



**(Re)Building Inclusive Societies:
Critical reflections on disability and global development**

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By: Deborah Stienstra, Julianne Acker-Verney and Susan Manning

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Research Institution: Mount Saint Vincent University,
166 Bedford Highway, Halifax, NS B3M 2J6

Project Leader: Deborah Stienstra, deborah.stienstra@msvu.ca

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Executive Summary

The ‘(Re)Building Inclusive Societies, Critical Reflections on Disability and Global Development’ project is a joint initiative between the Alexa McDonough Institute for Women, Gender and Social Justice (AMI) at Mount Saint Vincent University and the Children and Youth In Challenging Contexts Institute (CYCCI) at Dalhousie University. The project was designed to develop capacity and new partnership relationships among scholars, policy makers and practitioners to examine and understand the experiences of women and men, girls and boys with disabilities in post-conflict and post-disaster context. The research team used an intersectional lens to document and understand the unique experiences of diverse people with disabilities in three case study countries: Haiti, Uganda and South Africa.

Our research revealed a number of significant research findings. We have discovered that rights for persons with disabilities are becoming an international norm, however there is more work to be done to ensure full implementation on a global scale. These rights are being undermined by current dominant neoliberal approaches to global development. Disability advocates have told us that they face several strategic dilemmas in their work, in part due to constraints and competition created by limited resources and funding. These include whether to attempt to work within formal political and policy structures or within civil society, and whether to embrace mainstreaming with its risk of homogenizing understandings of disability. Our work has also shown that transnational engagements between the North and South are important to ensuring more disability-inclusive development but navigating the power dynamics inherent in those partnerships can be challenging. Our research has noted that donor countries often work with governments to promote rights of persons with disabilities but neglect to work with local and national disabled peoples’ organizations (DPOs) in those countries who are most aware of the needs of their communities. A central commitment of our work has been to make use of inclusive and accessible practices in our research, and we hope other researchers will adopt similar practices in their own projects.

The outputs of the project took several different forms and reached multiple audiences. A three-day conference in 2015 brought together over 100 academics, DPO representatives, students, policy makers, public servants and members of the general public to discuss how we can begin to (re)build inclusive societies. We have a social media presence on Twitter and Facebook, a project webpage which hosts many of our publications, and have published a five-part blog series. Members of our team have made presentations or delivered workshops at academic conferences. We met several times with representatives of Global Affairs Canada (GAC) to share our findings, and made a submission to GAC’s International Assistance Review. Our project is concluding with the publication of a special issue in the journal *Third World Thematics* with 10 articles on a number of topics related to our project.

An important outcome of this project was a strong partnership between researchers, practitioners and DPOs. Building upon the success of this research, we are preparing a funding application for a new network for research, training and knowledge mobilization on disability and global development, called the Canadian+ Network for Disability Inclusive Development

(CANDID). CANDID involves many members of our original (Re)Building Inclusive Societies project as well as new partners who know of and are excited about our work.

The Research Problem

Times of transition and change following conflict and disasters offer unusual opportunities to rebuild more inclusive societies, including for people with disabilities. For many countries in the global South experiencing these transitions, weak government structures, global inequalities and limited resources provide additional challenges and can mean that opportunities for inclusion are missed. People with disabilities are a significant population within the global context, numbering approximately 1 billion of the world's population, living with significant poverty and living primarily in countries of the global South (World Health Organization, 2011). Globally, women are the majority of disabled people, and there are roughly 100 million children with disabilities. How we define disability is contested, although researchers with this project understand disability as socially constructed attitudes and barriers that result from the meanings given to differences in bodies and result in inequalities in access to services and inclusion in societies. Addressing global development justly and appropriately therefore requires ensuring the inclusion of people with disabilities. To this end, we conceptualized and designed this project to address several key questions:

- a) How is disability addressed in global development policies, practices and governance, notably in responses to conflict and natural disasters?
- b) What are the experiences and organized responses of people with disabilities in complex emergencies including conflict and natural disasters in the global South?
- c) How do gender, childhood, class, race, ethnicity and religion shape experiences of disability in these contexts?
- d) How has the United Nations Convention on the Rights of Persons with Disabilities (CRPD) been used to address the situations of women and men, girls and boys with disabilities in these contexts?
- e) How do lessons from these areas relate and apply to a broader agenda for disability and development?

The project's overall objective was to initiate new partnerships within Canada and with partners in three countries to create new knowledge and share existing understandings of the experiences of people with disabilities in the context of complex emergencies and their aftermath in the global South, involving development practitioners, policy makers and researchers. The specific objectives were to:

1. Establish new project team of researchers and development practitioners in Canada and other parts of the world.
2. Create project hub in Halifax as a new collaborative endeavour between the Alexa McDonough Institute for Women, Gender and Social Justice (AMI) at Mount Saint Vincent University and the Children and Youth in Challenging Contexts Institute (CYCCI) at Dalhousie University.
3. Share knowledge, research and practice experiences within the team in order to strengthen our capacity to understand and address disability in global development.
4. Mobilize knowledge with a variety of audiences using multiple, accessible formats.

Our research confirms that the academic and policy literature related to disability and development is emerging although key gaps remain. In fact, the fields of disability studies and development studies are shown to rarely overlap or take each other into account in theory and practice (Black & Stienstra, 2016). Research from this project confirms that disabled people are largely invisible and excluded in development assistance programs and activities (Gartrell & Soldatic, 2016; Stienstra & Estey, 2016). Even more rare is the application of an intersectional analysis of programs, policies and development initiatives that considers influencing factors like gender, age and cultural circumstances (Johnson & Whitman, 2016; Manning, Johnson, & Acker-Verney, 2016; Nguyen & Johnson, 2016). Research in case study countries – Haiti (Baranyi & Louis, 2016), Uganda (Mazurana et al., 2016), and South Africa (Black & de Matos-Ala, 2016) – illustrates a gap between national and international legislative disability rights commitments and their implementation within each country.

In addition, our project contributed significantly to the policy agenda within Canada, inserting disability and global development into the International Assistance Review and sharing our knowledge with officials in Global Affairs Canada in face-to-face meetings, through written submissions and via blog posts. We have also contributed to the training and curriculum especially in International Development Studies in part by engaging colleagues in those fields in knowledge sharing, and providing research and tools like a Fact Sheet on disability and global development and an article on doing inclusive research (Acker-Verney, 2016).

Progress Toward Objectives

As noted above, the project's overall objective was to initiate new partnerships within Canada and with partners in three countries to create new knowledge and share existing understandings of the experiences of people with disabilities in the context of complex emergencies in the global South, involving development practitioners, policy makers and researchers.

The project was successfully designed to build capacity and new relationships among practitioners and scholars – to better understand the experiences of women and men, girls and boys with disabilities in post-conflict and post-disaster contexts, as well as to identify relevant policy/practice options for a range of stakeholders, including the government of Canada. We used an intersectional gender-based lens to review the state of international development norms and practices with regard to persons with disabilities. With our southern partners, we also studied the experiences of people with disabilities as well as policy and practice in Haiti, Uganda and South Africa.

We achieved all of our objectives and laid a very strong foundation for on-going collaboration in this area.

1. Establish new project team of researchers and development practitioners in Canada and other parts of the world.

We established a leadership team based in Halifax (MSVU, Dalhousie and Council of Canadians with Disabilities) in addition to a wider project team with members from each of the case study countries as well as other partner organizations (University of Ottawa, Tufts University, Université d'État d'Haiti, University of the Witwatersrand, DisAbled Women's Network). The project team met quarterly to implement, monitor and evaluate the project, and the leadership team met as needed to manage the day-to-day operations of the project.

One particular achievement in strengthening the project team was the conference in Halifax from June 22 to 24, 2015. The first two days were by invitation and brought together the wider project team and others from Canada, the United States, the United Kingdom, Haiti, Uganda and South Africa and representatives from domestic and international Disabled People's Organizations (DPOs). The presentations and conversations supported the development of a new international partnership of researchers and practitioners. Members of the general public were invited to an evening session on the conference's second day and a series of presentations on the third day. Approximately 100 people, including federal and provincial policy makers, scholars, students, representatives of DPOs, and interested community members, attended these public events. See Appendix A for a conference schedule, Appendix B for a list of invited guests and Appendix C for a conference summary report.

2. Create project hub in Halifax as a new collaborative endeavour between the Alexa McDonough Institute for Women, Gender and Social Justice (AMI) at Mount Saint Vincent University and the Children and Youth in Challenging Contexts Institute (CYCCI) at Dalhousie University.

We successfully created a project hub, with collaboration from the AMI and CYCCI. Representatives of both institutes participated in the project leadership team, activities, and monitoring and evaluation. The project hub was strengthened when the Centre for Foreign Policy Studies (now known as Centre for the Study of Security and Development) at Dalhousie University joined the project. The project website: www.msvu.ca/dgd is hosted and maintained by the AMI, recognizing the collaborative nature of the project and its partners.

Given the success of this collaboration and the significant momentum from this project, Dalhousie University, in partnership with all of the project partners and many others, will submit, in February 2017, a Letter of Intent for Social Sciences and Humanities Research Council Partnership Grant funding to build the Canadian+ Network for Disability Inclusive Development (CANDID). See Appendix H for more details on CANDID.

3. Share knowledge, research and practice experiences within the team in order to strengthen our capacity to understand and address disability in global development.

The June 2015 conference was a strong beginning toward accomplishment of this objective as outlined earlier. Over the life of the project, team members communicated regularly through quarterly conference calls, which have been a forum to provide project updates and share events, knowledge and resources. Team members have collaborated on many initiatives including organizing multiple events; academic and non-academic presentations; and, meetings with policy makers (See Table 2 below). In addition, team members worked together to support the development of project evaluation activities, processes and time tables.

To facilitate collaborative research, we developed a project research database using Zotero. The project team was supported by the excellent work of two graduate students – Susan Manning and Julianne Acker-Verney. They have furthered their skills in the areas of conference planning, volunteer management, academic collaboration, and writing for both plain-language and academic publications. Two other graduate students and one post-doctoral fellow, all of whom identify as women and one of who identifies as a person with disabilities, were invited to the invitation-only portions of our June 2015 conference, and served as discussants for the case study presentations. All three indicated that their participation had been a valuable networking and learning experience.

4. Mobilize knowledge with a variety of audiences using multiple, accessible formats.

We have successfully shared knowledge with policy makers, researchers, students, community organizations, development organizations and others (See Table 2 below). The project team built relationships with and between researchers and students in Canada, the United States and the global South and worked in equitable and reciprocal relationships. In addition, we placed high value on our relationships with disabled peoples' organizations as well as including people with disabilities in all our activities.

The political changes at the federal level offered a strategic opportunity to engage with officials on disability inclusive development. We met with a relatively small group of Global Affairs Canada (GAC) officials in November 2015 to introduce our project. We submitted a brief to the International Assistance Review in July 2016. Several members of the team met with the minister's staff in the fall of 2016. Two divisions of GAC (the Natural Resources and Governance Division and Development Research) organized and hosted a full day of meetings between members of our team and various officials in relevant areas culminating in a roundtable (See Appendix I for Agenda and Bios). The roundtable included presentations by Deborah Stienstra, Steve Estey, Ilionor Louis (from Haiti through videoconferencing) and Jolly Acen (from Uganda through teleconferencing). Susan Hardie was unable to attend due to illness. Three members of the team (Steve Estey, Bonnie Brayton and Deborah Stienstra) were interviewed for videos to be distributed to GAC officials unable to attend the roundtable. At least 50 people attended in person and an unknown number attended via a telephone link. We have asked GAC for copies of the videos to post on our website, but are awaiting confirmation.

The project website and all the knowledge products published by the project are in accessible formats. This commitment to inclusion and accessibility has created ripples of more inclusive practices within the project and at each university. For example, to ensure that our website met accessibility standards, the information technology staff worked closely with Julianne Acker-Verney (who uses a screen-reader to enable her access to printed text) to ensure accessibility with multiple platforms. In addition, when we asked to view accessible rooms, we would often find that while the rooms shown were technically accessible, they were often not inclusive spaces, as they forced wheelchair users and others who use mobility aids to sit at the very front or very back of a room, instead of providing multiple options for seating. We are confident that the conference planning services at both institutions learned a great deal from us about what is required to make an event more inclusive and accessible.

We could not have met our commitment to inclusive and accessible practices without the involvement of women and men with disabilities who provided training and support to the project team as well as the funds for disability-related accommodations and accessibility in our budgets.

The 2015 conference modelled inclusion and accessible practices and was widely recognized by those within the disability community as setting a new standard in these areas. From start to finish, the conference organizers ensured that all materials were provided in multiple formats that were accessible to diverse audiences. This meant that papers and presentations detailing preliminary research findings were made available using formats accessible to users of screen reading software. To ensure the inclusion of people with disabilities, we provided other disability-related communication included American Sign Language (ASL), large print and CART (real-time captioning). Volunteers at the conference were trained in disability-inclusive practices as well as cross-cultural inclusion practices.

Beyond the conference, social media tools (i.e., Facebook and Twitter) were used to mobilize knowledge on project-related events, fact sheets, blog posts and published articles (See Table 2). Diverse audiences have also been engaged by the development of a plain language fact sheet, academic presentations, submission of a policy brief to Global Affairs Canada and training for volunteers committed to a feminist intersectional approach to providing respectful support to conference attendees.

Synthesis of Research Results and Development Outcomes

These research findings¹ have emerged from case study research, discussions amongst the team at the 2015 (Re)Building Inclusive Societies conference, and further research and policy discussions with officials and practitioners throughout the project and published in the special issue on Disability and Global Development in *Third World Thematics*.

¹ These findings are drawn from Black and Stienstra 2016.

Disability rights are becoming an accepted norm, but implementation is weak

The adoption of the CRPD in 2006, and the multiple references to the importance of disability in the 2015 Sustainable Development Goals (in contrast with the absence of *any* such references in the Millennium Development Goals of 2000) illustrate important normative advances. All of the case studies – Haiti (Baranyi & Louis, 2016), South Africa (Black & de Matos-Ala, 2016), Uganda (Mazurana et al., 2016), Vietnam (Nguyen & Johnson, 2016) – have seen parallel processes of constitutional and legislative recognition in the domestic context, both before and after the adoption of the CRPD. Canada (Stienstra & Estey, 2016) and Australia (Gartrell & Soldatic, 2016) have also adopted the CRPD, but only Australia has used it to frame their development assistance practices. Each of the case studies also highlights the persistent, indeed yawning, gap between these formal and normative advances, and the capacity and will of public authorities to bring them to life. There are many reasons for this gap, and they vary across different countries. Some of the key overlapping reasons are included below.

Disability rights are undermined by neoliberal approaches to development

The rise of disability rights and DPOs came, in many countries, at the same time as a neoliberal model of development emphasized market efficiency, productive individuals and limited government interventions. To create the conditions for the inclusion of people with disabilities requires, as McClain-Nhlapo (2016) argues, large scale public interventions and investments, which are contrary to neoliberal practices. Unless this context changes, it is unlikely that we will see significant movement on the implementation of disability rights as well as the SDGs.

Disability advocates face strategic dilemmas as ‘insiders’ and/or ‘outsiders’

As disability rights legislation and agreements nationally and internationally advance, disability advocates are challenged about where to best place their efforts. DPOs and their representatives need to make difficult judgements about how much of their efforts and energy to focus on the new ‘inside’ opportunities, including formal institutional structures and policy processes in international organizations, national political organizations, and regional and national bureaucracies, and how much on the ongoing (and typically more confrontational) ‘outside’ work of social mobilization and activism.

The limited capacities of DPOs in terms of leadership and resources, and the fact that there can be deep divisions *within* the community of DPOs, in part based on identities linked to different impairments and resource bases, can heighten these difficult choices. This means that, in the understandable rush to take advantage of new opportunities for access and influence ‘inside’ the machinery of government (both national and inter-governmental), the ability of DPOs to mobilize external pressure and accountability can be seriously impaired.

The impact of these dilemmas and trade-offs are apparent in several of our case studies, notably Haiti (Baranyi & Louis, 2016) and South Africa (Black & de Matos-Ala, 2016). Moreover, as highlighted in the case of Australian development policies in Cambodia (Gartrell & Soldatic, 2016), careful attention needs to be paid to which (intersectionally defined) *constituencies within* the disability rights sector are privileged and which neglected as some DPO leaders are co-opted into formal political and policy processes, and others are not.

Disability advocates face strategic dilemmas in ‘mainstreaming’ disability and/or addressing intersectionality

DPOs and their allies question how to prioritize the ‘mainstreaming’ of disability issues in development organizations and policy processes, *versus* highlighting and prioritizing the layered and distinct situations of people with disabilities in varied social locations (defined by gender, age, wealth, race, rural or urban location, etc.). Typically, formal advances in recognition and representation are associated with processes of policy ‘mainstreaming’, in which public agencies are expected to recognize, measure, and address the challenges of people with disabilities. This process of broadly-based mainstreaming is easy to interpret as a substantial advance in the prospects for disabled people, since in principle it requires all policy organizations to pay attention to disability.

In practice, however, as the Haitian (Baranyi & Louis, 2016), South African (Black & de Matos-Ala, 2016), and Ugandan (Mazurana et al., 2016) case studies demonstrate, the push for mainstreaming can in practice mean that if *everyone* is responsible for ‘making change’, *no one* treats it as a singular and urgent priority. In this context, the energy and push for inclusive change can be dissipated.

Disability mainstreaming can also lead to a homogenized and simplified understanding of the challenges facing people with disabilities. Manning, Johnson and Acker-Verney (2016) illustrate the ways in which perspectives about the relationships between gender and disability within Canada also shape Canada’s maternal health international development policies. Gartrell and Soldatic (2016) suggest that Australia’s practice of mainstreaming disability leads to the invisibility of rural women with disabilities. Johnson and Whitman (2016) illustrate some of the challenges in addressing disability among war-affected children.

Building a more intersectional understanding of disability rights is very demanding, both for activists and DPOs trying to build and sustain momentum, and for policy makers under pressure to produce measurable and timely results according to clearly defined metrics. Yet failure to do so will merely reconfigure situations of marginalization and neglect, rather than challenging and changing them.

Transnational engagements are essential but difficult to foster and sustain

Growing understanding of the prevalence and importance of disability in the global South leads to new opportunities for transnational collaboration with Northern communities, activists, and

organizations. Nguyen and Johnson's (2016) work on activism in support of and solidarity with Vietnamese girls, as well as Johnson and Whitman's (2016) work on disability among war-affected children, illustrate that these transnational relationships are power-laden. It is easy for well-intentioned outsiders to misunderstand the priorities of Southern 'partners', and/or to occlude their 'voices'. The respectful and dialogic approach advocated in both pieces is desirable and indeed necessary, but exceptionally difficult to foster and sustain.

Building capacity of DPOs should be high priority for donor countries

The Canadian case (Stienstra & Estey, 2016) illustrates a retreat from initial leadership on disabilities to one of relative indifference and suggests it is difficult to bring consistent pressure and performance in donor countries, and even more so in relation to people with disabilities. This is because they are often among the poorest and most marginalized in countries with little access to political decision-making. In Australia's case (Gartrell & Soldatic, 2016) we see a commitment to disability rights in Cambodia, but by working primarily with governments, poor rural women with disabilities were neglected. In both cases, an important response is for donor countries to support the capacity of people with disabilities by working with local and national DPOs who are most aware of the needs of their communities.

Accessible and inclusive practices are essential

Our experiences in this project have reaffirmed our belief that accessible and inclusive practices are essential for transformational international development research. Ensuring that we were doing our best to model inclusive practices was one of our primary goals in planning the conference and case study research. Ensuring an accessible and inclusive environment requires careful and attentive planning, as well as budgeting for inclusion (Acker-Verney, 2016). It also requires us to privilege voices or stories often unheard, including those of girls with disabilities (Nguyen & Johnson, 2016) and being reflexive about our own place in power relations.

Coordinated research, study and action on disability inclusive development needed

To address this significant gap in implementing disability rights, the lack of scholarship in this area, and the limited disability-related curriculum in International Development Studies programs in Canada, the project team has continued to have on-going discussions about establishing a network related to addressing disability in global development policy, research and action in Halifax. As noted earlier, Dalhousie will be submitting a letter of intent to SSHRC for a Partnership Grant for the Canadian+ Network for Disability Inclusive Development (CANDID). See appendix H for a summary of CANDID.

Methodology

Research in each case study proceeded as described below. Preliminary research results were shared at the June 2015 conference and reflections by graduate student commentators and general discussion offered areas for further development.

Haiti

Ilionor Louis (Université d'État d'Haïti) and Stephen Baranyi (University of Ottawa) undertook research in Haiti in May/June 2015. Mount Saint Vincent University Research Ethics Board reviewed the research protocol and granted a waiver. The team used three data collection techniques to answer their question: How do we understand and explain the inclusion of people with disabilities in the context of post-earthquake in Haiti?

- a) Documentary research: to obtain information with official documents such as the law on people with disabilities in Haiti, publications and associations for the disabled, international conventions, technical reports or articles published in the field;
- b) Semi-structured interviews with key informants such as Secretaries of State to the integration of disabled people (past and present), some officials' associations and disabled and possibly representatives of non-governmental organization (NGOs) working on the issue; and
- c) Focus Group Workshops with representatives of associations of and for persons with disabilities, Office of the Secretary of State for the Integration of Disabled Persons, representatives of international NGOs working in the field in Haiti to evaluate public policies for inclusion of persons with disabilities in the context of the post-earthquake in Haiti.

The data gathered was analyzed and developed into several research articles, one in English for the *Third World Thematics* special issue and a second in French for presentation and publication in Haiti. The French article was presented to stakeholders in January 2017.

South Africa

Jacqueline De Matos Ala (University of Witwatersrand) and David Black (Dalhousie) undertook documentary research in South Africa in August/September 2015. They hired a research assistant in South Africa to assist with documentary data collection. They also undertook semi-structured interviews with DPO representatives, academic analysts, service providers, and a small number of policy makers in August 2015. They developed two papers – one submitted to *New South African Review* and one to the special issue of *Third World Thematics*. As part of the *New South African Review* they presented the research and findings at a 2 day workshop at the National Institute for the Humanities and Social Sciences where it was very well received.

Uganda

The Uganda case synthesizes research from the Secure Livelihoods Research Consortium (SLRC) Uganda programme, ongoing since 2012, to explore the prevalence and types of disability resulting from war crimes committed by parties to the conflict between the Government of Uganda and the Lord's Resistance Army (LRA). The SLRC carried out two rounds of a longitudinal panel survey as well as qualitative research in the two most war-affected sub-regions of Northern Uganda, although the article published from this work uses only the first round of survey data. In addition, with IDRC the Uganda team undertook further data analysis, hired someone to review and write up the law and disability in Uganda section, and carried out some qualitative interviews. Many publications have come from the SLRC research, however the article for the special issue of *Third World Thematics* is the only one specifically addressing disability and development in Uganda.

Evaluation

Evaluation was embedded throughout the project planning process included discussions among members of the leadership team as well as evaluation and monitoring the research project and its outputs over the duration of IDRC funding and included milestone dates: April, 2015 (develop evaluation plan), October, 2015 (interim evaluation) and October, 2016 (final evaluation). Members of the leadership team, including academics and community partners, participated in the evaluation. In addition representatives from case study countries (Haiti, South Africa and Uganda), Council of Canadians with Disabilities (CCD), DisAbled Women's Network of Canada (DAWN Canada) and Coady International Institute (Coady) participated in evaluation. Other partners in our project evaluation were Children and Youth in Challenging Contexts Institute (CYCCI); Alexa McDonough Institute for Women, Gender and Social Justice (AMI); and, the project leadership circle. Julianne Acker-Verney led the project evaluation. She has co-ordinated and conducted evaluations on programs and organizational partnerships within the disability community in addition to being involved with the project as a Research Assistant, and a member of the leadership and conference organizing teams.

We used multiple methods in conducting this evaluation: (a) document analysis, (b) semi-structured interviews, (c) self-assessment guided by an evaluation framework and (d) ongoing monitoring and evaluation by the leadership team. Table 1 below identifies the roles and activities of stakeholders identified as key to the project evaluation.

Table 1: Evaluation roles and activities

Stakeholders	Participation	Timing & Methods
Leadership team	Monitoring and evaluation of research and project	Ongoing
Host Organizations (AMI & CYCCI)	Evaluation of project and reports	Ongoing through participation on leadership team

Community partners (CCD, Coady & DAWN Canada)	Evaluation of project, reports, practices and processes.	Ongoing through participation in leadership team; participation in semi-structured interviews to inform final evaluation.
Conference attendees	Evaluation of conference experience, practices and processes aimed at access and inclusion for women, men, girls and boys with disabilities.	Conference evaluations, personal communications with members of conference organizing team
Case study teams	Monitoring and evaluation of research and project.	Ongoing monitoring of research and project through participation in leadership team, self assessments

This evaluation was performed to identify practices and processes that emerged as supportive of, or challenging to, the partnership and goals of the (Re)Building Inclusive Societies project. The evaluation tools and processes developed during this project will be useful in planning and conducting an appreciative evaluation of CANDID.

Project Outputs

The project has resulted in a number of outputs in the areas of information sharing and dissemination, knowledge creation, and training. It has also contributed to capacity-building for research team members, as well as a number of project partners.

Table 2: Project Outputs and Audiences

Output	Details	Audiences
(Re) Building Inclusive Societies: Disability and Global Development Conference	22-24 June 2015, Halifax Conference details Appendices A - C	100 people, academics from the Global North and Global South, and representatives of domestic and international disabled peoples' organizations, general public; faculty and students from Atlantic Canadian universities; elected representatives and public servants from municipal, provincial, and federal governments;

Disability and Global Development (DGD) Website	www.msvu.ca/dgd	Interested public
DGD Facebook page	http://tinyurl.com/ztdvta5	Interested public
DGD Twitter	@dgd2015 or hashtag #dgd2015	Interested public
Zotero database		Project team
Meetings with Global Affairs Canada	November 13, 2015 January 20, 2017 (Details in Appendix I)	Deborah Stienstra, Steve Estey, David Black, Stephen Baranyi and Bonnie Brayton met with members from Global Affairs Canada
Roundtable on Disability and Global Development	Atlantic Provinces Political Science Association conference, September 2015	Researchers and students in Atlantic Canada
Fact Sheet on Disability and Global Development	April 2016 Appendix D or http://tinyurl.com/j3ptjgo	Researchers, students and general public
Five Blog Posts on Centre for International Policy Studies (CIPS) blog	March – April 2016 Appendix E	Researchers, students, policy makers and general public
<i>Third World Thematics</i> special issue on Disability and Global Development	Vol. 1, Issue 3, 2016 Table of Contents is in Appendix F	Researchers, students, development practitioners and policy makers
Submission to International Assistance Review, Global Affairs Canada	July 2016 Appendix G	Policy makers
De Matos-Ala and Black, 'Still waiting: The South African Government's pending promise of equality for people with disabilities'	<i>New South African Review</i> , Vol. 6, forthcoming	Researchers, students, policy makers, development practitioners
Access and inclusion training	Julianne Acker-Verney and Susan Manning trained June 2015 conference volunteers and developed and delivered a full access and inclusion workshop to community groups and volunteers for other academic conferences.	
Deborah Stienstra, presentation on Sustaining Respectful Research Partnerships	November 2015 Children and Youth in Challenging Contexts Network Symposium, Dalhousie University	Researchers, students, practitioners, policy makers

Julianne Acker-Verney, Master's thesis	Gender and Women's Studies, Saint Mary's University	Researchers, students
Project evaluation	An internal project evaluation supported the development of tools, practices and processes for future partnerships and projects.	Members of the project leadership team.

Problems and challenges

In general, the project has worked smoothly. Two issues – ethics and funds transfer -- related to working with partners in the global South provided some additional bumps.

- a) Ethics review: In order to transfer funds to our partners in Haiti, MSVU required ethics approval. Unfortunately, there was no ethics review mechanism in place in Haiti. In order to provide ethical review, the team submitted their protocol to MSVU Research Ethics Board and received an ethics waiver prior to beginning their research.
- b) Funds transfer: In Haiti, there were challenges with wire transfers because of the different banking systems. These provided significant delays to the transfers of funds and as result caused our partners in Haiti delays in being able to use the funds.

Administrative Reflections and Recommendations

It would be useful if IDRC developed and shared any good practice examples of practical solutions to some of the bumps experienced by partners in the global South in terms of ethics review and transfer of funds.

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Appendix A – Conference Schedule

Monday, June 22, 2015 (Mount Saint Vincent University)

9:00-9:30am ~ Welcome & Thinking About (Re)Building Inclusive Societies – Post Disasters and Conflict, and Governance in Global Development — *Deborah Stienstra*

9:30-10:30am ~ Overview on Key International Disability Engagements — *Steve Estey*

10:30-10:45am ~ Break

10:45-11:30am ~ Conceptual Approaches to Disability and Global Development – *Nora Groce* (via Skype)

11:30-12:30pm ~ Doing Inclusive and Accessible Research — *Julianne Acker-Verney*

12:30-1:30pm ~ Lunch

1:30-2:30pm ~ Case Study: Haiti — *Stephen Baranyi & Ilionor Louis*; Comments: *Taryn Husband*

2:30-2:45pm ~ Break

2:45-3:45pm ~ Case Study: Uganda — *Teddy Atim & Anastasia Marshak*; Comments: *Emmaline English*

3:45-4:00pm ~ Closing Remarks

5:15-6:30pm ~ Dinner (Rosaria Boardroom—ROS 309)

Tuesday, June 23, 2015 (Dalhousie University)

9:00-9:30am ~ Reflections on Day 1 — *Deborah Stienstra*

9:30-10:30am ~ Case Study: South Africa— *David Black & Jacqui De Matos Ala*; Comments: *Kristi Kenyon*

10:30-10:45am ~ Break

10:45-11:15am ~ Thinking On and Across Case Studies Using Intersectionality – *Deborah Stienstra*

11:15-12:30pm ~ Intersections: Children and Youth Panel — *Thuy Nguyen, Devi Mucina, Shelly Whitman, Anna MacQuarrie*

12:30-1:30pm ~ Lunch

1:30-2:45pm ~ Intersections: Women and Gender Panel — *Pamela Johnson, Lynnae Rutledge, Bonnie Brayton, Susan Manning*

2:45-3:00pm ~ Break

3:00-4:00pm ~ Closing Reflections: Where are we now? What are our next steps? — *Deborah Stienstra, David Black, Steve Estey*

5:15-6:30pm ~ Dinner

7:00-9:00pm ~ Public Event, Rowe Building Room 3089, Dalhousie University ~ Locating Disability in the New Politics of Global Development— Host: *David Black, Dalhousie University*; Welcome: *Krista Kesselring, Associate Dean (Academic) Arts and Social Sciences, Dalhousie University*; Panel Moderator: *Maggie Rahr*; Speakers: *Mathieu Simard, Rehabilitation International*; *Paula Donovan, AIDS-Free World*; *Steve Estey, Council of Canadians with Disabilities*; *Bob Huish, Dalhousie University*

Wednesday, June 24, 2015 (Mount Saint Vincent University)

9:00-10:00am ~ Welcome — *Dr. Ramona Lumpkin, Mount Saint Vincent University*; *Hon. Kevin Murphy*; *Geoff Regan, MP*; *Jennifer Watts*; *Lisa Lachance, CYCCI, Dalhousie University*; *Anne MacRae, Nova Scotia Disabled Person's Commission*

10:00-11:00am ~ Canada's Responses to Disability and Global Development — *Steve Estey, Deborah Stienstra, Shawna O'Hearn*

11:00-11:15am ~ Break

11:15-12:15pm ~ Women with Disabilities, Maternal Health and Canada's Policies — *Heather Scott, Pamela Johnson, Bonnie Brayton*

12:15-1:30pm ~ Lunch

1:30-2:30pm ~ Children and Youth with Disabilities and Canada's Policies — *Shelly Whitman, Anna MacQuarrie, Mariatu Kamara*

2:30-2:45pm ~ Break

2:45-3:45pm ~ Where to from here? People with Disabilities and Canadian Foreign and Development Policies — *Steve Estey, Anna MacQuarrie, Bob Huish*

3:45-4:00pm ~ Closing Comments

4:00-5:30pm ~ Reception

Appendix B – Invited Guests

Invited Conference Guests Included:

Steve Estey, International Committee Chair, Council of Canadians with Disabilities
 Nora Groce, Director, Leonard Cheshire Disability and Inclusive Development Centre, University College London
 Julianne Acker-Verney, MA Student, Women and Gender Studies, Saint Mary's University
 Stephen Baranyi, Associate Professor, International Development Studies, University of Ottawa
 Ilionor Louis, Director, Département des Sciences du Développement, Université d'État d'Haiti
 Taryn Husband, PhD Student, International Development Studies, University of Ottawa
 Teddy Atim, Researcher, Feinstein International Centre, Tufts University
 Anastasia Marshak, Researcher, Feinstein International Centre, Tufts University
 Emmaline English, MA Student, Political Science, Dalhousie University
 David Black, Lester B. Pearson Professor of International Development Studies, Dalhousie University
 Jacqui De Matos Ala, Senior Lecturer, International Relations, University of Witwatersrand
 Kristi Kenyon, SSHRC Post-Doctoral Fellow, Dalhousie University
 Thuy Nguyen, Adjunct Professor, Education, Mount Saint Vincent University
 Devi Mucina, Assistant Professor, Child and Youth Studies, Mount Saint Vincent University
 Shelly Whitman, Executive Director, Romeo Dallaire Child Soldiers Initiative
 Anna MacQuarrie, Director of Human Rights, Policy, and Global Initiatives, Inclusion International
 Pamela Johnson, Program Officer, International Centre for Women's Leadership, Coady International Institute
 Lynnae Rutledge, Board Member, Mobility International USA
 Bonnie Brayton, Executive Director, Disabled Women's Network of Canada
 Susan Manning, MA Student, Women and Gender Studies, Mount Saint Vincent University
 Mathieu Simard, Deputy Vice-President North America, Rehabilitation International
 Paula Donovan, Co-Director, AIDS-Free World
 Bob Huish, Associate Professor, International Development Studies, Dalhousie University
 Shawna O'Hearn, Director, Global Health Office, Dalhousie University
 Heather Scott, Associate Professor, Department of Obstetrics and Gynecology, Dalhousie University
 Mariatu Kamara, UNICEF Special Representative for Children and Armed Conflict
 Lisa Lachance, Executive Director, Children and Youth in Challenging Contexts Institute, Dalhousie University

Appendix C – Conference Summary Report



Summary Report

The conference “(Re)Building Inclusive Societies: Critical Reflections in Disability and Global Development,” a joint initiative of the Alexa McDonough Institute for Women, Gender and Social Justice and the Children and Youth in Challenging Contexts Institute, was held June 22-24, 2015 at Mount Saint Vincent University and Dalhousie University. The daytime sessions on June 22 and 23 were by invitation, and two events were held for the public in the evening of June 23 and during the day on June 24. A final schedule is attached to this summary report. We received two major external grants for the initiative -- \$33,040 from a SSHRC Connections Grants (Jan – December 2015) and \$67,800 from the International Development Research Centre (April 2015 – December 2016) in addition to contributions from the Nancy’s Chair, MSVU and Dalhousie.

Promoting Access and Inclusion

The conference organizing team was committed to ensuring the conference was accessible and inclusive to people of diverse backgrounds and particularly people with disabilities. Efforts in this area included:

- Completing extensive accessibility audits of potential conference venues, noting spatial, technical and logistical requirements with a cross-cultural, cross-disability audience in mind (over 13 hours in total).
- Ensuring the registration process was accessible to computer screen readers with alternative methods available if desired, as well as ensuring all public documents were accessible to screen readers.
- Providing multiple opportunities for conference attendees to identify disability-related accommodation needs and preferences.
- Providing communication access real-time translation (CART) captioning, French translation services, and ASL interpretation at conference sessions.
- Providing a mandatory 1.5 hour training session, and a short refresher at the start of each conference day, for all conference volunteers on best practices to ensure access and inclusion.

- Providing sighted guides, large print materials, accessible transportation, and other requested accommodations to conference attendees.
- Inquiring about dietary needs and ensuring food appropriate for a variety of cultural backgrounds was available.
- Acknowledging that the conference was taking place on Mi'kmaq territory.
- Making a commitment to fostering North-South partnerships through research emerging from the conference.
- Inviting graduate students to play key roles within the conference organizing team and participate and present in the invitation-only portions of the conference.

Conference Audiences

Over the course of the three day conference, over 82 people attended and participated in conference sessions. This number includes 36 people who participated in the invitation-only sessions on June 22 and 23, and researchers from Canada, the United States, the United Kingdom, Uganda, Haiti and South Africa, and representatives of domestic and international disabled peoples' organizations. The members of the public who attended included faculty and students from Atlantic Canadian universities; elected representatives and public servants from municipal, provincial, and federal governments; representatives from a number of community and disability organizations; as well as many concerned citizens. The conference was supported by the excellent work of ten conference volunteers, many of whom were students at Mount Saint Vincent University and Saint Mary's University.

The conference was also widely shared on social media, through the project website, Facebook and Twitter. The project's Facebook page has 70 likes and the project's Twitter account has 38 followers. Conference updates on Twitter were retweeted a total of 78 times over the three days, and the conference Twitter handle (@dgd2015) or hashtag (#dgd2015) were mentioned in 19 tweets by conference participants.

Conference Proceedings Summary

People with disabilities compose approximately one-seventh of the world's population. Fully addressing disability requires us to create societies and political and economic systems that recognize the broad spectrum of human diversity. In 2008, the United Nations ratified the Convention on the Rights of Persons with Disabilities (CRPD), and that brought increased attention to disability and coordinated action among disability organizations. This conference focused on the intersections between disability and global development, bringing together academics, policy makers, and representatives of disability organizations.

The conference started with an introduction to the history of disability within the UN system leading up to the creation of the CRPD, followed by an overview of conceptual approaches to disability using an international development lens. Invited guests also participated in a short workshop on building inclusive and accessible research practices. One set of sessions for invited participants focused on preliminary findings for three post-conflict and post-disaster case

studies: Haiti, Uganda, and South Africa. Project partners had been conducting research in each of these countries and presented their initial findings at the conference, which will be further developed into full papers for a special issue of a journal. While each country context was quite different, there were certainly many connections between them, including a lack of consultation with and attention to the needs and experiences of people with disabilities in recovery and reconciliation efforts in these countries.

A particular focus of conference sessions was using intersectional perspectives to see how social categories and their related systems of power, particularly gender and childhood, affected the inclusion and exclusion of people with disabilities. For example, women with disabilities are often treated as in some ways unfit to be mothers because of their disability, and may not be included in maternal health initiatives. Despite international development goals in education, children with disabilities in many countries around the world are denied a basic education because inaccessible community infrastructure, inaccessible technologies and a lack of necessary supports do not allow them to attend school.

Many of the public event sessions focused on people with disabilities in the context of Canada's foreign and development policy. One speaker discussed the types of disability-related international development projects that the Canadian government funds. Her research found that the projects that received the most funding had a prevention or a recovery focus. Much less funding was awarded to projects supported by disabled peoples' organizations, which had a focus on inclusion, capacity building, and human rights. Multiple presenters pointed out that links between disability and poverty are often not recognized or addressed in development goals and policy. The public events were very interactive and audience members were able to pose many questions. The final day ended with a closing reception hosted by the President of Mount Saint Vincent University, which gave participants a chance to connect informally and celebrate a successful conference.

Feedback from Conference Participants

The feedback from conference participants received to date was overwhelmingly positive. Many participants expressed that the event had inspired them to learn more about the topic of disability and global development and that the speakers and panelists were engaging and informative. Some expressed appreciation for the opportunities for the audience to become involved in the sessions, particularly the Tuesday night panel, which focused on thinking about disabilities in the new politics of global development. The conference organizing team was very pleased that its efforts toward accessibility and inclusion resulted in a conference that allowed attendees to participate as they chose to. One invited guest told conference organizers that the event was better in terms of access and inclusion than many they had attended at the United Nations. A member of the public who had requested a sighted guide for the Wednesday event said that the volunteer was excellent and that they were "very impressed with her." Another participant wrote that "we all have something to learn from you about running a conference that truly responds to requests for adaptation."

Future Project Events

There has been steadily growing momentum since the conference and several follow-up events are in development:

- Case study research with people with disabilities is continuing in South Africa and Haiti.
- Seven conference presenters are participating in a roundtable at the Atlantic Provinces Political Science Conference in Halifax (September 2015).
- Several members of the organizing team are presenting at an international development conference at the University of Ottawa (November 2015).
- Three members of the organizing team are delivering workshops at a Junior Scholars Conference hosted by the Children and Youth in Challenging Contexts Institute (November 2015).
- A special issue of an academic journal, as well as a series of plain language factsheet emerging from the conference, is being developed.
- The conference organizing team is actively imagining a strategy for making Halifax a hub for work on disability and global development.
- Discussions have begun about partnerships between the AMI, DAWN Canada, the Coady International Institute and Mobility International USA.

Resources for Further Information

Disability and Global Development Project Website: www.msvu.ca/dgd

Project Twitter: twitter.com/dgd2015

Project Facebook: www.facebook.com/DisabilityandGlobalDevelopment

Diversity Through Inclusive Practices Toolkit: <http://bit.ly/1MlvvHs>

Diversity Through Inclusive Practices Toolkit Checklist: <http://bit.ly/1Nw7BAN>



Appendix D – Fact Sheet

An accessible PDF version of this fact sheet can be found on our website: www.msvu.ca/dgd. Pictures of the PDF file appear below and on the following 5 pages.

(Re)Building Inclusive Societies: Critical Reflections in Disability and Global Development

Implicating Disability in Global Development



Objectives

This fact sheet is intended as a plain-language teaching and learning tool for international development students and researchers who are newly considering disability and its implications for theory and practice in the area of global development.

What is 'Disability'?

'Disability' means different things to different people. A wide range of people with diverse bodies and experiences self-identify as persons with disabilities. In this fact sheet, we understand disability to be socially constructed. This means that inequalities for people with disabilities are created by societal attitudes and beliefs about the abilities and needs of individuals labeled with 'disability,' rather than by biological differences alone. These social attitudes and beliefs create exclusion and barriers to things like supports and services for people with disabilities that can prevent equal access to employment opportunities and community participation. This understanding of disability locates inequalities within wider societies, rather than within individual bodies.

(Re)Building Inclusive Societies: Critical Reflections in Disability and Global Development was a conference held in Halifax, Nova Scotia from June 22-24, 2015 and explored many topics in disability and global development. Three case studies (Haiti, Uganda & South Africa) were a central focus of the conference.

Why Is It Important To Consider Disability in Global Development?

There are approximately one billion persons with disabilities around the world. Over 80 percent of people with disabilities live in the Global South. Much of the research that exists on disability has focused on the Global North. Less is known about the experiences of women and men, and boys and girls with disabilities in the Global South, especially from the perspective of people with disabilities themselves.

Research shows that development policies and programs often do not consider the experiences of persons with disabilities. Development projects that do not properly consider disability may unintentionally intensify existing inequalities. Without critical analysis, development policy in the Global South is easily influenced by the biases and prejudices that surround disability and difference in the Global North. Inclusion is very important in post-disaster and post-conflict situations when large reconstruction plans and projects are underway. Not considering the needs and experiences of persons with disabilities in reconstruction and recovery processes can result in greater inequality and exclusion than existed before the initial conflict or disaster. Global development policies and programs have the potential to greatly improve quality of life for persons with disabilities, therefore the meaningful inclusion of persons with disabilities should be a priority in development policy and practice.

The **United Nations Convention on the Rights of Persons with Disabilities (UNCPRD)** was adopted by the General Assembly in 2006, and ratified by Canada in 2010. The UNCPRD affirms the human rights of persons with disabilities and has a very broad definition of disability. Representatives of disabled peoples' organizations were included in its development. Articles of the UNCPRD relevant to global development include: Article 11 (conflict and disaster), Article 14 (liberty), Article 24 (education), Article 25 (health), Article 28 (standards of living), and Article 32 (international cooperation).

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Key Concepts in Disability and Global Development

Intersectionality: Intersectionality recognizes that individual circumstances, aspects of identity (race, disability, gender, etc.), systems of power (ableism, sexism, racism, etc.) and institutions (government, economy, legal system, etc.) shape both individual and collective lived experience. An intersectional analysis allows us to explore who might experience inclusion and exclusion in a certain situation, and the power relationships that affect those experiences.

Social model of disability: The social model of disability is a term coined by Michael Oliver in 1990. This approach to understanding experiences of disability focuses on social and environmental factors that negatively affect individuals' options and opportunities to participate in their communities. The social model recognizes that barriers to inclusion for persons with disabilities are created by things like inaccessible buildings, and policies or practices that assume all individuals are able-bodied.

Inclusion and accessibility: Inclusion and accessibility are essential goals to ensure persons with disabilities benefit from development research and programs. Inclusion refers encouraging and supporting diverse individuals to engage with research and programs regardless of ability, culture, ethnicity, socio-economic status, gender, etc. Planning for inclusion is very important in development policy, research and programs. Accessibility is a related term, often referring to the removal of barriers to participation for persons with disabilities, which helps to promote inclusion.

Sustainable Development Goals (SDGs): The SDGs are the newest set of global development goals championed by the United Nations. The aim is to achieve the targets set out in the SDGs by 2030. The 17 SDGs focus on development issues including poverty, food security, gender equality, climate change, peace, health and education. The SDGs are much more inclusive and aware of disability than previous UNchampioned development agendas, likely due to the opportunities created by the UNCRPD.

Fitting and misfitting: Rosemarie Garland-Thomson's materialist based theory of fitting and misfitting is another way of understanding disability. This theory builds on the social model of disability. In this model, disability is a misfit between bodies and environments in particular spaces, times and social contexts. For example, stairs in a building would be a misfit for a person who uses a wheelchair to get around. Creating inclusion in this model is about making a fit happen. In this example, an elevator or ramp would be ways of making a fit happen, and would likely benefit many other people with mobility limitations.

Inclusion after Disaster

Following the 2010 earthquake in Haïti, there was a unique opportunity for the involvement of Haitians with disabilities in reconstruction efforts. Injuries from the earthquake increased the number of people with disabilities in Haïti, and this was a central focus of post-disaster development assistance. The strong and established capacities of disabled peoples' organizations in Haïti greatly assisted these inclusion efforts.

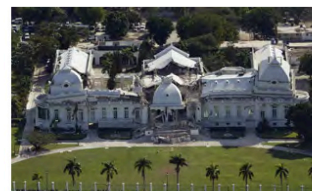


Figure 1: The damaged National Palace is an iconic image associated with the earthquake.

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Intersections of Disability in Development Agendas

Education: Schools are often reconstruction priorities after conflict or disaster. Individuals with disabilities, families and entire communities are negatively affected if schools and training facilities are planned without considering diverse needs and abilities of community members and are inaccessible to people with disabilities. Differences in educational opportunities increase social and economic inequality between those who are supported to learn and those who are not. Educational facilities, classrooms and teaching practices must be designed to accommodate the needs and abilities of all learners to avoid excluding people with disabilities.

Thinking About Policy

Disabled People South Africa (DPSA) estimates that 14 percent of South Africans live with disabilities. The government of South Africa has an official policy of inclusion for children with disabilities in the school system, which is a positive step. In practice, however, some children with complex needs face accessibility barriers in attending school and receiving educational supports.

Healthcare: Crisis situations often result in injuries and disabilities that can require short and long-term support from healthcare providers. Providing services and supports that are inclusive and accessible to all people, and tailored to meet disability-specific requirements, is important for all community members. Depending on an individual's specific circumstances, appropriate health-related help may include assisting with medication, or giving information in alternative formats (Braille) and languages, such as sign language.

Transportation: Individuals' ability to participate in their community, and access education and healthcare, can be impossible without accessible transportation. This involves the design, construction and maintenance of a system to be used by all people, including those with disabilities. Transportation must be affordable for people with disabilities living on low incomes. An accessible system includes vehicles that can transport individuals with their mobility aids (such as walkers or wheelchairs), large print and Braille signage, and facilities with ramps and lowered ticket counters.

Poverty: Disability and poverty are often related. Sometimes disability leads to poverty, but poverty can lead to disability or worsen an existing disability. For example, being injured due to accepting unsafe work to meet basic needs. People with disabilities often face barriers to employment, and can rely on the state or aid organizations for income assistance to meet their basic needs. Basic needs include food, water, and accessible shelter. Basic needs for people with disabilities may also include medication, mobility or communication aids, or access to a care provider.

Refugee Supports: Organizations responsible for refugee camps need to identify refugees with disabilities and their needs upon entry, and ensure supports are in place to meet those needs. Refugee camps must be physically accessible and safe for people with disabilities. Those designing food and water distribution systems need to think about accessibility barriers. Forms to apply for visas and asylum must be available in accessible mediums, and some refugees with disabilities may need additional support to complete forms.

Persons with disabilities are experts in their own experience, and are the best source of information on their own needs and best practices for providing assistance. Organizations of persons with disabilities exist in many countries and are also good resources for providing culturally-specific advice and approaches to understanding disability. The UNCRPD also addresses many of these areas.

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Disability and Conflict

Many Ugandans have been wounded in the conflict between the Ugandan government and the Lord's Resistance Army (LRA) in the country's North. Estimates of the number of armed conflict related injuries for the Acholi and Lango sub-regions alone are between 280,000 and 344,000, or about one-tenth of the population. Research has shown that households with a war-wounded family member often face challenges related to food security, poverty, children's educations, and access to healthcare and therapeutic rehabilitation. These challenges are intensified if the injured family member is the head of household and primary income earner for the family. The experience of Northern Ugandans with disabilities shows that disability needs to be considered in post-conflict recovery and peace processes.



Figure 2: Feinstein International Center in Boston has done research on the war-wounded.

Questions to Ask When Considering Disability in Global Development

Asking critical and probing questions is essential to ensuring inclusion and accessibility in global development research, policy and practice. Here are some questions that might be helpful:

- Is the definition of disability used in this research, policy or practice a broad definition that accounts for diverse bodies and experiences?
- Have the unique power relationships shaped by differences in gender, age, ethnicity and ability been considered in this research, policy or practice?
- Would people who are blind, deaf, labelled with learning or intellectual disabilities, who experience mobility impairments, or are struggling with the many complexities that are labelled under the umbrella of mental health issues face barriers in accessing programs or services under this policy or have difficulty participating in this research?
- Have people with disabilities or disabled peoples' organizations been meaningfully included in the development of this research, policy or practice?
- Were people with disabilities given an opportunity to identify any accommodations that would enhance their participation in development research or allow them to access a service or program?

Resources

Diversity Through Inclusive Practice Toolkit ([link](#))

Article: Neo-colonial Discourse and Disability: The Case of Canadian International Development NGOs ([link](#))

Report: Violence Against Disabled Children ([link](#))

Article: Disabled People & the Post-2015 Development Goal Agenda Through a Disability Studies Lens ([link](#))

UN Convention on the Rights of People with Disabilities ([link](#))

UN Enable Webpage ([link](#))

DAWN-RAFH Canada Webpage ([link](#))

Council of Canadians with Disabilities ([link](#))

Image Notes: Figure 1: "[Haitian National Palace Earthquake](#)" by UNDP is licensed under [CC BY 2.0](#). Figure 2: "[Bostonstraight](#)" by Riptor3000 is licensed under [CC BY-SA 3.0](#).

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Appendix E – Blog Series Links

Finding Canada's Way Again on the Rights of Persons with Disabilities (Deborah Stienstra and Steve Estey) – <http://www.cips-cepi.ca/2016/03/31/finding-canadas-way-again-on-the-rights-of-persons-with-disabilities/>

Les personnes handicapées et la coopération Canado-Haïtienne (Stephen Baranyi and Ilionor Louis) – <http://www.cepi-cips.ca/2016/04/15/27881/>

Disability and Development in Africa: What role for Canada (David Black) – <http://www.cips-cepi.ca/2016/04/21/disability-and-development-in-africa-what-role-for-canada/>

Intersectionality and the Rights of Persons with Disabilities in Global Development (Julianne Acker-Verney, Pamela Johnson and Susan Manning) – <http://www.cips-cepi.ca/2016/04/28/intersectionality-and-the-rights-of-persons-with-disabilities-in-global-development/>

A New Era for Persons with Disabilities and International Development? (Charlotte McClain-Nhlapo) – <http://www.cips-cepi.ca/2016/05/13/a-new-era-for-persons-with-disabilities-and-international-development/>

Appendix F –Table of Contents and Article Abstracts, special issue *Third World Thematics* 1:3 (2016)

Creative Encounters: Disability Studies meets Development Studies David R. Black (Dalhousie University) and Deborah Stienstra (University of Manitoba)

<http://www.tandfonline.com/doi/pdf/10.1080/23802014.2016.1269422>

Abstract: Despite some promising beginnings, disability studies and development studies have paid little attention to each other, and have much to gain from doing so. We focus on the need for more inter-connected analyses of post-conflict and post-disaster contexts, and the methodological requirements of inclusive research in 'low resource settings'. Reflecting on cross-cutting themes from this special issue, we highlight: the challenge of translating formal commitments into concrete advances for inclusion, in both national and donor policies and practices; the tension between disability-inclusive practices and neoliberal development policies; the dilemmas of 'inside' versus 'outside' strategies for disability rights-promotion; the tensions between 'mainstreaming' and intersectionality; and the methodological and theoretical importance of reflexivity.

Uneasy Intersections: Critical Understandings of Gender and Disability in Global Development

Susan M. Manning (Mount Saint Vincent University/Dalhousie University), Pamela Johnson (Coady International Institute, St. Francis Xavier University) and Julianne Acker-Verney (Saint Mary's University) <http://www.tandfonline.com/doi/full/10.1080/23802014.2016.1242091>

Abstract: Using the lens of intersectionality in development policy and programming can help policy makers and practitioners account for the unacknowledged biases and structural power relationships that contribute to the exclusion of women with disabilities and other marginalised groups from development initiatives. Using Canada's maternal health initiatives as a case study, we adopt an intersectional lens to make visible how legacies of forced sterilisation and tensions around prenatal testing have shaped Canada's perceptions of women with disabilities at home, and argue that these same biased perceptions and discourses have shaped development policy and programming that excludes women with disabilities.

Child soldiers and disability: Gaps in knowledge and opportunities for change

Dustin Johnson (Dalhousie University) and Shelly Whitman (Dalhousie University)

<http://www.tandfonline.com/doi/full/10.1080/23802014.2016.1246349>

Abstract: The recruitment and use of child soldiers are a pressing peace and security issue around the world. The United Nations currently lists 7 government militaries and 52 non-state armed groups using child soldiers in 14 countries, all in the Global South. To date, there has been minimal research on the intersection of child soldiering and disability, or on challenges faced by disabled ex-combatants in such conflicts. We explore the current knowledge on this topic, avenues through which the rights of disabled people in post-conflict settings can be realised, and the importance of disability studies to praxis on child soldiers.

(Dis)ability and Development in Haiti: Beyond One-Dimensional Views

Stephen Baranyi (University of Ottawa) and Ilionor Louis (Université d'État d'Haïti)

<http://www.tandfonline.com/doi/full/10.1080/23802014.2016.1216328>

Abstract: The 2010 earthquake was a tragedy for Haitians: in addition to the 250,000 lives lost and 1,000,000 persons displaced, 200,000 persons became disabled. Although post-earthquake reconstruction efforts are seen by some as a failure, others have argued that they are a model for the inclusion of persons with disabilities. This paper explores the grey zone between those interpretations. Based on original document and interview research, it shows how international support for disabled persons was shaped by the organisation of that community into a social movement with representation in the state. It concludes by examining pending challenges from a critical perspective.

Building a more inclusive South Africa: progress and pitfalls in disability rights and inclusion

David Black (Dalhousie University) and Jacqueline de Matos-Ala (University of the

Witwatersrand) <http://www.tandfonline.com/doi/full/10.1080/23802014.2016.1252687>

Abstract: For disabled South Africans, the legacy of protracted conflict and conflict resolution has led to a paradoxical situation. The struggle of disabled people within the larger politics of struggle helped produce major gains through constitutional recognition, self-representation, legislated advances, and institutionalization (or 'mainstreaming') of disability issues countrywide. Yet these advances have lost momentum, well short of full equity, and disabled South Africans continue to be systematically disadvantaged in all spheres of society. In short, a stubborn gap persists between aspiration and implementation. We document this gap, and offer five propositions as explanations for its persistence.

Disability and Recovery from War in Northern Uganda

Dyan Mazurana, Anastasia Marshak, Rachel Gordon, Jimmy Hilton Opio, Teddy Atim, and Bret McEvoy (Tufts University)

<http://www.tandfonline.com/doi/full/10.1080/23802014.2016.1235469>

Abstract: This article explores the prevalence of disabilities resulting from war crimes committed by parties to the conflict between the Government of Uganda and the Lord's Resistance Army. We compare these individuals and their households with persons in the same geographic area in households with no disabled members. We focus our comparison on livelihoods, education, health care access, food insecurity and wealth, and frame our discussion within the political economy of northern Uganda and its marginalization vis-a-vis the rest of Uganda. We also examine Uganda's promising legal framework of rights for persons with disabilities and the realities of their ongoing challenges.

Rural women with disabilities in post-conflict zones: the forgotten sisters of Australia's Disability-inclusive Development

Alexandra Gartrell (Monash University) and Karen Soldatic (Western Sydney University)

<http://www.tandfonline.com/doi/full/10.1080/23802014.2016.1262749>

Abstract: International interventions to reconstruct post-conflict societies emerging from civil war, genocide and violence have introduced formal democratic systems as the cornerstone to peace-building and the re-establishment of legitimate political systems. Political and gendered cultural systems and norms however, may be in tension with international demands for rights-based, participatory governance. This article explores these tensions within the context of the Australian Government's disability inclusive agenda in its aid and development programme in post-conflict Cambodia. Although the "interaction between gender and disability" is a guiding principle of Australia's aid programme, extensive analysis suggests that in practice it is largely gender neutral.

Canada's Responses to Disability and Global Development

Deborah Stienstra (University of Manitoba) and Steve Estey (Council of Canadians with Disabilities)

<http://www.tandfonline.com/doi/full/10.1080/23802014.2016.1225513>

Abstract: Canada has taken some positive action in addressing disability in its foreign and development policies, including its long-standing commitments to disabled peoples' organizations globally, and significant engagement in the drafting process of and subsequent ratification of the United Nations Convention on the Rights of Persons with Disabilities (CRPD). But, ultimately, the lack of a rights-based disability framework in Canada's global development policies, and the implications of an approach primarily directed to disability prevention and rehabilitation, have combined to make Canada unable to effectively realise its commitments to the CRPD Article 32 on international cooperation.

Transnational activism in the context of disability rights: Re-constructing methodologies for change

Xuan Thuy Nguyen (Carleton University) and Pamela Johnson (Coady Institute)

<http://www.tandfonline.com/doi/full/10.1080/23802014.2016.1248232>

Abstract: This article explores possibilities and challenges in facilitating a globally inclusive dialogue about inclusion and exclusion for girls with disabilities (Connell 2007). Drawing from a critical perspective on transnational activism, we argue that this conversation can tackle exclusion and misrecognition of girls with disabilities at different levels. We suggest that this dialogical process could engage more deeply with the challenges of inclusive research and activism, as well as in connecting knowledge across global North and South. In so doing this work can contribute to a more inclusive and sustainable network on disability, inclusion, and social justice in the global contexts.

Embedding Intersectionality and Reflexivity in Research: Doing Accessible and Inclusive Research with Persons with Disabilities

Julianne M. Acker-Verney (Saint Mary's University)

<http://www.tandfonline.com/doi/full/10.1080/23802014.2016.1235468>

Abstract: This article explores challenges and implications for researchers interested in embedding accessible and inclusive practices in research and global development initiatives. The author's experiences conducting research, and lessons learned from the '(Re)Building Inclusive Societies: Critical Reflections on Disability and Global Development' research project and conference, in combination with a survey of the literature regarding intersectionality, feminist reflexivity, disability theory and research in the global context, lead to a presentation of considerations and suggested strategies for researchers interested in developing a praxis that supports accessible and inclusive research with persons with disabilities.

Epilogue: a decade of implementing the UN Convention on the Rights of Persons with Disabilities

Charlotte McClain-Nhlapo (World Bank)

<http://www.tandfonline.com/doi/full/10.1080/23802014.2016.1252100>

Abstract: This collection in *Third World Thematics* explores an increasingly important topic: disability inclusive development. The various contributions take us on an academic expedition into disability and global development and elucidate some of the challenges that lie ahead. They also signal perhaps not explicitly that we have come a long way and testimony to that is indeed this collection itself. Throughout the collection of essays there is a reoccurring theme - the cross cutting nature of disability inclusion. The articles sagaciously remind us that persons with disabilities are not a homogenous group. They unilaterally highlight the sometimes-uneasy intersectionality of disability; whether in the context of gender, poverty, the rural/ urban divide or post-conflict settings. A few of the authors address the seminal role of women with disabilities, grassroots activism and how global development research needs to be better aligned with the world we want.

Disability inclusive development will not and cannot succeed if it continues to be imagined as an afterthought, a tagged on component to a project- the part that never musters robust monitoring and evaluation scrutiny or as an unfunded mandate that gets done in a subliminal way. In far too many instances, development programming is silent on disability inclusion and as a result has critical implications of leaving people behind.

Appendix G –Disability and Global Development Submission to the Global Affairs Canada International Assistance Review



(Dis)ability and Global Development

Submission to the Global Affairs Canada

International Assistance Review

July 22, 2016

From the Disability and Global Development Project²

Steve Estey, Council of Canadians with Disabilities

Bonnie Brayton, DisAbled Women's Network

Dr. Deborah Stienstra, Disability Studies, University of Manitoba

Dr. David Black, Political Science, Dalhousie University

Dr. Stephen Baranyi, International Development, uOttawa

Pamela Johnson, Coady Institute, St. Francis Xavier University

Shawna O'Hearn, Dalhousie University

Julianne Acker-Verney, Mount Saint Vincent University

Mathieu Simard, Rehabilitation International

Résumé

En 2010 le Canada a ratifié la Convention des Nations Unies relative aux droits des personnes handicapées (CDPH), s'engageant ainsi à assurer l'égalité des droits de plus de cinq millions de Canadiens et d'un milliard de personnes handicapées à travers le monde. Dans son premier rapport sur la mise en œuvre de la convention, en 2014, Ottawa a documenté les mesures prises par nos gouvernements, y compris les \$350 millions investis dans des projets internationaux pour lesquels le handicap était un objectif principal ou important. Malgré ces progrès, nos actions internationales n'ont pas permis de positionner le Canada comme meneur dans ce domaine, comparé à nos pairs de l'OCDE.

Les recherches scientifiques ainsi que l'expérience des organisations de personnes handicapées, suggèrent cinq démarches qu'Ottawa pourrait entreprendre pour repositionner le Canada comme chef de file sur ce dossier. 1. S'impliquer auprès des organisations des personnes handicapées au Canada et dans le monde. 2. Utiliser la CDPH de l'ONU et l'approche basée sur le genre pour orienter la mise en œuvre des objectifs de développement durable. 3. Coopérer de façon innovatrice avec les pays partenaires prioritaires. 4. Intégrer et partager les bonnes pratiques au Canada et à l'international en ce qui a trait aux articles 11 et 32 de la CDPH des Nations unies. 5. Appuyer l'innovation, la recherche et la diffusion de connaissances dans ce domaine.

² For more details on the project, see the "Who are we?" annex.

Background

It has been almost ten years since Canada joined the UN Convention on the Rights of Persons with Disabilities (UN CRPD), recognizing the equal rights of the one billion people with disabilities around the world. Well before that in 1996, Canada launched the process to negotiate the Anti-Personnel Mine Ban Convention; that was the first international arms treaty to explicitly recognize the rights of people with disabilities with its Article 6 on victim assistance. Partly on that basis, **in 1998 then-Prime Minister Chretien accepted the Franklin Delano Roosevelt International Disability Award recognizing Canada's international leadership in the area of disability rights.**

In its first report on Canada's compliance with the UN CRPD, the government documented important measures implemented at the municipal, provincial and federal levels. In the international realm, it noted that Canada was "an active co-sponsor and supporter of resolutions relating to disability rights". In line with Articles 11 and 32 of UN CRPD on humanitarian assistance and international cooperation, it noted that between 2001 and 2011, Canada "invested approximately \$350 million in international projects for which disability was a principal or significant focus, such as issues associated with landmines, natural disasters, discrimination and poor health and nutrition."³

Despite those significant contributions, Canada's international actions have since fallen behind the innovation curve in this domain. Over the past ten years, donors such as the UK Department for International Development (DFID), Australian Aid (AUSAID) and the World Bank have adopted new policy frameworks, partnered with disabled persons' organisations and advanced towards rights-based approaches in their programming. In contrast, our research⁴ suggests that Global Affairs Canada (GAC) and its predecessors:

- Partly disengaged from policy dialogue and dynamic partnerships with disabled persons' organisations, except as service-delivery agencies.
- Did not adequately update their policies or programming to reflect new international thinking – namely the shift from a prevention and rehabilitation approach to one that enhances the capacities of people with disabilities to co-construct rights-based, systemic and sustainable approaches to development.
- Missed important opportunities to move beyond short-term projects by integrating disability as a strategic priority for cooperation in partner countries, like Haiti.
- Did not rigorously evaluate Canadian programming in this area.

The International Assistance Review Consultation Document does not explicitly address issues of disability. Nonetheless, we have used key concepts in that document – such as development

³ GOC. Convention on the Rights of Persons with Disabilities, First Report of Canada. 2014.

⁴ Deborah Stienstra, "Lost without way-finders? Disability, gender and Canadian foreign and development policy" in Rebecca Tiessen and Stephen Baranyi eds. *Omissions and Obligations: Canada's Ambiguous Actions on Gender Equality*. Montreal/Kingston: [McGill- Queen's University Press](#), forthcoming in 2017.

effectiveness, innovation, partnerships, learning from evidence and achieving sustainable results -- to frame this policy brief.

What could Canada do to renew its actions on disability and global development?

Our research and the experience accumulated by civil society and disabled persons' organisations, suggest five measures that Ottawa could take to position Canada as a leader once again in this domain:

1. Engage with disabled peoples' organizations in Canada and around the world.

Since 2006, the Canadian government abandoned some disabled persons' organisations (DPOs) by discontinuing their funding at home and abroad, and shifting responsibility for supporting people with disabilities to families or charities. That approach contributes to the erosion of the capacities of people with disabilities and their organizations. Canada has the opportunity to bring key DPOs back to the table, with appropriate resources to support their effective participation. That will ensure that decisions about how to ensure inclusion and well-being are made with those most affected by changes and with the fewest resources. As the disability movement says, "Nothing about us, without us!"

For example, Ottawa could engage with Canadian DPOs during the review of Canada's first report to the UN CRPD Expert Committee in Geneva, in 2016-2017. Canada could use this opportunity to exchange views on how to better meet our obligations under the Convention, especially in relations to Articles 11 and 32, key areas for Canada's humanitarian and longer-term development assistance.

Canada could also invest in southern or north-south DPO networks such as the Africa Disability Forum. This representative, inclusive, democratic, Pan-African organization of some 50 continental, sub-regional, and national DPO federations aims to amplify the voice of Africans with disabilities and build the capacity of their organizations.⁵ A relatively small and sustained investment of resources from the Canadian government (similar to the investments made in Disabled Peoples' International by Canada after its founding in 1981) could make a vital contribution to building momentum for this and similar initiatives. It would also educate Canadian state and non-state policy makers about the needs and priorities of the estimated 180 million persons with disabilities in Africa.

⁵ David Black and Jacqueline De Matos Ala "Building a more inclusive South Africa: progress and pitfalls in disability rights and inclusion" *Third World Thematics*, 2016.

2. Use the UN CRPD and Canada's Gender-based Framework as way-finders to implement the Sustainable Development Goals – in Canada and abroad.

The DGD project's most recent analysis of CIDA funded disability-related programming⁶ demonstrates that most projects take prevention or rehabilitation approaches to disability rather than one that supports human rights or the capacity building of people with disabilities. Such projects have their value, but they disproportionately benefit health care providers, drug companies or rehabilitation services. Too often, they do not necessarily address the poverty, violence, and stigma experienced by women, men, girls, and boys with disabilities nor do they enhance the human rights of people with disabilities. They do not necessarily enable people with disabilities to contribute to, and be seen to be contributing to their country's economy or society. Shifting the balance of funds to increase employment and education, enhance public security, adapt public facilities like hospitals and schools to ensure access, and transform the image of people with disabilities into able citizens -- would do a lot more to build inclusive societies.

Disability is explicitly mentioned in five of the 17 SDGs. Together with Articles 11 and 32 of the UN Convention, these instruments provide indicators for disability-inclusive sustainable development and the full realization of the rights of people with disabilities.

The UN CRPD reminds us that people with disabilities are diverse – in terms of age, gender, race, class and other identities. Using the Government of Canada's Gender-based Policy Framework, and being mindful of the UN CRPD's Article 6, which helps give particular focus to the situation of women with disabilities while addressing these intersecting effects, can help us to understand and address those differences.

For example, when developing projects to support maternal health care for women, we could start by ensuring that disabled women's organisations are involved in the design stage⁷. With them, we could ask the following questions: Are there enough affordable transportation options to the physical location of maternal health care services, particularly for poor women with disabilities? How can the adaptations required to ensure access for those women increase access for other extremely poor and marginalised citizens? Without asking these types of questions and using these methodologies, many Sustainable Development Goals will remain unattainable, especially in the South.

⁶ Deborah Stienstra and Steve Estey, "Canada's responses to disability and global development" *Third World Thematics*, 2016.

⁷ Susan Manning, Pamela Johnson and Julianne Acker-Verney. "Uneasy intersections: Critical understandings of gender and disability in global development." *Third World Thematics*, 2016.

3. Explore new ways of cooperating with priority partner countries.

For example, despite structural obstacles compounded by the devastating earthquake in 2010, Haiti has made significant advances on disability policy and practice over the past decade.⁸ This example presents strategic opportunities for Canadian support.

In reviewing its cooperation with Haiti, Canada could collaborate with national agencies to ensure that the rights of persons with disabilities are advanced in priority areas for cooperation -- like sustainable economic growth, health, security and gender equality. Canada could also provide technical and financial support directly to Bureau du secrétariat d'État pour l'intégration des personnes handicapées (BSEIPH) and to key Haitian civil society organisations to help them fulfill their role in promoting the inclusion of people with disabilities in public policy and in the economy.

4. Learn from other leaders about their strategies to implement their responsibilities under Articles 11 and 32 of the UN CRPD.

For example, the UK has been taking a programmatic approach to funding disability rights in the South for over 20 years; on that basis, it recently introduced a Disability Policy Framework. Australia recently refocused its aid to align with the UN CRPD⁹. The European Union is considering a harmonized policy on disability-inclusive development, and mainstreaming disabilities in all of its policies and programmes, complete with mechanisms for recording disability-disaggregated data. The Pacific Disability Forum has done much to build the capacity of DPOs and to improve the lives of persons with disabilities through advocacy.¹⁰

UN CRPD and SDG processes present opportunities to re-engage with innovative donors in redefining the way we practice international development cooperation. Engaging with those innovative approaches initiatives has the potential to make better use of Canadian resources, while adding significant value to these collective efforts. Sharing lessons gained from Canadian experience may also benefit other countries and agencies.

5. Foster and utilise new policy research.

The current Canadian government's commitment to evidence-based policy-making is commendable. To implement that commitment in this area of international cooperation, Global Affairs Canada will need to harness emerging research much more dynamically.

⁸ Stephen Baranyi and Ilionor Louis. "(Dis)ability and development in Haiti: Beyond one-dimensional views." *Third World Thematics*, 2016.

⁹ For an analysis of Australia's aid shifts see Karen Soldatic and Alexandra Gartrell, "Rural women with disabilities in post-conflict zones: the forgotten sisters of Australia's Disability-inclusive Development" *Third World Thematics*, 2016.

¹⁰ For highlights of the innovative practices of certain donors, see this blog by Charlotte McClain-Nhlapo: <http://www.cips-cepi.ca/2016/05/13/a-new-era-for-persons-with-disabilities-and-international-development/>.

For example, GAC could commission a review of its international assistance policies and programming from a disability rights angle, including a comparison of Canada's performance to that of leading OECD peers. Issues that merit study include: What are the results of more participatory approaches involving DPOs, in different countries of the South? What are the results of more programmatic approaches in different sectors? What are promising approaches to public-private financing in this domain? How can hybrid, learning-oriented networks of institutions be nurtured in this complex area? **GAC should seek out and employ new evidence-generating research in this area, including peer-reviewed publications by Canadian institutions and their Southern partners.**

Addressing poverty, and ensuring food security, health and well-being and education, as outlined in the SDGs, will require that those who have been left behind are included. As our research illustrates, with some exceptions, women, men, girls and boys with disabilities are generally been left behind in global development. When governments (re)build for inclusion and accessibility as the foundation, people with disabilities can participate, contribute and be full members of their communities. This is the vision of the UN CRPD and the SDGs. Canada's government has endorsed that vision and now needs to show its commitment to implement it in its international assistance.

Annex: Who are we?

The Disability and Global Development (DGD) project is a **partnership** between the Alexa McDonough Institute for Women, Gender and Social Justice (AMI) at Mount Saint Vincent University and the Children and Youth in Challenging Contexts Institute (CYCCI) at Dalhousie University. The first phase of our work in 2015 and 2016 has been funded mainly by the International Development Research Centre (IDRC) and the Social Sciences and Humanities Research Council (SSHRC).

The project was designed to **build capacity and new relationships among practitioners and scholars** – to better understand the experiences of women and men, girls and boys with disabilities in post-conflict and post-disaster contexts, as well as to **identify relevant policy/practice options** for a range of stakeholders, including the government of Canada.

Since January 2015, we have:

- ✓ Used an intersectional gender-based lens to review the state of international development norms and practices with regard to persons with disabilities. With our southern partners, we also studied the experiences of people with disabilities as well as policy and practice in Haiti, Uganda and South Africa.
- ✓ Hosted a conference in Halifax on June 22-24, 2015, with a diverse range of activist persons with disabilities, professional practitioners, scholars and students. The conference significantly advanced evidence-based dialogue on these issues.
- ✓ Published a Fact Sheet, which can be found on the project website:
<http://www.msvu.ca/en/home/research/centresandinstitutes/IWGSJ/disabilityandglobaldevelopment.aspx>
- ✓ Published a series of five blog posts at the uOttawa Centre for International Policy Studies: <http://www.cips-cepi.ca/disability-and-global-development/>
- ✓ Met with officials at Global Affairs Canada on November 13, 2015. We also contributed substantially to a meeting on the margins of the Conference of State Parties to the UN CRPD in New York, on June 15, 2016. This policy brief submitted to Canada's International Assistance Review builds on that policy dialogue.

Next steps:

The final results of our research have been peer reviewed and will be published in a special issue of *Third World Thematics* by the end of 2016.

We have opened this initiative to other organizations, including governments. Together, we are crafting proposals to establish the Canadian Network on Disability and International Development (CANDID).

Appendix H – CANDID Summary (January 2017)

Despite real advances in many countries, people with disabilities continue to experience the highest rates of poverty, marginalization, and exclusion among all social groups. These challenges are particularly acute in countries affected by armed conflict, and natural or environmental crises. Although the Convention on Rights of Persons with Disabilities (CRPD, 2006) and later the Sustainable Development Goals (SDGs, 2015) were major steps toward formalizing and promoting inclusion, the situation of the world's estimated 1 billion people living with disabilities has remained stubbornly resistant to improvement. Why is this the case? What explains the gap between formal commitments to inclusion, and persistent practical marginalization? What efforts are required to close it? These are the questions that animate the proposed *Canadian+ Network for Disability Inclusive Development (CANDID)*.

This network is urgently needed because it is impossible to achieve the landmark Sustainable Development Goals, or to foster sustainable and equitable development, without paying particular attention to the situation of people with disabilities. Moreover, Canada – with its renewed emphasis on multilateral engagement and on support for the poorest and most vulnerable in its development assistance policies, and with its emerging commitment to ensuring accessibility – is in a strong position to renew its dormant leadership role on disability issues.

CANDID is a cross-disciplinary and cross-sectoral network that links Canadian capacities with those of international partners to foster and disseminate knowledge on how to explain, and narrow, the gap between formal rights and practical realities for people with disabilities, and to train a new generation of scholars and practitioners to advance this objective. It places particular emphasis on the most extreme situations of hardship, but also of opportunity, in fragile and conflict-affected contexts. It builds on a highly successful initiative to advance understanding of Disability and Global Development, undertaken by several of CANDID's key partners from 2014-2016. At its core is a partnership between leading Canadian Disabled People's Organizations (DPOs) and civil society organizations, including the Council of Canadians with Disabilities, the Canadian Centre on Disability Studies, and the DisAbled Women's Network, academic researchers, and policy makers, within and beyond Canada. In disciplinary terms, it is premised on the need to bridge the gap between scholars and analysts in Disability Studies and in Global Development Studies to achieve sustainable advances in inclusion.

CANDID will be led out of Dalhousie University, which is an ideal base due to its cross-cutting strengths in international development studies, global health, children and youth in challenging contexts, children affected by armed conflict, and area studies of sub-Saharan Africa in particular. Its work will be driven by three inter-related Hubs. The *Research Hub* will be based at Dalhousie. It will begin by undertaking a meta-analysis of statistical knowledge, and knowledge gaps, concerning people with disabilities. The hub will also mine the country reports and responses of the CRPD to develop a framework for analyzing the gap between formal

recognition and practical inclusion; and undertake targeted case studies to identify more effective strategic responses to close this gap in (primarily fragile and conflict-affected) low, middle, and high-income countries. This work will underpin that of the *Training Hub*, based at the University of Manitoba, which will orchestrate three biannual Summer Institutes including one in the global South, an online course to enable distance learning, and policy and skills-building workshops in case study countries. The third, *Knowledge Mobilization Hub* will be based in Ottawa. It will drive a series of knowledge dissemination and advocacy initiatives through workshops, conferences, policy papers, and video and online platforms, appealing to local, national, and international civil society and policy communities. In all of its activities, CANDID will model inclusive practices, and promote reciprocal relationships with partner researchers in case study countries within the global South. Ultimately, we aim to enable more inclusive development studies, policies, and practices, leaving 'no one behind'.

Appendix I – Agenda and Bios from GAC Roundtable, January 20, 2017

Disability and Global Development Roundtable

January 20, 2017

Room B1-308, 125 Sussex Drive, Ottawa, ON

1:30	Opening Remarks	Sarah Fountain Smith , <i>Assistant Deputy Minister, Global Issues and Development</i>
1:35	What we heard – International Assistance Review	Deirdre Kent , <i>Director General, Development Policy</i>
1:40	Panel Presentations	<p><u>Panellists:</u></p> <p>Deborah Stienstra, <i>Professor, Disability Studies, University of Manitoba</i> will introduce the Disability and Global Development project and highlight the opportunity to build on Canada's commitment to accessibility, inclusion and human rights and the Sustainable Development Goals by introducing disability-inclusive development.</p> <p>Steve Estey, <i>Chair, International Committee, Council of Canadians with Disabilities</i> will outline the role of the Convention on the Rights of Persons with Disabilities (CRPD) in international assistance and the importance of engaging with disabled peoples' organizations in this work.</p> <p>Jolly Acen, <i>Executive Secretary, National Union of Women with Disabilities - Uganda</i> will highlight the situation of girls and women with disabilities in Uganda, especially in the post-conflict context.</p> <p>Ilionor Louis, <i>Director and Professor, Département des sciences du développement, Université d'État d'Haiti</i>, will speak about the struggles and achievements of the associative movement in Haiti, and will make recommendations on how international cooperation could better contribute to the integration of persons with disabilities.</p> <p>Susan Hardie, <i>Executive Director, Canadian Centre on Disability Studies; Adjunct Professor, Faculty of Health Sciences, Simon Fraser University</i> will speak about the Centre's historic experiences in international development and disability issues and its current role in collaborative research, education and development on disability issues.</p> <p><u>Informal Discussants:</u></p> <p>Bonnie Brayton, <i>National Executive Director, DisAbled Women's Network of Canada</i></p> <p>David Black, <i>Professor and Chair, Department of Political Science, Dalhousie University</i></p> <p>Stephen Baranyi, <i>Professor, International Development and Global Studies, University of Ottawa</i></p>

2:15 Discussion Moderated by **Patricia Peña**, *Director General, Economic Development*

2:55 Closing Remarks **Patricia Peña**, *Director General, Economic Development*

Table ronde sur le handicap et le développement mondial

20 janvier 2017

Pièce B1-308, 125 promenade Sussex, Ottawa (Ontario)

13 h 30	Mot d'ouverture	Sarah Fountain Smith , <i>sous-ministre adjointe, Secteur des enjeux mondiaux et du développement</i>
13 h 35	Examen de l'aide internationale : ce que nous avons entendu	Deirdre Kent , <i>directrice générale, Politique de développement</i>
13 h 40	Présentations des experts de la table ronde	<p>Experts:</p> <p>Deborah Stienstra, <i>professeure, Études sur la condition des personnes handicapées, Université du Manitoba</i>, présentera le projet sur le handicap et le développement mondial et soulignera la possibilité de s'appuyer sur l'engagement du Canada relativement à l'accessibilité, à l'inclusion et aux droits de la personne et des Objectifs de développement durable en présentant le développement qui tient compte des personnes handicapées.</p> <p>Steve Estey, <i>président, Comité international, Conseil des Canadiens avec déficiences</i>, exposera le rôle de la Convention relative aux droits des personnes handicapées dans l'aide internationale et l'importance de mobiliser les organisations de personnes handicapées dans ces travaux.</p> <p>Jolly Acen, <i>secrétaire exécutive, Union nationale des femmes handicapées - Ouganda</i>, présentera la situation des filles et des femmes handicapées en Ouganda, particulièrement dans le contexte de l'après-conflit.</p> <p>Ilionor Louis, <i>directeur et professeur, Département des sciences du développement, Université d'État d'Haïti</i>, tracera les grandes lignes des luttes du mouvement associatif ainsi que de leurs acquis et fera des recommandations sur la manière dont la coopération internationale pourrait mieux contribuer à l'intégration des personnes handicapées.</p> <p>Susan Hardie, <i>directrice exécutive, Canadian Centre on Disability Studies, et professeure auxiliaire, Faculté des sciences de la santé, Université Simon Fraser</i>, discutera des expériences historiques du Centre sur les questions touchant le développement international et les handicaps et du rôle actuel du Centre en recherche collaborative, éducation et développement sur les questions touchant les handicaps.</p> <p>Participants informels à la discussion :</p> <p>Bonnie Brayton, <i>directrice exécutive nationale, Réseau d'action des femmes handicapées du Canada</i></p> <p>David Black, <i>professeur et président, Faculté de sciences politiques, Université Dalhousie</i></p> <p>Stephen Baranyi, <i>professeur, École de développement international et mondialisation, Université d'Ottawa</i></p>
14 h 15	Discussion	Modérée par Patricia Peña , <i>directrice générale, Développement économique</i>
14 h 55	Mot de la fin	Patricia Peña , <i>directrice générale, Développement économique</i>

BIOGRAPHIES

Panellists:

Deborah STIENSTRA, Professor, University of Manitoba



Deborah Stienstra is a Professor of Disability Studies at the University of Manitoba and author of *About Canada: Disability Rights* (Fernwood, 2012). She leads the Disability and Global Development Project. Her research and publications explore the intersections of disabilities, gender, childhood, and Indigenousness, identifying barriers to, as well as possibilities for, engagement and transformative change.

Steve ESTEY, Chair, International Committee, Council of Canadians with Disabilities



Steve Estey has worked for over 30 years to advance the Human Rights of Persons with Disabilities around the world. He was the Chair of the International Committee of the Council of Canadians with Disabilities (CCD), and past-vice Chair of CCDs National Council. From 2003 – 2006 Steven was advisor to the Canadian Government delegation to the United Nations, which drafted the new Convention on the Rights of People with Disabilities (CRPD). From 2007 until 2010 he led the work of Disabled Peoples' International to encourage Governments around the world to sign and ratify the CRPD.

Jolly ACEN, Executive Secretary, National Union of Women with Disabilities of Uganda



Jolly Acen serves as the Executive Secretary for the National Union of Women with Disabilities of Uganda and actively advocates for the rights of women and in particular rights of women with disabilities. For the past 10 years, Jolly has served as an advocate for women, girls and persons with disabilities. Jolly has worked closely with the Ugandan Government to champion policies for preventing and responding to gender-based violence and child protection issues at a local and national level.

Ilionor LOUIS, Director and Professor, Université d'État d'Haïti



Ilionor Louis is Director and Professor at the Département des sciences du développement of the Université d'État d'Haïti. He is also the founding Director of ECCEL, a public policy research group based in Port-au-Prince.

He has published extensively on poverty, violence and social agency in Haiti, including *Pertes capitales* (Édition de l'UÉH, 2015). He received his PhD in Sociology from the Université du Québec à Montréal.

Susan L. HARDIE, Executive Director, Canadian Centre on Disability Studies, and Adjunct Professor, Simon Fraser University



Susan L. Hardie is the Executive Director of the Canadian Centre on Disability Studies (CCDS) and Adjunct Professor at Simon Fraser University (SFU) Faculty of Health Sciences. She has worked for over three decades in the cross-disability field inclusive of mental health in her community and internationally. Most recently, she was a member of the Mental Health Commission of Canada Strategy Team that authored Canada's first mental health strategy (2012).

In 2014, she was hired by CCDS to lead significant organizational change embracing an inclusive and intersectional lens, while simultaneously enhancing the mental health component of the broader cross-disability work in Canada, and abroad.

Informal Discussants:

Bonnie BRAYTON, National Executive Director, DAWN-RAFH



Bonnie Brayton is the National Executive Director of DAWN-RAFH Canada (DisAbled Women's Network of Canada - dawncanada.net) and has represented women with disabilities in Canada and internationally for almost ten years. She has presented at the Gender and Disability Forum at the United Nations and was named one of Canada's Bold Visionaries in 2014. A former fundraiser and project manager from McGill University, with an entrepreneurial past, Bonnie Brayton founded one of the first \$7/day after school programs in Quebec at her children's school. She is the President of Clean Sweepers (coupdebalai.com), providing home cleaning services to seniors and persons with disabilities. Bonnie also serves on the Board of the Feminist Alliance for International Action (fafai.org/).

David BLACK, Professor, Dalhousie University



David Black is Lester Pearson Professor of International Development Studies, and Professor and Chair of Political Science at Dalhousie University in Halifax. He was previously Chair of the Department of International Development Studies, and Director of the Centre for Foreign Policy Studies. His research has focused primarily on Canada's involvement in Sub-Saharan Africa, human rights and identity in South African foreign policy, Sport in World Politics and Development, and Disability and Global Development. His recent publications include: *Canada and Africa in the New Millennium: the Politics of Consistent Inconsistency* (2015); *Rethinking Canadian Aid*, 2nd edition (2016, co-edited with Stephen Brown and Molly den Heyer).

Stephen BARANYI, Professor, University of Ottawa



Stephen Baranyi is a Professor at the School of International Development and Global Studies, University of Ottawa. He has published extensively on peacebuilding, security, gender and development in fragile and conflict-affected states, notably in Haiti. He received his PhD in Politics from York University and worked as a practitioner until returning to academia in 2008.

BIOGRAPHIES

Experts:

Deborah STIENSTRA, Professeure, Université du Manitoba



Deborah Stienstra est professeure de la condition des personnes handicapées à l'Université du Manitoba et auteure du livre *About Canada: Disability Rights* (Fernwood, 2012). Elle dirige le Projet sur les handicaps et le développement mondial. Ses recherches et ses publications permettent d'étudier les recoupements entre les handicaps, le sexe, l'enfance et les Autochtones, en cernant les obstacles et les possibilités liés à la mobilisation et aux changements transformateurs.

Steve ESTEY, Président, Comité international, Conseil des Canadiens avec déficiences



Steve Estey travaille depuis plus de 30 ans pour faire valoir les droits des personnes handicapées dans le monde entier. Il a également été le président du Comité international du Conseil des Canadiens avec déficiences (CCD) et le vice-président du Conseil national du CCD. De 2003 à 2006, M. Estey était conseiller de la délégation du gouvernement canadien auprès des Nations Unies, qui a rédigé la nouvelle Convention relative aux droits des personnes handicapées. De 2007 à 2010, il a dirigé les travaux de l'Organisation mondiale des personnes handicapées (OMPH) pour encourager les gouvernements du monde à signer et à ratifier la Convention.

Jolly ACEN, Secrétaire générale, Union nationale des femmes handicapées - Ouganda



Jolly Acen est la secrétaire générale de l'Union nationale des femmes handicapées d'Ouganda et elle défend activement les droits des femmes, en particulier des femmes handicapées. Pendant les dix dernières années, M^{me} Acen a défendu les intérêts des femmes, des filles et des personnes handicapées. Elle a travaillé en étroite collaboration avec le gouvernement de l'Ouganda pour mettre en œuvre des politiques afin de prévenir la violence fondée sur le sexe et les questions liées à la protection des enfants à l'échelle locale et nationale.

Ilionor LOUIS, Directeur et Professeur, Université d'État d'Haïti



Ilionor Louis est professeur et directeur du Département des sciences du développement à l'Université d'État d'Haïti. Il est aussi le directeur fondateur d'ECCEL, un groupe de recherche sur les politiques publiques situé à Port-au-Prince. Il a publié de nombreux documents sur la pauvreté, la violence et les organismes sociaux en Haïti, y compris *Pertes capitales* (Édition de l'UÉH, 2015). Il a reçu son doctorat en sociologie de l'Université du Québec à Montréal.

Susan L. HARDIE, Directrice exécutive, Canadian Centre on Disability Studies, et Professeure auxiliaire, Université Simon Fraser



Susan L. Hardie est la directrice générale du *Canadian Centre on Disability Studies* (CCDS), et professeure auxiliaire de la Faculté des sciences de la santé de l'Université Simon Fraser. Elle a travaillé pendant plus de 30 ans dans le domaine des handicaps multiples incluant la santé mentale, dans sa collectivité et à l'échelle internationale. Plus récemment, elle était membre de l'équipe de la Stratégie en matière de santé mentale du Canada de la Commission de la santé mentale. Cette équipe a créé la première stratégie en matière de santé mentale du Canada (2012). En 2014, elle a été embauchée par le CCDS pour diriger un changement organisationnel important, tout en élargissant simultanément le volet de la santé mentale des travaux sur les multiples handicaps au Canada et à l'étranger.

Participants informels à la discussion :

Bonnie BRAYTON, Directrice exécutive nationale, DAWN-RAFH



Bonnie Brayton est directrice exécutive nationale du Réseau d'action des femmes handicapées du Canada (RAFH - dawncanada.net). Elle représente des femmes handicapées au Canada et à l'échelle internationale depuis près de dix ans. En plus de faire des présentations dans le cadre de la tribune sur les sexes et les handicaps des Nations Unies, elle a été nommée l'une des visionnaires audacieuses du Canada en 2014. Ancienne sollicitrice de fonds et gestionnaire de projets de l'Université McGill, avec un passé d'entrepreneuriat, elle a fondé l'un des premiers programmes après-école à 7 \$ par jour au Québec à l'école de ses enfants. Elle est présidente de Coup de balai (coupdebalai.com), un organisme qui offre des services de ménage à domicile pour les personnes âgées et les personnes handicapées. Elle fait également partie du conseil d'administration de l'Alliance féministe pour l'action internationale (fafia-afai.org/).

David BLACK, Professeur, Université Dalhousie



David Black est professeur Lester Pearson en études du développement international et professeur et chef du Département des sciences politiques à l'Université Dalhousie à Halifax. Il était auparavant chef du Département des études de développement international et directeur du Centre des études en politique étrangère. Ses recherches sont principalement axées sur l'engagement du Canada en Afrique subsaharienne, les droits de la personne et l'identité dans la politique étrangère de l'Afrique du Sud, le sport dans la politique mondiale et le développement ainsi que les handicaps et le développement mondial. Ses dernières publications incluent *Canada and Africa in the New Millennium: the Politics of Consistent Inconsistency* (2015); *Rethinking Canadian Aid*, 2^e édition (2016, codirigé par Stephen Brown et Molly den Heyer).

Stephen BARANYI, Professeur, Université d'Ottawa



Stephen Baranyi est professeur à l'École de développement international et mondialisation de l'Université d'Ottawa. Il a publié de nombreux documents sur la consolidation de la paix, la sécurité, le sexe et le développement dans les États fragiles et touchés par un conflit, particulièrement à Haïti. Il a reçu son doctorat en politiques de l'Université York et a travaillé comme praticien jusqu'à son retour en milieu universitaire en 2008.