

8. Standard indicator reference and typical lessons learned (disability and development)

Mid-term objectives corresponding to models in this reference

Model name	Corresponding mid-term objective
Model (1) Systems and registration, etc.	1-1 Improvement of disability-inclusive systems and policies
Model (2) Improving function and capacity (Impairments: Initiatives primarily involving impairment and disability) (Sub-category: Health, medicine)	1-3 Empowerment of persons with disabilities
Model (3) Improving function and capacity (Impairments: Initiatives primarily involving impairment and disability) (Sub-category: Education)	1-3 Empowerment of persons with disabilities
Model (4) Improving function and capacity (Impairments: Initiatives primarily involving impairment and disability) (Sub-category: Livelihood, vocation)	1-3 Empowerment of persons with disabilities
Model (5) Social participation (Disability: Initiatives involving social exclusion)	1-2 Implementation of disability-inclusive projects 1-3 Empowerment of persons with disabilities

JICA standard indicator reference and typical lessons learned in technical cooperation projects (disability and development)

Model (1) Systems and registration, etc.

Development strategic objective	Mid-term objective	Indicators at a program goal level	Mid-term sub-target	Overall goals/Project purposes and indicator examples	Methods/Policies for setting indicators	Typical lessons learned	Example of project purpose (image of projects)	Reference projects
Development strategic objective	Development thematic issue level to which the cooperation program corresponds	Connection with the target years or indicators in sector/regional development plans by the recipient country's government	Level of thematic issue to solve in individual projects	To . . . (outcome) By/through . . . (output) Thereby contributing to . . . (impact) Indicator examples	Ways of thinking, points to remember, and important points in setting indicators	Write in lessons and risks to be necessarily used or reflected in implementing projects corresponding to the “mid-term sub-targets” from the perspectives of: 1) planning stages, and 2) management.		Project information with good practices to refer to
1. Respect for human rights, full participation and equality, and inclusion for all persons with disabilities	1-1 Improvement of disability-inclusive systems and policies	(1) Population of persons with disabilities, by impairment type and by age, based on a national census or other non-census statistical survey of persons with disabilities (people, %) (2) Statistical survey of persons with disabilities, based on WHO's International Classification of Functioning, Disability and Health (ICF)	(Nil mid-term sub-targets, because no mid-term sub-targets have been set in JICA Thematic Guidelines: Disability and Development)	(Proposed model description) To promote disability-related policies suited to actual conditions (outcome), By building a registration/certification system for persons with disabilities (output), Thereby contributing to expansion of administrative and social services for persons with disabilities (impact). (Standard indicator examples) 1. Indicator examples of overall goals (Basic) (1) The new disability law will be enacted and promulgated. (2) Various projects for supporting persons with disabilities will be implemented by the ●○ government. (3) The proportion of persons with disabilities who are registered on the unified registration system, and who are receiving rehabilitation to improve their function in daily life or education or employment opportunities suited to their individual needs, will exceed ●○%. 2. Indicator examples of project purpose (Basic) (1) ●○ persons with disabilities will be registered on the unified registration system by 20●○. (2) Frequency of information		(Convention on the Rights of Persons with Disabilities (CRPD)) • It is important to promote ratification of the CRPD, and to build policies and systems based on the convention. • To encourage ratification by those countries that have not yet ratified the CRPD, it is important to assist policymakers in those countries to develop a better understanding of the convention, and to support the raising of public awareness for the rights of persons with disabilities. • For those countries that have already ratified the CRPD, to encourage them to promote policies and institutional development in line with the convention and to implement their obligations as parties to the convention, it is important to support them in drawing up action plans and other strategy documents, enacting disability discrimination laws, and carrying out other specific initiatives that include designing institutional arrangements and providing services. • Particular consideration needs to be given to Article 13 “Access to justice” and Article 31 “Statistics and data collection” of the CRPD. [Stated with reference to JICA Thematic Guidelines: Disability and Development] (Consideration for a variety of persons with disabilities) • Developing countries often have policies and systems that target only limited categories of disability. It is important for them to develop policies and systems so that they cover a broader variety of disabilities (physical, hearing, visual, intellectual, mental, developmental and physiological). (Inclusion perspective) • When developing systems, in addition to developing disability- targeted programme, it is also important to develop disability-inclusive legislation (incorporating a disability perspective into non-disability-specific systems) and to	To facilitate the government committee for the support of persons with disabilities in drafting a new disability law and drawing up a national disability policy based on statistical data, By establishing a framework for implementing the unified registration system program to gain a quantitative and qualitative understanding of the current state of persons with disabilities, Thereby contributing to expansion of administrative and social services for persons with disabilities. To facilitate networking and collaboration among organizations of persons with disabilities and organizations that support persons with disabilities (including governments) in the Asia-Pacific region, By the Asia-Pacific Development Center on Disability (APCD) functioning as a regional center, Thereby contributing to (1) the empowerment of persons with disabilities and (2) the elimination of social barriers in the society. To establish the evaluation process and technique for certifying types and degrees of disability, By developing the human resources necessary for implementing the unified registration system, and by conducting a trial run of registering persons with disabilities, Thereby contributing to the successful implementation of the unified registration system program. To develop the capacity of the Department of Social Welfare, By strengthening the framework of cooperation among relevant organizations, including government and non-government organizations, by providing assistance for	1. Bolivia: Project for the Program of the Unified Registration of the Person with Disability, Phase 2 (Term of Cooperation: March 2009–March 2012) 2. Thailand: Asia-Pacific Development Center on Disability (APCD) Project, Phase 2 (Term of Cooperation: August 2007–July 2012) 3. Bolivia: Project for Implementation of the Unified Registration of the Handicapped Person in La Paz (Term of Cooperation: August 2006–October 2007) 4. Malaysia: Project for Capacity Building on Social Welfare Services for People with Disabilities (PWDs) in Malaysia (Term of Cooperation: July

				<p>pertaining to persons with disabilities being disclosed (3) Frequency of the provided information pertaining to persons with disabilities being accessed</p>		<p>improve access by persons with disabilities to laws and the legal system. [Stated with reference to JICA Thematic Guidelines: Disability and Development]</p> <p>(Capacity development of government officers, etc.)</p> <ul style="list-style-type: none"> • In some countries, even after ratifying the Convention on the Rights of Persons with Disabilities (CRPD) and enacting laws prohibiting disability discrimination, in practice, the rights of persons with disabilities are not being guaranteed, due to such factors as a lack of commitment or expertise on the part of the government or government officers, and prejudice against persons with disabilities. It is important to build and improve administrative organizations and systems for ensuring that disability-related legislation and policies are effectuated, and to provide training and capacity development for government officers, etc. [Stated with reference to JICA Thematic Guidelines: Disability and Development] <p>(Political initiatives)</p> <ul style="list-style-type: none"> • The initiatives of the developing country government contribute significantly to how a project proceeds. Efforts for eliciting policy initiatives, such as matching the project to the government policies of the developing country, are important. [Stated with reference to Reference Project 1 to the right] 	<p>community-based independence and social participation for the employment support of persons with disabilities, by developing an effective approach to raising awareness, and by proposing medium- and long-term policies on the development of human resources involved in the welfare of persons with disabilities, Thereby contributing to the improvement of opportunities for employment and social participation of persons with disabilities through the abovementioned activities.</p>	<p>2005–July 2008)</p>
--	--	--	--	---	--	--	--	------------------------

JICA standard indicator reference and typical lessons learned in technical cooperation projects (disability and development)
Model (2) Improving function and capacity (Impairments: Initiatives primarily involving impairment and disability) (Sub-category: Health, medicine)

Development strategic objective	Mid-term objective	Indicators at a program goal level	Mid-term sub-target	Overall goals/Project purposes and indicator examples	Methods/Policies for setting indicators	Typical lessons learned	Example of project purpose (image of projects)	Reference projects
Development strategic objective	Development thematic issue level to which the cooperation program corresponds	Connection with the target years or indicators in sector/regional development plans by the recipient country's government	Level of thematic issue to solve in individual projects	To . . . (outcome) By/through . . . (output) Thereby contributing to . . . (impact) Indicator examples	Ways of thinking, points to remember, and important points in setting indicators	Write in lessons and risks to be necessarily used or reflected in implementing projects corresponding to the "mid-term sub-targets" from the perspectives of: 1) planning stages, and 2) management.		Project information with good practices to refer to
1. Respect for human rights, full participation and equality, and inclusion for all persons with disabilities	1-3 Empowerment of persons with disabilities	(1) Requirement for medical facilities providing medical rehabilitation (ascertain the level of medical care and the required medical professions) (2) Types of professions involved in medical rehabilitation, and their training systems (ascertain the types and number of professions, the systems of accreditation, and the schools where they are trained, etc.) (3) The number of medical facilities providing medical rehabilitation (type and public or private)	(Nil mid-term sub-targets, because no mid-term sub-targets have been set in JICA Thematic Guidelines: Disability and Development)	(Proposed model description) To strengthen the systems by which rehabilitation suited to the needs of persons with disabilities is provided in an integrated manner (outcome), By building the capacity of human resources to provide rehabilitation services (output), Thereby contributing to improve functioning by persons with disabilities based on the International Classification of Functioning, Disability and Health (ICF) (impact). (Standard indicator examples) 1. Indicator examples of overall goals (Basic) (1) The number of persons with disabilities, for whom the activities and participation components based on the International Classification of Functioning, Disability and Health (ICF) have improved, will increase compared to the start of the project by 20●○.	The Japanese version of the "International Classification of Functioning, Disability and Health" (ICF) can be accessed from the Ministry of Health, Labour and Welfare (MHLW) website (http://www.mhlw.go.jp/houdou/2002/08/h0805-1.html).	(Understanding of total rehabilitation) • In projects with a purpose of promoting total rehabilitation, getting stakeholders (government, local authorities, NGOs, etc.) to share the idea of total rehabilitation and to collaborate with an understanding of each other's roles, is a major factor in the success of the project. * "Total rehabilitation" is the concept that "rehabilitation" of a person with a disability is not achievable through improvements in the quality of medical care alone, but rather is achieved through a holistic approach combining health, medicine and welfare, which takes into consideration rehabilitation for the prevention of injuries and diseases that cause impairment, the initial treatment of injuries, the prevention of secondary impairments, the treatment of injuries, functional recovery and reconstruction, and the acquisition of social skills. [Stated with reference to Reference Project 2 to the right] (Team approach) • The team approach has potential to be an effective tactic in those projects with a purpose of strengthening medical rehabilitation. "Team approach" refers to the act of systematically organizing multiple teams according to function. The potential merits of this approach include the efficient and effective sharing of information among team members and the sustained firm commitment made by those members. Furthermore, even more effective implementation of the approach can be promoted by cleverly using the make-up of the team. However, it must be remembered that, in the lead-up to the conclusion of the project, the team organized for the project needs to be absorbed into an existing system. [Stated with reference to Reference Project 3 to the right]	To enable Cho Ray Hospital to provide technical guidance to rehabilitation professionals working at local medical facilities located in the southern area of Viet Nam, By improving the quality of rehabilitation services at the hospital, Thereby contributing to improvement in the quality of rehabilitation services provided at those facilities. To improve the quality of total rehabilitation in the target area, By strengthening the capacity of personnel engaged in functional rehabilitation at the target medical facilities, and by deepening the understanding of the relevant facilities in the target area regarding such topics as the rights of persons with disabilities and the prevention of secondary impairments, Thereby contributing to those outputs being reflected in policy documents. To strengthen the systems for providing quality rehabilitation services at the National Rehabilitation Hospital (NRH), By improving the quality of the human resource development system and rehabilitation services at the NRH, and by strengthening the collaboration between the NRH and other rehabilitation-related facilities, Thereby contributing to stronger systems for providing quality rehabilitation services at the NRH and to better quality rehabilitation services in Myanmar. To achieve better seismic performance for public buildings in the North-West Frontier Province (NWFP) and in Azad Jammu and Kashmir (AJK), By preparing a standard design document and construction management manual for primary healthcare facilities (Basic Health Units (BHUs) and Rural Health Centers (RHCs)) in NWFP and AJK, where existing facilities will be rebuilt or new	1. Viet Nam: Project for Strengthening Medical Rehabilitation Service in the Southern Area of Vietnam (Term of Cooperation: May 2010–May 2013) 2. Colombia: Strengthening the Integral Rehabilitation System for Persons with Disabilities, Especially for Victims of Landmines (Term of Cooperation: August 2008–August 2012) 3. Myanmar: Project on Strengthening of Rehabilitation (Term of Cooperation: July 2008–July 2013) 4. Pakistan: Technical Cooperation Project for Designing Prototype Aseismic and Barrier-free BHUs and RHCs in NWFP and AJK (Term of Cooperation: February 2006–October 2006)

<p>2. Indicator examples of project purpose (Basic)</p> <p>(1) Increase in the frequency that rehabilitation services are received</p> <p>(2) Decrease in waiting times</p> <p>(3) Level of user satisfaction</p> <p>(4) Increase in the percentage of persons with disabilities who feel that their chance of employment has increased</p> <p>(5) Increase in the number of referrals</p>	<p>Regarding (5) <i>Increase in the number of referrals</i></p> <p>As with Reference Project 3 to the right, the fact that there has been an increase in referrals from rehabilitation centers to vocational training and microcredit organizations could also be an indicator for evaluating enhanced collaboration with relevant organizations and the use of local resources.</p>	<p>(Community-based approach (CBR: Community Based Rehabilitation, CBID: Community-Based Inclusive Development))</p> <p>• Community Based Rehabilitation (CBR) is an approach to community development which enables persons with disabilities to live in their local community while receiving necessary services utilizing the resources within that local community. The approach has been evaluated as highly effective. A sectorial approach or one that is aligned to a compartmentalized government bureaucracy makes it difficult for persons with disabilities to participate in social life. Only when an inclusive approach to disability and development is adopted in the context of real life and the local community, can social participation in real-life situations be achieved. Furthermore, for this reason, rather than a vertical, top-down approach, since circumstances vary from community to community, it is important for the approach to be led by the local community. [Stated with reference to JICA Thematic Guidelines: Disability and Development]</p> <p>* Initial forms of CBR were focused on the provision of rehabilitation services in a narrow sense, utilizing the resources of the local community. However, in the 1990s, there was a dramatic shift away from a rehabilitation-centered approach to a more inclusive social development approach supporting life and social participation. To demonstrate this shift more explicitly, in recent years, the term “community-based inclusive development” (CBID) has also been often used.</p> <p>* For model projects promoting the participation of persons with disabilities in the local community, such as through the functional enhancement of rehabilitation centers and the capacity development of human resources for rehabilitation, refer to Reference Project 8 to the right.</p> <p>* For model projects on social participation using CBR/CBID, refer to Model (5).</p>	<p>facilities constructed as a consequence of damage caused by the earthquake, and by providing guidance on building techniques so that due consideration is given to seismic performance and ease-of-use for the rapidly increasing numbers of persons with disabilities and widows when constructing rebuilt and new healthcare facilities, Thereby contributing to adoption of universal design (barrier-free design) for public buildings in NWFP and AJK.</p> <p>To improve the physical and mental health of victims of war and to promote employment opportunities for them, By improving the quality of pain therapy, psychological counseling and other medical services for victims of conflict, by providing them with employment information, and by providing youth with vocational training and other forms of employment assistance, Thereby contributing to facilitating the social participation of victims of conflict.</p> <p>To improve therapeutic databases at Community Based Rehabilitation (CBR) centers, By developing personnel involved in rehabilitation, Thereby contributing to improvement in the health of persons with disabilities, including those who are victims of landmines.</p> <p>To develop high-quality physiotherapists (PT) and occupational therapists (OT) who have received a four-year education that meets international standards, By preparing curricula for four-year PT and OT education programs and training competent instructors at the China Rehabilitation Research Center (an integrated institution established through collaboration between the Chinese and Japanese governments (grant aid and technical cooperation), responsible for clinical care, research and education in the area of rehabilitation), Thereby contributing to the provision of physiotherapy and occupational therapy services throughout China.</p> <p>To improve the rehabilitation services provided by the Instituto Nacional de Rehabilitacion Pedro Aguirre Cerda (INRPAC), By developing human resources</p>	<p>5. Bosnia and Herzegovina: Community Approach Project to Rehabilitation and Integration (Phase 2) (Term of Cooperation: September 2005–March 2007)</p> <p>6. Bosnia and Herzegovina: Development on Rehabilitation Technique for Disabled People (CBR) (Term of Cooperation: December 2004–October 2005)</p> <p>7. People’s Republic of China: Human Resource Development of Rehabilitation Professionals (Term of Cooperation: November 2001–March 2008)</p> <p>8. Chile: Rehabilitation for Disabled People Project in the Republic of Chile (Term of Cooperation: August</p>
--	--	--	--	--

								engaged in rehabilitation, by improving their skills of diagnosis, evaluation and treatment, and by establishing a Community Based Rehabilitation (CBR) system, Thereby contributing to promoting social participation by users of these services.	2000–July 2005)
--	--	--	--	--	--	--	--	--	-----------------

JICA standard indicator reference and typical lessons learned in technical cooperation projects (disability and development)
Model (3) Improving function and capacity (Impairments: Initiatives primarily involving impairment and disability) (Sub-category: Education)

Development strategic objective	Mid-term objective	Indicators at a program goal level	Mid-term sub-target	Overall goals/Project purposes and indicator examples	Methods/Policies for setting indicators	Typical lessons learned	Example of project purpose (image of projects)	Reference projects
Development strategic objective	Development thematic issue level to which the cooperation program corresponds	Connection with the target years or indicators in sector/regional development plans by the recipient country's government	Level of thematic issue to solve in individual projects	To . . . (outcome) By/through . . . (output) Thereby contributing to . . . (impact) Indicator examples	Ways of thinking, points to remember, and important points in setting indicators	Write in lessons and risks to be necessarily used or reflected in implementing projects corresponding to the "mid-term sub-targets" from the perspectives of: 1) planning stages, and 2) management.		Project information with good practices to refer to
1. Respect for human rights, full participation and equality, and inclusion for all persons with disabilities	1-3 Empowerment of persons with disabilities	(1) School enrollment rate of children with disabilities (2) Rate of capacity utilization for special needs teachers (ordinarily, there is a legislated standard of 1 teacher per X children with disabilities) (2') Establishment of licensing system (in case of establishment/non-establishment of licenses) (3) Establishment of special needs schools (pre-school / primary / secondary education) (3') Activities of special needs schools (4) Enrollment of children with disabilities at mainstream schools (pre-school / primary / secondary education) (implementation of inclusive education) (5) Use of means of communication suited to the special attributes of children with disabilities	(Nil mid-term sub-targets, because no mid-term sub-targets have been set in JICA Thematic Guidelines: Disability and Development)	(Proposed model description for educating children with disabilities) To enable children with disabilities to acquire the basic knowledge, skills and attitude necessary for everyday life through guidance appropriate for their type and degree of impairment (outcome), By improving the teaching aids and teaching methods for special needs education, providing a learning environment that is considerate of children with disabilities, and improving the skills of teachers engaged in educating children with disabilities (output), Thereby contributing to facilitating the independence and social participation of children with disabilities (impact). (Standard indicator examples for educating children with disabilities) 1. Indicator examples of overall goals (* envisages measurements being taken 3–5 years after children with disabilities complete their school education) (Basic) (1) Independence of children with disabilities (2) Social participation of children with disabilities (Evaluate based on indicators from the International Classification of Functioning, Disability and Health (ICF)) (Other) (1) Dissemination of outputs to other regions (* in the case of pilot projects)		1. Planning stage (1) Confirm whether "inclusive education" or "special needs education" has been adopted as a national policy. (Without confirming the country's policies and systems, the formulation of "inclusive education" projects should not be carried out easily.) (2) Confirm whether there is adequate provision of education (human resources, equipment, information) considerate of each type of impairment (blindness, deafness, intellectual, physical, developmental disability) on which supporting the realization of inclusive education is premised. (3) Set indicators based on the characteristics of each type of impairment. (For example, in the case of blindness, deafness or physical disability unaccompanied by intellectual impairment, indicators measuring the scholastic ability of mainstream schools are applicable.) (4) Plan a project after first identifying and carefully examining available resources. (5) Keep in mind that views on how children with disabilities should be educated may vary among different disabled people's organizations (DPOs), and those differences of opinion could adversely affect the project. 2. Management (1) Preparation of teacher training curricula and textbooks The processes and time spent getting approval from the national government could affect the progress of the project's activities. (2) To prevent difficulties from arising in coordinating within the ministry of education and between the relevant departments of other ministries and agencies, clarify the authority and responsibility around the counterpart department, as well as the decision-making process and chain of command. Also establish a flexible implementation structure. (3) Keeping in mind how the counterpart tends to secure budgets for its share of the project, examine and implement alternative proposals quickly if difficulties arise.	To introduce and implement an introductory course on special needs education (2 credits) at all teacher training colleges (TTCs), By developing instructional teaching aids in the subject of special needs education at the Sayed Jalmaludeen Teacher Training College (STTC), by sharing these instructional teaching aids with TTCs nationwide, and by developing the capacity of the STTC as well as the Ministry of Education's Teacher Education General Directorate (TED) in relation to assisting special needs education lectures at TTCs nationwide, Thereby contributing to enabling teachers to teach in line with the idea of inclusive education. To improve the drafting of syllabi and textbooks in relation to establishment of special needs education courses (18 credits) at teacher training colleges (TTCs), By developing Master Trainers who are responsible for training TTC lecturers, by strengthening the capacity of those involved in the establishment of the teacher training course in special needs education at TTCs, by improving the basic knowledge in special needs education held by personnel at the Ministry of Education's Teacher Education General Directorate (TED), TTCs, the Kabul Education University and schools for the blind and the deaf, and by coordinating the drafting of textbooks as well as building a network of inclusive education, Thereby contributing to enabling newly trained teachers to put into practice	1. Afghanistan: Strengthening of Teacher Education on Special Education (Term of Cooperation: November 2008–December 2010) 2. Afghanistan: The Project for Strengthening of Teacher Education on Special Needs Education (Phase 2) (Term of Cooperation: January 2013–December 2015)

				<p>2. Indicator examples of project purpose <Teaching aids and learning environment></p> <p>(1) Number of special needs schools and mainstream schools at which consideration has been given to the learning environment according to the types of impairment</p> <p>(2) Number of teacher training college teachers who have received training according to types of impairment and each country's learning environment</p> <p>(3) Development of teacher training college curricula, textbooks and teaching aids that are considerate of types of impairment and learning environment</p> <p>(4) Degree to which the curricula, textbooks and teaching aids developed in (3) above are used</p> <p><Teachers></p> <p>(1) Number of teachers who understand the basic knowledge and teaching methods for each type of impairment</p> <p>(2) Degree to which the content of the teacher training has been understood (basic knowledge and teaching methods for each type of impairment)</p> <p>(3) Self-evaluation by teachers on the degree to which the training is applied in practice</p> <p><Children></p> <p>(1) Results of tests that: are already existing / have been developed in the project / have been developed based on individual education plans</p> <p>(2) Results of classroom observations</p> <p>(3) Results of periodic examination and behavioral observation</p> <p>(4) Results of portfolio assessments (absolute assessment conducted using learning outcomes, including different types of works produced)</p>	<p>Although the "independence and social participation of children with disabilities" is an objective of educating children with disabilities, in order to bring about changes in children, an environment needs to be gradually prepared with an approach to (1) teaching aids and learning environment, (2) teachers and (3) children.</p> <p>As with children with no disabilities, setting internationally uniform standards for indicators that measure the learning of children with disabilities is difficult. In reality, it is possible to measure using: (1) levels of educational achievement set by the country's ministry of education (in cases where standards for children with no disabilities are applicable), and (2) levels of educational achievement for individual children (individual education plans are prepared and used).</p>		<p>education attuned to the needs of children with disabilities.</p> <p>To develop core personnel responsible for special needs education, By forming a core group among teachers involved in special needs education, by strengthening the capacity of the core group members to implement developmental diagnoses of students and special needs education plans, by preparing teaching aids that summarize those outputs, by delivering education at the schools with which the core group members are affiliated, and by monitoring that education, Thereby contributing to a stronger system of human resource development.</p>	<p>3. Bolivia: The Project for Teacher Training in Special Needs Education in Bolivia (Term of Cooperation: June 2010–November 2013)</p>
--	--	--	--	---	--	--	---	--

JICA standard indicator reference and typical lessons learned in technical cooperation projects (disability and development)
Model (4) Improving function and capacity (Impairments: Initiatives primarily involving impairment and disability) (Sub-category: Livelihood, vocation)

Development strategic objective	Mid-term objective	Indicators at a program goal level	Mid-term sub-target	Overall goals/Project purposes and indicator examples	Methods/Policies for setting indicators	Typical lessons learned	Example of project purpose (image of projects)	Reference projects
Development strategic objective	Development thematic issue level to which the cooperation program corresponds	Connection with the target years or indicators in sector/regional development plans by the recipient country's government	Level of thematic issue to solve in individual projects	To . . . (outcome) By/through . . . (output) Thereby contributing to . . . (impact) Indicator examples	Ways of thinking, points to remember, and important points in setting indicators	Write in lessons and risks to be necessarily used or reflected in implementing projects corresponding to the "mid-term sub-targets" from the perspectives of: 1) planning stages, and 2) management.		Project information with good practices to refer to
1. Respect for human rights, full participation and equality, and inclusion for all persons with disabilities	1-2 Implementation of disability-inclusive projects 1-3 Empowerment of persons with disabilities	(1) Actual employment conditions for persons with disabilities (%) (2) Unemployment insurance system for persons with disabilities (3) Mandatory employment quotas for persons with disabilities (4) Systems for vocational rehabilitation (vocational guidance, job placement, etc.) (5) Vocational training / vocational education support systems for persons with disabilities, and the components of those systems (6) Number of vocational training / vocational education schools that accept persons with disabilities (sorted by occupation and public/private)	(Nil mid-term sub-targets, because no mid-term sub-targets have been set in JICA Thematic Guidelines: Disability and Development)	(Proposed model description) To improve the vocational skills of persons with disabilities (outcome), By improving the training provided at vocational training centers (output), Thereby contributing to facilitating job opportunities for persons with disabilities (impact). (Standard indicator examples) 1. Indicator examples of overall goals (Basic) (1) Employment rate of persons with disabilities who have undertaken skills training (%) (2) Number of employed persons with disabilities who have undertaken skills training (3) Within the period of 6 months after having completed their training, ○○ percent of those with disabilities generate income by using those acquired skills 2. Indicator examples of project purpose (Basic) (1) Improvement of skills (2) Number of students who acquire skills and complete the course		(Analysis of factors making it difficult to find work) • Difficulty in finding work is not just a question of vocational skills. Lower educational qualifications as a result of exclusion from public education, inadequate accessible means of transport for commuting to work, and social prejudices against persons with disabilities are also factors affecting employment. Consequently, employment of persons with disabilities can only be achieved if there is a comprehensive approach based on collaboration across various sectors, including the elimination of barriers in health, education, transportation and city planning. For this reason, in providing cooperation in the area of employment, it is important to conduct an analysis of factors making it difficult to find work. [Stated with reference to JICA Thematic Guidelines: Disability and Development] (Needs of the labor market) • When planning and implementing vocational rehabilitation for persons with disabilities, a survey should be undertaken on the conditions of the persons with disabilities, that is, the trainees (type and degree of impairment, preferred vocation, aptitude, etc.) and on the needs of the employer (jobs for which persons with disabilities could be employed, duties, required abilities), and a system should be built to flexibly reflect these in measures. [Stated with reference to Reference Project 5 to the right] (Formation of cooperative unions) • The cooperative union formed following the skills training is the first step in social participation for persons with disabilities. In addition to employment, the cooperative union may have a function of mutual assistance (for	To achieve employment for people with disabilities, By developing the environment for providing skills training to ex-combatants and other persons with disabilities, by strengthening the partnerships among relevant organizations at the same time as improving the content of the skills training, and by enhancing the employment support services for persons with disabilities, Thereby contributing to facilitating the social participation of persons with disabilities. To disseminate the model for basic skills training of vulnerable persons from the Ecuadorian Professional Training Service (SECAP) Headquarters to SECAP training centers, By improving the curricula, teaching aids and practical training venues of the basic skills training courses offered to vulnerable persons, by developing the model, by developing a training system for course instructors, and by establishing systems for assessing the training needs and for conducting follow-up surveys of graduates, Thereby contributing to basic skills training being delivered to vulnerable persons, an increase in job opportunities for vulnerable persons, and an improvement in their livelihoods. To gather and share experiences and knowledge at the Rwanda Demobilisation and Reintegration Commission (RDRC) and at skills training centers (STCs) for demobilized soldiers with disabilities (DSwDs) to	1. Rwanda: The Skills Training and Job Obtainment Support for Social Participation of the Ex-Combatants and Other People with Disabilities (Term of Cooperation: March 2011–March 2014) 2. Ecuador: Project on Strengthening of the Occupational Training for the Vulnerable Sector (Term of Cooperation: November 2008–October 2011) 3. Rwanda: Skills Training for the Reintegration of Demobilized Soldiers with Disabilities (Term of Cooperation:

				<p>example, subsidies from the cooperative union to members for education and for weddings, funerals and other ceremonial occasions), and it may also play the role of a peer support group, sharing the experiences of persons with similar impairments. [Stated with reference to Reference Project 1 to the right]</p> <p>(Vocational training for ex-combatants) • Skills training and employment support for persons with disabilities are effect ways of promoting the social participation of persons with disabilities. Once acquired, the skills support the lives of persons with disabilities, and have the potential to not only contribute to the individual, but also to their family and community. In the case of ex-combatants, getting a job is an effective way of establishing themselves in the community, thereby preventing their return to the battlefield. In the case of non-combatants with disabilities, acquiring skills provides them with an opportunity to break away from isolation and gain independence, and to participate in society. [Stated with reference to Reference Project 1 to the right]</p> <p>(Effects of presenting a tangible model) • When providing support to a new area in a developing country, like skills training for persons with disabilities, an effective approach is to present a tangible model such as through constructing a barrier-free facility or implementing skills training. • Renovation work to eliminate barriers at vocational training centers could lead to improvements for the instructors and trainees (persons with disabilities). [Stated with reference to Reference Projects 1 and 3 to the right]</p>	<p>reintegrate into the community, By building an information system on DSWDs, and by strengthening the capacity of STCs to accept DSWDs, Thereby contributing to facilitating the economic and social independence of DSWDs.</p> <p>To enhance the functions of the National Vocational Rehabilitation Center for disabled people (NVRC), By strengthening the operational capacity of the NVRC as a center, by putting a structure in place for disseminating vocational rehabilitation, and by strengthening its network with the central government and regional centers, Thereby contributing to the establishment of a vocational rehabilitation system at regional centers.</p> <p>To establish a system at the National Vocational Rehabilitation Center for disabled people (NVRC) for transitioning from vocational rehabilitation to employment, By developing a wide-area recruitment and selection system and a job placement system at the same time as strengthening the NVRC's functions for investigation and research, Thereby contributing to facilitating the employment of persons with disabilities in Indonesia.</p> <p>To enhance vocational rehabilitation at the National Rehabilitation Center for the Physically Disabled People, Prof. Dr. Soeharso Surakarta (RC Solo), By strengthening the capacity of RC Solo personnel in vocational guidance and vocational assessment, and by enabling RC Solo to provide knowledge and skills that meet market needs, Thereby contributing to development of a vocational rehabilitation system in Indonesia.</p>	<p>December 2005–December 2008)</p> <p>4. Indonesia: The Project for Improvement of National Vocational Rehabilitation Center for Disabled People (Term of Cooperation: July 2003–March 2006)</p> <p>5. Indonesia: The Project for the National Vocational Rehabilitation Center for Disabled People (Term of Cooperation: December 1997–December 2002)</p> <p>6. Indonesia: Project for Development of the Vocational Rehabilitation System at the National Rehabilitation Center for the Physically Disabled People, Prof. Dr. Soeharso Surakarta (Term of Cooperation: December 1994–December 1997)</p>
--	--	--	--	--	--	--

JICA standard indicator reference and typical lessons learned in technical cooperation projects (disability and development)

Model (5) Social participation (Disability: Initiatives involving social exclusion) (for general employment)

Development strategic objective	Mid-term objective	Indicators at a program goal level	Mid-term sub-target	Overall goals/Project purposes and indicator examples	Methods/Policies for setting indicators	Typical lessons learned	Example of project purpose (image of projects)	Reference projects
Development strategic objective	Development thematic issue level to which the cooperation program corresponds	Connection with the target years or indicators in sector/regional development plans by the recipient country's government	Level of thematic issue to solve in individual projects	To . . . (outcome) By/through . . . (output) Thereby contributing to . . . (impact) Indicator examples	Ways of thinking, points to remember, and important points in setting indicators	Write in lessons and risks to be necessarily used or reflected in implementing projects corresponding to the “mid-term sub-targets” from the perspectives of: 1) planning stages, and 2) management.		Project information with good practices to refer to
1. Respect for human rights, full participation and equality, and inclusion for all persons with disabilities	1-2 Implementation of disability-inclusive projects	(1) Introduction status of barrier-free access and universal design	(Nil mid-term sub-targets, because no mid-term sub-targets have been set in JICA Thematic Guidelines: Disability and Development)	(Proposed model description) To create barrier-free environments (outcome), By improving the capacity of people involved in promoting the elimination of barriers (output), Thereby contributing to the improvement of social participation among people with disabilities (impact). (Standard indicator examples) 1. Indicator examples of overall goals (Basic) (1) At least ●○ local governments outside of the model region will commence non-handicapping environment (NHE) activities for promoting physical and social accessibility. (2) Teams, which include persons with disabilities, will be put together by at least ●○ local governments outside of the model region for the purpose of inspecting barrier-free facilities.	Although the proposed model description to the left mentions “barrier free,” in reality, the projects may have some other specific purpose. For example: employment, independent living (IL) movement, provision of sign-language and other support services, development of disabled people's organizations (DPOs) and other forms of empowerment.	(Person-centered approach) • The “person-centered approach” is about ensuring that persons with disabilities are at the center of making decisions and implementing projects. In the participatory development approach, which has been emphasized since the 1990s, it is important for local residents to identify the problems facing their community, to think of solution strategies themselves, and to formulate and implement plans. Since the needs of persons with disabilities are best understood by those people themselves, it is meaningful that persons with disabilities are involved in the processes including decision-making to accurately reflect their needs. Consequently, it is essential that persons with disabilities be involved in the process of formulating policies and programs. [Stated with reference to JICA Thematic Guidelines: Disability and Development] * For model projects using the person-centered approach, refer to Reference Projects 4, 5, 7 and 12 to the right. (Social model of disability) • The “individual model of disability” attributes disability to the restriction of an individual's function. It therefore prioritizes recovery of the individual's function as the key to solving disability-related issues. • The “social model of disability” has developed since the 1970s as a criticism of the individual model. This model sees disability as the social exclusion or the restriction on social participation for people regarded as having an impairment, and is based on a view that attributes disability to a society that is inconsiderate of human diversity. The social model of disability therefore prioritizes changing the exclusive society, such as physical steps, the attitude of people unwilling to accept persons with disabilities, and the system of disqualification clauses that has placed restrictions on people acquiring national qualifications by reason of functional impairment. The Convention on the Rights of Persons with Disabilities (CRPD), which came into effect in 2008, describes disability based on the thinking of the social model, and JICA's definition of “disability” accords with	To establish a framework for the sustainable development of the Job Coach Program and to expand the Job Coach Program nationwide, By implementing the Job Coach Program in a sustainable manner, by developing human resources, by strengthening the key implementing agency of the Job Coach Program, by utilizing disability equality training, and by sharing information with the surrounding community, Thereby contributing to promoting and improving the social participation of persons with a disability with respect to employment. To improve the instructional capacity of sign language trainers, By organizing trainings for sign language trainers, by having sign language trainers train sign language supporters, by establishing an implementation structure for nurturing sign language supporters and providing sign language support services, and by raising awareness about deaf persons and sign language, Thereby contributing to the ongoing instruction of sign language supporters by sign language trainers and to ongoing sign language support services.	1. Malaysia: Project to Support Participation of Person with Disabilities (Phase 2) (Term of Cooperation: September 2012–August 2015) 2. Myanmar: Project for Supporting Social Welfare Administration—Promotion of the Social Participation of the Deaf Community (Phase 2) (Term of Cooperation: August 2011–August 2014)

				<p>the CRPD. [Stated with reference to JICA Thematic Guidelines: Disability and Development]</p> <p>* Although the social model of disability has been adopted for virtually all projects, for a model project, refer to Reference Project 3 to the right.</p>		
				<p>(Collaboration with the private sector and other diverse partners)</p> <ul style="list-style-type: none"> In implementing projects, it is important to involve the private sector and to collaborate with diverse partners, such as other development agencies. Many of the goods and services people use in their everyday lives are provided by private enterprises, and the private sector is also responsible for much employment. Based on the view that making those goods, services and organizations inclusive consequently facilitates the social participation of persons with disabilities, also promote collaboration with the private sector in initiatives for disability and development. <p>[Stated with reference to JICA Thematic Guidelines: Disability and Development]</p> <p>* For model projects implemented in collaboration with the private sector, refer to Reference Project 3 to the right.</p>	<p>To improve supported employment and other related policies and services, By developing supported employment systems and services in the government and private sectors, by developing the Job Coach system, and by improving policies and services in relation to disability equality training, Thereby contributing to advances in the social participation, inclusion and empowerment of persons with disabilities.</p>	<p>3. Malaysia: Project to Support Participation of Person with Disabilities (Term of Cooperation: September 2009–August 2012)</p>
				<p>(Assistive technology and appropriate technology)</p> <ul style="list-style-type: none"> The term “assistive technology” refers to equipment and technology that assists the independence of persons with disabilities, such as prostheses, wheelchairs and information accessibility using ICT. It is technology that is necessary for the empowerment and social participation of persons with disabilities, and is an area in which Japan excels. Furthermore, assistive technology needs to be implemented based on the concept of “appropriate technology” so that it can be implemented in a way that suits the conditions of the developing country. <p>* For projects that support transforming assistive technology to appropriate technology and the promotion of this, refer to Reference Project 5 to the right.</p>	<p>To promote the social participation of persons with disabilities in Abbottabad, By building a network among NGOs with administrative offices at the national, state and provincial levels, by nurturing and strengthening disabled people’s organizations (DPOs), self-help groups and family groups, and by reducing the discrimination and prejudice against persons with disabilities and their families, Thereby contributing to commencement of activities promoting the social participation of persons with disabilities in other regions.</p>	<p>4. Pakistan: Project for the Promotion of Social Participation of Persons with Disabilities (Term of Cooperation: December 2008–November 2011)</p>
			<p>2. Indicator examples of project purpose (Basic)</p> <p>(1) ●○% of the examined facilities will conduct renovations to improve physical accessibility (structural environment).</p> <p>(2) A map showing barrier-free facilities (access map) will be developed and distributed.</p> <p>(3) The budget for activities affecting persons with disabilities will increase by ●○%.</p> <p>(4) ●○% of adopted local government laws, regulations, ordinances and rules pertaining to persons with disabilities will be enforced.</p> <p>(5) Persons with disabilities will be included in social groups and organizations (e.g. regional development councils, development</p>	<p>To create a barrier-free environment in collaboration with the National Council on Disability Affairs (NCDA) and counterpart local governments, By strengthening the capacity of the NCDA, disabled people’s organizations (DPOs), counterpart local governments and other relevant organizations to promote the elimination of physical and social barriers, by strengthening the network of these relevant organizations, and by raising awareness about barrier-free environments and the rights of persons with disabilities, Thereby contributing to promotion of a barrier-free environment in the Philippines based on the participation of persons with disabilities.</p>	<p>5. Philippines: Creation of Non-Handicapping Environment for Persons with Disabilities in the Rural Areas (urban development considerate of persons with disabilities) (Term of Cooperation: October 2008–September 2012)</p>	

councils for basic autonomous regions) [participation of persons with disabilities].
 (6) Local governments will incorporate social welfare and activities for persons with disabilities into their annual revenue and expenditure plans [participation of persons with disabilities].
 (7) Structures and resources for implementing non-handicapping environment (NHE) activities (e.g. human resources, budgets) will continue at the counterpart local governments.
 (8) Number of public facilities and business establishments where barrier-free facilities have been installed

(Consideration for the needs and barriers of different types of functional impairment)
 The goal should be for comprehensive support, taking into account the diverse needs and barriers that exist depending on the individual's functional impairment (physical, intellectual, mental impairment, etc.).
 • Physical disability: Eliminate physical barriers in buildings and on transportation, etc.
 • Visual impairment: Communicate information in Braille or by voice, etc.
 • Hearing impairment: Disseminate visual information accessibility using sign language, sign language interpreters, as well as mobile phones and other forms of ICT, etc.
 • Intellectual impairment: Job coaches to ensure appropriate jobs are found, simple explanations, etc.
 Functional impairments may not be easily identified at first glance, and conditions may change dramatically. Consequently, consideration needs to be given to how to address each individual's needs.
 [Stated with reference to JICA Thematic Guidelines: Disability and Development]
 * For model projects providing comprehensive support for accessibility, refer to Reference Project 5 to the right.

To invigorate the independent activities of disabled people's organizations (DPOs) and support organizations, and to establish a cooperation framework with the government and international organizations, including the Asia-Pacific Development Center on Disability (APCD),
 By training personnel with disabilities, systematically organizing DPOs and support organizations, summarizing the needs of persons with disabilities, enabling the bases of operations for persons with disabilities to become independent, and by developing a mechanism for DPOs and support organizations to participate in the formulation and implementation of Ministry of Labor and Social Development policies, Thereby contributing to formulation and execution of policies supporting persons with disabilities based on their participation.

To establish the Asia-Pacific Development Center on Disability (APCD) and for the APCD to function as a regional center promoting the empowerment of persons with disabilities and the creation of barrier-free societies in developing countries in the Asia-Pacific region,
 By enabling the APCD to create a network and facilitate cooperation with Focal Point Organizations (FPs) and Associate Organizations (AOs), to provide information support to FPs, AOs, other relevant organizations and persons involved with disability, and to train human resources for persons with disabilities, and by establishing the managerial and administrative structure of the APCD,
 Thereby contributing to greatly facilitating the empowerment of persons with disabilities and the creation of barrier-free societies in developing countries in the Asia-Pacific region.

6. Kyrgyz Republic: Inclusion of the Persons with Disabilities into Society (Term of Cooperation: September 2007–March 2010)

7. Thailand: Asia-Pacific Development Center on Disability (APCD) Project, Phase 2 (Term of Cooperation: August 2007–July 2012)

<p>(The issue of pilot projects / Ensuring sustainability)</p> <ul style="list-style-type: none"> • Ensuring sustainability is important in pilot projects. • To ensure sustainability, it is important to design the project with sustainability in mind, such as formulating a strategy with a view to nationwide expansion within the term of the project, and setting an appropriate project period. • In this regard, the reference projects to the right envisaged that, after the pilot model had been formed during the term of the project, the counterpart organization would formulate strategies and methods for expanding the project nationwide, would prepare policies and implementation plans, and would secure budgets and necessary human resources. This could lead to ensuring sustainability. • Furthermore, during the project period, not only does the project need to be examined from the perspective of achieving the project purpose set forth in the PDM, but based on this, it also needs to be examined from the perspective of achieving the overall goal, which has an emphasis on sustainability. Furthermore, implementing a project over the long term with relatively little input will more often lead to better results from the perspective of sustainability than implementing it over the short term with large amounts of input. <p>[Stated with reference to Reference Project 5 to the right]</p>	<p>To strengthen the integrated rehabilitation mechanism supporting the social participation of persons with disabilities in the Brunca Region, By strengthening the coordination and information-sharing function among organizations and sectors, improving rehabilitation services, enhancing the employment options for persons with disabilities, promoting the Community Based Rehabilitation (CBR) strategy, and by promoting the empowerment of persons with disabilities (independent living (IL) movement, etc.), Thereby contributing to improved functioning by persons with disabilities (based on the International Classification of Functioning, Disability and Health (ICF)) and to dissemination of the project activities and outputs.</p>	<p>8. Costa Rica: Reinforcement of the Integral System of Rehabilitation with Community Participation in Brunca Region of Republic of Costa Rica, with focus on Human Security Project (Term of Cooperation: March 2007–March 2012)</p>
<p>(Importance of the community-based approach (CBR: Community Based Rehabilitation, CBID: Community-Based Inclusive Development))</p> <ul style="list-style-type: none"> • Community Based Rehabilitation (CBR) is an approach to community development which enables persons with disabilities to live in their local community while receiving necessary services utilizing the resources within that local community. The approach has been evaluated as highly effective. A sectorial approach or one that is aligned to a compartmentalized government bureaucracy makes it difficult for persons with disabilities to participate in social life. Only when an inclusive approach to disability and development is adopted in the context of real life and the local community, can social participation in real-life situations be achieved. Furthermore, for this reason, rather than a vertical, top-down approach, since circumstances vary from community to community, it is important for the approach to be led by the local community. <p>[Stated with reference to JICA Thematic Guidelines: Disability and Development]</p>	<p>To facilitate persons with disabilities in Safour Village of the Sharqia Governorate to participate in community activities as a pilot model for Community Based Rehabilitation (CBR), By identifying the social resources and approaches for supporting children and other persons with disabilities in Safour Village, promoting understanding for local children and other persons with disabilities, conducting volunteer activities, increasing the opportunities for children and other persons with disabilities to participate in community activities, and by summarizing the lessons learned and recommendations in relation to CBR, Thereby contributing to the implementation and dissemination of projects using the CBR approach to support persons with disabilities to surrounding districts within the Sharqia Governorate through the initiatives of the Ministry of Social Solidarity (MOSS).</p>	<p>9. Egypt: Project for Empowering People with Disabilities through Community Development in the Sharqia Governorate (Term of Cooperation: November 2006–November 2009)</p>
<p>[Stated with reference to JICA Thematic Guidelines: Disability and Development]</p>	<p>To strengthen cooperative relations whereby social welfare administrators and deaf persons collaborate in planning and</p>	<p>10. Myanmar: Project for Supporting Social Welfare</p>

				<p>* Initial forms of CBR were focused on the provision of rehabilitation services in a narrow sense, utilizing the resources of the local community. However, in the 1990s, there was a dramatic shift away from a rehabilitation-centered approach to a more inclusive social development approach supporting life and social participation. To demonstrate this shift more explicitly, in recent years, the term “community-based inclusive development” (CBID) has also been often used.</p> <p>* For model projects on social participation using CBR/CBID, refer to Reference Projects 1, 3, 9 and 11 to the right.</p> <p>* For model projects promoting the participation of persons with disabilities in the local community, such as through the functional enhancement of rehabilitation centers and the capacity development of human resources for rehabilitation, refer to Model (2).</p> <p>(Twin-track approach)</p> <ul style="list-style-type: none"> • In addition to the twin-track approach, other important approaches for managing “disability and development” include the person-centered approach, accessibility, community-based approach, and awareness raising. <p>* The “twin-track approach” focuses on “disability mainstreaming throughout development” and “disability-specific interventions” in parallel. [Stated with reference to JICA Thematic Guidelines: Disability and Development]</p> <p>* Although the twin-track approach has been adopted for virtually all projects, for a model project, refer to Reference Project 12 to the right.</p> <p>(Importance of consideration for the more vulnerable (community, economy, type and degree of impairment, gender, etc.)</p> <ul style="list-style-type: none"> • Women and girls with disabilities in developing countries face double discrimination on account of their gender and disability. They may also face another kind of discrimination, triple discrimination, if they are also poor. Thus, it is important to take the more vulnerable into consideration. [Stated with reference to JICA Thematic Guidelines: Disability and Development] <p>* For model projects in which consideration is given to the more vulnerable, refer to Reference Projects 7 and 12 to the right.</p>	<p>implementing activities, By preparing standard sign-language teaching aids, enabling deaf persons, their families, potential sign language interpreters and teachers at schools for the deaf to learn standard sign language, and by improving community awareness for deaf persons, Thereby contributing to facilitating the social participation of deaf persons in Yangon and Mandalay.</p> <p>To build the Department of Social Welfare’s capacity to implement measures, centered around employment support, By improving employment support programs for persons with disabilities, improving community-based programs supporting independence and social participation, developing an effective approach for raising awareness for the human rights and social participation of persons with disabilities, strengthening the framework of cooperation among relevant organizations, including government and non-government organizations, and recommending medium- and long-term policies on the development of human resources involved in the welfare of persons with disabilities, Thereby contributing to better employment and social participation opportunities for person with disabilities.</p> <p>To establish the Asia-Pacific Development Center on Disability (APCD) and for the APCD to function as a regional center promoting the empowerment of persons with disabilities and the creation of barrier-free societies in developing countries in the Asia-Pacific region, By enabling the APCD to create a network and facilitate cooperation with Focal Point Organizations (FPs) and Associate Organizations (AOs), to provide information support to FPs, AOs, other relevant organizations and persons involved with disability, and to train human resources working with persons with disabilities, and by establishing the managerial and administrative structure of the APCD, Thereby contributing to greatly facilitating the empowerment of persons with disabilities and the creation of barrier-free societies in developing countries in the Asia-Pacific region.</p>	<p>Administration—Promotion of the Social Participation of the Deaf Community (Term of Cooperation: July 2006–December 2010)</p> <p>11. Malaysia: Project for Capacity Building on Social Welfare Services for People with Disabilities (PWDs) in Malaysia (Term of Cooperation: July 2005–July 2008)</p> <p>12. Thailand: Asia-Pacific Development Center on Disability (APCD) Project (Term of Cooperation: August 2002–July 2007)</p>
--	--	--	--	--	--	--