Inclusion international

Excluded from the Excluded:

People with Intellectual Disabilities in (and out of) Official Development Assistance

An analysis of the inclusion of people with intellectual disabilities and their families in Official Development Assistance (ODA) and funder compliance with the Convention on the Rights of Persons with Disabilities (CRPD)

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Inclusion International's analysis of the inclusion of people with intellectual disabilities in Official Development Assistance was conducted through **Inclusive Futures**, a consortium of 16 disability and development organizations led by Sightsavers and funded by UK Aid.

development initiatives

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Executive Summary

Although governments have committed to ensuring "no one left behind" in line with the Sustainable Development Goals (SDGs), the Convention on the Rights of Persons with Disabilities (CRPD), and commitments made at the 2018 Global Disability Summit, international development and aid continues to exclude people with intellectual disabilities and their families.

This report analyzes data available through the Organization for Economic Cooperation and Development (OECD) Development Assistance Committee (DAC)'s Creditor Reporting System (CRS), which reveals that mainstream development projects fail to include people with intellectual disabilities, and in many cases use project methodologies that promote segregation and other human rights violations.

ODA data from 2014 through 2018 reveals that:

- **People with intellectual disabilities are excluded from nearly all projects funded through official development assistance** - 99.98% of ODA funding between 2014 and 2018 did not include people with intellectual disabilities. Even within the small base of projects that did include other people with disabilities (such as cross-disability projects), people with intellectual disabilities as a marginalized group are still excluded over 98% of the time.

- **Rather than working to advance the rights of people with intellectual disabilities, 36% of the Official Development Assistance that included people with intellectual disabilities in 2018 was not CRPD-compliant, contributing to segregation and other human rights violations.** Donors continue to fund projects and activities that violate the rights of people with intellectual disabilities as outlined in the Convention on the Rights of Persons with Disabilities.

- Organizations that represent and are led by people with disabilities (OPDs) are rarely the primary delivery channel for aid – **only 2% of aid relevant to people with intellectual disabilities and their families (which makes up only 0.02% of overall ODA) was delivered through OPDs.**

This report recommends urgent action from donors to ensure that the commitment to disability-inclusive development is also fulfilled for people with intellectual disabilities.

Donors have the power to challenge existing systems and actors within the development space to secure full inclusion of people with intellectual disabilities and their families, and this report recommends that donor agencies fulfil these commitments to "no one left behind" by:

1. Funding projects that seek to build communities that are inclusive of people with intellectual disabilities as a primary objective.

2. Ensuring that all projects being funded explicitly include people with intellectual disabilities in their project design, and that these projects budget for accessible communications and governance for their projects.

3. Assessing all project proposals for CRPD-compliance, and committing to only funding projects that promote inclusion in communities.

4. Prioritizing opportunities for OPDs to participate in ODA delivery channels, both shaping and delivering ODA projects.

5. Collecting and reporting data on the inclusion of people with disabilities and people with intellectual disabilities their families (and other marginalized groups) in ODA.

Introduction

Photo by Siddhant Soni

In the years following the adoption of the Convention on the Rights of Persons with Disabilities (CRPD), bilateral and multilateral donor agencies and private foundations have made clear commitments to enhancing inclusion for people with disabilities in international development and humanitarian action.

Through work towards achieving the Sustainable Development Goals (SDGs), commitments made at the 2018 Global Disability Summit, and the development of the Global Action on Disability Network (GLAD), inclusion of people with disabilities has emerged as a key priority area for funding agencies and other donors.

Despite these commitments, the increased visibility of disability inclusive messaging has not translated to meaningful inclusion of all people with disabilities in international development and aid.

People with intellectual disabilities and their families are among those who continue to be left behind – analysis of disability inclusion in Official Development Assistance (ODA) from 2014 to 2018 reveals that despite commitments to ensure "no one left behind" in line with the SDGs, people with intellectual disabilities remain excluded from and segregated by international development and aid.

People with intellectual disabilities continue to be excluded from ODA

Data from the Organization for Economic Cooperation and Development (OECD) Development Assistance Committee (DAC)'s Creditor Reporting System (CRS) reveals that less than 2% of annual ODA projects consider the inclusion of people with disabilities[1] in their design and delivery, which excludes over one billion people and roughly 15% of the global population [2] from international aid and development.

This exclusion of the disability community is compounded for people with intellectual disabilities, who are not only excluded from mainstream ODA, but also from disability-relevant ODA. People with intellectual disabilities are included in less than 2% of disability-relevant ODA, and in less than 0.02% of overall ODA – **for every $1,000 spent on Official Development Assistance, only 20¢ includes people with intellectual disabilities.**

As a marginalized group within the disability community, people with intellectual disabilities face additional barriers to education, employment, and access to support services, are at higher risk of institutionalization, and continue to be excluded in their communities. To rectify this exclusion from communities, donors must invest in transformative work that will change and challenge systems to be more inclusive, not solely invest in accommodations and service provision that projects often rely on to provide "inclusion."

ODA supports projects that violate the CRPD

Problematically, in the few instances where ODA does include people with intellectual disabilities, donors continue to fund projects that use segregated models that violate the Convention on the Rights of Persons with Disabilities (CRPD), including support for segregated education and sheltered workshops. In 2018, over one-third of intellectual disability-relevant projects (36%) used methodologies that promoted segregation, in violation of the rights of people with intellectual disabilities to be included in their communities.

This report analyzes the current state of exclusion and segregation for people with intellectual disabilities within ODA, revealing an urgent need to address this exclusion and move towards genuinely inclusive development.

This report proposes a series of recommendations for donors to do this, including the need to increase funding commitments to intellectual disability-relevant projects, to require intellectual disability inclusion in mainstream projects, to commit to funding only CRPD compliant projects, to provide a larger role to OPDs in shaping and delivering aid, and to improve data collection on inclusion in ODA.

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1 Development Initiatives (2020). *Disability Inclusive ODA: Aid Data on Donors, Channels, and Recipients.*
2 World Health Organization (2011). *World Report on Disability.*

Methodology

The data in this report is available through the Organization for Economic Cooperation and Development (OECD) Development Assistance Committee (DAC)'s Creditor Reporting System (CRS), and was provided by **Development Initiatives**.

Development Initiatives identified ODA projects that are disability-relevant through a keyword search of project titles, short descriptions, and long descriptions within the OECD DAC CRS that identified projects with principal and significant disability components. A detailed description of the methodology and the keywords used can be found in their publication **Disability-Inclusive ODA: Aid Data on Donors, Channels, and Recipients**[3].

To identify intellectual disability-relevant aid, Inclusion International supported the development of a revised set of keyword search teams to identify projects that included people with intellectual disabilities and their families as a principal or significant component of project design. Development Initiatives provided the data for this paper using the intellectual disability keyword search and a methodology consistent with their analysis of overall disability-relevant aid.

Analysis of project descriptions for CRPD compliance was conducted manually by Inclusion International from the list of all project descriptions identified as intellectual disability-relevant in the OECD DAC CRS for 2018.

This report uses the following terms in discussion of OECD DAC CRS data:

Disability-relevant aid refers to any ODA projects in the OECD DAC CRS that were identified by keyword and manual searches to be inclusive of people with disabilities. This includes both projects that have a primary goal of supporting people with disabilities and mainstream projects that have included people with disabilities in their project design.

Intellectual disability-relevant aid refers to any ODA projects in the OECD DAC CRS that were identified by keyword and manual searches to be inclusive of people with intellectual disabilities and/or their families. This includes both projects that have a primary goal of supporting people with intellectual disabilities and mainstream projects that have included people with intellectual disabilities in their project design.

Principal component is a term used to categorize the degree of inclusion in a project. A project with a principal intellectual disability component has a primary purpose of supporting people with intellectual disabilities. For example, a project with the principal objective of funding self-advocacy training (a CRPD compliant example) or a project with the principal objective of creating segregated classrooms for children with intellectual disabilities (a non-CRPD compliant example) would both be considered to have a "principal" intellectual disability component.

Significant component is a term used to categorize the degree of inclusion in a project. A project with a significant intellectual disability component explicitly includes people with intellectual disabilities in its project design, but the support of people with intellectual disabilities is not the primary objective of the project. For example, a project that aims to support livelihoods training for refugees that explicitly states that 5% of their beneficiaries will be people with intellectual disabilities would be considered to have a "significant" intellectual disability component, as people with intellectual disabilities are included but are not the primary purpose of the project.
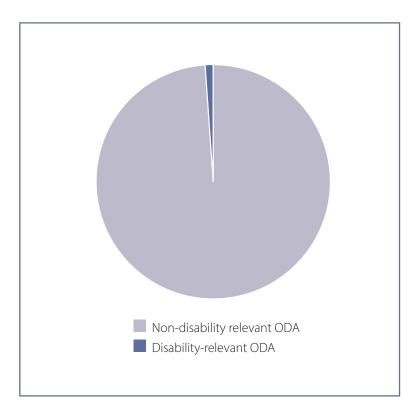
[3] Development Initiatives (2020). Disability Inclusive ODA: Aid Data on Donors, Channels, and Recipients.

Disability-Relevant Aid and the State of Exclusion for People with Intellectual Disabilities

To understand the degree of exclusion of people with intellectual disabilities in ODA, it is important to note the degree to which the broader disability community is excluded from international development and aid.

Exclusion of people with disabilities in ODA

Analysis by Development Initiatives indicates that between 2014 and 2018, less than 2% of ODA projects included people with disabilities, and only 0.2% of all ODA had a principal disability component, where disability is a primary objective of the project.[4] Considering that the global population includes over one billion people with disabilities[5] the exclusion from international aid and development is alarming.

Figure 1: Disability-relevant aid as a proportion of overall ODA, 2014-2018

■ Non-disability relevant ODA
■ Disability-relevant ODA

Source: Development Initiatives based on OECD DAC CRS.

Even within the disability community, people with intellectual disabilities are a marginalized group, and this exclusion becomes clear when analysing the degree of inclusion of people with intellectual disabilities within disability-relevant aid.
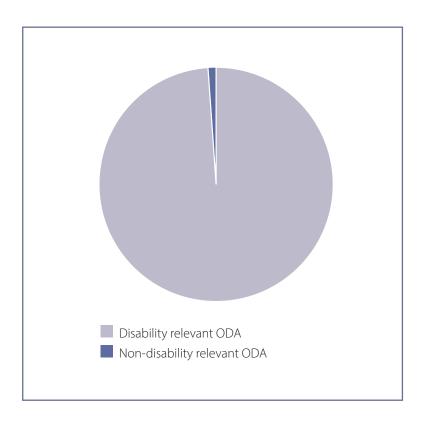
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[4] Development Initiatives (2020). *Disability Inclusive ODA: Aid Data on Donors, Channels, and Recipients.*
[5] World Health Organization (2011). *World Report on Disability.*

Exclusion of people with intellectual disabilities in disability-relevant ODA

Disability-relevant aid from 2014 to 2018 totalled $15.7 billion, and intellectual disability-relevant aid in that same period totalled $194 million. Over that five-year period, people with intellectual disabilities were included in only 1.3% of the small proportion of ODA that includes people with disabilities. This means that for every $100 of ODA funding spent to include people with disabilities, only $1 makes an effort to include people with intellectual disabilities.

Figure 2: Intellectual disability-relevant aid as a proportion of disability-relevant ODA, 2014-2018

■ Disability relevant ODA
■ Non-disability relevant ODA

Source: Development Initiatives based on OECD DAC CRS.

The proportion of disability-relevant ODA that included people with intellectual disabilities has also consistently declined from 2014 through 2018 (Figure 3), indicating the need for greater awareness of the specific need to include marginalized groups within cross-disability work.
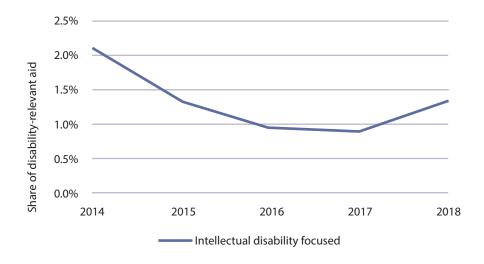
Figure 3: Intellectual disability-relevant aid as a proportion of all disability-relevant aid, 2014-2018

Source: Development Initiatives based on OECD DAC CRS.

The consistently small share of disability-relevant ODA indicates that even within the disability community and within projects that have a focus on disability, people with intellectual disabilities continue to be left behind. To rectify this, ODA-funded projects must make an explicit effort to include marginalized groups like people with intellectual disabilities and their families, and donors should assess projects through the broader lens of inclusion of marginalized groups. Planning for inclusion of people with intellectual disabilities in project design also reaches far beyond just the inclusion of people with intellectual disabilities themselves – it creates projects and systems that are more accessible and user-friendly for *all*.

Exclusion of people with intellectual disabilities in total ODA

While the lack of inclusion of people with intellectual disabilities and their families within disability-relevant aid is significant, the lack of inclusion in overall ODA is even more stark. From 2014 through 2018, only 0.02% of all ODA included people with intellectual disabilities.

People with intellectual disabilities make up an estimated 3.6% of the global population[6] – with the current level of inclusion sitting at 0.02% of all ODA, funding levels would need to be increased 179x (or nearly 17,900%) to reach a level that is commensurate with the size of the demographic.

However, to reflect genuine inclusion of people with intellectual disabilities, the percentage of ODA that includes people with intellectual disabilities should far exceed the percentage of people with intellectual disabilities in the population. People with intellectual disabilities are among the most marginalized, facing harsher rights violations than other communities, facing systemic exclusion from schools, workplaces, and communities, and facing higher

[6] This global prevalence rate was calculated based on estimates that 1.5% of the population in a more developed country and 4% of the population in a less developed country have an intellectual or development disability. Global prevalence was calculated using 2020 population data for more developed and less developed countries published by the United Nations Population Fund.
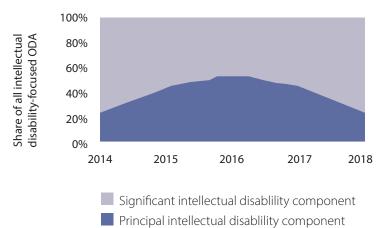
levels of poverty than other communities. Donors have committed to working to forward the SDGs in line with "no one left behind," and a substantial increase in resources is needed to ensure that people with intellectual disabilities are no longer left behind.

This need to rectify the exclusion of people with intellectual disabilities cannot only be limited to projects that have people with intellectual disabilities as the primary beneficiary. Inclusion must be a consideration in all ODA-funded projects, and all projects with human beneficiaries have the potential to interact with people with intellectual disabilities. People with intellectual disabilities are represented in all global communities - there are people with intellectual disabilities among every group of refugees, among every group of school-aged children, among every group of women and girls, and within every community. In line with designing for intersectionality, project interventions for any target group must always consciously include people with intellectual disabilities within the broader demographic.

Intellectual disability as a project focal point

Within that 0.02% of overall ODA that includes people with intellectual disabilities from 2014-2018, just over one-third of the projects identified as intellectual disability-relevant had a principal intellectual disability component, meaning that supporting people with intellectual disability was the primary objective of the project. This means that from 2014-2018, only 0.007% of ODA went to projects that had a primary focus on intellectual disability. **Only 7¢ for every $1,000 spent on ODA is targeted for the inclusion of people with intellectual disabilities, who continue to be left behind.**

The other two-thirds of the intellectual disability-relevant funded projects had a "significant" intellectual disability component, which include projects that are not exclusively focused on intellectual disability, but instead have a broader beneficiary base and make a specific effort to include people with intellectual disabilities in the group of beneficiaries (Figure 4).

Figure 4: Proportion of intellectual disability-relevant aid that has support for people with intellectual disabilities as a primary project focus

Source: Development Initiatives based on OECD DAC CRS.

Donors can ensure that their ODA disbursements are inclusive by making a conscious effort to fund *both* principal component projects where supporting people with intellectual disabilities and families is the key objective, and significant component projects that include people with intellectual disabilities in the design for their mainstream projects.

While donors should ensure that all projects that work with communities have explicitly designed strategies for including people with intellectual disabilities, there is a need to ensure that projects that have a *primary* focus on supporting and including people with intellectual disabilities and their families (currently less than 0.01% of ODA) are also prioritized for funding, in line with the twin-track approach.

Photo by Monthaye

Thematic Areas of Intellectual Disability Funding

While certain key issues such as education and community living are a focal point for advocacy work within the intellectual disability movement, people with intellectual disabilities are impacted by development issues across all sectors. People with intellectual disabilities are impacted by and are beneficiaries of emergency response and humanitarian work, education programming, health and reproductive health work, livelihoods programming, and projects across a variety of other sectors. People with intellectual disabilities being left behind and excluded in programmatic response to urgent development issues results in people being further disadvantaged, making it even more challenging for people with intellectual disabilities to be treated as equals in their communities.

Inclusion in ODA by sector

Aid reported through the OECD DAC CRS is categorized across a variety sectors, which can provide insights into what donors may see as priority areas for funding that is inclusive of people with intellectual disabilities.

Among the most relevant sectors, education was the sector where the largest share of ODA relevant to people with intellectual disabilities falls.

Figure 5: Intellectual disability-relevant aid by sectors, 2014-2018

Sector disbursements (2014-2018, $m)	Principal	Significant
Emergency Response	3.18	9.16
Education	25.10	65.86
Population Policies & Reproductive Health	0.01	8.62
Government & Civil Society	17.78	16.24
Health	5.20	2.02
Social Infrastructure	16.58	12.94
Other	2.45	9.25

Source: Development Initiatives based on OECD DAC CRS.

While health is one of the sectors within intellectual disability-relevant aid that sees less funding, health projects where people with intellectual disabilities are the primary project beneficiary received twice as much funding as mainstream health projects that included people with intellectual disabilities among a broader beneficiary base. The data from most other sectors indicates the inverse situation, where there were fewer targeted projects focusing only on people with intellectual disabilities and a larger share of mainstream projects that included people with intellectual disabilities as one of many beneficiaries. This indicates that among the health projects that include
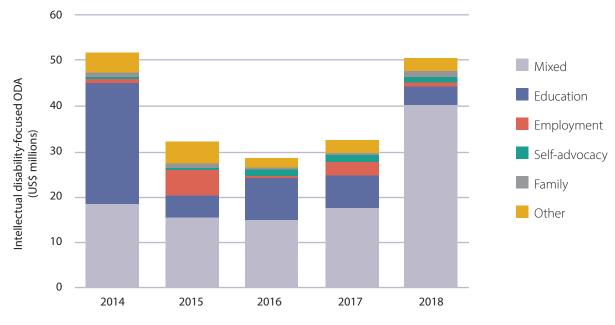
people with intellectual disabilities, a majority of projects focus on specific health interventions for this population (perhaps indicating a medical model view of disability) while fewer mainstream health projects are considering the inclusion of people with intellectual disabilities.

Inclusion in ODA within the intellectual disability movement's priority areas

While the OECD-identified sectors for aid present a broader picture, the majority of the funding that is relevant to people with intellectual disabilities and their families can also be divided into a number of key themes prioritized by the intellectual disability movement. These key themes all align with particular sections of the Convention on the Rights of Persons with Disabilities (CRPD), a global human rights framework that has been ratified by most donor states. This analysis divides ODA identified as including people with intellectual disabilities into four key priorities:

- **Inclusive employment** projects have the purpose of improving employment opportunities and rights for persons with intellectual disabilities. These projects align with article 27 of CRPD.

- **Inclusive education** projects have the purpose of improving inclusivity in education for persons with intellectual disabilities. These projects align with article 24 of CRPD.

- **Family support** projects have a focus on empowering and supporting families of persons with intellectual disabilities. These projects align with article 23 of CRPD.

- **Self-advocacy and human rights** projects have a primary aim of building the autonomy and self-representation of persons with intellectual disabilities. These projects align with the overall framework of the CRPD to ensure self-advocacy and rights for all persons with disabilities.

Figure 6: Intellectual disability-relevant aid categorized by priority themes within the movement

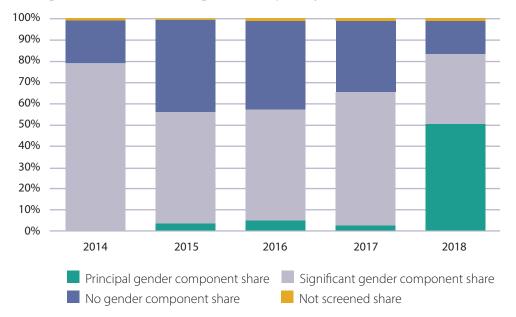*Source: Development Initiatives based on OECD DAC CRS.*

While projects focused primarily on education tend to be the largest share of intellectual disability-relevant ODA in any given year (including representing 52% of the total in 2014), the largest proportion comprises projects that are considered "mixed" and cannot be divided into only one priority area. Over 50% of intellectual-disability relevant ODA dollars from 2014-2018 being categorized as "mixed" and including multiple priority themes and is a positive trend that is representative of the complexity of these issues. More holistic projects that recognize the connections between the different priority themes for the intellectual disability movement (for example, the close connection between access to education and employment) better reflect reality and allow for organizations to work across multiple priority areas at once.

Inclusive and sustainable project areas

Self-advocacy and family support projects are only a small share of overall funding, yet self-advocate and family leadership are at the core of sustainable projects that have a positive impact in communities. It is particularly important to ensure that self-advocacy and the engagement of family members of people with intellectual disabilities are weaved through project design across all thematic areas, and donors must invest in self-advocates and families as key players in the transition towards more inclusive development.

Gender in Intellectual Disability Projects

Projects that include people with intellectual disabilities and their families tend also to be designed to ensure gender sensitivity – between 2014 and 2018, a total of 71% of all ODA that is intellectual disability-relevant also promoted gender equality.

Figure 7: Degree of inclusion of gender equality within intellectual disability-relevant aid

Principal gender component share
Significant gender component share
No gender component share
Not screened share

Source: Development Initiatives based on OECD DAC CRS.

Within the projects that include people with intellectual disabilities, the share that also make gender a focus is consistently growing, reaching 83% in 2018.

This commitment to ensuring gender sensitive design is consistent with the commitment of the intellectual disability movement to ensure gender equality in programming and advocacy work.

CRPD Compliance

The Convention on the Rights of Persons with Disabilities (CRPD) has been ratified by over 180 states and is part of the national legal framework in nearly all countries that appear among the top donors for Official Development Assistance. The CRPD represents a commitment from governments to ensure that their citizens with disabilities have their human rights protected at home, but the CRPD must also inform a government's work overseas.

Article 32 of the CRPD specifically sets out the requirements for international cooperation, including ensuring that international development programs are inclusive of and accessible to persons with disabilities. Despite this commitment to disability inclusion in international development, donors continue to fund projects that are inaccessible, are violation of the CRPD, and that promote segregation of people with intellectual disabilities.

CRPD-compliance by project area

ODA funded 162 intellectual disability-relevant aid projects in 2018, 119 of which provided enough information about their methodologies to determine CRPD compliance and adherence to inclusive models.

A manual analysis of these 119 projects revealed that 36% of projects funded in 2018 for which information is available used methodologies that promote segregation, including funding segregation of children with intellectual disabilities in schools or funding sheltered workshops instead of access to inclusive employment.

Figure 8: CRPD compliance of project methodologies for intellectual disability-relevant aid in 2018

Thematic Area	Number of Methodologies Assessed	Percentage CRPD Compliant	Percentage CRPD non-Compliant
Civic Engagement	2	100%	0%
Community Living and Housing	8	75%	25%
Education	45	58%	42%
Emergency Response	8	50%	50%
Family Supports	8	100%	0

Thematic Area	Number of Methodologies Assessed	Percentage CRPD Compliant	Percentage CRPD non-Compliant
Health	6	67%	33%
Inclusion in the Community (e.g. awareness programming)	6	100%	0%
Leisure and Recreation	3	33%	67%
Livelihoods	8	63%	38%
OPD Engagement and Capacity Building	4	100%	0%
Self-Advocacy	5	100%	0%
Service Provision	20	40%	60%
Total	**123**	**64%**	**36%**

Source: Inclusion International based on OECD DAC CRS.

Projects with multiple focus areas (for example, projects delivering interventions on both education and livelihoods) were either CRPD compliant across all themes or CRPD non-compliant across all themes. There were no instances of projects that promoted inclusion in one area of work and segregation in another.

Education, emergency response, livelihoods, and service provision were the categories that appeared most often among the intellectual disability-relevant projects – with these categories making up two thirds of the total projects. These four well-funded categories were also the most likely to use methodologies that segregated people with intellectual disabilities. Donors continue to provide funding for segregated education instead of inclusive education, sheltered employment instead of workplace inclusion, segregated service structures (such as day centres) instead of inclusion in mainstream services, and the fund the segregation of people with intellectual disabilities in refugee settlements instead of ensuring that mainstream refugee support strategies are inclusive.

Reliably CRPD-compliant project areas

While certain categories of projects are dominated by rights violations, other categories of projects are consistently CRPD compliant, namely projects that focus on training and supporting people with intellectual disabilities to engage in **self-advocacy**, projects that support and **empower families** of people with intellectual disabilities to work towards inclusion, and **projects that build capacity of OPDs**. Self-advocacy, family empowerment, and OPD leadership are all rooted in the CRPD, and donors shifting towards funding these activities can be confident that they will be reliably compliant with the CRPD and are in line with a rights-based approach. Donors investing in self-advocates, family members of people with intellectual disabilities, and ODPs are also supporting the development of more voices for inclusion, which is a direct investment in building more inclusive communities.

Guidance for ensuring CRPD-compliant project funding

Other categories of work, including education, employment, and inclusion in the community require additional guidance so that donors can ensure that they are not funding activities that promote segregation or violate the rights of people with intellectual disabilities. The most effective way for donors to ensure that they are funding CRPD-compliant projects is to consult with the intellectual disability community directly – consult people with intellectual disabilities and their families to understand how they want to be included in their communities, and consult with their representative groups (OPDs) on technical aspects of CRPD compliance. The following examples of projects that are compliant with or in violation of the CRPD are drawn from projects funded with ODA during 2018:

Theme	CRPD Compliant	CRPD Violation
Education	Examples of education projects that align with the CRPD include: • Teacher training on inclusive pedagogy, student supports, etc. • Funding supports for students with disabilities in inclusive classrooms. • Funding civil society groups to advocate for inclusive education • Working with the government to build capacity for inclusion in the public school system	Examples of education projects that are in violation of the CRPD include: • Creating segregated schools for children with disabilities • Creating new segregated classrooms within mainstream schools • Operational funding for segregated education without a clear transition plan to inclusive education • Running education for children with intellectual disabilities outside of existing government systems (e.g. schools run by international NGOs).
Livelihoods	Examples of livelihoods projects that align with the CRPD include: • Training for employers on making their workplaces more inclusive • Projects that support placing people with intellectual disabilities in inclusive workplaces • Making vocational training centres more inclusive of people with disabilities	Examples of livelihoods projects that are in violation of the CRPD include: • Creating sheltered workshops that employ only people with disabilities • Creating of social enterprises that employ only people with disabilities • Any employment or livelihood activity where people with disabilities would be paid less than equal wages

Theme	CRPD Compliant	CRPD Violation
Living in the Community and Housing	Examples of community living projects that align with the CRPD include: • Supporting the transition of people with disabilities from institutions to independent living • Training for families on supporting their children with disabilities at home	Examples of community living projects that are in violation of the CRPD include: • Creating new congregate living facilities, including large institutions or small group homes • Refurbishing or improving the quality of congregated living facilities without a clear transition plan for moving people to independent living options
Service Provision	Examples of service provision projects that align with the CRPD include: • Building capacity of local and national governments to design public services and social protection systems to include people with intellectual disabilities • Training mainstream service providers on how to be more inclusive of people with intellectual disabilities • Training for families on how to access services for their child	Examples of service provision projects that violate the CRPD include: • Creating new services that segregate people with intellectual disabilities • Providing operational funding to services that segregate people (like day centres) without a clear transition plan • Creating parallel service provision instead of investing in transforming existing structures (e.g. creating rehabilitation centres run by INGOs instead of working with local actors and governments to make existing health and rehabilitation services inclusive).
Advocacy	Examples of advocacy projects that align with the CRPD include: • Training self-advocates on their rights and strategies for advocacy • Training family members of people with intellectual disabilities on rights and advocacy strategies	Examples of advocacy projects that violate the CRPD include: • Funding NGOs to advocate on behalf of the disability movement without OPD inclusion and leadership

A CRPD-compliant twin-track approach to funding

It is possible that the high percentage of project methodologies that violate the rights of people with intellectual disabilities stems from a misunderstanding of the "twin-track approach," a term that is commonly used within the development community to indicate the need for disability-specific interventions alongside broader work to mainstream disability. This term has been misinterpreted to justify segregation for people with intellectual disabilities (as the "disability specific intervention") happening alongside mainstreaming work, but it is an imperative of the twin-track approach that both disability-specific and mainstream project work follow the principles of inclusion.

"Investing in building an inclusive systems from the beginning is significantly less resource-intensive than retrofitting a system that is failing to include the most marginalized - it is essential that inclusion of people with intellectual disabilities be included and considered in project design from the earliest stages."

For development funders, a twin-track approach to intellectual disability inclusion would mean funding work where the primarily beneficiary is people with intellectual disabilities while also ensuring that all mainstream projects include people with intellectual disabilities as well. For example, for an education project, a twin-track approach would mean funding work that makes the existing education system more inclusive (such as teacher training, modifying a curriculum, or making sure school buildings are accessible) as the mainstreaming component, and investing in supports for individual students with intellectual disabilities as the disability-specific component. Funding a segregated education program alongside an inclusive program is not an example of a twin-track approach – it is an example of segregation.
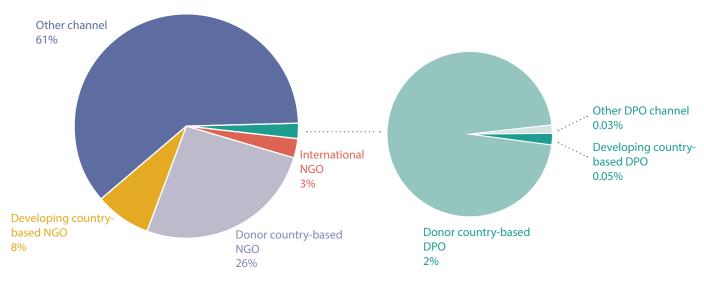
When considering efforts to mainstream inclusion as part of a twin track approach, for people with intellectual disabilities, budgetary costs for accommodation and inclusion will be more difficult to track than is the case for other impairment groups. While a project budgeting for assistive devices or physical modifications are a clear-cut way for some people with disabilities to be included, meaningful inclusion for people with intellectual disabilities requires that systems and projects be designed and implemented in a way that is accessible. Trying to retrofit systems that were not developed to consider people with intellectual disabilities to be inclusive is challenging - it may require changes in governance structures, language use, modes of communication, and standard operating procedures to ensure accessibility. Investing in building an inclusive system from the beginning is significantly less resource-intensive than retrofitting a system that is failing to include the most marginalized - it is essential that inclusion of people with intellectual disabilities be included and considered in project design from the earliest stages.

Ensuring that ODA funding streams do not continue to contribute to the violation of rights of people with intellectual disabilities must be a priority for all donors. Donors should seek the expertise of and collaboration with OPDs (organizations of people with intellectual disabilities and their families) to ensure that their commitments to CRPD-compliance are honoured in their development work, and must develop internal policies that prohibit the funding of projects that violate the CRPD and promote segregation.

Delivery Streams for Official Development Assistance

Official development assistance is delivered by a variety of different actors at the international, national, and local level – these actors may include international institutions, non-governmental organizations (NGOs) at the international, national, or local level, and other actors. As donors have begun to prioritize disability inclusion, this has created a space where Organizations of Persons with Disabilities (OPDs), representative groups led by people with disabilities, can have more direct involvement in delivery of aid.

Between 2014 and 2018, only 2% of the funding for projects with intellectual disability components were delivered through OPDs, and only 0.05% were delivered through OPDs that are based in developing countries, suggesting that the growing focus on disability inclusion has not yet translated to people with disabilities being treated as agents of development on a large scale instead of solely aid recipients.

Figure 9: Delivery channels for intellectual disability-focused aid and proportion delivered by OPDs (DPOs)

Other channel
61%

Developing country-based NGO
8%

Donor country-based NGO
26%

International NGO
3%

Donor country-based DPO
2%

Other DPO channel
0.03%

Developing country-based DPO
0.05%

Source: Development Initiatives based on OECD DAC CRS.

ODA that includes people with intellectual disabilities includes a broad set of themes and types of work, many of which can be most effectively delivered by traditional development actors (emergency response is one such example). However, only 2% of the funding that currently goes towards intellectual disability-relevant projects includes OPDs in delivery channels. This exclusion is a violation of Article 4.3 of the Convention on the Rights of Persons with Disabilities, which affirms the need for meaningful OPD engagement, and is not in line with the disability movement's "nothing about us without us" ethos.

OPDs representing people with intellectual disabilities and their families are the experts on the needs of the intellectual disability community at the global, national, and local levels, yet they remain excluded from delivery

channels in 98% of relevant projects. Engagement of OPDs in delivery channels and project design is not only necessary for bringing donors in line with CRPD commitments to meaningful engagement, but also contributes to project sustainability by ensuring ownership by the community, enables donors to make more informed choices that are in line with the community's values, and ensures a great project impact – all of which are key considerations for ensuring value for money. Donors must begin to see OPDs as key players in project planning and delivery for ODA that aims to support and include people with intellectual disabilities and their families.

Summary

Despite commitments to ensuring "no one left behind" in line with the Sustainable Development Goals (SDGs), international development and aid continues to exclude people with intellectual disabilities, both by failing to fund projects that include people with intellectual disabilities and their families and by perpetuating outdated segregated models.

- **People with intellectual disabilities are excluded from nearly all projects funded through official development assistance** - 99.98% of ODA funding between 2014 and 2018 did not make an effort to include people with intellectual disabilities. Even within projects that include other people with disabilities disabilities (including cross-disability projects), people with intellectual disabilities are still excluded over 98% of the time.

- **Rather than working to advance the rights of people with intellectual disabilities, 36% of the Official Development Assistance that included people with intellectual disabilities in 2018 was not CRPD-compliant, contributing to segregation and other human rights violations.** Donors continue to fund projects and activities that violate the rights of people with intellectual disabilities as outlined in the Convention on the Rights of Persons with Disabilities.

- Organizations that represent and are led by people with disabilities (OPDs) are rarely the primary delivery channel for aid – **only 2% of aid relevant to people with intellectual disabilities and their families (which makes up only 0.02% of overall ODA) was delivered through OPDs.**

Recommendations

In order to ensure that no one is left behind in Official Development Assistance, bilateral and multilateral donors and private foundations must take specific action to ensure that people with intellectual disabilities are meaningfully and proportionately included in development and aid.

To move towards full inclusion of people with intellectual disabilities, donor agencies must:

1. **Fund projects that seek to build communities that are inclusive of people with intellectual disabilities.**
   Funding must be made available for initiatives that support the inclusion and meaningful participation of people with intellectual disabilities and their families in their communities – including in the education system, legal system, formal sector employment, and in communities more broadly.

2. **Ensure that all projects being funded explicitly include people with intellectual disabilities in their project design and budget for accessible communications and governance of their projects.**
   In line with a twin-track approach, funding projects that place people with intellectual disabilities and their families as the sole project beneficiaries is not enough – donors must also ensure that projects with a broader beneficiary base make an intentional effort to ensure that people with intellectual disabilities are able to meaningfully engage in and benefit from their interventions. People with intellectual disabilities and their families make up a significant portion of the global population and are represented among all demographic groups that may be recipients of aid (including refugees, women and girls, school-aged children, etc.). Guidelines for funding opportunities should explicitly state that the inclusion of people with intellectual disabilities be considered in project design, and donors should encourage traditional development actors to pursue active partnerships with OPDs to ensure CRPD-compliant inclusion during both project design and delivery.

3. **Assess projects for CRPD-compliance, and commit to only funding projects that promote inclusion in communities.**
   Donors continuing to fund segregated education, congregated living facilities of any size, sheltered workshops, and any other non-CRPD compliant programming reinforce discrimination and represents a step backwards for people with intellectual disabilities and their families. Donors should assess projects that include people with intellectual disabilities for compliance with the CRPD, seek guidance from OPDs with expertise on inclusion, and ensure that segregated practices are not funded by ODA.

4. **Prioritize opportunities for OPDs to participate in ODA delivery channels, both shaping and delivering ODA projects.**
   OPDs at all levels should be funded to lead the work in supporting inclusion in their communities. People with intellectual disabilities and their families are not just beneficiaries of aid, and they must be seen as key stakeholders, delivery agents, and experts in the needs and priorities of their community. OPDs are the experts in the needs of their community, but the current share of intellectual disability-relevant ODA delivered by OPDs (2%) suggests that OPDs are still not empowered to lead and deliver aid.

5. **Collect and report data on the inclusion of people with disabilities and people with intellectual disabilities their families (and other marginalized groups) in ODA.**
   There is a need to increase the availability of quality disaggregated data on the inclusion of people with intellectual disabilities and their families in ODA. Donors beginning to report against the DAC Disability marker and insisting on their funded projects including this data collection in their monitoring and evaluation frameworks is an important first step, but donors must also collect data to understand the degree to which people with intellectual disabilities specifically are included in their ODA disbursements.