveydenhuoltosektorilla ja kolme sosiaalisektorilla (ihmisoikeudet). Kuusi inklusiivisen opetuksen hanketta Kosovossa ja Etiopiassa sekä kaksi terveydenhuoltosektorin vammaishanketta Nicaraguassa olivat tärkeitä vaikuttajia vammaisuuden valtavirtaistamisessa näissä maissa, sillä ne myötävaikuttivat suoraan hallitusten vammaistukeen liittyviin toimintamenetelmiin, sektorisuunnitelmiin, oikeudellisiin sopimuksiin ja instituutioiden kehittämiseen. Viidessä muussa hankkeessa vammaiskysymyksiä valtavirtaistettiin läpileikkaavana tavoitteena. Tähän tarvittiin ulkoasiainministeriön virkamiesten ja vammaisjärjestöjen aktiivista toimintaa. Vain kolme 16 hankkeesta jatkuu edelleen, ja näistä vain yksi keskittyy inklusiiviseen opetukseen. Vuosina 2012–2014

Kahdenvälisten hankkeiden määrä lähes kolminkertaistui.

Eniten kasvanut rahoitusmuoto on monenkeskinen tuki.

Myönnettyissä määrärahoissa mitattuna kahden- ja monenkeskiset ohjelmat ovat lähes tasoissa kansalaisjärjestöjen kautta rahoitettavien hankkeiden kanssa.

alkoi kahdeksan uutta vammaiskysymyksen näkökulmasta katsottuna merkittävää hanketta. Niistä vain kahdessa oli vammaiskysymyksiä valtavirtaistettu läpileikkaavana teemana (tuottaen arviolta 25 prosentin onnistumisasteen valtavirtaistamisessa).

Monenväliset ja monen-kahdenkeskiset (multi-bi) vammaistukihankkeet

Label Us Able -arvioinnin (LUA) jälkeen eniten kasvanut rahoitusmuoto on monenkeskinen tuki, johon liittyviä hankkeita oli 10 vuonna 2013, kun vuosina 1992-2001 niitä oli vain kaksi. Suomen kehityspoliittinen ohjelma vuodelta 2012 painottaa nimenomaisesti Yhdistyneiden kansakuntien (YK) organisaatioiden monenkeskisten kanavien käyttöä, samoin kuin globaalien ja alueellisten rahoituslaitosten käyttöä, kuten Maailmanpankin ja alueellisten kehityspankkien (mukaan lukien Afrikan unioni) - näitä on seitsemän kappaletta Taulukossa 5. Tämä tarkastelu sisältää myös kolme *monen-kahdenväliseksi (multi-bi) katsottavaa ohjelmaa*, joihin sisältyy yksi sektoriohjelma (joka tuki inklusiivista opetusta ja muita teemoja Sambiassa), yksi alueellinen hanke Keski-Aasiassa lailisiin oikeuksiin liittyen Eurasia-ohjelmassa sekä yksi työllistämishanke Keski-Aasiassa, jota tuettiin Kansainvälisen työjärjestön (ILO) ja sen "Laajempi Eurooppa" -aloitteen kautta.

Tasapaino modalityteettien välillä. Jo pelkän hankkeiden ja ohjelmien määrän perspektiivistä katsottuna eri rahoitusmuotojen välillä näyttää olevan samantaista epätasapainoa kuin mitä todettiin vuoden 2003 arvioinnissa. Mutta modalityteettien väliseen tasapainon arvioimiseen on olemassa muitakin tapoja, jotka antavat asiasta erilaisen kuvan. Näitä ovat (1) rahoituksen tasapaino eri modalityteettien välillä, (2) rahoituksen tasapaino maakohtaisesti ja (3) rahoituksen tasapaino kolmeväyläisen strategian puitteissa.

Rahoituksen määrä

Myönnettyissä määrärahoissa mitattuna kahden- ja monenkeskiset ohjelmat ovat lähes tasoissa (ottaen huomioon mahdollisen virhemarginaalin) kansalaisjärjestöjen kautta rahoitettavien hankkeiden kanssa: kansalaisjärjestöjen summa oli noin 58,3 miljoonaa euroa, kun taas kahdenvälisen ja monenkeskisten hankkeiden kokonaissumma oli noin 57,8 miljoonaa euroa. Nämä luvut tuntuvat olevan miltei tasapainossa.

Maakohtainen tasapaino

Analyysimme mukaan joissain maissa suositaan kansalaisjärjestöjä ja toisissa taas kahden- tai monenvälisiä hankkeita. Joissain maissa yhdistelmä on tasapainossa. Viisitoista maata 40:stä, joille myönnettiin kansalaisjärjestöjen avustuksia 2000-luvulla, sai tukea vammaisille vain kansalaisjärjestöjen kautta.

Tasapaino kolmeväyläisessä strategiassa

Kolmeväyläinen strategia on vahvistunut joissakin maissa, joissa kahdenvälinen ja monenkeskinen tuki on yhdistynyt strategisemmin suuntautuneen kansalaisjärjestötuen kanssa (niiden rooleja tuen tarjoamisessa ja poliittisessa vuoropuhelussa painotetaan enemmän). Tämä osoittaa, että kansalaisjärjestöt täyttävät enemmän valtavirtaistamiseen ja politiikan vuoropuheluun liittyviä tehtäviä ja että kahdenvälisillä inklusiivisen opetuksen hankkeilla esimerkiksi Kosovossa ja Etiopiassa on ollut suora vaikutus vammaisasioiden valtavirtaistamiseen.

kansallisiin linjauksiin ja opetussektorin suunnitelmiin. Suomen kokemuksien mukaan monenkeskisissä opetussektorihankkeissa (ainakin Etiopiassa ja Sambiassa) inklusiivisen opetuksen tukemisen sopimuksia ei ole toteutettu loppuun asti ja siksi ulkoasiainministeriö on joutunut tukemaan inklusiivista opetusta täydentävillä kahdenvälisillä hankkeilla. Valitettavasti ainakaan 15 maassa, joissa ulkoasiainministeriö rahoittaa kansalaisjärjestöjen tukea, ei ole lainkaan strategista kahdenvälistä tukea.

Täydentävyys eri modalityettien välillä. Yleisesti ottaen järjestelmällinen koordinaatio ohjelman eri modalityettien välillä maatasolla on ollut vähäistä. Yhden ministeriön kokeneen virkamiehen mukaan koordinaation on taipumus olla enemmänkin tilapäistä kuin järjestelmällistä eri rahoitusmuotojen välillä. Etiopian tapaustutkimuksen kohdalla Development Portfolio Management Groupin arvioijat tulivat samanlaiseen johtopäätökseen: kansalaisjärjestöhankkeet eivät yleisesti ottaen ole systemaattisesti linjassa ministeriön strategisten suuntausten kanssa. Nähtävissä on kuitenkin joitakin merkkejä koordinoituista toimista Kosovossa ja vielä tuoreempia esimerkkejä Etiopiasta, mukaan lukien Suomen paikallisen suurlähetystön johtama inklusiivisen opetuksen työryhmä, joka on osoittautunut lupaavaksi täydentävyyden edistämiseksi.

Johtopäätökset

Tämän dokumenttianalyysin keskeisimmät johtopäätökset ovat seuraavat:

1. Ulkoasiainministeriön vammaisia henkilöitä tukevien ohjelmien analyysiä hankaloitti täydellisten ja luotettavien tietojen puute käyttäjätasoisessa muodossa.
2. Lukumääräisesti katsottuna tämän vuosikymmenen kansalaisjärjestö-, kahdenvälisen ja monenkeskisten sekä multi-bi-hankkeiden kokonaisuus on yhtä lailla epätasapainossa kuin kymmenen vuotta sitten. Modalityettien välisen tasapainon arvioimiseen on kuitenkin useita muita tapoja, joiden avulla voidaan tehdä merkityksellisiä vertailuja ja saada selville hyödyllistä tietoa.
3. Kahdenvälisen hankkeiden vähentyminen saattaa viime aikoina vähentää Suomen vammaisia henkilöitä tukevan kehitysyhteistyön strategisuutta ja valtavirtaistavuutta.
4. Ulkoasiainministeriö ei ole saavuttanut vammaisten henkilöiden tuen valtavirtaistamisen pyrkimystä läpileikkaavana tavoitteena kaikissa hankkeissaan.
5. Ulkoasiainministeriön kumppanimaat, jotka saavat ainoastaan kansalaisjärjestöjen tukea vammaisasioissa, toteuttavat tavallisesti kolmeväyläistä strategiaa tehottomammin kuin muut (joka tarkoittaa käytännössä valtavirtaistamisen ja poliittisen vuoropuhelun tuen heikkoutta).
6. Ulkoasiainministeriöltä puuttuu osaamista, kokemusta ja näkökulmia, joita se tarvitsisi kasvavan ja yhtenäisen ohjelman luomiseen vammaisten henkilöiden tukemiseksi.

Monenkeskiset opetussektoriohjelmat eivät ole tukeneet inklusiivista opetusta.

Koordinaatio ohjelman eri modalityettien välillä maatasolla on ollut vähäistä.

7. Eri modaliteetit, joiden avulla tuetaan vammaisasioita, toimivat harvoin toisiaan täydentävällä tavalla. Maatason hyvistä käytännöistä (esim. Kosovossa) on kuitenkin viimeaikaista näyttöä ja koordinaatio- ja täydentävyysmekanismeja on käytetty lupaavasti maa-/lähetystötasolla (kuten esim. ”Disability Task Force” Etiopiassa). Näitä mekanismeja tulisi arvioida ja jakaa muille, jos ne osoittautuvat tehokkaiksi. Muita maatason yhteistyöalustoja tulisi myös tuoda esille ja harkita laajempaa käyttöä varten.

Suosituksukset

Tämän dokumenttianalyysin löydösten ja johtopäätösten perusteella esitetään seuraavat suositukset:

1. *Paremmien vammaishankkeiden tilastointi- tai arkistointijärjestelmän luominen*, jossa käytetään standarditunnisteita kaikentyyppisissä vammaisuuteen liittyvissä ohjelmissa, mukaan lukien paikallisen yhteistyön määrärahat. (Ulkoasiainministeriö)
2. Parempien lähestymistapojen *kehittäminen ja käyttö* eri vammaishankkeiden välisen tasapainon arviointiin (kun tarkastellaan maksatuksia, tasapainoa maakohtaisesti ja kolmeväyläisen strategian tasapainoa). (Ulkoasiainministeriö)
3. Kahdenvälisen hankeresurssien *täydentäminen* vammaisuuteen liittyviä hankkeita varten, kuten inklusiiviseen opetukseen. (Ulkoasiainministeriö, ministeriön kumppanimaat)
4. Vammaisten henkilöiden tuen *valtavirtaistamisen varmistaminen* useammissa hankkeissa ja sektoreilla tekemällä siitä pakollista kaikissa vammaiskysymyksiin liittyvissä hankkeissa. (Ulkoasiainministeriö, ministeriön kumppanimaat)
5. *Kansalaisjärjestöjen ja vammaisjärjestöjen jatkuva tuki ja koulutus*, jotta ne voivat omaksua strategisen roolin vammaisten henkilöiden tuen valtavirtaistamisessa ja poliittisessa vuoropuhelussa. Lisäksi pitäisi tukea sellaisten maiden, joissa ei ole kahdenvälistä tukea, linkittämistä monikansallisiin ohjelmiin ja rahastoihin. (Ulkoasiainministeriö, ministeriön kumppanimaat)
6. *Useampien vammaisasiantuntijoiden ja vammaisten henkilöiden rekrytointi* ministeriön ylemmän tason ja neuvonantotehtäviin. (Ulkoasiainministeriö)
7. *Parempien ohjelmakoordinaation ja täydentävyyden mekanismien kehittäminen* erityyppisissä ohjelmissa, pääasiassa maa-/lähetystötasolla. (Ulkoasiainministeriö)

SAMMANFATTNING

Finland är internationellt erkänd som en pionjär i att stödja personer med funktionsnedsättning som förändringsfaktorer i utvecklingsarbeten. Sedan början av 1990-talet har landet hjälpt grupper av personer med funktionshinder i sina program för utvecklingsbistånd, och har skapat en exemplarisk rättslig och politisk ram för att främja rättigheterna och möjligheterna för funktionshindrade. På senare tid har landets utvecklingspolitikprogram (2007, 2012) infört bestämmelser som stöder integrationen för personer med funktionshinder i alla utvecklingsarbeten som ett övergripande mål. På så sätt förespråkar användningen av en trippel-spårig strategi: a) frågor om funktionshinderintegrering, b) målinriktat stöd och tjänster, och c) politisk dialog.

Syftet med denna översyn

Denna skrivbordsgranskning fokuserar på ministeriets funktionshinderrelevanta projekt och program mellan 2004-2013. Den återbesöker några av de frågor som behandlades genom 2003 *Märk oss Able* -utvärderingen, som omfattade Ministeriet-stödda projekt över årtiondet 1992-2001. Liksom tidigare rapport, beskriver denna rapport funktionshinderprojekt i antal, region samt sektor över ett decennium i modalitet med trippelfinansiering: Icke-statlig organisation- (NGO)-förmedlade projekt, bilaterala projekt och multilaterala projekt (och underdelade multi-bilaterala projekt). 2003-utvärderingen dokumenterade en "väsentlig obalans" i portfolion för funktionshinder över det föregående årtiondet, med dominans av kortsiktiga, NGO-förmedlade projekt som främst var inriktade på enskilda funktionshinderproblem och underrepresenterade därför ett mer strategiskt program med fokus på breda policys och problem. Denna rapport återvänder till frågan om balans men betraktar den är från flera olika vinklar: a) balans mellan modaliteter i finansieringsnivåer; b) balans i finansieringen på nationell nivå; och c) balans mellan spåren i den trippelspåriga strategin. Den avslutas med en diskussion om komplementaritet över modaliteterna.

De viktigaste resultaten

Ingen fullständig databas över projekt funktionshinder existerar. Development Portfolio Management-teamet behövde pussla ihop data med sammanställda uppsättningar av Excel-filer på den icke-statliga organisationens (NGO) projekt i några år för att sedan handplocka projekt från ministeriets publikationer för nästkommande år. För bilaterala och multilaterala program, sökte teamet ministeriets dokument och ifrågasatte viktiga informanter om att identifiera så många som de kunde, men en del kommer sannolikt att vara saknade eller ofullständiga.

Det totala antalet funktionshinderprojekt nästan fördubblades från decenniet 1992-2001 till 2004-2013, och NGO-projekt dominerar fortfarande. Som man kan se i tabellen nedan, är antalet projekt över 230 och detta räknar inte med alla de små beviljade bidragen genom Abilis Foundation (i sitt kring 100 nya per år), vilket har slagits samman som en enda allokering per år. NGO-stödda projekt

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Det totala antalet funktionshinderprojekt nästan fördubblades.

NGO-projekt dominerar fortfarande.

Antal bilaterala projekt nästan tredubblats.

Finansieringens modaliteten som har vuxit mest är multilateral stöd.

dominerar fortfarande i fråga om antal projekt med ungefär samma marginal (kring 89 %), precis som de gjorde i det tidigare årtiondet. Det verkar som, genom dessa siffror, att små framsteg har gjorts för att bättre balansera de kortsiktiga insatserna och mer strategiska insatser. Dock, som kommer att förklaras nedan, finns det mer meningsfulla sätt att bedöma en sådan balans (se nedan).

Tabell A. NGO-förmedlade funktionshinder-stödprojekt

	1992–2001	2004–2013
NGO-förmedlat projekt	115	206
Bilaterala projekt	6	16
Multilaterala stöd	2	10

Den afrikanska regionen fick mer än hälften av finansieringen (57 %) under den senaste tioårsperioden, men detta är mycket lägre än det föregående årtiondet där dess andel var 76 procent. En stor del av skillnaden förklaras av en ökning av ministeriets stöd genom enskilda organisationer till europeiska länder i övergång, särskilt i västra Balkan. Det sociala området hade överlägset flest projekt: 124 eller nästan 60 procent av den totala. Över hälften av detta stöd gick till att stärka det civila samhällets organisationer som arbetar med funktionshindrade och för stödja deras agendor för social integration och samarbete. Utbildningssektorn stod för merparten av de återstående projekten: 61 eller 29 procent av den totala (206). De vanligaste områdena för utbildning för att få finansiering, var stöd för döva och specialpedagogik.

Stödprogram för bilaterala funktionshinder

Från 2004 till 2013 startade Finland minst 16 bilaterala projekt och tredubblade nästan siffran för stöd för personer med funktionshinder sedan det föregående årtiondet, men endast tre är fortfarande aktiva. Tio av de 16 var från utbildningssektorn (varav nio var "inkluderande undervisning"-projekt som fokuserade på funktionshindrade barn samt tvåspråkig undervisning), tre från hälso- och sjukvårdssektorn och tre från sektorn för sociala frågor (mänskliga rättigheter). De sex inkluderade utbildningsprojekten i Kosovo och Etiopien samt de två funktionshinderprojekten för hälsosektorn i Nicaragua var alla instrumentella i integreringen av funktionshinder i sina länder eftersom de direkt bidragit till regeringens politik, sektorsplaner, juridiska avtal och institutionsuppbyggnad i samband med stöd för funktionshinder. I fem andra projekt integrerades funktionshinder som ett övergripande mål, en funktion som tog proaktiva insatser från Utrikesdepartementets (UD) tjänstemän och funktionshinderorganisationerna (FHO:s). Endast 3 av 16 projekt pågår; bara en av de tio är på inkluderande undervisning. Bland de åtta identifierade nya funktionshinderrelevanta projekt (de som påbörjats under 2012-2014) har endast två inkluderat funktionshinder som ett övergripande tema (som resulterat i en ungefär framgång för inkludering på **25 projekt**).

Stödprogram för multilaterala och multi-bilaterala funktionshinderprogram

Finansieringens modaliteten som har vuxit mest sedan LUA-utvärderingen är multilateralt stöd, hela 10 år 2013 jämfört med 2 i decenniet 1992-2001. Finlands utvecklingspolitiska program 2012 stöder uttryckligen användningen av

multilaterala kanaler genom Förenta Nationernas (FN) organisationer samt de genom globala och regionala finansiella institutioner, såsom Världsbanken och regionala utvecklingsbanker (inklusive Afrikanska unionen) – det finns sju av dessa i tabellen. Denna undersökning listar också tre program som skulle kunna övervägas multi-bilateralt programmering, inklusive ett sektorsövergripande program (som stödde inkluderande undervisning, bland andra teman, i Zambia), ett regionalt rättighetsprogram genom Eurasien-programmet i Centralasien, och ett jobbprogram i Centralasien, som stöds inom ILO-ramen och dess “utvidga Europa-initiativ.”

Balans mellan modaliteter

När det gäller stora antalet projekt och program, verkar det som att samma obalans över finansieringsmodaliteter som betonades i utvärderingen 2003. Men det finns andra sätt att utvärdera balansen som ger en annan bild. Dessa är (1) balans mellan modaliteterna i finansieringsnivåer, (2) balansen i finansieringen inom ett land, och (3) balanserad finansiering över den trespåriga strategin.

Finansieringsnivåer

Om man tittar på dem vad gäller det totala antalet allokerat kapital, är bilaterala och multilaterala program nästan i nivå med NGO-förmedlade program, där man tar i åtanke faktorerna för både över- och underestimering, blev NGO-summan kring 58,3 miljoner euro där den totala delen för bilaterala och multi-laterala var kring 57,8 miljoner euro, som visar att de är väldigt balanserade.

Balans inom ett land

På landsnivå visar vår analys att balansen gynnar icke-statliga organisationer (NGO) i vissa länder, och bilaterala/multi-laterala i andra, medan blandningen i de övriga är balanserad. Femton länder (av 40 som fick bidrag av NGO under den senaste tioårsperioden) fick stöd för funktionshindrade bara genom frivilligorganisationer.

Balans över en trippelspårig strategi

Den trippelspåriga strategin har strärkts i vissa länder där bilateralt och multi-lateralt stöd har varit blandat med mer strategiskt orienterade frivilligorganisationsstöd (NGO) (mer fokus på deras roller vid dialoger fr påverkan och policy). Detta visar att icke-statliga organisationer tar upp mer integrerings- och politiska dialogroller, och de bilaterala inkluderingsutbildningsprojekten i länder som Kosovo och Etiopien har haft en direkt inverkan på integrering av funktionshindersfrågor i relevant nationell politik och planer i utbildningssektorn. Finlands erfarenhet inom den multilaterala utbildningssektorns inriktade strategier (åtminstone i Etiopien och Zambia) är att de inte har följt igenom på sina avtal för att hålla inkluderande undervisningsstödet vid liv, och har detta har krävt MFA-kompletterande bilaterala att istället göra detta. Tyvärr finns det inget strategiskt bilateralt stöd i minst 15 länder där MFA-grundat NGO-stöd ges.

Komplementaritet mellan modaliteter

Generellt har det varit lite systematisk samordning mellan programmodaliteter på landsnivå. En ledande ministeriell uppgiftslämnare hävdade att samordningen tenderar att vara oplanerad snarare än systematiska över finansieringstyper. DPMG-utvärderare i den etiopiska fallstudien kom till en liknande slutsats – att

Om man tittar på dem vad gäller det totala antalet allokerat kapital, är bilaterala och multilaterala program nästan i nivå med NGO-förmedlade program.

Multilaterala utbildningssektorprogrammen inte subventionera inkluderande undervisning.

Lite systematisk samordning mellan programmodaliteter på landsnivå.

NGO-program i allmänhet inte är systematiskt i linje med ministeriets strategiska banor. Det finns dock några exempel på samordnade insatser i Kosovo och även några senare sådana i Etiopien, däribland finska ambassaden som där hade en nationellt inkluderande undervisningsarbetsgrupp, som visat viss framgång i främjande av komplementaritet.

Slutsatser

Huvudslutsatserna av denna skrivbordsundersökning är som följer:

1. Analys av MFA-program i stöd för funktionshindrade personer har hämats av bristen på slutförda, pålitlig och användarvänlig data.
2. Sett i siffror är detta årtiondes portfolio utav NGOs, bilaterala och multilaterala/multi-bilaterala projekt obalanserade jämfört med det tidigare årtiondet, men det finns många andra sätt att bedöma balansen mellan modaliteter som tillåter meningsfulla jämförelser och användbar information.
3. Den senaste minskningen av bilaterala projekt kan minska de strategiska och integrerande funktionerna av finsk utvecklingssamverkan i stöd för funktionshindrade personer.
4. MFA har missat sina mål med att integrera stöd för funktionshindrade personer som ett övergripande mål i alla projekt.
5. MFA-partnerländer som endast fått NGO-stöd för att de uppmärksammat funktionshinderproblem är mindre sannolika än andra att effektivt implementera den trespåriga strategin (vilket innebär svagt stöd för integrering och policy-dialoger).
6. MFA har inte expertisen, erfarenheten och perspektiven som krävs för att skapa ett växande och lyhört program med stöd för funktionshindrade personer.
7. De olika modaliteterna, som funktionshindret stöds genom, arbetar sällan tillsammans på ett kompletterande sätt. Dock finns det nya exempel på bra praxis vid landsnivå (t.ex. i Kosovo) och en lovande användning av koordinering och kompletterande mekanismer på lands-/ambassadnivå vilket bör utvärderas och delas med andra platser om det visar sig vara effektivt. Andra landsnivåsamarbetsplattformar bör även få fokus och tas i åtanke för en bredare användning.

Rekommendationer

Baserat på resultaten och slutsatsen av denna skrivbordsundersökning, ges följande rekommendationer:

1. Skapande av bättre anteckningssystem (eller arkiveringssystem) med standardidentifikatorer, på funktionshinderorienterade program av alla typer, inklusive loka, inklusive lokala gemenskapsmedel. (MFA)
2. Utveckling och användning av mer meningsfulla metoder för att bedöma balansen inom funktionshinderportföljen (där man kikar på medel som levererats, balansen inom ett land och balansen på den trippelspåriga strategin). (MFA)

3. Påfyllning av den bilaterala projekt-pipelinen för funktionshinderorienterade projekt så som inkluderande undervisning. (MFA, MFA-partnerländer)
4. Försäkrad integrering av stöd för funktionshindrade personer i fler projekt och i fler sektorer, genom att göra det obligatoriskt för alla funktionshinderrelevanta projekt. (MFA, MFA-partnerländer)
5. Fortsatt stöd och träning av NGO:s/DPO:s för strategiska roller inom integrering och policy-dialoger i stöd för funktionshindrade personer, och för ökat ansträngning med att sammanlänka länder som inte har något bilateralt stöd till multinationella program och fonder. (MFA, MFA-partnerländer)
6. Rekrytering av mer experter inom funktionshinder och funktionshindrade personer till ledande och rådgivande positioner inom Ministriets personal. (MFA)
7. Utvecklande av bättre programkoordination och komplimenterande mekanismer mellan de olika typerna av program, främst på land- / ambassadnivå. (MFA)

SUMMARY

Finland is internationally recognized as a pioneer in supporting persons with disabilities as agents of change in development cooperation activities.

The total number of disability projects almost doubled.

NGO projects still predominate.

Finland is internationally recognized as a pioneer in supporting persons with disabilities as agents of change in development cooperation activities. Since the early 1990s, the country has been bringing groups of disabled persons into its programs of development assistance, and has created an exemplary legal and policy framework for advancing the rights and opportunities of disabled persons. More recently, the country's Development Policy Programmes (2007, 2012) have included provisions that support for disabled persons be mainstreamed in all development cooperation programs as a cross-cutting objective. In doing so it advocates the use of a triple-track strategy: a) mainstreaming disability issues, b) targeted support and services, and c) policy dialogue.

Purpose of this review

This desk review focuses on the Ministry's disability-relevant projects and programs from 2004 to 2013. It revisits some of the same issues treated by the 2003 *Label Us Able* evaluation which covered Ministry-supported projects over the decade from 1992 to 2001. Like that study, this one describes disability projects by number, region, and sector over a decade in three funding *modalities*: non-governmental organization (NGO)-mediated projects, bilateral projects, and multilateral projects (and a subset of multi-bilateral projects). The 2003 evaluation documented a "substantial imbalance" in the disability portfolio over the previous decade, with a heavy predominance of short-term, NGO-mediated projects mainly focused on single disability issues and thus an under-representation of more strategic program emphasizing broad policies and issues. This report returns to the issue of balance but considers it from a number of angles, namely: a) balance across modalities in funding levels; b) balance in funding at the country level; and c) balance across the tracks in the triple-track strategy. It concludes with the discussion of complementarity across the modalities.

Key findings

No comprehensive database of disability projects exist. The Development Portfolio Management team had to piece together the data using compiled sets of Excel files on Non-Governmental Organization (NGO) projects available for some years and then handpicking projects from Ministry publications for other years. For bilateral and multilateral programs, the team searched Ministry documents and queried key informants to identify as many as they could, but some are likely to be missing or incomplete.

The total number of disability projects almost doubled from the decade 1992-2001 to 2004-2013, and NGO projects still predominate. As seen in the small table below the number of projects exceeded 230 and this does not count the number of small grants awarded through Abilis Foundation (averaging around 100 new ones per year), which have been packaged as a single allocation per year.

Table A. Total Number of Disability Projects

	1992–2001	2004–2013
NGO-mediated projects	115	206
Bilateral projects	6	16
Multilateral support	2	10

NGO-supported projects still predominate in terms of numbers of projects by about the same margin (around 89%) as they did in the earlier decade. It would seem from these figures that little progress has been made to bring into better balance the short-term interventions and more strategic efforts. However, as will be explained below, there are more meaningful ways to assess such balance (see below).

NGO-mediated disability support programs

The African region received over half the funding (57%) in the recent decade, but that is much lower than the previous decade when its share was 76 percent. Much of the difference is explained by an increase in Ministry support through NGOs to European countries in transition, particularly in the Western Balkans. The social field had by far the greatest number of projects: 124 or nearly 60 percent of the total. Over half of this support went into strengthening and empowering civil society organizations dealing with disabilities and supporting their agendas for social inclusion and cooperation. The education sector accounted for most of the remaining projects: 61 or 29 percent of the total (206). The most prevalent areas of education to receive funding were support for the deaf and special needs education.

Bilateral disability support programs

From 2004 to 2013 Finland mounted at least 16 bilateral projects in support of persons with disabilities, almost triple the number from the previous decade, but only three are currently active. Ten of the 16 were from the Education Sector (nine of which were “inclusive education” projects focusing on disabled children and bilingual education), three from the Health Sector, and three from the Social Affairs (human rights) sector. The six inclusive education projects of Kosovo and Ethiopia and the two Health Sector disability projects in Nicaragua were all instrumental in mainstreaming disabilities in their countries since they contributed directly to government policies, sector plans, legal agreements and institutional building related to disability support. In five other projects disabilities were mainstreamed as a cross-cutting objective, a feature which took proactive efforts on the part of Ministry for Foreign Affairs (MFA) officials and Disabled Persons’ Organizations (DPOs). Only 3 of 16 projects are ongoing, and only one of them is on inclusive education. Among 8 identified new disability-relevant projects (those beginning during 2012–2014) only two had mainstreamed disabilities as a cross-cutting theme (yielding a rough mainstreaming success rate of **25 percent**).

Multilateral and Multi-bilateral disability support programs

The funding modality that has grown the most since the Label Us Able (LUA) evaluation is that of multilateral support, numbering 10 in 2013 compared to 2 in

Bilateral projects almost tripled.

The funding modality that has grown the most is multilateral support.

In terms of total funds allocated, bilateral and multilateral programs are almost at par with the NGO-mediated programs.

Multilateral education Sector-Wide Approaches did not keep up support for inclusive education.

Little systematic coordination across program modalities at the country level.

1992–2001. Finland’s Development Policy Programme of 2012 explicitly supports the use of the multilateral channels of United Nations (UN) organizations as well as those through global and regional financial institutions, such as the World Bank and regional development banks (including the African Union) – there are seven of these in the table. This review also lists three programs that could be considered *multi-bilateral programming*, including one sector-wide program (which supported inclusive education, among other themes, in Zambia), one regional legal rights program through the Eurasia Programme in Central Asia, and one jobs program in Central Asia, supported within the International Labor Organization (ILO) framework and its “wider Europe Initiative.”

Balance across modalities. In terms of sheer numbers of projects and programs, there appears to be the same imbalance across funding modalities as was highlighted in the 2003 evaluation. But there are other ways to evaluate balance that provide a different picture. These are (1) balance across modalities in funding levels, (2) the balance of funding within a country, and (3) the balance of funding across the triple-track strategy.

Funding levels

In terms of total funds allocated, bilateral and multilateral programs are almost at par with the NGO-mediated programs; taking into consideration factors of both overestimation and underestimation, the NGO sum amounted to about 58.3 million euros whereas the total for bilateral and multilaterals was about 57.8 million euros), showing them to be very nearly balanced.

Balance within a country

At the country level, our analysis showed the balance favors NGOs in some countries, and bi-lateral/multilateral in others, while in still others the mix is balanced. Fifteen countries (out of 40 that were awarded NGO grants in the recent decade) received support for disabilities only through NGOs.

Balance across the triple track strategy

The triple track strategy has been strengthened in some countries where bilateral and multilateral support has been mixed with more strategically oriented Non-Governmental Organization (NGO) support (more emphasis on their playing roles in advocacy and policy dialogue). This shows that NGOs are taking up more mainstreaming and policy dialogue roles, and the bilateral inclusive education projects in countries like Kosovo and Ethiopia have had a direct impact mainstreaming disability concerns in relevant national policies and education sector plans. Finnish experiences with multilateral Education Sector-Wide Approaches (at least in Ethiopia and Zambia) is that they have not followed through on their agreements to keep support for inclusive education alive, and have required MFA supplemental bilateral to do so. Unfortunately there is no strategic bilateral support in at least 15 countries where MFA-funded NGO support is provided.

Complementarity across Modalities. In general, there has been little systematic coordination across program modalities at the country level. One senior Ministry informant claimed that coordination tends to be ad hoc rather than systematic across funding types. The Development Portfolio Management Group (DPMG) evaluators in the Ethiopian case study came to a similar conclusion –that in general

NGO programs are not systematically aligned with the Ministry's strategic tracks. However, there are some examples of coordinated efforts in Kosovo and even some recent ones in Ethiopia, including the Finnish embassy there heading a national Inclusive Education Task Force, which has shown some promise in promoting complementarity.

Conclusions


The main conclusions of this desk study are as follows:

1. Analysis of MFA programs in support of disabled persons is hampered by lack of complete, reliable and user friendly data.
2. In numerical terms, this decade's portfolio of NGO, bilateral and multilateral/multi-bilateral projects is as unbalanced as the one a decade before, but there are many other ways to assess balance across modalities allowing for meaningful comparisons and useful information.
3. The recent decline in bilateral projects could reduce the strategic and mainstreaming features of Finnish development cooperation in support of disabled persons.
4. The MFA has fallen short of its goal of mainstreaming support for disabled persons as a cross-cutting objective in all projects.
5. MFA partner countries which only receive NGO support for addressing disability issues are less likely than others to effectively implement the triple track strategy (meaning weak support for mainstreaming and policy dialogue).
6. MFA lacks the expertise, experience and perspectives it needs to create a growing and coherent program in support of disabled persons.
7. The different modalities through which disability is supported rarely operate in a complementary manner. However, there are recent examples of good practice at the country level (e.g., in Kosovo) and a promising use of coordination and complementarity mechanisms at the country/embassy level (like Ethiopia's "Disability Task Force") which should be evaluated and shared with other locations if found to be effective. Other country level collaboration platforms should also be brought to light and considered for more widespread use.

Recommendations

Based on the findings and conclusions of this desk study, the following recommendations are proposed:

1. *Creation of a better record keeping* (or archiving) system, with standard identifiers, on disability-oriented programs of all kinds, including local community funds. (MFA)
2. *Development and use* of more meaningful approaches to assessing balance within the disability portfolio (looking at funds delivered, balance within a country, and balance on the triple-track strategy). (MFA)
3. *Replenishment* of the bilateral project pipeline for disability-oriented projects such as inclusive education. (MFA, partner countries)

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4. *Ensured mainstreaming* of support for disabled persons in more projects and in more sectors by making it obligatory for all disability-relevant projects. (MFA, partner countries)
 5. *Continued support and training* of NGOs/DPOs for strategic roles in mainstreaming and policy dialogue in support of disabled persons, and in increased efforts to link countries having no bilateral support to multinational programs and trust funds. (MFA, partner countries)
 6. *Recruitment of more disability experts* and disabled persons into senior Ministry staff and advisory positions. (MFA)
 7. *Development of better program coordination* and complementarity mechanisms among the various kinds of programs, mainly at the country/embassy level. (MFA)

KEY FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

Findings	Conclusions	Recommendations
No comprehensive database of MFA-supported disability projects exists	Analysis of MFA programs in support of disabled persons is hampered by lack of complete, reliable and user friendly data.	Creation of a better record keeping (or archiving) system, with standard identifiers, on disability-oriented programs of all kinds, including local community funds. (MFA)
The total number of projects almost doubled from the decade 1992-2001 to 2004-2013, with NGO projects greatly outnumbering those of other modalities.	In numerical terms, this decade's portfolio of NGO, bilateral and multilateral/multi-bilateral projects is as unbalanced as the one a decade before, but there are many other ways to assess balance across modalities allowing for meaningful comparisons and useful information.	Development and use of more meaningful approaches to assessing balance within the disability portfolio (looking at funds delivered, balance within a country, and balance on the triple-track strategy). (MFA)
From 2004 to 2013 Finland mounted at least 16 bilateral projects in support of persons with disabilities, almost triple the number from the previous decade, but only three are currently active.	The recent decline in bilateral projects could reduce the strategic and mainstreaming features of Finnish development cooperation in support of disabled persons.	Replenishment of the bilateral project pipeline for disability-oriented projects such as inclusive education. (MFA, partner countries)
Disability mainstreaming is moving ahead but slowly (about 25% of recent disability-relevant bilateral projects have done so) through bilateral and multilateral channels mainly in three sectors (education, health and social affairs).	The MFA has fallen short of its goal of mainstreaming support for disabled persons as a cross-cutting objective in all projects.	Ensure mainstreaming of support for disabled persons in more projects and in more sectors by making it obligatory for all disability-relevant projects. (MFA, partner countries)
The triple track strategy has been strengthened in some countries where bilateral and multilateral support has been met with more strategically oriented Non-Governmental Organization (NGO) support (more emphasis on their playing roles in advocacy and policy dialogue). However, there is no bi-lateral/multilateral support in at least 15 countries where NGO support is provided.	MFA partner countries which only receive NGO support for addressing disability issues are less likely than others to effectively implement the triple track strategy (meaning weak support for mainstreaming and policy dialogue).	Continued support and training of NGOs/DPOs for strategic roles in mainstreaming and policy dialogue in support of disabled persons, and in increased efforts to link countries having no bilateral support to multi-national programs and trust funds. (MFA, partner countries)
There is a scarcity of experts on disability issues and high level personnel from the disabled community working at the MFA.	MFA lacks the expertise, experience and perspectives it needs to create a growing and coherent program in support of disabled persons.	Recruitment of more disability experts and disabled persons into senior Ministry staff and advisory positions. (MFA)

Findings	Conclusions	Recommendations
<p>In general there is little systematic coordination across program modalities at the country level and relatively little complementarity among different kinds of programs.</p>	<p>The different modalities through which disability is supported rarely operate in a complementary manner. However, there are recent examples of good practice at the country level (e.g., in Kosovo) and a promising use of coordination and complementarity mechanisms at the country/embassy level (like Ethiopia's "Disability Task Force") which should be evaluated and shared with other locations if found to be effective. Other country level collaboration platforms should also be brought to light and considered for more widespread use.</p>	<p>Development of better program coordination and complementarity mechanisms among the various kinds of programs, mainly at the country/embassy level. (MFA)</p>

1 INTRODUCTION

The Ministry for Foreign Affairs (MFA) of Finland contracted the Development Portfolio Management Group (DPMG) of the University of Southern California to carry out this desk study on the Finnish development cooperation to enhance the rights and equal opportunities of participation of people with disabilities. The objective of this desk study is to provide overall context for inclusiveness in the Finnish development cooperation, more specifically to “show how the entire cooperation portfolio and the related policy dialogue have supported the promotion of rights and possibilities of persons with disabilities.” Thus, it is not intended to cover any individual or group of projects in detail. As a desk study, the methods consisted of a desk review of relevant documents, including official MFA policy and strategy statements; Human Rights endorsements and guidelines; MFA program and project descriptions; papers and presentations both in domestic and international fora; and project and program evaluations. There was also compilation of descriptive material about projects, Non-Governmental Organization (NGO)-mediated, bilateral, and multilateral, followed by sorting and analyzing of the information.

In addition, there were interviews of Finnish Government officials (15), outside and inside of the Ministry for Foreign Affairs (including two embassies), academics from 3 universities, Finnish and international NGOs and Disabled People’s Organizations (DPOs). The desk study did not include any field visits but did draw heavily from DPMG’s inclusive education case studies for Ethiopia, Kosovo and three Andean Region countries, which did include field work.

Limitations. Although this study did review full program evaluations, the team was not given the time or resources to conduct one itself on the past decade’s disability portfolio at the Ministry (there is clearly a need for such). This limited the team’s ability to present the full story and to draw out telling details. For example, the archival material we obtained on the more than 200 NGO-mediated projects had no other description information about the projects than their titles, which often were quite sketchy. In fact there is no archive that gives even brief descriptions of the projects - the only way to know them was to “read the files” we were told, which would have clearly taken us beyond our time limit. We also felt limited by there being no NGO project final reports and few project evaluations, so judging effectiveness was also beyond our limit; thus preventing use of tricks of our trade such as cost-effectiveness analyses. Finally, we had only limited research assistance in Helsinki and we were regrettably unable to benefit from a disabled person as a co-investigator.

2 BRIEF HISTORY OF FINNISH DEVELOPMENT SUPPORT IN THE AREA OF DISABILITIES AND NATIONAL GOALS AND OBJECTIVES FOR IT

2.1 Background

Finland has emphasized the enhancement of the rights and equal opportunities of people with disabilities since the early 1990's, well before this had become a focus of most developed countries. In fact, Finland started supporting the United Nations Disabled Persons Unit in 1990 by funding the planning of guidelines on how to integrate disability issues in development co-operation (cited in Wiman [2012]). With its 1996 *Decision in Principle*, the Finnish government made official its intention to highlight this emphasis in its programs of development cooperation with developing countries, "*To attain the goal of poverty reduction, the Government will draw particular attention to the status of disabled people in the developing countries*" (p. x). Underlying this commitment was Finland's firm policy of applying human rights principles to development assistance, including in its support for poverty reduction. Thus, its strong endorsement of the Human Rights-Based Approach (HRBA)-oriented *United Nations Standard Rules on the Equalisation of Opportunities for People with Disabilities (1993)*, which advocated: a) equalization of *opportunities* for people with disabilities; b) mainstreaming of disability-sensitivity into all forms of technical and economic co-operation; and c) participation of disabled people and their organizations in any development projects designed for disabilities."

Finland has contributed resources to the United Nations (UN) for this agenda over the years. It was the second nation to join the UN Partnership to Promote the Rights of Persons with Disabilities (UNPRPD) and was its second largest contributor (as of 2013), plus being a member of its board. In the late 90s one of its prominent disability specialists took the leading role in creating the first UN manual on disability mainstreaming, which has provided "awareness raising material to professional audiences and a step-by step guide on how disability can be taken into account in *the process* of development planning." (Wiman, 2003). Finland also was involved in the drafting of the UN Convention of the Rights of Persons with Disabilities (2008), but ironically has not yet ratified it. In March of 2015, Parliament approved ratification, but formal announcement awaits reconciliation with earlier human rights legislation.

At the beginning of the 21st Century, Finland attended the *Copenhagen Conference of Nordic Ministers for Development Co-operation (2000)* where it agreed to a joint policy declaration and common commitments to address disability issues, the aim of which was to “ensure that the rights and equal opportunities of people with disabilities would be taken into account in development co-operation as part of poverty reduction.” The conference was organized with the help of major Nordic umbrella organizations of people with disabilities.

Consistent with the UN Standard Rules (1993), Finland has been pro-active in bringing groups of disabled persons (e.g., “disabled peoples’ organizations) into its programs of development assistance, both as contributors to policy dialogue and national policy making, and to the channeling of funds and advisory services to groups (themselves mainly NGOs) in developing countries (the active input of Finnish NGOs has been of the utmost importance; without it there would have been very little co-operation in disability issues supported by the Finnish government). Finland is thus internationally recognized as a pioneer in supporting persons with disabilities as agents of change in development cooperation activities (*UN Human Rights Council, 2012*). Two prominent organizations have been particularly involved in this:

1. **FIDIDA (Finnish Disabled People’s International Development Association)**: an umbrella organization of nine Disabled People’s Organizations (DPO) in support of their development cooperation. As of 2010 FIDIDA was contracted as the partner organization (Disability Partnership Finland) by the Ministry for Foreign Affairs to manage the Ministry’s disability project portfolio for NGOs.
2. **ABILIS Foundation** (a DPO) has been contracted as **manager of small grants program** of official development assistance (ODA) to partner country DPOs. Since 1998 it has supported more than 100 new projects per year through a total budget envelope averaging over 1.5 million euro per year.

By 2004, the extent to which mainstreaming of disability concerns had entered into Finnish development cooperation policy was apparent in the series of MFA Development Policy Programme statements (2004, 2007, and 2012). The 2004 statement was quite sketchy, but focused on “prevention of disability” as a priority: “based on Finland’s own experience - ... it is possible, often with only minor changes, to make society “obstacle free” so that even permanently disabled people can live an independent life and do productive work.” By 2007, the Ministry had adopted a more human rights based approach to and less static view of disability, and had included the *promotion of the rights of the disabled* as one of the Ministry’s **cross-cutting themes**. In 2012, the Ministry retained disability as one of its cross-cutting themes (bundled under “decreasing inequalities”) and added the premise that reducing obstacles for disabled persons and supporting their rights and opportunities contributes to overall sustainable development.

A recent (Katsui et al, 2014) evaluation of Finland’s development cooperation for reducing inequalities (with a special focus on gender and disability, from a human rights point of view, clarified what the HRBA is all about, which is germane to this review. It maintains that HRBA has three dimensions: first **human rights goals** (those mentioned or inferred in the UN Standard Rules, namely civil rights plus those which are for civil, political, economic, social, and cultural);

the **identification of duty-bearers and rights-holders; and human rights principles as guides of development processes** (such as *participation, non-discrimination, empowerment, transparency and accountability*). Using these standards (as the 2014 evaluation did), a programme may be human rights guided in that it has human rights goals and has even identified valid duty-bearers and rights-holders, but still may fail the standard of an HRBA if it does not use processes that are participatory, non-discriminatory, empowering, transparent or subject to accountability.

2.2 Main policy positions and strategies

By the middle of first decade of the 21st Century the Finnish goals and objectives had been quite fully spelled out. The *Policy on the Promotion of the Rights and Equal Opportunities of Participation of People with Disabilities* which was drafted at that time included a “statement of commitment” quoted in the 2003 evaluation, which read as follows:

- **Promotion of the rights and equal opportunities of participation of people with disabilities is an integral part of Finland’s human rights policy;**
- **That this is a concrete goal that Finland pursues both at home and in her international cooperation;**
- **That, [rather than being seen as charity cases], persons with disabilities must be seen to have potential and to represent an asset; [and allowed to flourish through] the elimination of physical, social, attitudinal and economic barriers;**
- **That society must be adapted in such a way as to make it possible for people with disabilities to contribute to the development to that society;**
- **That disability issues must always be incorporated into the agendas of Poverty Reduction Strategies (PRS) and Programmes and streamlined in development co-operation and development policy.**

This set of commitments was followed within a few years by a set of principles (some of what are similar to the above commitments), as follows:

1. **The right of people with disabilities to equality.** Finland as a Member State of the United Nations and the European Union is committed to promoting **a society for all**. In Finland, the principle of non-discrimination of people with disabilities is enshrined in the Constitution.
2. **The right of people with disabilities to inclusion.** The preconditions for realization of the inclusion of people with disabilities are e.g.: positive attitudes; taking into account their needs; identification of barriers that restrict their inclusion; and the elimination of such barriers. Consequently, action is needed to remove such barriers for inclusion.
3. **The right of people with disabilities to necessary services and supportive measures.** Services and supportive measures are positive targeted measures for ensuring equality.

4. The policy was designed to be in line with the UN Convention on the Rights of Persons with Disabilities (CRPD).

Concerning an overall strategy for the work in disabilities, the MFA is currently committed to a **three (or triple)-track strategy** for integrating cross-cutting themes, including disability, into Finland's official Development Assistance, through the following lines that complement each other:

- **Mainstream** disability in all sectors and accommodate people with disabilities in line with the Human Rights-Based Approach, **and**
- **Complement** universal and equal provisions with **targeted, additional support and services** to equalize access and opportunities for people with disabilities and to empower them, and
- Include disability in **policy dialogue**, country negotiations and multilateral cooperation and all information dissemination.

Mainstreaming. Mainstreaming is the process of assuring every MFA-supported development program that is considered “disability relevant” is bestowed with disability-supportive features. According to Wiman (2012) this can only succeed if the elements of the entire program cycle (from planning to implementation to evaluation) are “geared towards the mainstreaming objective.” To assist with this, Wiman and his colleagues created simple tools to help professionals (including those with disabilities) assess disability relevance and design appropriate project/program features. The point is made this way in the *Government Report on Disability Policy*, 2006 (p. 6): “The leading principle in UN disability policy operations is the mainstreaming of disability policy. All sectors of society are responsible for implementing equal opportunities for persons with disabilities. Disability policy is not a policy of special groups, but the environment, products and services must all be implemented so that they are also accessible to persons with disabilities. Separate solutions are a secondary option.”

Targeted support services. Mainstreaming is meant to assure that needs of disabled persons are considered in the design of programs in any sector (e.g., education, health, social protection, employment, water and sanitation) but sometimes equal access to services and institutions does not make them usable to persons with certain kinds of disabilities (e.g., disabled children may be included in a regular classroom, but some will need special accommodations in order to learn effectively). Sometimes mainstreaming plus use of accommodations (“targeted support services”) is referred to as a “twin-track strategy” (see DfID support to inclusive education since 1999).

Policy Dialogue. Governments may advocate mainstreaming in their strategic plans and poverty reduction strategies, and support a wide range of specific interventions, but still lack the **commitment** to scale-up innovations or push for lasting systemic change. For this, processes are often needed to shore up political will. This is what the third in the triple-track strategy is all about.

Mainstreaming is meant to assure that needs of disabled persons are considered in the design of programs in any sector.

Sometimes equal access to services requires targeted support services.

2.3 Comparative Advantages and Disadvantages in Disability Issues

Comparative Advantages. Finland's strong commitment to human rights over the years and its articulating, in increasing detail, forceful policies and strategies related to the rights and opportunities of persons with disabilities (plus a record for caring for and expertly educating its own disadvantaged groups), has led to its having numerous comparative advantages in disability and inclusivity issues like those in education. The following is a list of the advantages observed by the evaluation team. It is followed by a short list of "comparative disadvantages" which may act as deterrents to MFA effectiveness in this area. (This former list will be brought to bear in this evaluation's Synthesis report in the section discussing policy implications of our evaluation findings.)

1. Education itself is an area of comparative advantage for Finland. After World War 2, it invested heavily in teachers and in building up a strong education system as a way to return to prosperity. Its results are among the best in the world.
2. Finland has a history of focusing on and supporting the weakest children in its education system. Where it excels in terms of international testing results is that its bottom quintile is so strong.
3. There is a tradition of strong national support for NGOs. This holds true across the political spectrum. Finland now has a network of NGOs with considerable experience working with developing countries, many of which are led and/or staffed by disabled persons.
4. Finland has expertise in teacher training and career development. Not only does it have a strong teaching force, it has a history of empowering and trusting teachers.
5. Finland is an egalitarian society and brings this tradition to its development cooperation.
6. Finland is recognized as a leader in inclusive education—for a long time (for better or for worse), it had the field to itself. This gives it a long history of experience with inclusive education.
7. The Finns have a history of 'whatever-it-takes' pragmatism and innovation (combined with a relatively blunt, straight-talking approach).
8. There are well-supported university networks with a history of twinning with institutions in developing countries, and a great wealth of institutional knowledge.
9. Finland has championed the poorest populations in countries where it works. Over time, it has built networks with very deep connections to some of the most disenfranchised populations.
10. Finland's foundations (Abilis, KIOS, Siemenpuu, and FIDIDA) give its development programs a good deal of consistency, sustainability, expertise, and transfer large sums of money to partner organizations in developing countries (about 5 million euro per year over the past decade).

11. Finland has built upon its national commitment to the furthering of human rights around the world to formulate an impressive and unprecedented set of national policies and procedures for mainstreaming human rights (including the rights of disabled children to a decent education).
12. Finland is one of the main contributors to multilateral organizations focus on disabled children and adults, including the UN Partnership to Promote the Rights of Persons with Disabilities, to which it is currently the largest funds contributor and a member of the governing board.

Finnish comparative disadvantage. The following are some of the comparative disadvantages identified by the team:

1. Finland has a tradition of “fighting above its weight” when it comes to international development. While this can mean that its staff is given a good deal of autonomy, with the flexibility to make decisions and get things done, it can also mean that it is stretched too thin, and that there is little backup.
2. The policy environment can be quite volatile, with frequent momentum-killing swings of the international development pendulum, depending on the politics of the latest government. This is happening at present, for the second time in a decade.
3. Finland has not done a lot of coalition-building, leaving it somewhat isolated in its development cooperation. Its tendency to rely on the United Nations Educational, Scientific and Cultural Organization (UNESCO), in sharp contrast to Norway which has developed very close links with the World Bank and the UN Children’s Fund (UNICEF), for example has left it without ready access to deep-pocketed partners. In the area of inclusive education, Finland’s partnering (through its universities) with UNESCO in support of the disability flagship was widely seen as a failed initiative.

3 EVALUATIONS OF MFA SUPPORT FOR DISABILITIES

Two external evaluations have been conducted on MFA support for the rights and opportunities disabled people between 2003 and 2014, the first, *Label Us Able*, prepared by STAKES (National Research and Development Centre for Welfare and Health) in 2003, and the second, *Reducing Inequalities: A human rights-based approach in Finland's development cooperation with special focus on gender and disability A case study on Ethiopia and Kenya*, published by the Institute for Human Rights, Åbo Akademi University in 2014, with researchers Hisayo Katsui, Eija M. Ranta, Sisay A. Yeshanew, Godfrey M. Musila, Maija Mustaniemi-Laakso and Alessandra Sarelin; Leader: Professor Elina Pirjatanniemi. There was a third evaluation of Finnish disability programs (*Government Report on Disability Policy 2006*), but it was set aside since it was about domestic programs.

3.1 Label Us Able (2003)

Our team reviewed the book form of this evaluation which is an edited and synthesized version of the original evaluation report. Its main purpose was to assess how the disability dimension has been included in Finland's own development cooperation, over the decade 1992 to 2001. In the review we will often refer to this evaluation, using the terms "2003 evaluation" or "LUA" (short for Label Us Able).

Methods. The team that undertook the evaluation was not able to find systematic information on disability projects supported by the MFA during 1991 and 2001 and thus had to compile information from administrative records – sometimes incomplete or unclear – and systematize it.

Findings. The compilation of disability development support records revealed a heavy emphasis on NGO-channeled projects, which took the "lion's share" of government MFA funding (70%). Compared to the development cooperation in general, for which the proportion of funding through NGOs was 7 percent, this was an exceptional number. Most of the 115 projects identified were small and involved a local NGO or institutes in a developing country as a partner, and focused on discrete programs for people with various kinds of disabilities, sometimes using innovation approaches (like sports), and a few on strengthening local disabled peoples' organizations.

Support to bilateral institutions for more strategic work was relatively minor, consisting of only 6 projects during the ten year period (one of which, that for Zambia, was transformed into a donor pool – using the System-Wide Approach [SWAp]). Financial support of a multilateral nature was also relatively rare, involving transfers to only two multilateral agencies over the period for strategic work on disabilities issues. In short, the disability portfolio analysis revealed what the authors called **a substantial imbalance** towards short-term, NGO-mediated projects mainly focused on single disabilities, and an under-emphasis on strategic support, both at the national and global levels.

The two country case studies – those for Tanzania and **Zambia** – showed some **important breakthroughs for certain disability groups**, but also some significant structural limitations. For example, in both basic legislation on disability matters appeared to be outdated, government structures to deal with disability issues were weak, and attention paid by donors to strengthening them was almost non-existent. In short, in these two countries, “the overall development of disability issues [did] not seem to be the responsibility of anyone in particular.” (p. 11).

Concerning the role of NGOs and disabled persons’ groups, the case studies made it clear that, although there was some positive movement, these groups were not involved in the development of crucial national development plans (such as the poverty reduction strategies or sector plans). Also, while in general civil society groups in the two countries were growing in strength, the NGOs of people with disabilities were struggling.

Recommendations. First among the recommendations from this evaluation was the need for rebalancing Finland’s development cooperation program for disabled persons rights and opportunities, stated as follows:

Finland, and other developed countries, could focus its co-operation more on including people with disabilities in the mainstream development, rather than just supporting individual, and often isolated efforts.

Similarly, the evaluation recommended:

greater support for policy advocacy work to raise awareness and change attitudes towards disability, so that “inclusion rather than exclusion will prevail.”

This 2003 evaluation predated the *substantial policy shifts* in the MFA to **mainstreaming** disability as a cross-cutting theme (Development Policy Program 2007) and the related **Triple-Track Strategy** (calling for *mainstreaming* and *policy dialogue* in addition to *targeted support services*), but clearly these are the kinds of changes that it was calling for. During the evaluation period, the NGOs mainly advanced the strategy of *providing targeted support services*, but now they are being called up to also address strategic issues of putting disability in the mainstream (*inclusivity*). In addition, the MFA is being urged to increase its investments through bilateral programs, which can more influence national policy and support strategic (mainstreaming) objectives. Finally, more support to/through multilateral agencies and movements is being urged, since these have important roles to play through their international forum and support programs, through south-south cooperation and through other forms of exchanging knowledge and experience.

Connected to this is the evaluation’s recommendation for capacity development at many levels, mainly in support of this wider agenda of mainstreaming and policy dialogue. This would start with capacity building within the MFA itself (and the acquisition of expertise related to disabilities), among the experts and consultants MFA relies on (including more disabled persons), in the civil services of partner countries (especially in their roles as policy makers and disability program managers), and in the partner country NGOs, supporting their augmented roles in influencing national and local policies and strategic planning.

3.2 Reducing Inequalities: A human-rights based approach in Finland's development cooperation with special focus on gender and disability (2014)

This evaluation, commissioned by the Ministry for Foreign Affairs and conducted by Åbo Akademi University, was to create evidence-based knowledge and to provide recommendations on the operationalization of human rights-based approaches in Finland's development cooperation. Its findings are mainly based on case studies in two East African countries, Ethiopia and Kenya, which together during 2004-2013 received about 25 percent of NGO-mediated MFA funds for disability projects.

The main finding of this study was that the human-rights based approaches (HRBA) were **not** being operationalized in Finnish programs which were focused on cross-cutting themes such as gender equality and support for persons with disabilities, at least based on the information gathered in Ethiopia and Kenya.¹ The lapse appears to be mainly in the process features (principles of the HRBA), namely: *participation, non-discrimination, empowerment, transparency and accountability* and involved both duty-bearers and rights-holders. For example, MFA and its contractors too often failed to include the **participation** of disabled persons in the design, implementation, and evaluation of its projects; they rarely sought target-group **ownership**; and **accountability** only involved reporting up, not reporting down (to recipients). The evaluation also found too little emphasis on political dialogue and negotiations in support of decreased inequalities. The reasons given for these shortfalls include: a) the absence of binding and systematic mechanisms; b) the shortage of expertise and experts; and c) emphasis on cost-effectiveness in measuring the results of initiatives.

The study did echo the 2003 (LUA) evaluation's conclusion about the imbalance of MFA support – the way that it is highly skewed in the direction of NGO projects – but is laudatory of many NGO and Local Community Funds (embassy-supported) projects for exemplifying good HRBA *process* principles (*participation, ownership, etc.*) and their frequent ability to address mainstream issues, an apparent change from the LUA years.

The evaluation's recommendations were heavily loaded towards improving MFA management's more effective use of HRBA principles and mainstreaming inequality reduction in all of its programs, for example, by creating the binding and systematic mechanisms that have been missing, and by upgrading the HRBA credentials of those who create and manage programs (either by capacity development or recruitment). Its recommendations also cover strengthened political dialogue and negotiations at the country and global levels, bolstering representative organizations of disadvantaged groups, and more research and impact evaluation.

¹ It is not clear how this evaluation's conclusions were adjusted to the fact that the case studies were not a representative sample of the countries that Finland supports the reduction of inequalities in.

4 REVIEW OF MFA DISABILITY PORTFOLIO 2004-2013 (BILATERAL, MULTILATERAL, AND NGO-MEDIATED)

The 2003 (LUA) evaluation covered MFA supported projects from 1991 to early in the 21st Century. Since then there has not been another comprehensive MFA sponsored evaluation of development support for persons with disabilities. The current review is not a full-scale evaluation, but has collected information on MFA disability-relevant projects/programs – NGO-mediated, bilateral, and multilateral – during the period 2004-2013. (Note: this review does not cover Local Community Funds which are awarded to local NGOs/Civil Society Organizations (CSOs) by the embassies. Our team was not able to find centralized information about the use of these funds.)

Accessing information. Like our 2003 predecessors, our team found making comprehensive lists of disability projects to be challenging. Having found no pre-existing list of such projects in the three modalities covering 2004-2013, we had to piece together lists ourselves. For NGO-mediated projects we found and compiled sets of *excel* files for 2006 to 2014, but for projects prior to 2006 we had to pick projects “by hand” from MFA publications. We then had to manipulate the data to make it as standardized as possible (even so some gaps and questions remained). Given time constraints, we could only infer the topics/goals of the projects from their titles (which were often quite vague).

For bilateral projects *in education* we were provided a set of project descriptions by the Development Evaluation Unit at the MFA (EVA-11) and compiled a list of those dealing with disabilities, but there were challenges in standardizing descriptions and reconciling conflicting information; challenges we dealt with by asking EVA-11 advice and/or making inferences. We created a matrix for our final list of projects with standard information that was as accurate as possible, and then had it reviewed by EVA-11, resulting in some corrections. For bilateral projects in sectors other than education, we queried informants in key sectors and received from them some project descriptions from which we extracted relevant descriptors. Our final list includes as many projects as we could identify, but is certain to be missing some bilateral initiatives.

Finally, for multilateral programs we searched MFA reports and documents and queried key informants. The list we came up with is missing a few basic descriptors (complete dates and funding amounts for all years), and, although widespread in its coverage, is surely not comprehensive.

Balance across Modalities. This review picks up on the main conclusion of the 2003 LUA evaluation and its call for the **rebalancing** of the disability portfolio.

Different modalities were associated with different kinds of outcomes.

Growth in the total number of disability projects.

Bilateral programs are usually initiated by proposal from the partner country and disability issues are not among their priorities.

As explained in that evaluation, the issue was not merely a matter of numbers but the fact that different modalities were associated with different kinds of outcomes: NGO programs more oriented towards targeted support services (particularly in 2003), and the other two modalities towards more strategic outcomes such as policy dialogue/advocacy and mainstreaming of disability issues. In 2003, with only 6 bilateral programs highlighting disabilities and only 2 multilateral ones doing so, there was a concern about the relative weakness of strategic support for disability (human rights) issues - through government policies and mainstreaming - and whether it was sufficient to allow the small inputs to contribute to significant and sustainable change. It is not our aim here to specify precisely what this balance should be, but instead to examine the concept of balance more fully, given the changes that have happened in the past decade. Among the questions we will ask is whether the MFA, in general, is become more successful in mainstreaming disabilities (e.g., in all modalities), and whether the NGO modality is becoming more strategic in its focus.

4.1 NGO-mediated disability projects

Comparing the decades 1992-2001 and 2004-2013 it is immediately apparent that there has been growth in the total number of disability projects mounted during the two periods, by almost double (see Table 1). The NGO numbers in the table, 206, actually under-states the total number of groups supported, since the grants by Abilis in any one year are represented (in our table and in MFA records) by its total funding envelope not the number of projects (e.g., in 2009 its envelope of 1.5 million euros covered 250 active projects (each averaging 6000 euros). Even with the Abilis projects aggregated like this it is readily apparent that NGO projects still predominate numerically, and by about the same margin as in the former decade (89% vs 93%). (See Annex 4 for a full matrix of NGO-mediated disability projects for 2004-2013).

Table 1. Total Number of Disability Projects

	1992-2001	2004-2013
NGO-mediated projects	115	206
Bilateral projects	6	16
Multilateral support	2	10

Balance. By this, it seems that the number of MFA disability programs, *by modality*, has not been brought into better balance, as called for in the 2003 evaluation. A number of explanations for this were offered by our interviewees, for example:

- Bilateral programs are usually initiated by proposal from the partner country Ministries of Finance and/or Foreign Affairs and if disability issues are not among their priorities these issues are not “taken to the table;”
- MFA area units at headquarters that plan and prepare Terms of Reference (TOR) for program or projects are under no obligation to include disability issues or inclusiveness in bilateral cooperation:

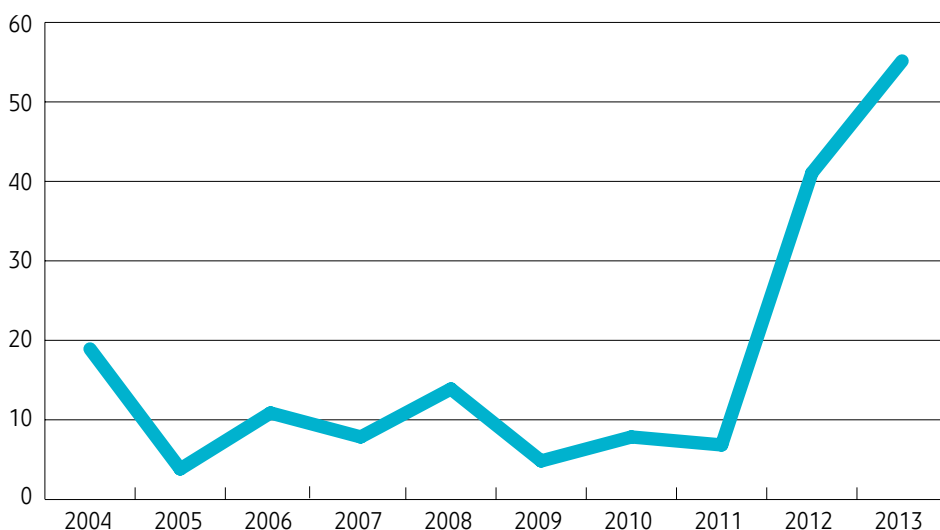
- It may be a matter of expertise: DPOs in Finland that become conduits for MFA funding have strong expertise in and experience with disability issues that those in government offices rarely possess; DPOs for years have been demanding that MFA add some “disability expertise” through proper recruitment (something also called for in the 2003 LUA evaluation and the 2014 Åbo Akademi one), but this has not yet happened.
- The designation of FIDIDA as the Disability Partnership Finland in 2010, and its proactive stance with respect to empowering local NGOs, has encouraged more NGOs/DPOs to apply for support.

Comparing project numbers by modality is not the only way to look at balance, however, and perhaps not even the best one – an issue we will take up later in this paper.

Our compilation of project information from MFA also revealed other details such their timing, the region and countries of grants recipients, and project sectors, and in some cases sub-sectors (for the complete matrix of NGO projects, see Annex 4).

Timing. Concerning the timing of these grants over the 10 year period (see Figure 1), the first year (2004) is bulgy since it includes not only projects launched that year but those carried over from previous years. After that the numbers of new projects settled into a pattern of about 4-13 per year until 2012 and 2013 when the numbers spiked up to 40 and 55. Various reasons were given for this surge including the increased stature of internationally-oriented DPOs represented by the creation, in 2010, of the Disability Partnership Finland, that appears to have stimulated a surge in international outreach, and return to a strong human rights focus brought on by a change in government in 2011 and the seating of a new Minister for International Development.

Figure 1. MFA disability projects through NGOs, by year (2004-2013)

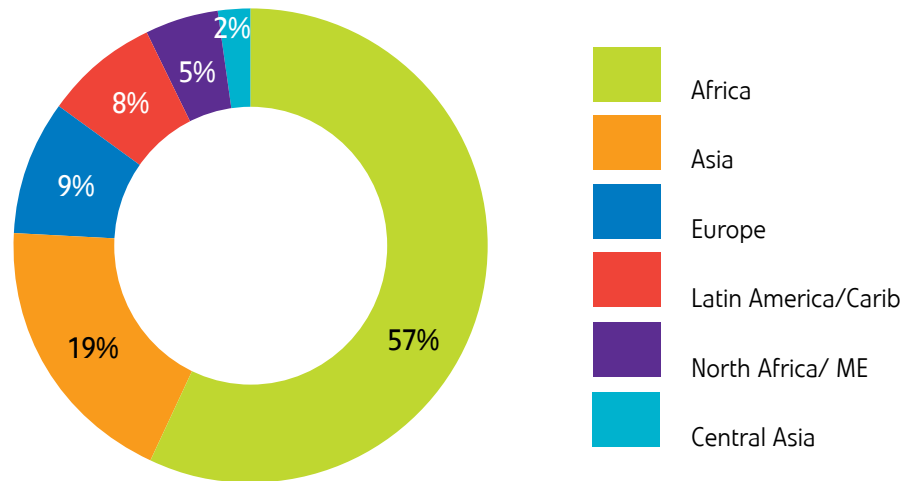


DPOs for years have been demanding that MFA add some “disability expertise” through proper recruitment.

in 2012 and 2013 the number of new NGO disability projects spiked up.

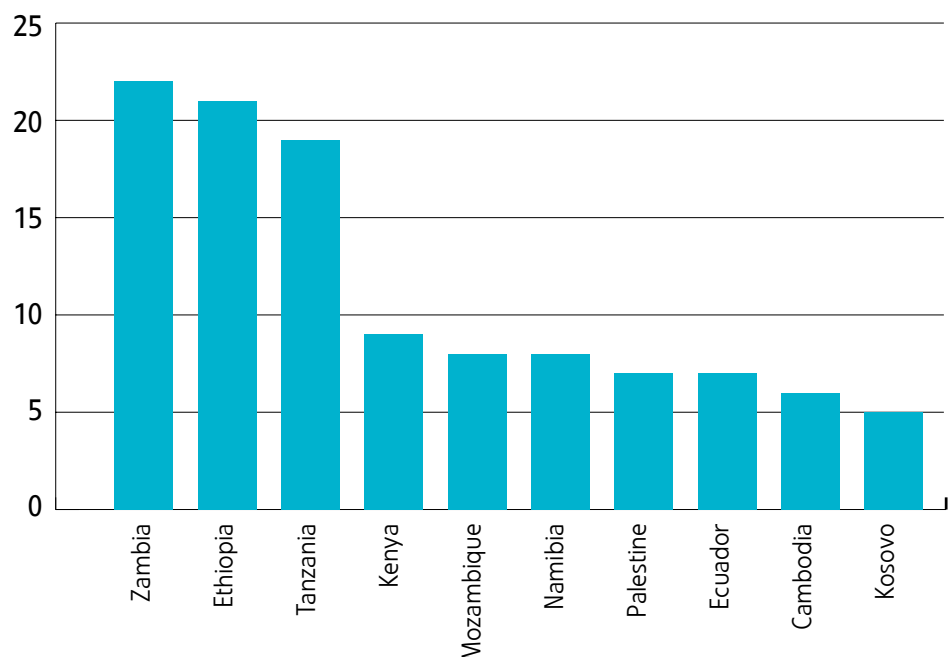
Regions and countries. Figure 2 shows the regions where the funds were granted. The African region received over half (57%), but that was significantly lower than during the previous decade (see LUA) when its share was 76 percent. Much of the difference is explained by an increase in MFA support through NGOs to European countries in transition (mostly Western Balkans).

Figure 2. MFA disability projects through NGOs, 2004-2013, by region



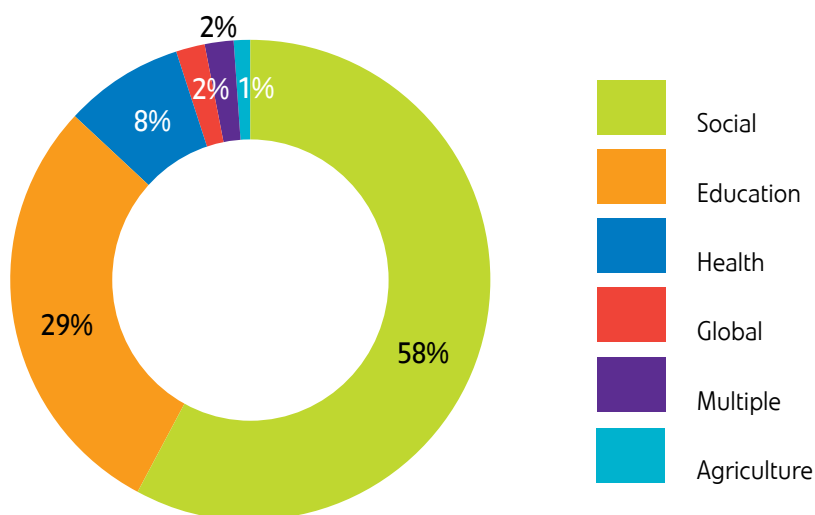
Among the African recipient countries, three predominated: Zambia (22 projects), Ethiopia (21), and Tanzania (19). In fact these three countries together received **one third** of the total number of projects delivered during the decade. In context, these can be seen in relation to the other of the top ten recipient countries, as shown in Figure 3.

Figure 3. Top 10 countries in receiving MFA disability support through NGOs 2004-2013, by # of projects



Sector and sub-sector. The projects were spread across a variety of sectors, as seen in the Figure 4, but two predominated, social, and education.

Figure 4. MFA disability support through NGOs (2004-2013), by sector



The “**social**” field was one that our team used to group a large number of projects based on their names. It had by far the most projects (124 or nearly 60% of the total). The main subfields for this category of projects are shown in Table 2.

Table 2. Projects by social sector sub-categories

Social Sector Sub-category	N	%
• Association strengthening: deaf	7	6
• Association strengthening: visually impaired	3	2
• Civil society strengthening/empowerment/ social inclusion/ /NGO coop	67	57
• Employment/financial support/poverty reduction	8	7
• Gender	5	4
• Good living/families	8	7
• Rehabilitation/resource centers/work with disabled	8	7
• Rights of the disabled	11	9

As can be seen, over half of this support went into strengthening and empowering *civil society organizations dealing with disabilities*, and supporting their agendas for social inclusion and cooperation. Since this was only lightly mentioned in the LUA report, it is likely that this kind of work has increased since then, representing a growth in the capacity for self-advocacy.

After “social” the *education sector* had the most projects (61 or 29%). The sub-fields for education are presented in Table 3.

Over half of this support went into strengthening and empowering civil society organizations dealing with disabilities.

Over 2004–2013 Finland mounted at least 16 bilateral projects addressing the rights and participation of persons with disabilities.

Table 3. Projects by education sector sub-categories

Education Sector Sub-category	N	%
Deaf education and teacher education; deaf association building, sign language	18	38
Special needs ed/resource centers/inclusive education/basic education/mother tongue	13	27
Employment/vocational education	8	17
Sight impairment (infrastructure; braille)	3	6
Higher education	3	6
Education and sports/leisure time	2	4
Media education	1	2

The most prevalent sub-sector is support for the deaf, a possible reflection of the strength of Finnish NGOs in that field, but there was also lots of support for inclusive or special needs education, which is also a field that received much bilateral support during the decade.

4.2 Bilateral disability support programs

Over 2004–2013 Finland mounted at least 16 bilateral projects addressing the rights and participation of persons with disabilities, either as the main topic or as part of a more general project (see Table 4).² This is a considerable increase (170%) over the number identified in the LUA evaluation. Ten of the 16 are from the education sector, three from health, and three from social affairs (human rights), the MFA three priority sectors of the time (however, this does raise the question of whether disability mainstreaming is happening in other sectors). Nine of the 10 education projects concern “inclusive education,” which focus mainly on identifying and providing appropriate educational opportunities for children who have been excluded due to their disabilities. In two of the countries (Ethiopia and Kosovo) bilateral support for inclusive education was a long-term engagement lasting 10 years or more spread over three projects each. In four others (Montenegro, Palestine, South Africa, and Tanzania) it was confined to a single 3–4 year project which began and ended in the mid to late 00’s. Only one of these inclusive education projects was set to continue after 2013, the one in Ethiopia.

Of the three health sector projects, two were mainly focused on disability, but not from the medical point of view, since they both shifted from health themes to more social ones (strengthening disabled people’s organizations and promoting equal opportunities for disabled persons (e.g., through policy formulation, legislation, and creating a national council on disability). The third was a general health sector support program, which included a section covering the health needs of disabled persons. All of three of these projects were completed by 2006.

² The MFA has no exhaustive list of bilateral programs that address disability issues to one degree or another. The list presented here was compiled by searching MFA records and reports and by queries to key informants (mainly from the education, health, and social affairs sectors), but is certainly not itself exhaustive. Also, in some cases MFA records did show funding levels; for those the funding is shown as N/A.

In contrast, none of the social justice projects were explicitly about disabilities. Instead they were about labor market access, social protection, and human rights for the marginalized, *including those with disabilities*. Also, in contrast, the last two of these are set to run until 2016 and 2017.

Mainstreaming Disabilities: Bilateral Context. This set of projects exemplify two kinds of mainstreaming. The first involves the more established, longer-term projects in Ethiopia, Kosovo and Nicaragua in their strategic roles as facilitators of/contributors to the formation of nation plans, policies, legal documents, and councils, assuring that support for disabled persons is firmly institutionalized and set in national priorities. The second kind, is that in which disabilities concerns are treated as cross-cutting objectives, making sure disabled persons are considered along with others as recipients of program benefits and services: as such in the Palestinian-Finnish Education program, disabled persons are expected to benefit (among other groups), as also are those in the labor market project (Kosovo), the social protections one (Zambia), the human rights one (Afghanistan), and the health support one (Mozambique). The record does not make it clear how these disability concerns were mainstreamed into these projects, but the MFA has provided guidelines and tools on this since early in the last decade (Wiman, 2003). One senior government manager and strategist indicated that mainstreaming like this has often been the result of a push by an MFA advisor or by one of the country's DPOs sometimes in concert with a recipient country DPO (more about this in the section on multilateral support).

Table 4. Finland’s bilateral development support for disabilities

Project	Country	Sector/sub-sector	Dates	Funding
Afghan Independent Human Rights Commission	Afghanistan	Social/Human Rights	2013-2017	€ 2,000,000
Education Sector Development Program/ Special Needs Education	Ethiopia	Education/inclusive education	2004-2007	€ 585,308
Special Needs Education	Ethiopia	Education/inclusive education	2008-2012	€ 2,000,000
Technical Assistance to Special Needs Education	Ethiopia	Education/inclusive education	2013-2017	€ 2,000,000
Finnish Support to Education Sector in Kosovo (FSDEK II)	Kosovo	Education/inclusive education	2004-2008	€ 3,270,000
Finnish Support to Education Sector in Kosovo (FSDEK III)	Kosovo	Education/inclusive education	2009-2010	€ 310,867
Support for Inclusive/ Special Needs Education in Kosovo (FSIESK)	Kosovo	Education/inclusive education	2011-2013	€ 528,830
Active Labor Market Programs	Kosovo	Social/Labor Market	2013-2016	€1,200,000
Support to Education Sector in Montenegro	Montenegro	Education/inclusive education	2005-2007	€ 1,610,000
Health Sector Support Program	Mozambique	Health	2003-2005	N/A
Strengthening of organisations of people with disabilities (FODINIC)	Nicaragua	Health/disabilities	2001-2004	N/A
Development of equal opportunities for disabled people	Nicaragua	Health/Disabilities	2003-2006	N/A
Inclusive Special Needs Education in South Africa	South Africa	Education/inclusive education	2003-2008	€ 4,460,000
Special Needs (inclusive) Education Tanzania	Tanzania	Education/inclusive education	2005-2007	€ 570,000
Palestinian-Finnish Education Programme (PALFEP)	Palestine	Education/ed sect. support /teacher ed/inclusive ed	2005-2009	€ 6,000,000
Support for the Expansion of Social Protection Programmes (joint funding w/ ILO, DfID, Ire, GOZ)	Zambia	Social/Social Protection/Cash Transfers	2010-2014	€ 3,900,000

Identifying projects which have mainstreamed disability into government policy or have treated it as a cross-cutting objective, does not answer the question: *how successful has MFA been in putting a disability focus into every “disability-relevant” program?* Doing a definitive job of this is beyond the scope of our rapid review, but our team was able to glimpse an answer. We looked at all of the recent MFA projects (2012-2014) listed in the Ministry’s website, selected those that seemed to be disability relevant (there were eight overall but we expect this was an underestimate since the website itself acknowledges that “for technical reasons, the list of programs and projects on this site is still incomplete”), and then read the project description to see which, if any, had a disability-support feature. There were two of them (the two are now projects #1 and #8 in Table 4), which amounts to about a **25 percent** success rate. Of course, this is only the rate from one year, and not based on complete data; and we do not have a baseline figure for checking what it has been in the past. But a 25 percent rate seems consistent with one author’s recent lament that “there is not

much demand for disability mainstreaming by all partner country governments” (Wiman, 2012). The 13 mainstreaming bilateral projects that have been identified (Table 4) show movement in a positive direction, but also a long way to go.

4.3 Multilateral support programs

The funding modality that has grown the most since the LUA evaluation is that of multi-lateral support, numbering 10 in 2013 compared to 2 in 1992-2001. Finland’s Development Policy Programme of 2012 explicitly supports the use of the multilateral channels of UN organizations as well as those through global and regional financial institutions, such as the World Bank and regional development banks (including the African Union) – there are seven of these in Table 5. This review also lists three programs that could be considered **multi-bilateral programming**, including one sector-wide program (which supported inclusive education, among other themes, in Zambia), one regional legal rights program through the Eurasia Programme in Central Asia, and one jobs program in Central Asia, supported within the ILO framework and its “wider Europe Initiative.”

Mainstreaming Disabilities: Multilateral Context. As can be seen from Table 5, five of the seven multilateral programs are dedicated to supporting the rights of disabled persons: the three UN trust funds, the UNHCR program, and the African Union Disability Architecture program. Whether explicitly stated or not, these programs include high level policy dialogue and advocacy work geared to mainstreaming disability into develop agenda of the various agencies and nations that they support. For example, for the UNHCR fund, the goal is to make sure that programs in support of *displaced persons* always consider the special needs of those among them who are *people with disabilities*. The other two multilateral programs, the UNESCO and the Inter-American Bank ones, concern mainstreaming in another sense: assuring that disabled persons are among the beneficiaries of their Education for All and social development programs.

Mainstreaming Disabilities: Multi-bilateral Context. The three projects of this sub-modality, at the bottom of Table 5, all represent mainstreaming of the kind just mentioned. In each case, the multi-agency or multi-country projects are designed to support disabled persons *in addition to other beneficiaries*. These projects generally have not arrived at MFA for funding consideration *with the disability features already built in*. Building them in (mainstreaming them) has been the result of an advocacy process (using some of the tools mentioned in the previous section). For example, for the Decent and Safe Jobs project for Kyrgyzstan and Tajikistan and the Social Protection Project (Zambia) there was a “strong and effective push” for mainstreaming disability issues by an MFA social and employment advisor. In the case of “Equal before the Law” in Central Asia, a similar push came from one of the leading Finnish DPOs which had previously cooperated with a local DPO in the Kyrgyz Republic. The MFA officer in charge “was open-minded and clever enough to welcome this DPO push and turned it into one of the assets of the programme” (*Taken from an email from with a senior development cooperation manager and strategizer, May 5, 2015*).

The funding modality that has grown the most is that of multi-lateral support.

These projects have not arrived at MFA for funding consideration with the disability features built in but mainstreaming them has been the result of an advocacy process.

Table 5. Multilateral channels of Finland's support for persons with disabilities (2004-2013)

UN and Regional Organizations	Dates	Funding	Sector/Activities
World Bank/Multi-Donor Trust Fund for Disability & Development.	2005-2010 closed 2012	2005 € 100k 2010 € n/a	Mainstreaming disability into the development agenda; promoting the sharing of information and research.
INT/UN Special Rapporteur on Disability	2009-2013 (ongoing)	2010-2013 € 600k	Promotion of the rights of persons with disabilities as part of the elimination of discrimination theme supported within Finland's human rights policy priorities.
UN Partnership to Promote the Rights of Persons with Disabilities (UNPRPD)	2011-2013 (at least)	2013 € 2.0 m with forward commitments of € 2 m annually	Contributes to UNPRPD's support for targeted interventions that promote the mainstreaming of the rights of disabled persons in UN activities at the country level.
UNHCR: Strengthening the Protection of Persons with Disabilities in Forced Displacement	2014 continuing	€ 2.0 m	Improve the capacity of 8 UNHCR offices to ensure disability inclusion
African Union's Disability Architecture (AUDA)	At least 2013-2014	€ 1 m	Finnish support to Human Rights of Persons with Disabilities and related capacity building
Inter-American Development Bank	At least 2006	\$1.75 m as of 2006	Provides Finnish Technical Assistance for social development with an emphasis on disability, good governance, environmental protection, forestry, energy and ICT (incl disability briefs for Andean Region: Bolivia, Ecuador, Peru and Venezuela)
UNESCO: Education for All	2012-2013	€ 2.5	CAPEFA, and Int'l Prog for Dev't Communications covering issues like recovery from violence and disasters, inclusions, support for women and children, marginalized, etc.
Multi-bilateral Programs			
Equal Before Law: Access to Justice in Central Asia Programme (through the Eurasia Foundation of Central Asia EFCA)	2011-2014	€ 4.75 m	Social sector: To improve access to justice for vulnerable people including people with disabilities in Kyrgyzstan, Tajikistan, and Kazakhstan
Decent and Safe Jobs in Kyrgyzstan & Tajikistan (within the ILO framework "wider Europe Initiative")	2010-2013 2014-2017	€ 4.0 m € 4.0 m	Social /Welfare Services/Employment (target groups include disabled persons)
Education Sector Strategic Plan (SWAp) Zambia	2004-2008	€ 4,8 m sector support € 1.2 m BI TA € 6.0	Education/Sector Support/Inclusive Education

5 BALANCE ACROSS MODALITIES

Returning to the issue of balance across funding modality, we already demonstrated how the current decade mirrors the previous one on the number of projects of each kind - NGO projects still far outnumber the others. However, seeing balance only in terms of number of projects could be near-sighted. As mentioned in the previous section, other ways to see it include balance in terms of: a) funds delivered, b) balance within a country; and c) balance on the triple-track strategy. In these terms, balance could look quite different.

5.1 Balance in funds delivered

An analysis of funds allocated needs to be treated with caution, since none of the data bases used are comprehensive and in some cases the funds allocated have been estimated. Despite that, there are some “ball park” figures that seem to make sense. The 200 plus NGO projects are estimated to have transferred around 58.3 million euro for disabilities over the 2004-13 decade; whereas the bilateral projects that we have identified transferred around 34.4 million euro; and through multilateral organizations the estimated amount was around 23.4 million. There is likely to be an *over-counting* of resources for disability issues in some bi- and multilateral projects where inclusive education is only part of the whole, or where disability issues are only one of many areas of concern. For those, it is impossible to factor out how much money went for disabilities. This over-counting may just be about balanced by the undercounting from not identifying all of the relevant bi- and multilateral projects. Comparing the NGO sum of 58.3 million to that of bilateral plus multilaterals (34.4 plus 23.4 million = 57.8 million) shows them to be very nearly balanced. Once again these results need to be treated with caution, but they certainly show nothing like the imbalance that we saw when we compared only numbers of projects. Another way to look at the figures is that bi- and multilateral programs were worth, on average, about 2.2 to 2.7 million euro each; whereas the NGO projects averaged about one-tenth that amount (240 thousand euro).

5.2 Balance within a country.

Looking within countries, it must first be acknowledged that NGO grants were awarded in at least 40 countries (this analysis does not include the small grants through the *Abilis* program, which would push the total of countries even higher but the unpacking of which is beyond the scope of this review), whereas there were bilateral arrangements in 10, and multilateral programs (direct support to countries) in another 12-15; so there were at least 15 countries where Finland provided direct support for disabilities only through NGOs (so *balance* is not an issue in them). But the analysis gets interesting when we look at some countries

that have received two or three kinds of financing, for example, Kosovo, Ethiopia, Zambia, and Kenya.

Kosovo. During the target 10 year period there were five NGO grants awarded in Kosovo totaling 2+ million euro, while during the same years the government entered into agreements with MFA for three successive bilateral inclusive education projects and one labor market one worth just over 5.5 million. Even if the Abilis grants were added in, it is likely that this country's portfolio would have been out of balance financially, this time in the direction of the bilateral projects (as far as we could tell Kosovo was not party to any of the multilateral programs of the period).

Ethiopia. In the case of Ethiopia, its numerous NGO-mediated grants worth about 2.7 million euro were matched by bilateral funds (no multilateral identified) worth nearly the same amount (3.0 million), putting them roughly in balance (especially given the fact that Abilis grants would have pushed the 2.7 million for NGO grants even higher).

Zambia was the country receiving the largest number of NGO grants during the period (22) for a total of 3.5 million euro (plus an underdetermined additional amount through Abilis). During the decade the country also entered (2004-06) into an education sector SWAp (having some focus on special needs education, including some complementary Finnish Technical Assistance (TA) in that field), totaling 6 million euro, and a bilateral project in social protection in which disabled persons are among those to be protected, for about 3.12 million (adjusted to cover through 2013 only). Of course, the bi- and multilateral programs were only partially focused on disabilities, but even accounting for that, bi- and multilateral could be considered at least in balance with NGO support.

Kenya. Finally, there is Kenya, which received eight NGO mediated grants over the period worth more the 1.9 million euro (plus almost 4 million through Local Community Funds) but no support at all during the period through bi- or multilateral channels (that we are aware of); making it a case of imbalance in the direction of NGO support.

In sum, in a global sense there is a good balance in disability funding support through NGOs compared to bi- and multilateral arrangements *in funds allocated*. However, at the country level, there is wide variation: from countries where all support is from NGOs to those where the imbalance is in the other direction, and finally, to those where the channels are roughly in balance.

5.3 Balance across triple-track strategies

The MFA disability support portfolio might be more balanced in terms of the funds flowing through the three channels (to varying extents in each country), but what if they were all focusing on only one of the triple-track strategies for meeting cross cutting objectives? In retrospect, perhaps the concern about balance in the LUA evaluation could be framed in this way: the fact that 70 percent of the MFA disability funds were coming through NGOs and *their projects were almost entirely focused on strategy track 2 (targeted support and services)* means that the other tracks (1 and 3) were being *underemphasized*.

So an important new question is: *are the NGOs still mostly covering targeted support and services, or have they moved more towards into mainstreaming and policy dialogue since the 2003 LUA evaluation? In addition, we might ask how well are bilateral and multilateral programs covering track 1 and 3, and in countries where track 2 is under-supported are they able to fill the gaps?* These are harder questions to answer since addressing requires information not readily available. Here are some impressions from DPMG's current desk reviews and cases studies.

NGOs in mainstreaming and policy dialogue. We begin this by returning to our analysis of the focus of recent NGO-supported projects (see section 3.1). Since the 2003 evaluation did not breakdown its sample by sectors, we could not do a change analysis, but did observe that a majority of the new programs were from the "social sector" (the common perception has been that education was preferred field) and that, within the social sector, a majority projects were about *civil society strengthening and empowerment*.

Much of the new energy for this has come from the forming of the Disability Partnership Finland in 2010 as a consortium of nine Finnish disabled people's organizations (DPOs). One of the key services that the Partnership offers is "services in mainstreaming disabilities" (track 1); likewise it describes how its partner organizations in developing countries are strongly "encouraged to do advocacy and lobbying towards decision makers so that the Rights of the Persons with Disabilities will be considered in all decision making" (track 3).

One country where the Partnership appears to be putting the empowering idea to work is Ethiopia: 7 of its 8 current projects have "empowerment" in their titles (such as "Empowering Women with Disabilities in Ethiopia;" "Empowerment of the Disability Movement in Ethiopia;" "Program for Independence and Economic Empowerment of Mobility Challenged People"). Many of these go beyond empowering individuals and deal with empowering groups (e.g., DPOs) in lobbying policy makers and implementers.

Bilateral programs in mainstreaming and policy dialogue. Another assumption, perhaps arising from the LUA evaluation, has been that bilateral programs *are about mainstreaming*. Clearly, this does not have to be the case: there are plenty of examples of bilateral programs that are just as oriented to targeted support and services as the NGO projects (governments often prefer for donors to confine their support to capital investments like roads and school buildings). So what about the MFA's bilateral portfolio on disability issues? We were not able to do a review for all 11 projects, but there is evidence from the two countries that implemented six of the 11, Kosovo and Ethiopia. As part of its *Evaluation of Inclusive Education in Finland's Development Cooperation* DPMG did a desk review on the "relevance of the MFA projects to national objectives, and this is what we found:

Ethiopia. In the case of Ethiopia, all three of the MFA inclusive education projects were **deeply** aligned with the national development plans, meaning the all co-existing National Education Sector Development Plans covered inclusive education to some degree (more elaborately over time). MFA support to inclusive education (going back 30 years) predating all of these plans, and, since it always included goals of supporting policy development, *it certainly also influenced the country's education sector plans*. The DPMG case study on Ethiopia also documented how project teams continuously engaged planners and decision makers in pol-

There appears to be better balance of the triple-track strategy because NGOs are taking up more mainstreaming and policy dialogue roles in addition to targeted services.

icy dialogue geared towards increasing their commitments to educating persons with disabilities, and placed emphasis on “awareness raising” at the national and local levels - even down to the school and community - where teachers and parents have needed to become more aware of the rights of disabled children and convinced of the importance and viability of including disabled children in regular classrooms.

Kosovo. The MFA disability program started even before Kosovo became a nation state and when various countries, working under a UN special authority, were tasked with helping to revive state functions, such as education. In Kosovo, Finland was designated as the lead country in “special education,” which gave it influence over that part of the national plan in that early period. Even after independence MFA supported the country in further elaborating the plan into a full “inclusive education strategy,” through its 3 bilateral projects. (Incidentally, the Kosovan NGO for people physical disabilities, HANDIKOS, also supported by MFA through NGO channels, was likewise an early force for policy dialogue on disabilities.)

Multilateral programs. Multilateral programs tend to specialize in mainstreaming and policy dialogue since they typically get the engagement of national and international policy makers and planners in forums that often produce or renew basic strategies and agreements. One form of multilateral agreement, the Sector-Wide Program (SWAp), unites numerous development agencies in a supportive partnership around the government’s sector plan (often pooling funds for budget support), with the assumption that the sections of the plan of particular interest to the donors (like support for disabled persons) will be covered. When this did not happen in the case of Ethiopia’s General Education Quality Improvement Program - GEQIP (supervised by the World Bank), the MFA had to mount a complementary bilateral program in support of inclusive education.

Summarizing this section, there appears to be better coverage of the triple-track strategy than there was in the past decade, of course, in part because the strategy was only formally introduced late in the Century’s first decade, but also because NGOs are taking up more mainstreaming and policy dialogue roles, and mainstreaming is moving ahead, however slowly, through bilateral and multilateral organizations.

6 COMPLEMENTARITY ACROSS MODALITIES

Many informants that we interviewed were not only interested in whether the different modalities of disability support covered all *strategic tracks* but whether they covered them in a *complementary manner*. This assumes a fairly high degree of coordination and strategizing across programs. Two kinds of issues are at stake here: whether the programs *interact in constructive ways*, and whether their approaches and strategies *are harmonious with, reinforce, or fill in for one another* (in other words are *synergistic*).

Kosovo. The case studies of inclusive education in Kosovo and Ethiopia show different kinds and degrees of complementarity across modalities. In Kosovo, disability NGOs supported by MFA were engaged in awareness building on inclusive education, in cooperation with the MFA's bilateral education support Project, almost from its beginning. Similarly, local advocacy organizations were involved with the MFA Project and UNICEF in creating a "dictionary" of updated terms for disability and disability education issues. In addition to that, the FIDIDA-supported Kosovo Association for the Deaf has been involved in lobbying for the deaf, and in training teachers and creating learning materials (although the degree to which these are deployed/used in the bilateral *Special Needs Education/Inclusive Education* (SNE/IE) Projects is not clear). Some MFA-supported NGOs in Kosovo have also been involved in SNE/IE program implementation, for example, Local Cooperation Funds have been used by the Finnish embassy to support a local NGO in broadening the number of "model schools" providing mainstreaming opportunities for disabled students, extending the work of the bilateral program that closed in 2013 (a form of both complementarity and sustainability).

Ethiopia. DPMG's evaluators in the Ethiopian case study examined the "map" of organizations focusing on children with disabilities that the Finnish embassy had made and contacted the most active NGO/CSOs (i.e., Save the Children, Finnish Evangelical Lutheran Mission, Cheshire Services and HPDO). The team concluded that *in general* the materials and information generated by these NGOs "are not systematically utilized in implementation of the [Special Needs Education/Inclusive Education Project] strategy and overall did not appear aligned with MFA strategies" (for example, not all organizations working with disabled children support the idea of "inclusive education").

This may be true in general, but two recent examples seem to show more promise for complementarity with the more strategic bilateral efforts:

- The district of Amhara has recently asked a Finnish-supported NGO to train 500 regular teachers on how to work with the hearing impaired. (The DPMG case study of the SNE/IE project is showing very large gaps at the local level capacity to provide appropriate learning materials and teacher training that urgently need to be filled).

“Much of the collaboration is not institutionalized.”

“Need a collaboration platform at the country level.”

- One of the recent *Disability Partnership Finland* projects in Ethiopia is one called “Providing Support Services for the inclusion of children/youth with visual impairment in the regular school system in Ethiopia.” This is a new breed of vision impairment project that is more aligned with the MFA’s strategic work in that it sees sight-impaired children studying in the regular classroom with the help of assistive devices and teacher training it can provide.

This does not yet herald a new era of complementarity across modalities in support of the rights and opportunities of disabled persons, but it does suggest a beginning. As was seen in Ethiopian case study, the general pattern is still one of disconnectedness and sometimes even cross-purposes across project types. In fact one senior MFA informant for this study noted that in general there is “no systematic coordination” across program types, other than what might happen “on the shop floor” in any given country through “personal communication between active implementers in projects.” This is echoed by another who said, “Much of the collaboration around [human rights] issues is not institutionalized.” Both of these informants also mentioned a lack of expertise in disabilities at the MFA as one constraint and need for more awareness building about disabilities in the MFA rank and file.

On the margins, however, in certain embassies, there are examples of more systematic interaction which could lead to complementarity. In Ethiopia, for example, the Finnish Embassy leads a network of agencies in an “Inclusive Education Task Force” which has been a forum of NGOs, bilateral program implementers, and government officials for exchanging information and coordinating efforts. According to the embassy, through this mechanism the NGOs have been able to communicate both to the more strategic aid programs and to Ministry officials. This is consistent with the position of a senior MFA advisor: “we need a collaboration platform at the country level.” The Ethiopian mechanism is surely not the only one operating at the country level; bringing the best ones together in a forum so their assets and promises could be shared across embassies and with Helsinki would be a good idea. In the meantime, the effectiveness of the Addis Ababa “Task Force” is being evaluated, and, if confirmed to be effective, could become an example for other locations.

7 CONCLUSIONS

Here are the main conclusions derived from the findings of this desk study:

1. Analysis of MFA programs in support of disabled persons is hampered by lack of complete, reliable and user friendly data.
2. In numerical terms, this decade's portfolio of NGO, bilateral and multilateral/multi-bilateral projects is as unbalanced as the one a decade before, but there are many other ways to assess balance across modalities allowing for meaningful comparisons and useful information.
3. The recent decline in bilateral projects could reduce the strategic and mainstreaming features of Finnish development cooperation in support of disabled persons.
4. The MFA has fallen short of its goal of mainstreaming support for disabled persons as a cross-cutting objective in all projects.
5. MFA partner countries which only receive NGO support for addressing disability issues are less likely than others to effectively implement the triple track strategy (meaning weak support for mainstreaming and policy dialogue).
6. MFA lacks the expertise, experience and perspectives it needs to create a growing and coherent program in support of disabled persons.
7. The different modalities through which disability is supported rarely operate in a complementary manner. However, there are recent examples of good practice at the country level (e.g., in Kosovo) and a promising use of coordination and complementarity mechanisms at the country/embassy level (like Ethiopia's "Disability Task Force") which should be evaluated and shared with other locations if found to be effective. Other country-level collaboration platforms should also be brought to light and considered for more widespread use.

8 RECOMMENDATIONS

Based on the findings and conclusions of this desk study, the following recommendations are proposed:

1. Creation of a better record keeping (or archiving) system, with standard identifiers, on disability-oriented programs of all kinds, including local community funds. (MFA)
2. Development and use of more meaningful approaches to assessing balance within the disability portfolio (looking at funds delivered, balance within a country, and balance on the triple-track strategy). (MFA)
3. Replenishment of the bilateral project pipeline for disability-oriented projects such as inclusive education. (MFA, partner countries)
4. Ensured mainstreaming of support for disabled persons in more projects and in more sectors by making it obligatory for all disability-relevant projects. (MFA, partner countries)
5. Continued support and training of NGOs/DPOs for strategic roles in mainstreaming and policy dialogue in support of disabled persons, and in increased efforts to link countries having no bilateral support to multinational programs and trust funds. (MFA, partner countries)
6. Recruitment of more disability experts and disabled persons into senior Ministry staff and advisory positions. (MFA)
7. Development of better program coordination and complementarity mechanisms among the various kinds of programs, mainly at the country/embassy level. (MFA)

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THE DESK STUDY TEAM

The desk study on Finland's Cooperation to Enhance Rights and Equal Opportunities of Participation of Persons with Disabilities (Component 1) was written by H. Dean Nielsen, the team leader for the Evaluation of Inclusive Education in Finland's Development Cooperation in 2004–2013. Dr. Nielsen holds a Ph.D. in Comparative and International Development Education from Stanford University. Much of Nielsen's career, including field-based work overseas in Indonesia (3 years) and Singapore (5 years), focused on extending educational opportunities to marginalized children. Dr. Nielsen has devoted attention to evaluations of programs to improve learning outcomes, including a 2014 ten-country evaluation of reading programs. He also worked with UNICEF to help governments include the very vulnerable and disabled through the abolition of school fees and other policy instruments. Based in the World Bank's Independent Evaluation Group (IEG) from 2003 to 2007, he led a 40-country evaluation of the World Bank's support for primary education during 1990–2005. From 1998 to 2003 he managed basic education projects in Indonesia and Timor Leste for the World Bank and oversaw school block grants totaling millions of dollars that allowed communities to reach out to those who had been excluded.

Linda Morra Imas provided an independent peer review of the draft document. Her review was complemented by quality assurance reviews by the DPMG Director, Xavier Legrain.

ANNEX 1: TERMS OF REFERENCE

UHA2014–009617, 89892405

Evaluation of Inclusive Education in Finland’s Development Cooperation in 2004-2013

1 BACKGROUND TO THE EVALUATION

The promotion of human rights and the strengthening of rights and participation of the most vulnerable people (e.g. people with disabilities) have been integral parts of Finland’s development policy and cooperation since the mid 1990’s. Finland pursues a human rights-based approach (HRBA) to development. Education is one very important human right and has been a priority in the Finnish development policy and cooperation. Finland pursues an inclusive approach to education and has thus a reputation of being a supporter of inclusive education.

This evaluation will assess inclusiveness and especially inclusiveness in education in the Finnish development cooperation through country and regional case studies. Furthermore, it will also assess the Finnish development cooperation from the disability perspective through a desk study. These two assessments will contribute to the overall assessment on the application of the HRBA in the Finnish development cooperation.

The evaluation will include five components. The first component contains a desk study on the Finnish development cooperation to enhance the rights and equal opportunities of participation of people with disabilities and will provide overall context for the inclusiveness in the Finnish development cooperation. The second component consists of the final evaluation of Finnish cooperation in education sector in Kosovo with focus on inclusive education. The third component is the final evaluation of Finnish cooperation in education sector in the Andean region with emphasis on bilingual education. The fourth component consists of case study on Finnish development cooperation in inclusive education in Ethiopia. The fifth component merges the findings of the other components and consists of a synthesis report. All components are closely interlinked and the evaluation is organized in such a way that cross-fertilization between the different components can take place. This will guide the organization of the evaluation process and the work of the evaluation team.

2 CONTEXT

2.1 Global context

Development agencies and organisations have different definitions and degree of emphasis on their HRBA and use different principles as the basis for their work. The United Nations Development Group’s (UNDG) Common Understanding on Human Rights-based Approaches to Development Cooperation and Programming (2003) rests on the principles of universality and inalienability; indivisibility; inter-dependence and inter-relatedness; non-discrimination and equality; participation and inclusion; accountability and rule of law.

Education has been formally recognized as a human right since the adoption of the Universal Declaration of Human Rights in 1948 and right to education has been affirmed in numerous human rights treaties.

These treaties establish an entitlement to free, compulsory primary education for all children; an obligation to develop secondary education, supported by measures to render it accessible to all children, as well as equitable access to higher education; and a responsibility to provide basic education for individuals who have not completed primary education.

The goal of a human rights-based approach to education is simple: to assure every child a quality education that respects and promotes her or his right to dignity and optimum development. Two of the eight Millennium Development Goals (MDGs) are directly related to education, namely Number 2 (Achieve universal primary education) and Number 3 (Promote gender equality and empower women) which includes gender equality in education. The inclusive education has been recognized as a key strategy to provide good-quality education for all (Salamanca Statement and Framework for Action, 1994, and Dakar Framework for Action, 2000).

Unesco defines inclusive education as “a process of addressing and responding to the diversity of needs of all children, youth and adults through increasing participation in learning, cultures and communities, and reducing and eliminating exclusion within and from education” (UNESCO 2003 *Overcoming Exclusion through Inclusive Approaches in Education. A challenge and a vision.*).

The Salamanca conference concluded that special needs education - an issue of equal concern to countries of the North and of the South - cannot advance in isolation. It has to form part of an overall educational strategy. The conference called the international community to endorse the approach of inclusive education recognising the necessity and urgency of providing education for all children, young people and adults within the regular education system. The conference proclaimed that children with special educational needs must have access to regular schools in their communities.

During the last decade the international development regarding the rights of persons with disabilities has undergone substantial changes. The UN Convention on the Rights of Persons with Disabilities was adopted in 2006 and entered into force in 2008. The presentation of the Convention on the UN web site states that: “The Convention follows decades of work by the United Nations to change attitudes and approaches to persons with disabilities. It takes to a new height the movement from viewing persons with disabilities as “objects” of charity, medical treatment and social protection towards viewing persons with disabilities as “subjects” with rights, who are capable of claiming those rights and making decisions for their lives based on their free and informed consent as well as being active members of society. The Convention is intended as a human rights instrument with an explicit, social development dimension. It adopts a broad categorization of persons with disabilities and reaffirms that all persons with all types of disabilities must enjoy all human rights and fundamental freedoms.”

2.2 Human rights-based approach (HRBA) in Finland’s development policy

The human rights-based approach to development has been guided by Governments’ reports on Finland’s human rights policy (2004 and 2009), development policy programmes (2004, 2007 and 2012), guidelines for implementing the human-rights based approach in Finland’s development policy (2013) and most recently human rights strategy and action plan of the foreign service of Finland (June 2013).

A human rights-based approach to development means that human rights, as defined in international treaties, apply to everyone, including the people who are the poorest and most discriminated against. All human beings are born free and equal in dignity and in rights. The human rights-based approach to development includes civil and political rights and freedoms as well as economic, social and cultural rights. One very important right is the right to education.

Finland emphasises the rights of women, children, ethnic, linguistic and religious minorities and indigenous peoples, the rights of persons with disabilities, people living with HIV and AIDS, and the rights of sexual and gender minorities. Finland puts emphasis on rights-holders and duty-bearers and their capacity-

building and aims to ensure that even the poorest people know their rights and are able to act for them. Inclusion of human rights-based approach in all activities is one of the most important measures. Value-based development policy promotes the core human rights principles such as universality, self-determination, non-discrimination and equality.

The Ministry for Foreign Affairs of Finland (MFA) commissioned recently a study to assess how the HRBA is applied and how it can further be applied in Finnish development cooperation. The study “*Reducing inequalities: Finnish development cooperation in Ethiopia and Kenya with special focus on gender and disability*” was done by Institute for Human Rights of Åbo Akademi University. The special focus of the study was on women’s rights and rights of persons with disabilities. The study concluded that the HRBA has not been largely operationalized in the practice of the MFA although pertinent efforts have been observed especially at the policy level. The main problems are the shortage of expertise, absence of binding and systematic mechanisms and undue emphases on results-oriented approach.

2.3 Inclusive education in Finland’s development policy

Education has been a priority in Finland’s development policy and cooperation and it is seen as a key to sustainable development and as a means toward promoting equality, democracy and human rights. Although education has been a priority, its share has decreased from over 10 % in the beginning of 2000 to only 5 % in 2013.

Finland has been committed to the EFA process in various ways and has supported the EFA principles through multilateral, bilateral and regional cooperation. Finland has emphasized the right to education and learning in all three development policy programmes covered in this evaluation (2004, 2007 and 2012). At first the focus was mainly on ensuring basic education for all (including the promotion of inclusive education) but later the vocational and higher education have been highlighted, too.

MFA’s Education Strategy for Development Cooperation was approved in 2006. The goals and principles set in the strategy are still up-to-date. Finland promotes an inclusive approach to education although the strategy does not clearly spell out what is meant with inclusive education but seems to define the beneficiaries of inclusive education as those children that need special support. The strategy puts special emphasis on the importance of educating girls and underlines the need to undertake special measures to develop the education of children and young persons with disabilities and the educational conditions of indigenous people.

The evaluation of education sector development cooperation (2004) pointed out that in financial terms Finland is not a major partner but in substantive terms there are well-targeted accomplishments, unexploited potential and continuously improved delivery practices. Finland can and should play a more active role in the concert for education development cooperation. Finland has had comparative advantage in inclusive/special education. Finland has thus supported some successful pilots in inclusive education. The inclusive education was found successful also in the evaluation on Finland’s cooperation from disability perspective (2003).

2.4. Disability aspects in Finland’s development policy and cooperation

Finland has emphasized the promotion of rights and equal opportunities of participation of people with disabilities since the mid 1990’s. This has been a cross-cutting theme/objective in the latest three development policy programmes. In addition, in 2003 the plan of action was approved to enhance the inclusion of disability approach in bilateral and multilateral development cooperation. Furthermore, in October 2012 the Minister for International Development approved the guidelines to enhance the development cooperation to promote the rights of persons with disabilities. The aim is to increase funding for the cooperation to promote the rights of persons with disabilities, mainstream disability approach in all development coop-

eration, enhance policy dialogue, continue supporting disability diplomacy, enhance human resources and make a thematic evaluation on the promotion of rights of persons with disabilities.

In recent years the funding for disability focused cooperation has been c. 7 million Euros (i.e. less than 1 % of total development cooperation) and the most cooperation has gone via Finnish non- governmental organisations (NGOs). Bilaterally and multilaterally the development cooperation has been rather small supporting e.g. inclusive education and the UN Partnership on the Rights of Persons with Disabilities (UNPRPD).

The evaluation on Finland's cooperation from disability perspective in 2003 revealed that the use of different aid instruments is not in balance because most of the cooperation in disability issues has gone via Finnish NGOs and the bilateral and multilateral support has been limited and somewhat sporadic. However, the support to inclusive education has been successful. The evaluation recommended for example to integrate disability aspect as a cross-cutting theme in all development cooperation, use different types of aid instruments and utilize the policy advocacy as part of multilateral cooperation

3 PURPOSE AND OBJECTIVE OF THE EVALUATION

The purpose of the evaluation is to serve planning and decision making needs in the MFA. The evaluation is expected to bring forward issues and lessons learned and make innovative but practical and concrete recommendations which will help the MFA to develop further the development cooperation in inclusive education and to enhance the cooperation with disability approach. Moreover, the recommendations will help the MFA to enhance the application of HRBA in development cooperation.

Evaluation itself is also a major tool for accountability. Thus, the evaluation will inform the general public, parliamentarians, academia, and development professionals outside the immediate sphere of the decision-makers in development policy of what has been achieved by the use of public funds.

The objectives of the evaluation are:

- To assess the strengths and weaknesses in the realization of HRBA in Finland's development cooperation by assessing the application of HRBA in Finland's development cooperation in inclusive education and in cooperation with disability focus.
- To assess inclusive education in Finland's development cooperation and provide a comprehensive overall view on the achievements, strengths and weaknesses.
- To assess the achievements, strengths and weaknesses of the cooperation with disability approach and to provide disability mainstreaming successes and failures.

Furthermore, the objective of components 2 and 3 is to provide an assessment on the overall results and lessons learned of the Finnish development interventions in the Andean region and Kosovo.

4 SCOPE OF THE EVALUATION

The evaluation covers bilateral and regional instruments, bilateral and regional contributions through multilateral channels (so-called multi-bi cooperation), multilateral and NGO cooperation as well as policy dialogue in selected countries and regions where possible.

The temporal scope of the evaluation is 2004-2013 covering the three Development Policy Programmes of 2004, 2007 and 2012. As an exception, the final evaluations of the development cooperation in inclusive education in Kosovo and the Andean region (Components 2 and 3) cover the entire time frame of Finland's development cooperation in those countries/regions (please see below).

The evaluation consists of five components. It is organized in such a way that the four components can learn from each other. While their findings are presented in separate reports, they are also merged into a synthesis report which forms the component 5.

Component 1 includes a desk study on the Finnish development cooperation to enhance the rights and equal opportunities of participation of people with disabilities. The desk study will provide overall context for the inclusiveness in the Finnish development cooperation. It will mainly be limited to document study and interviews at the Ministry and other relevant stakeholders in Helsinki, e.g. PLAN, Save the Children, Finnish Disabled People's International Development Association (FIDIDA) and Abilis Foundation, with possible questionnaires to the embassies of Finland and possible other stakeholders. When analyzing the disability specific development cooperation, the evaluation is not intended to examine each individual intervention meticulously but rather focus on how the entire cooperation portfolio and the related policy dialogue have supported the promotion of rights and possibilities of persons with disabilities.

Component 2 includes the final evaluation of Finland's development cooperation in education sector in Kosovo in 2000-2013. Inclusive education has been one of the main sectors of development cooperation of Finland in the Western Balkans. In Kosovo the support to education sector started in the year 2000 with the support to the Faculty of Education of Pristina University and the introduction of the modern thinking of special needs education. During the second phase of the project the concept of inclusivity was introduced. Finland has supported development of pre-service and in-service teacher education, resource centers, strategy development, and organised training of education professionals at the central and local level. The Evaluation of Peace and Development in Finland's Development Cooperation (not yet finalized) recommends to carry out a full evaluation of Finnish support to inclusive and special needs education in Kosovo in order to capture the lessons learned from Finland's intervention for over 13 years and to identify the further institutional needs in Kosovo for effective decentralisation in education.

Component 3 includes the final evaluation of the regional programme *Intercultural Bilingual Education for the Amazon Region (EIBAMAZ)* which was supported in 2004-2012. The programme was implemented by UNICEF and covered Bolivia, Ecuador and Peru. The aim of the programme was to guarantee the rights of Amazonian children and youth to have good quality education in their mother tongue. The University of Helsinki provided technical assistance to the implementation. The programme had three components: 1) teacher training in bilingual and intercultural education, 2) applied educational research on bilingual and intercultural education and 3) production of pedagogical materials.

Component 4 consists of case study on Finnish development cooperation in inclusive education in Ethiopia. In Ethiopia there has been a shift from special needs towards aiming to a more inclusive approach in education. Finland has promoted inclusive education bilaterally, in policy dialogue as well as through NGOs and Disabled People's Organizations (DPOs).

Component 5 consists of the synthesis report. The synthesis evaluation document will bring together the major traits of the different components of this entire evaluation.

A systematic analysis of the main policy documents and previous relevant evaluations and reviews (see the tentative list in Annex 1) on the focus areas should form the baseline for the assessment.

5 ISSUES BY EVALUATION CRITERIA

The following issues by evaluation criteria will guide the evaluation. Priority issues for each criterion are indicated below. It is the evaluation team is expected to develop a limited number of more detailed evaluation questions based on the priorities set below and expand the set of questions where it deems this necessary. The evaluation questions will be based on the OECD/DAC and EU criteria where applicable and will be prepared as part of the inception report. The evaluation is also expected to apply a theory of change approach in order to contextualize the evaluation questions to fit in the assessment.

Effectiveness

- Considers how the HRBA has been applied in Finland's development cooperation and identifies main lessons to enhance the application of HRBA.

- Assesses the choice and mix of development cooperation modalities to enhance inclusive education.
- Considers the extent to which the promotion of rights of people with disabilities has been mainstreamed in Finland's development cooperation how it can be strengthened.
- Analyses the extent to which the cross-cutting objectives have been incorporated into the cooperation and how this has affected the results and the inclusiveness of the cooperation.

Sustainability

- Assessment focuses on if leadership, ownership and capacity have been supported to strengthen sustainability of development cooperation in the partner countries. Analysis also considers how participation of men and women as well as different beneficiary groups has been organized.
- Analyses the extent to which the Finnish cooperation in inclusive education is integrated in the partner countries overall policy/strategy and programmes.

Impact

- Assesses to the extent possible the wider achievements of the Finnish cooperation in strengthening inclusiveness and especially inclusiveness in education as well as the reduction of poverty and inequalities.
- *For Components 2 and 3 only:* Assesses to the extent possible the impact of Finnish development cooperation in Kosovo and Andean region.

Relevance

- Considers what is understood by inclusive education in Finland's development policy and cooperation and how the thinking of inclusive education and inclusive development has evolved. The analyses also consider if the thinking is aligned with international understanding of inclusive development and education.
- Analyses the extent to which Finland's cooperation is in line with contemporary best practices and international understanding on inclusive development and inclusive education.
- Analyses the extent to which Finland's cooperation in inclusive education is relevant to the development objectives of the partner countries/regions and the extent to which Finland's cooperation is coordinated with other development partners and partner countries' programmes.
- Analyses the extent of which Finland's cooperation to promote rights and possibilities of persons with disabilities is relevant to the objectives of partner countries/regions.

For the final evaluations of the development cooperation in inclusive education in Kosovo and the Andean region (components 2 and 3) the priority issues for each criterion are indicated below. As above, it is expected that the evaluation team will develop a limited number of more detailed evaluation questions based on the OECD/DAC and EU criteria and based on the priorities set below and expand the set of questions where it deems this necessary. The evaluation is also expected to apply a theory of change approach in order to contextualize the evaluation questions to fit in the assessment.

Effectiveness

- Focuses on the achievement of project's immediate objectives.
- Assesses to what extent the achievements of the projects/programmes have supported human rights and cross-cutting objectives of gender equality, reduction of inequalities and promotion of climate sustainability.

Sustainability

- Assesses if the benefits produced by the projects/programmes will be maintained, including the achievements in human rights, gender equality, reduction of inequalities and promotion of climate sustainability. Assesses if the project/programme exit has supported the sustainability of the benefits produced.

Impact

- Assesses the progress towards achieving the overall objectives of the projects/programmes taking also into account the aspects of strengthening regional integration.
- Analyses the overall impact of the projects/programmes, intended and unintended, positive and negative.
- Focuses on how the impact is perceived by the different beneficiary groups with the particular focus on the final users and groups.

Relevance

- Focuses on the objectives and achievements of the cooperation and their consistency with the policies of the partner countries and with the needs and priorities of the different stakeholders, including all final beneficiaries.

Efficiency

- Focuses on the projects'/programmes' working modalities. The assessment considers particularly if the chosen working modalities and the size of the project have supported efficient aid delivery and reaching of the intended beneficiaries.

6 GENERAL APPROACH AND METHODOLOGY

The approach of the evaluation seeks to combine the need to obtain a general overview of the initiatives undertaken and to research in more depth, looking more closely at separate projects and programmes in selected countries/regions.

The approach and working modality will be participatory. During the field work particular attention will be paid to ensure that women, vulnerable and marginalized groups are included. In order to enhance the participatory approach of the evaluation and the participation of rights-holders in the evaluation the evaluation team will utilize the expertise of a representative organization of the rights-holders in one of the case studies (components 2, 3 or 4). The representative organization could be for example some local NGO/network. The organization should be indicated in the technical proposal.

Mixed methods will be used (both qualitative and quantitative) to enable triangulation in the drawing of results. The evaluation covers both targeted and mainstreaming approaches, and the methodology should be elaborated accordingly to assess the value of each of the approaches. The evaluation team is expected to reconstruct the theory of change and propose a detailed methodology in an evaluation matrix which will be presented in the inception report.

Validation of results must be done through multiple sources. Particular attention is paid to the adequate length of the field visits to enable sufficient collection of information also from sources outside of the institutional stakeholders (e.g. statistics and comparison material). Adequate amount of time should also be allocated for the interviews conducted with the stakeholders in Finland. Interview groups are to be identified by the evaluation team in advance.

The main sources of information include the development strategies of the case study governments, Finland's Development Policy Programmes, thematic and geographic guidance documents, previously conducted country programme, thematic and project/programme evaluations, country analyses, country-specific development cooperation plans, programme and project documents and reports and similar documents. The evaluation team is also encouraged to use statistics and different local sources of information to the extent possible.

If sampling of documents is used, sampling principles and its effect to reliability and validity of the evaluation must be elaborated separately.

During the process particular attention is paid to a strong inter-team coordination and information sharing within the team. The evaluation team is expected to show sensitivity to diverse communication needs, gender roles, ethnicity, beliefs, manners and customs of all stakeholders. The evaluators will respect the rights and desire of the interviewees and stakeholders to provide information in confidence. Direct quotes from interviewees and stakeholders may be used in the reports, if deemed necessary, but only anonymously.

The evaluation team is encouraged to raise issues that it deems important to the evaluation but that are not mentioned in these terms of reference. Similarly, the team is encouraged to take up issues included in the terms of reference which it does not deem feasible.

7 EVALUATION PROCESS, TIMELINES AND DELIVERABLES

The evaluation will tentatively start in September 2014 and end in March 2015. The evaluation consists of the following phases and will produce the respective deliverables. The process will move forward according to the phases described below. It is highlighted that a new phase is initiated only when all the deliverables of the previous phase have been approved by the Development Evaluation Unit (EVA-11). The reports will be delivered in Word-format (Microsoft Word 2010) with all the tables and pictures also separately in their original formats. All reports will be written in English. The consultant is responsible for the editing and quality control of language. The reports will be published in IATI standards and EVA-11 will provide more detailed writing instructions.

I. Start-up meeting

The purpose of the start-up meeting is to discuss the entire evaluation process including the content of the evaluation, practical issues related to the field visits, reporting and administrative matters. Start-up meeting can also be organized as a video conference. The start-up meeting will be organized by EVA-11 after the signing of the contract.

II. Inception

Deliverables: Inception report and inception meeting (incl. minutes of the meeting)

This phase includes a plan for data collection and preliminary data analysis as well as the preparation of an inception report and organization of an inception meeting in Helsinki or as a video conference.

Specifying the approach and methodology and the preparation of main evaluation questions and sub-questions, the evaluation matrix and the work plan constitute the inception report. The main evaluation questions will be opened into specific research questions and respective indicators. The methodology and sources of verification will be explained in detail, including the methods and tools of analyses, scoring or rating systems and alike.

The division of tasks between the team members will be finalized in the inception report. In addition, a list of stakeholder groups to be interviewed will be included in the inception report. The inception report will also suggest an outline of the final reports. The structure of the report will follow the established overall

structure of the evaluation reports of the Ministry. Inception report should be kept concise and should not exceed 25 pages, annexes excluded.

The consultant will organize the inception meeting in Helsinki. The meeting can also be organized as a video conference.

III. Desk study

Deliverable: Desk study report

Desk study phase consists of an analysis of the written material and revised plan for the interview phase. Desk study report will provide a concise analysis of the previous evaluations, policy documents, guidelines, thematic/regional programming, context analysis and other relevant documents related to the evaluation subject. It will also present a plan for the interviews and field visits including the identification of local informants (government authorities, academia, research groups/institutes, civil society representatives, other donors etc.) and other sources of information (studies, publications, statistical data etc.) as well as an outline of the interview questions.

Desk study report will be submitted to EVA-11 and is subject to the approval of EVA-11 prior to the interviews in Finland and field visits to case study countries/regions. The report should be kept concise and clear.

IV. Field visits to Kosovo (component 2), the Andean region (component 3) and Ethiopia (component 4)

Deliverable: Presentations supported by power point on the preliminary results, presentations at the embassies, stakeholder workshops

The purpose of the field visits is to reflect and validate the results and assessments of the desk study phase. The field visit(s) may possibly be a joint mission with MFA participation. The evaluation team is expected to propose the suitable timing of the visits of components 2, 3 and 4. Please note that it is advisable to carry out the field visit to the Andean region in November 2014 due to the holiday season in December-January.

The preliminary results of the visits will be presented and discussed in the embassies of Finland in the case study countries. The relevant persons from the Ministry (e.g. EVA-11 and regional and development policy department) will participate in the presentations through a video conference.

After the field visits, further interviews and document study in Finland may still be needed to complement the information collected during the desk study phase and the field visits.

V. Final reporting

Deliverable: Final reports (including final draft reports and final reports) and public presentation supported by a power point presentation.

The final reporting contains the following deliverables:

- Desk study report on Finland's cooperation to enhance rights and participation of people with disabilities
- Report of the final evaluation of Finland's support to education sector in Kosovo
- Report of the final evaluation of EIBAMAZ programme
- Evaluation report of the Finnish development cooperation in Ethiopia to support inclusive education
- Synthesis report on inclusive education and application of HRBA in development cooperation in inclusive education and in disability specific cooperation

The final reports should be kept clear, concise and consistent. The reports should contain inter alia the evaluation findings, conclusions and recommendations and the logic on those should be clear and based on evidence.

A public presentation in Helsinki will be organized when the final draft reports are ready. The final draft reports will be subjected to a round of comments by the parties concerned. It should be noted that the comments are meant only to correct any misunderstandings or factual mistakes instead of rewriting the reports.

The reports will be finalized based on the comments received and will be ready by 31 March 2015. The final reports must include abstract and summary (including the table on main findings, conclusions and recommendations) in Finnish, Swedish and English. The reports will be of high and publishable quality and the translations will match with the original English version.

In addition to the presentations in Helsinki, a presentation of the findings of the evaluation may also be organized through a webinar or video conference.

The MFA also requires access to the evaluation team's interim evidence documents, e.g. completed matrices, although it is not expected that these should be of publishable quality. We are also aware that they may include confidential information. All confidential information will be handled properly.

The Consultant will submit a methodological note explaining how the quality control was addressed during the evaluation and how the capitalization of lessons learned has also been addressed.

It should be noted that the final draft report and final reports may be subjected to an external peer review of internationally recognized experts. The views of the peer reviewers will anonymously be made available to the Consultant contracted to perform this evaluation.

8 EXPERTISE REQUIRED

In overall, successful conduct of the evaluation requires a deep understanding and expertise of overall state of the art international development policy and cooperation issues including programming and aid management, development cooperation modalities and players in the global scene. It also requires expertise in education and preferably in inclusive education. Experience and knowledge of disability approach in development cooperation, HRBA and cross-cutting objectives are also needed. Solid experience in large sectoral/thematic/policy evaluations or large evaluations containing several countries preferably in education and/or inclusive education is required. In addition, hands-on long-term experience at the field level is needed.

All team members shall have fluency in English; one senior team member shall be fluent in Finnish and one in Spanish. Knowledge of local administrative languages of the case study countries among the experts will be an asset.

The competencies of the team members will be complementary.

The evaluation team will include a mix of male and female experts. The team will also include experts from both developed and developing countries.

One of the senior experts of the team will be identified as the Team Leader. The Team Leader will lead the work and will be ultimately responsible for the deliverables. The evaluation team will work under the leadership of the Team Leader who carries the final responsibility of completing the evaluation.

Detailed team requirements are included in the Instructions to the Tenderers (ITT).

9 BUDGET AND PAYMENT MODALITIES

The evaluation will not cost more than € 340 000 (VAT excluded).

10 MANAGEMENT OF THE EVALUATION

The Development Evaluation Unit (EVA-11) will be responsible for the management of the evaluation. The EVA-11 will work closely with other units/departments of the Ministry and other stakeholders in Finland and abroad.

11 MANDATE

The evaluation team is entitled and expected to discuss matters relevant to this evaluation with pertinent persons and organizations. However, it is not authorized to make any commitments on behalf of the Government of Finland. The evaluation team does not represent the Ministry for Foreign Affairs of Finland in any capacity.

The evaluation team has no immaterial rights to any of the material collected in the course of the evaluation or to any draft or final reports produced as a result of this assignment.

12 AUTHORISATION

Helsinki, 24.6.2014

Sanna Pulkkinen

Director (a.i.)

Development Evaluation Unit

Ministry for Foreign Affairs of Finland

ANNEX 2: PEOPLE INTERVIEWED

Ulla Anttila, Executive Director, KIOS (Finnish NGO Foundation for Human Rights)

Marjo Heinonen, Executive Director of Abilis

Jussi Karakoski, Education Advisor, Ministry for Foreign Affairs

Hisayo Katsui, Adjunct Professor, Helsinki University; Research and Development Manager, Abilis Foundation

Mari Koistinen, Advisor, Disability Partnership Finland (former FIDIDA)

Kalle Könkkölä, Chairperson, Abilis Foundation

Matti Lahtinen, Advisor on disability issues, NGO Unit, MFA.

Elina Lehtomäki, Senior Researcher, University of Jyväskylä

Anja Malm, Executive Director, Disability Partnership Finland (former FIDIDA) Jyrki Nissilä, Head of the NGO Unit at MFA,

Satu Pehu-Voima, Counsellor (Education), Embassy of Finland, Addis Ababa, Ethiopia

Katariina Sario, Senior Adviser, Development Policy, Vulnerable Groups, Ministry for Foreign Affairs

Hannu Savolainen, Professor, University of Jyväskylä

Susanna Tan, Head of Program Development and Quality, Save the Children Finland

Timo Voipio (via internet), Director for implementation strategy and partnerships EU Social Protection Systems Programme (EU-SPS), National Institute for Health and Welfare (THL), Government of Finland

Åsa Wallendahl, Senior Adviser, Development Policy, The rule of law and human rights, Ministry for Foreign Affairs

ANNEX 3: DOCUMENTS CONSULTED

African Union's Disability Architecture. (2012). *Finnish Support to Human Rights of Persons with Disabilities in Africa through the Operationalization of African Union's Disability Architecture (AUDA) and Related Capacity Building*. Helsinki.

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Wiman, R. (2012). *Mainstreaming the Disability Dimension in Development Cooperation Case Finland - Lessons Learned*. Presented at the UN Commission for Social Development, 50th session, New York, N.Y.

ANNEX 4: MATRIX OF MFA NGO-MEDIATED DISABILITY PROJECTS, 2004-2013

Järjestö/NGO	Intervention number	Hanke FIN/Programme ENG	Year	Total:	Country	Sect	Sub-sector (NC=No Category)
FIDA International		Vammaisten afgaanien vahvistaminen/Support for disabled Afgan	2012	100,000	Afghanistan	S	Empowerment
Operaatio Mobilisaatio ry	62505201	Vammaisten afgaanien vahvistaminen/Empowerment of disabled Afgans	2007-2010	400,000	Afghanistan	S	Empowerment
Operaatio Mobilisaatio ry		Vammaisten yhteisöperustainen kuntoutusprojekti Afganistanissa/Community-based rehabilitation project for disabled, Afganistan	2013	134,300	Afghanistan	S	Rehabilitation
Operaatio Mobilisaatio ry		Vammaisten mukaan ottaminen kaikille elämän alueille/Promoting participation of disabled in every sector of living	2013	120,800	Afghanistan	S	Empowerment
Operaatio Mobilisaatio Ry		Vammaisten afgaanien kuntoutusprojekti/Rehabilitation of disabled Afgans	2001-2004	180,730	Afghanistan	H	NC
Näkövammaisten keskusliitto		Kehitysvammaisten akuuttien tarpeiden tukeminen / Afrikka/Support to acute needs in developing Countries	1986-2004	164,009	Africa	S/E	Association of visually impaired
Niilo Mäki-säätiö		ERITT/Erityistukea tarvitsevien lasten oppimisen tukeminen/Support to SEN students' learning	2013	150,000	Africa	E	SEN
AUDA							
Suomen Unifem		Vammaisten naisten yritysopetus eteläisessä Afrikassa/Entrepreneurship education for disabled women in southern Africa	2002-2004	123,335	Africa	E	Vocational education
FIDIDA/Kuurojen Liitto, Albanian National Association of the Deaf		Albanian National Association of the Deaf – Advocacy, Organizational and Interpreter Training Project	2013	146,109	Albania	E	Deaf Association
Kuurojen liitto		Kuurojen liiton edunvalvonta/Albania /Trusteeship of Albanian deaf Association	2002-2005	96,804	Albania	S	Deaf Association

Kuurojen Liitto ry	13101801	Albanian Kuurojen liiton edunvalvonta-, järjestö ja tulkikoulutus/training programme for trus-teeship, association work and signlanguage for Albanian Daef Association	1997-2004, 2010, 2012	863,298	Albania	E	Deaf Association
Local civil society and judiciary	13100901	Local Cooperation/Albania	2004	60,000	Albania	S	Rights of disabled
NGOs, culture associations, research units	13900001	Local Cooperation/Algeria, Tunis	2004-2006	300,000	Algeria, Tunis	S	Empowerment
Patmos Lähetysseuratiö	67201101	ARMENIA/Vammaisten lasten elämälaadun ja kuntoutuksen kehittäminen/Development of quality of life and rehabilitation of disabled children	2009-2010, 2012, 2014-2015	459,590	Armenia	S	Good living
Autismi- ja aspergerliitto		Autismin kirjon lasten ja nuorten opetus ja kuntoutus/Education and rehabilitation for children and youth in autism spectrum	2012	60,000	Bangladesh	E/H	Education and rehabilitation
Autismi- ja Aspergerliitto ry	66604501	BNG/Autismin kirjon lasten ja nuorten opetus ja kuntoutus/Education and rehabilitation for children and youth in autism spectrum	2007-2010, 2013	295 000	Bangladesh	E	Education and rehabilitation
Omega		Drak Tsho East vammaisten ammatillinen koulutuskeskus, Bhutan (järjestöhanke)/Vocational education centre for disabled	2012	35,700	Bhutan	E	Vocational education
FIDA International		Kansalaisyhteiskunnan koulutushanke Tuzlan läänissä/Bosnia-Hertzevovina/Education programme for civil society in Tuzla, Bosnia-Hertzevovina	2004	36,000	Bosnia-Hertzevovina	S	Empowerment
FIDIDA/Kynnys		Human rights and independent living in BiH	2013	87,000	Bosnia-Hertzevovina	S	Rights of disabled
Kuurojen liitto		Balkanin alueen maiden kuurojen tilanteen karttaminen/Bosnia-Hertzevovina/Charting of the situation of deaf in Balkan/Bosnia-hertzevovina	2004-2006	123,735	Bosnia-Hertzevovina	S	Empowerment
Kynnys		Vammaisten itsenäinen elämä ja ihmisoikeudet/Independent living and human rights of disabled	2012	88,550	Bosnia-Hertzevovina	S	Rights of disabled
Kynnys ry	86305701	BOS/Vammaisten itsenäinen elämä ja ihmisoikeudet/Independent living and human rights of disabled	2009-2010	129,705	Bosnia-Hertzevovina	S	Good living
Local welfare administration	86305502	Social Sector Development/Bosnia Hertzevovina	2005-2007	1,140,000	Bosnia-Hertzevovina	S	Empowerment

Järjestö/NGO	Inter-vention number	Hanke FIN/Programme ENG	Year	Total:	Country	Sect	Sub-sector (NC=No Category)
Suomen Lähetysseura		Thuson vammaistyö/work with the disabled in Thuso	2012-2013	164,000	Botswana	S	Work with disabled
Suomen Lähetysseura		Thusonin vammaistenhuoltotyö (CBR)/social welfare for the disabled in Thuson	1988-2004	2,564,206	Botswana	S	Good living
FIDA International		Vammaisten yhteisöperustainen kuntoutusprojekti Afganistanissa/Community based support programme for disabled	2012	134,300	Cambodia	S/H	Rehabilitation
FIDIDA		Tuki Kambodzhzan vammaisten järjestölle CDPO:lle/Support to Disability Association, Kambodzha	1997-2004	165,246	Cambodia	S	Disability Association
FIDIDA/Kuurojen Liitto		Deaf Empowerment and Awareness in Cambodia	2013	75,676	Cambodia	S	Empowerment
Kuurojen liitto		Kambodzhzan kuurojen yhteisön kehittäminen/Development of the deaf community in Kambodzha	2010, 2012	249,534	Cambodia	S	Deaf Association
Kuurojen liitto		Kuurojen työn kehittäminen/Kambodzha/Development of the work for deaf	1999-2004	454,106	Cambodia	S	Deaf Association
NGOs	76403801	Local Cooperation/Kambodza	2002-2005	110,000	Cambodia	S	Rights of disabled
Interpedia rf		KAME/Hyvä elämä Akon ja Misajen alueen vammaisille lapsille/Good life for disabled in Ako and Misaje	2013	95,000	Cameroon	S	Good living
Jaatinen, vammaisperheiden monitoimikeskus	22901201	KAME/Vammaisten lasten ja heidän perheidensä voimaannuttamishanke/KAME. Empowerment of disabled children and their families	2009-2010, 2012	50,500	Cameroon	S	Empowerment
FIDIDA/Kynnys. SHYRAK		Continued cooperation with SHYRAK in Central Asia	2013	123,785	Central Asia	S	NGO Cooperation
Local NGOs	43403201	Local Cooperation/Chile	2005	64,000	Chile	M	NC
Avaimedia Lähetysjärjestö		Kehitysvammaisten työllistymisen tukeminen/Supporting mentally disabled persons employability	2010, 2012-2013	189,000	China	S	Employment

Suomen lähetyssseura		Autistiset lapset -vaikuttamistyö/Autistic children -programme	2013	73,000	China	S	Empowerment
Suomen lähetyssseura		Vammaisten lasten varhaiskuntoutus/early rehabilitation of disabled children	2013	33,000	China	H	NC
Suomen Lähetyssseura		Autistiset lapset -vaikuttamistyö/Autistic children -programme	2012	73,000	China	S	Empowerment
Suomen Lähetyssseura		Autististen lasten esikoulutusohjelma Nanjingissa, Kiina EUR, /Preschool for autistic children, Nanjing, China, EUR	2012	22,000	China	E	Pre-school
SWV, mainstreaming		Nace La Esperanza aluekehitysohjelma/District development (2005-2020)	2011	354,331	Colombia	E	Administration
Suomen lähetyssseura		Vammaisten elämäntilanteen parantaminen/Improvement of living conditions of disabled	2013	20,000	Colombia	S	Good living
Local NGOs	38904101	Local Cooperation/Colombia, venezuela	2005	228,000	Colombia, Venezuela	M	NC
Local NGOs	86900101	Local Cooperation/Croatia	2004-2005	135,000	Croatia	S	Civil Society
Suomi-Kuuba seura ry	33801001	KUUBA/Itsenäiseen elämään - arkipäivän taitojen opettaminen kehitysvammaisille/Independent living: teaching everyday skill to mentally disabled	2008	38,630	Cuba	E	Education for Mentally Disabled
Suomi-Kuuba Seura ry		Kehitysvammaisten selko-oppimateriaalin taitokeskus/Layout centre for the plain language text books (and other materials) for mentally disabled	2004-2006	49,777	Cuba	E	Education for Mentally Disabled
FIDIDA/Näkövammaisten Keskusliitto		Desarrollo Cultural, Social, Económico y Equiparación de Derechos de las Personas con Discapacidad Visual de la República del Ecuador- DECEDEV, ampliación, 4ta etapa	2013	61,000	Ecuador	S	Empowerment
Näkövammaisten keskusliitto		Ecuadorin pistekirjapaino/Braille printing house in Ecuador	1991-2004	376,498	Ecuador	E	Braille
Näkövammaisten keskusliitto		Ecuadorin näkövammaisväestön sosiaalisen, taloudellisen ja kulttuurisen kehityksen parantaminen/Improvement of social, economic and cultural development of the visually impaired citizens in Ecuador	2012	94,170	Ecuador	S	Empowerment

Järjestö/NGO	Inter-vention number	Hanke FIN/Programme ENG	Year	Total:	Country	Sect	Sub-sector (NC=No Category)
Näkövammaisten Keskusliitto ry	44003001	ECUADOR/Parantaa Ecuadorin näkövammaisväestön elinolosuhteita ja asemaa/Improvement of living conditions and position of visually impaired, Ecuador	2006-2010	381,108	Ecuador	S	Empowerment
Suomen Vapaakirkko	44003401	ECUADOR/Resurssikeskus Napon läänin erityisopetuksen tueksi/Resource centre to support SNE in Napo, Ecuador	2008-2010	623,740	Ecuador	E	Resource Centre
Suomen vapaakirkko		Quijosin jorkilaakson vammaispalvelut/Ecuador/Services for disabled in Quijos, Ecuador	2003-2005	312,640	Ecuador	S	Empowerment
Suomen Vapaakirkko		Napon läänin erityislasten ja – nuorten oppimisen polku/”The learning path” of SEN youth and children, Napo	2012	30,000	Ecuador	E	SEN
FIDIDA/Invalidiliitto, VAMCPAA		Support for mobility challenged people in Addis Ababa	2013	127,568	Ethiopia	S	Empowerment
FIDIDA/Kuurojen Liitto		Ethiopian deaf women’s empowerment and HIV/aids prevention project	2013	100,811	Ethiopia	H	NC
FIDIDA/Kynnys		Empowering the deafblind in Ethiopia	2013	75,000	Ethiopia	S	Empowerment
FIDIDA/Kynnys		Empowerment of Disability Movement in Ethiopia	2013	80,000	Ethiopia	S	Empowerment
FIDIDA/Kynnys		Empowering women with disabilities in Ethiopia	2013	49,000	Ethiopia	S	Empowerment
Interpedia	23814801	ETI/Inklusiivinen koulutusohjelma Debre Zeitin vammaisille lapsille/Inclusive education programme for disabled children in Debre Zeit	2008-2010, 2012	236,300	Ethiopia	E	Inclusive education
Kuurojen liitto		Etiopian kuurojen liiton sanakirjaprojekti/Dictionary project Ethiopian deaf Association	2002-2004	153836	Ethiopia	E	Sign Language (dictionary)
Kuurojen Liitto ry	23814301	ETI/Kuurojen naisten kapasiteetti ja HIV/AIDS-h/ Capacity And HIV/AIDS of deaf girls and women (Ethiopia?)	2007-2009	203,500	Ethiopia	H	NC
Kynnys		Kuurosokeiden voimaantuminen/Empowerment of the deaf-blind	2012	61,477	Ethiopia	S	Deaf-blind
Kynnys		Oikeusasiamehien toimiston vammaisosaamisen kehittämisen/Development of ombudsman office’s disability know-how	2012	38,875	Ethiopia	S	Disability

Kynnys		Vammaisliikkeen vahvistaminen	2012	78,660	Ethiopia	S	Disability Association
Kynnys		Vammaisten naisten voimaantuminen /Empowerment of disabled women	2012	38,385	Ethiopia	S	Empowerment
Kynnys		Vammaisten opiskelijoiden vahvistaminen Hawassan yliopistossa /Empowerment of disabled students at University of Hawassa	2012	50,000	Ethiopia	E	Empowerment
Kynnys ry	23814901	ETI/Vammaisten opiskelijoiden vahvistaminen Addis Abeban yliopistossa/Empowerment of disabled students at University of Addis Abeba	2008-2010, 2012	78,045	Ethiopia	E	Higher Education
Kynnys ry	23815001	ETI/Vammaisten naisten voimaantuminen Etiopiassa/Empowerment of disabled women in Ethiopia	2008-2010	210,180	Ethiopia	S	Empowerment
Kynnys ry	23815101	ETI/Vammaisliikkeen vahvistaminen Etiopiassa/Support to Disability Association in Ethiopia	2008-2010	127,722	Ethiopia	S	Disability Association
Suomen lähetysseura		Kuurojen opetuksen tuki/Support to the education of deaf	2013	46,000	Ethiopia	E	Deaf Education
Suomen lähetysseura		Vammaisten yhteisöpohjainen voimaannuttaminen/community-based empowerment of disabled	2013	35,300	Ethiopia	S	Empowerment
Suomen Lähetysseura		Kuurojen opetuksen tukiohjelma/etiopia/Support for the education of deaf, Ethiopia	2004-2006	190,994	Ethiopia	E	Teacher Education
Suomen lähetysseura		Kuurojen opetuksen tuki/Support to the education of deaf	2012	336,264	Ethiopia	E	Deaf Education
Pelastakaa Lapset		Kaikki oppimaan - inklusiivisen perusopetuksen edistäminen Itäisessä Afrikassa/Let everybody learn: promoting inclusive education in Western Africa	2012	352,500	Ethiopia, Kenya	E	Inclusive education
FIDIDA/Kuurojen Liitto		Organizational capacity building program for the deaf and hard of hearing in Gambia	2013	124,190	Gambia	S	Empowerment
Kuurojen Liitto		Gambian kuurojen ja huonokuuloisten taitojen vahvistaminen järjestetyssä/Support to association work skills of the deaf and hard of hearing in Gambia	2012	87,375	Gambia	S	Deaf Association
Both School and Association of the Blind in Gaza	85901901	School of the Blind (been active 1999-2005, FIN share ->)	2005	123,000	Gaza/Palestinian Territories?	E	Blind education

Järjestö/NGO	Inter-vention number	Hanke FIN/Programme ENG	Year	Total:	Country	Sect	Sub-sector (NC=No Category)
IDB							
Interpedia RF		DCCW:n vammaisten lasten kuntoutusprojekti / Intia/DCCW's rehabilitation programme for disabled children, India	1998-2004	173,235	India	S	Rehabilitation
Interpedia RF		FFC:n vammaishanke / Intia/FFC's Disability programme, India	2000-2004	219,322	India	S	Empowerment
One Way Mission Ry		Vammaisten kuntoutusprojekti/Intia/rehabilitation project for disabled/India	2003-2005	159,600	India	H	NC
Suomen World Vision		Inklusiivinen kehitys ja vammaisuus/Inclusive development and disability	2013	40,000	India	S	Empowerment
Vähemmistöryhmien tuki-järjestö Omega	64515601	INTIA/BHUTAN/Drak Tsho East vammaisten ammatillinen koulutuskeskus/Vocational education centre for disabled, Bhutan, India	2010-2013	68,310	India	E	Vocational education
FIDA International		Kakamegan vammaiskummilapsihanke / Kakamega Child Sponsorship Project for Youth with Disabilities *) No government funding	2013	49,000	Kakamega	S	Financial support
Kynnys		Vammaiset naiset Keski-Aasiassa, Kazakstan (järjestöhanke)/Disabled women in Mid-Asia, Kazakstan	2012	122,560	Kazakhstan	S	Gender
ADRA Finland Säätiö		Vammaisten lasten tulevaisuuden mahdollisuuksien vahvistaminen /Improvement of the prospects of living for children, West_kenya	2013	88,700	Kenya	S	Good living
FIDA International		Kakamegan vammaisten lasten kummihanke, Kenia/Sponsor programme for disabled children, Kenya	2012	28,000	Kenya	S	Financial support
FIDIDA/FDUV		Social inclusion of persons with intellectual disabilities and their families	2013	48,000	Kenya	S	Empowerment
Förbundet De Utvecklingsstördas Väl		Självbestämmande för personer och familjer med utvecklingsstörning / Autonomy for mentally disabled persons and families	2010, 2012	53,530	Kenya	S	Empowerment
Frikyrklig Samverkan		Rehabcenter i Kiambu/Rehabilitation centre in Kiambu	2013	70,700	Kenya	S	Rehabilitation

Karl ja Fiina Ojansuun säätiö					2012-2015	719,157	Kenya	E	Workshop
Silta ry				Kehitysvammaisten tuottava työpaja- Pilotti innovatiiviselle ja kestäväälle prosessille inklusiivisen koulutuksen tueksi/Workshop for mentally disabled: A Pilot for innovative and sustainable process to support inclusive education	1997-2004	159,778	Kenya	E	Employment
SWW, mainstreaming				Kenian kuulovammaisten työllistämisen tukiprojekti/Support for employment of the deaf, Kenya	2011	224,409	Kenya	M	NC
FIDIDA/Kuurojen Liitto, Kosovo Association of the Deaf				Tinderetin aluekehitysohjelman/District development, Tinderet (2007-2023)	2013	185,946	Kosovo	E	Deaf Association
FIDIDA/Kynnys, Handikos				Kosovo Association of the Deaf – Advocacy, Organizational, Sign Language and Interpreter Training Project	2013	52,000	Kosovo	S	Empowerment
Kuurojen liitto				Independent living & HRs of PwD (Handikos)	2003-2010, 2012	944,863	Kosovo	E	Deaf Association
Local NGO: HandiKOS	86203002			Kosovon järjestö- ja viittomakielen kehittämiss Hankke/Development of association training and sign language, Kosovo	2004-2007	500,000	Kosovo	S	Empowerment
Support channelled to HandiKOS (NGO)				Support to Disabled People's Organisations in Kosovo	2004-2007	500,000	Kosovo	S	Rights of disabled
Frikyrklig samverkan				Finnish support to the disability sector in Kosovo/HandiKOS/II phase (since 2000-)	2004-2006	217,700	Laos	E	Vocational education
Psykologien sosiaalinen vastuu ry	85202503			Quest College oppilaitoshanke / Laos	2013-2015	248,640	Lebanon	S	Rights of disabled
FIDIDA/Kuurojen Liitto, Malawi National Association of the Deaf				Erytistä tukea tarvitsevien lasten ja nuorten palvelut palestiinalaisperheille Libanonissa/Special support services for families with disabled children and youth	2013	113,301	Malawi	E	Deaf Association
Kuurojen Liitto				Organizational development and training project of Malawi National Association of the Deaf	2012	120,000	Malawi	S	Deaf Association
Kuurojen Liitto ry	25301601			Malawin kuurojen ja huonokuuloisten taitojen vahvistaminen järjestötyössä/Support to association work skills of the deaf and hard of hearing in Malawi	2007-2008, 2010	179,427	Malawi	E	Deaf Association

Järjestö/NGO	Inter-vention number	Hanke FIN/Programme ENG	Year	Total:	Country	Sect	Sub-sector (NC=No Category)
Kynnys ry	69002101	JAKAM/Vammaiset naiset Keski-Aasiassa/Disabled women in Mid-Asia	2006-2010	457,940	Mid-Asia	S	Gender
Evankelisuterilainen Lähetysyhdistys Ky	75300901	Arhangain läänin vammaisten tukiprojekti, Mongolia/Support programme for disabled in Arhangain county, Mongolia	2008-2010, 2012, 2014-2015	550,195	Mongolia	S	Regional support
SPR, mainstreaming		Yhteisöperustainen sosiaalipalvelu / EU-rahoitus/Community based social services/EU-funding	2009-2012	200,000	Mongolia	H	NC
FIDIDA		Yhteistyö Mosambikin vammaisjärjestöjen kanssa/Cooperation with Disability Associations in Mozambique	1998-2004	393,174	Mozambique	S	Disability Association
Kehitysvammaliitto		Finnrehab / Mosambik	1993-2004	536,480	Mozambique	S	Empowerment
Kehitysvammaliitto		Tukea kehitysvammaisille nuorille ja heidän perheilleen ammattikoulutuksen ja työllistämisen avulla/Support to employment and vocational education for menatly disabled youth and their families	2012	72,664	Mozambique	S	Disabled and families
Kehitysvammaliitto ry	25913501	MOS/Ammattikoulutus- ja työllistämishanke Mosambikissa/MOS/Employment and vocational education programme in Mozambique	2006, 2009-2010	192,270	Mozambique	E	Vocational education
Kuurojen liitto		Kuurojen opetuksen pilottihanke/mosambik /Education for the deaf, pilot programme, Mozambique	2001-2004	541,739	Mozambique	E	Teacher Education (sign language)
Kuurojen liitto		Mosambikin sanakirjaprojekti/Dictionary project in Mozambique	2001-2004	260,691	Mozambique	S/E	Sign Language (dictionary)
Kuurojen Liitto ry	25914901	MOS/Mosambikin kuurojen opetuksen kehittämisen Pilottihanke, vaihe II/Education for the deaf, pilot programme, Mozambique Phase II	2008-2009	247,549	Mozambique	E	Deaf Education
Vammaisjärjestöjen kehitysyhteistyöyhdistys	25910101	MOS/Yhteistyö Mosambikin vammaisjärjestöjen kanssa/Cooperation with Disability Associations in Mozambique	2006	66,719	Mozambique	S	Disability Association

Abilis-säätiö		Global: Vammaisten ihmisten toteuttamat pien-hankkeet/Small projects carried out by disabled (1148/79 new)	2004	900,000	NA	G	NC
Abilis-säätiö		Global: Vammaisten ihmisten toteuttamat pien-hankkeet/Small projects carried out by disabled (162/79 new)	2005	1,000,000	NA	G	NC
Abilis-säätiö		Global: Vammaisten ihmisten toteuttamat pien-hankkeet/Small projects carried out by disabled	2006	NA	NA	G	NC
Abilis-säätiö		Global: Vammaisten ihmisten toteuttamat pien-hankkeet/Small projects carried out by disabled (255/134 new)	2007	1,200,000	NA	G	NC
Abilis-säätiö		Global: Vammaisten ihmisten toteuttamat pien-hankkeet/Small projects carried out by disabled (260/134 new)	2008	1,400,000	NA	G	NC
Abilis-säätiö		Global: Vammaisten ihmisten toteuttamat pien-hankkeet/Small projects carried out by disabled (250/114 new)	2009	1,500,000	NA	G	NC
Abilis-säätiö		Global: Vammaisten ihmisten toteuttamat pien-hankkeet/Small projects carried out by disabled (250/123 new)	2010	1,600,000	NA	G	NC
Abilis-säätiö		Global: Vammaisten ihmisten toteuttamat pien-hankkeet/Small projects carried out by disabled (135 new)	2011	1,800,000	NA	G	NC
Abilis-säätiö		Global: Vammaisten ihmisten toteuttamat pien-hankkeet/Small projects carried out by disabled	2012	1,900,000	NA	G	NC
Abilis-säätiö		Global: Vammaisten ihmisten toteuttamat pien-hankkeet/Small projects carried out by disabled	2013	2,700,000	NA	G	NC
FIDIDA/Kuurojen Liitto		Deaf Specific Survey	2013	106,933	NA	D	NC
FIDIDA/Kuurojen Liitto		Manual for Sign Language Work (SLW)	2013	87,517	NA	E	Sign Language
Förbundet De Utvecklingsstör- das Välf	24802701	Kehitysvammaisten oppilaitos/Educational institu- tion for mentally disabled	2006- 2007	30,865	NA	E	Education for Mentally Disabled
Kuurojen Liitto ry	28225501	Luotto- ja köyhyyden vähentämishjelma/Pro- gramme for reduction of credit (?) and poverty	2006- 2010	372,125	NA	S	Poverty
Näkövammaisten Keskusliitto ry	28114201	Näkövammaisten ihmisten itsenäisen elämän edellytysten parantaminen/Promoting independ- ent living of visually impaired	2009- 2010	120,000	NA	S	Good living

Järjestö/NGO	Inter-vention number	Hanke FIN/Programme ENG	Year	Total:	Country	Sect	Sub-sector (NC=No Category)
Näköammaisten Keskusliitto ry	85904801	Näköammaisten koulutus- ja sosiaaliset olosuhteet/Educational and social conditions of visually impaired	2007-2008	160,000	NA	S	Empowerment
Niilo Mäki-säätiö	29810501	ERITT/Erityisen oppimisvaikeuksisten lasten koulutuksen tukeminen/Support to education for students with learning disabilities	2006-2007	275,688	NA	E	SEN
Niilo Mäki-säätiö	29813101	ERITT/Erityistukea tarvitsevien lasten oppimisen tukeminen/Support to SEN students' learning	2008-2010	491,175	NA	E	SEN
Operaatio Mobilisaatio ry	62507323	Kalakan inklusiivinen opetusprojekti/Inclusive education in Kalaka	2014	50,000	NA	E	Inclusive education
Suomen lähetyssseura		EDAN: Vammaisten oikeuksien ja tasa-arvon edistäminen/Promoting rights and equity of disabled	2013	60,000	NA	S	Rights of disabled
Suomen Punainen Risti	62506901	Terveys ja hyvinvointi yhteisöissä/Helath and well.being in a community	2010	360,000	NA	H	NC
Suomen Rotary ry-Finlands rotary rf	62506701	Polion hävittämishjelma/Polio-programme	2010	250,000	NA	H	NC
Vammaisjärjestöjen kehitysyhteistyöyhdis	89844101	Vammaisäkökulman valtavirtaistaminen/The Mainstreaming of Disability Perspective	2007-2010	260,000	NA	S	Empowerment
World Bank							
Kuurojen Liitto ry	28113401	Viittomakielen sanakirjapilottihanke	2007	48,700	NA	S/E	Sing language (dictionary)
FIDIDA/Näköammaisten Keskusliitto		Improving prerequisites for independent living and social status of Namibian people with visual impairment	2013	120,192	Namibia	S	Empowerment
Kuurojen liitto		Namibian kuurojen Liiton järjestötukiprojekti/Support to Deaf Association, Namibia	1999-2004, 2006-2007	566,891	Namibia	S	Deaf Association
Kuurojen Liitto ry	28113901	Namibialaisen viittomakielen sanakirjahanke/Dictionary project for Namibian sign language	2008-2010	225,524	Namibia	S/E	Sign Language (dictionary)
Local public administration & NGOs	28112301	Local Cooperation/Namibia (from 2000-)	2000-2005	1,700,000	Namibia	S	Civil Society

Näkövammaisten keskusliitto		Järjestötaitojen kehittäminen Namibian näkövammaisten liitossa/Development of association skills, Association of Visually Impaired, Namibia	2004-2005	32,964	Namibia	S	Association of visually impaired
Näkövammaisten keskusliitto		Näkövammaisten toimintakeskus/Namibia/functional/action/operation (not sure how to translate)? centre for the visually impaired	2003-2005	105,000	Namibia	S	Resource Centre
Näkövammaisten keskusliitto		Sokeiden kuntoutusprojekti/Namibia/Rehabilitation programme for the blind	2004	12,930	Namibia	H	NC
Näkövammaisten Keskusliitto		Namibian näkövammaisten ihmisten itsenäisen elämän edellytysten ja heidän yhteiskunnallisen asemansa parantaminen/promoting independent living and social position of the visually impaired in namibia	2012	97,938	Namibia	S	Good living
SLS, mainstreaming		UMN: Opetustyön kehittäminen/UMN: development of teaching	2011-2013	142,700	Nepal	E	Primary education
Suomen Kristillinen Lääkärisseura	66014212	Selkäydinvammaisten kuntoutuspalveluiden kehittäminen läntisessä Nepalissa/ Development of rehabilitation services for spinal cord impaired in Western Nepal	2013-2015	312,952	Nepal	H	NC
Suomen Lähetysseura		Forward Looking: Vammaistyön kehittäminen/ Development of work with disabled	2012	132,800	Nepal	S	Disability Association
Disability associations of Nicaragua	36406202	Rehabilitation of Disabled People, Phase II (FODENIC)	2000-2005	760,000	Nicaragua	S	Rights of disabled
FIDIDA/Näkövammaisten Keskusliitto		Empowerment of Palestinian people with visual impairment and promoting their inclusion in society	2013	104,700	Palestine	S	Empowerment
Näkövammaisten keskusliitto		Palestiinan näkövammaisten voimaannuttaminen ja inklusion edistäminen/Empowerment of the visually impaired, promoting inclusion, Palestine	2012	8,000	Palestine	S	Empowerment
Suomen Lähetysseura		Palestiinan kuurojen liiton tuki/Support to the deaf association in Palestine	2012	15,900	Palestine	S	Deaf Association
Suomen World Vision		Etsivä ja kuntouttava vammaistyö lasten parissa/Palestiina/Work with the disabled children, Palestine	1999-2004	191,165	Palestine	S	Rehabilitation

Järjestö/NGO	Intervention number	Hanke FIN/Programme ENG	Year	Total:	Country	Sect	Sub-sector (NC=No Category)
Arabikansojen ystävyyssseura ry		Diabeetikolosten ja -nuorten terveyskasvatushjelma/Health education programme for diabetic children and youth	2013	23,877	Palestinian Territories	E/H	Health education
Suomen Lähetysseura		Beit Sahour –erityisopetushanke/Beit Sahour SEN education programme	2012	8,000	Palestinian Territories	E	SEN
Suomen Lähetysseura		Monivammaisten lasten koulutushanke/Education for severe disabled children	2012	10,000	Palestinian Territories	E	SEN
Suomen lähetysseura		Vammaistyö/work with the disabled	2013	30,000	South-Africa	S	Work with disabled
FIDIDA/Kynnys, WWD		Empowerment of WWD in Tajikistan (Ishtirok)	2013	26,000	Tajikistan	S	NGO Cooperation
FIDA International		Vammaisten nuorten tukiohjelma / Youth with Disabilities Community Programme	2013	177,000	Tanzania	S	Empowerment
FIDA International		Vammaisten nuorten tukiohjelma Tangan läänissä/Tanzania/Support programme for disabled youth in Tanga, Tanzania	2004	64,000	Tanzania	S	Empowerment
FIDIDA/Kuurojen Liitto		Poverty Reduction Project for the Deaf Population in Tanzania	2013	115,000	Tanzania	S	Poverty
Frikyrklig Samverkan		Kapasiteettivahvistusta näkövammaisille/capacity building /strengthening for visually impaired	2012	53,000	Tanzania	S	Empowerment
Frikyrklig Samverkan		Kibreli, stödprogram för synskadade/Support programme for visually impaired, Kibreli	2013	44,000	Tanzania	S	Visually Impaired
Frikyrklig samverkan		Henkilöstön kouluttaminen media-alalle/Educating personnel for the field of media	2004	27,500	Tanzania	E	Financial support (media education)
Frikyrklig samverkan		Sokeain kirjoitushanke/Writing programme for the blind	2004-2006	39,200	Tanzania	E	Braille
Karkun Sosiaali- ja Terveysalan Opettajat		Viittomakielen opetusta kuuroille lapsille, EUR	2010, 2012	26,500	Tanzania	E	Sign Language
Kuurojen lähetys ry	28231201	Kuurojen ammatillinen oppikoulu, Njombe/Vocational school for the deaf	2007-2008	1,464,000	Tanzania	E	Vocational education
Kuurojen lähetys ry		Kuurojen koulu Chimalan alueella/Tanzania/School for the deaf in Chimala, Tanzania	2001-2004	87,076	Tanzania	E	Support to School Attendance
Kuurojen lähetys ry		Kuurojen koulu Mbulun alueella/Tanzania/School for the deaf in Mbulu, Tanzania	1999-2004	178,265	Tanzania	E	Support to School Attendance

Kuurojen Liitto			Tansania	106,375	Tanzania	S	Poverty
Kuurojen liitto			Tanzania	63,200	Tanzania	S	Research, Sign Language
Liike			Tanzania	69,100	Tanzania	E	Teacher Education
Msingin Ystävyyssseura ry	28231701		Tanzania	10,400	Tanzania	E	Working skills
Settlementinuorten liitto			Tanzania	40,000	Tanzania	E	Youth club
SLS, mainstreaming			Tanzania	100,000	Tanzania	S	Civil Society
SLS, mainstreaming			Tanzania	100,000	Tanzania	S/E	Civil Society
Suomen Lähetysseura			Tanzania	300,000	Tanzania	E	Deaf Education
Frikyrklig Samverkan			Thailand	105,000	Thailand	E	Rehabilitation and Education
Frikyrklig samverkan			Thailand	278,311	Thailand	H	NC
Plan Suomi säätiö			Togo	260,000	Togo	S	Rights of disabled
Plan Suomi säätiö			Togo	295,944	Togo	S	Rights of disabled
FIDIDA/Kuurojen Liitto			Uganda	115,195	Uganda	E	Sign Language
Kuurojen Liitto			Uganda	96,000	Uganda	S	Sign Language
Kuurojen Liitto ry	28506101		Uganda	220,000	Uganda	S	Sign language

Järjestö/NGO	Inter-vention number	Hanke FIN/Programme ENG	Year	Total:	Country	Sect	Sub-sector (NC=No Category)
Interest subsidy	66700301	Gulistan Rehabilitation Clinic Project, from 2000 for 10 years	2005	1,210,000	Uzbekistan	C	NC
FIDA International		Vammaisten henkilöiden tukiohjelma / People with Disabilities Empowerment Programme	2013	140,000	Vietnam	S	Empowerment
FIDA International		Vammaisten henkilöiden tukiohjelma, Vietnam/ People with Disabilities Empowerment Programme, Vietnam	2012	130,000	Vietnam	S	Empowerment
Suomen lähetysseura		Viethealth: Varhaislapsuuden vammaisuuden ennaltaehkäisy/early prevention of early childhood impairment	2013	85,000	Vietnam	H	NC
FIDIDA		CBR-ohjelma Sambian Itä-Provinssissa/CBR-programme (Community Based Rehabilitation) / Sambia	2001-2005, 2011-2012	278,848	Zambia	S	Rehabilitation
FIDIDA		Vammaisjärjestöjen vammaisprojekti / Sambia/ Disability Associations' Disability Programme/ Sambia	2001-2004	179,576	Zambia	S	Disability Association
FIDIDA/Invalidiilitto, ZNAPD		ZNAPD Ngwena River Farming project 2nd phase	2013	44,200	Zambia	A	NC
FIDIDA/Invalidiilitto, ZNAPD		ZNAPD Communication and Resource Mobilization project	2013	134,658	Zambia	S	Empowerment
FIDIDA/Invalidiilitto, ZNAPD		Support to ZAEPD and intellectually disabled girls and women in Zambia	2013	79,450	Zambia	S	Gender
FIDIDA/Kynnys		University project	2013	120,000	Zambia	E	Higher Education
FIDIDA/Kynnys		Promoting independent living and culture of persons with disabilities in Zambia	2013	35,000	Zambia	S	Empowerment
Invalidiilitto		Liikuntavammaisten täysivaltaistuminen / sambia/ Empowerment of physically impaired, Sambia	2001-2004	162,292	Zambia	S	Empowerment
Invalidiilitto		ZNAPD:in viestintä- ja resurssiohjelma/ZNAPD's communication and resource programme	2012	80,595	Zambia	S	Empowerment
Invalidiilitto ry	28812201	SAM/Liikuntavammaisten täysivaltaistuminen/ SAM/ Empowerment of physically impaired	2006-2009	262,150	Zambia	S	Empowerment

Invalidiliitto	28812901	Disacare - Kaakkois-Afrikan resurssi- ja koulutuskeskus / Sambia/Disacare, resource and education centre in South-East-Africa	2004, 2006-2009	348078	Zambia	S	Wheel Chair
Invalidiliitto ry	28814201	SAM/ZNAPD:in viljelyprojekti Nwena-joella/SAM/ZNDAP farming project at river Nwena	2008	144,989	Zambia	A	NC
Invalidiliitto ry	28815301	SAM/ZNAPD communication and resource mobilization programme CoRe	2010	141,035	Zambia	S	Empowerment
Kehitysvammaliitto		Kehitysvammaisten työllistyminen / Employment of mentally disabled	2000-2005	695,115	Zambia	S	Employment
Kehitysvammaliitto		Tukea ZAEPD:lle sekä kehitysvammaisille tytöille ja naisille/Support to ZAEPD and mentally disabled girls and women	2012	106,300	Zambia	S	Gender
Kehitysvammaliitto ry	28813601	SAM/Kehitysvammaisten naisten ja tyttöjen tukihanke/SAM Support programme for mentally disabled women and girls	2006-2010	519,450	Zambia	S	Gender
Kynnys		Vammaiset elokuva ja kulttuuri/Disabled, movie and culture	2012	33,827	Zambia	S	Empowerment
Niilo Mäki Säätiö		Afrikkalaisten äidinkielellään lukemaan oppimisen turvaaminen/Teaching in students' mother tongue, in Africa	2012	85,000	Zambia	E	Language
Vajaalikkeisten kunto ry		CP-vammaisten kuntoutus/sambia/Rehabilitation for children with CP/Sambia	2002-2004	50,457	Zambia	H	NC
Vammaisjärjestöjen kehitysyhteistyöyhdis	28806402	SAM/Vammaisjärjestöjen vammaisprojekti/Disability programme of Disability Associations	2006	73,800	Zambia	S	Disability Association
Vammaisjärjestöjen kehitysyhteistyöyhdis	28811101	SAM/GBR-ohjelma Sambian Itä-Provinssissa/GBR-programme in East-province of Sambia	2006-2010	230,066	Zambia	S	Disability Association
Vammaisjärjestöjen kehitysyhteistyöyhdis	28814301	SAM/GBR-hankkeen taloudellisen kestävyuden vahvistaminen/Support to sustainability of CBR-programme	2008-2009	43,150	Zambia	S	Financial support

EVALUATION

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