

## **International Disability Alliance (IDA)**

Member Organisations:

Disabled Peoples' International, Down Syndrome International, Inclusion International, International Federation of Hard of Hearing People, World Blind Union, World Federation of the Deaf, World Federation of the DeafBlind, World Network of Users and Survivors of Psychiatry, Arab Organization of Disabled People, European Disability Forum, Red Latinoamericana de Organizaciones no Gubernamentales de Personas con Discapacidad y sus familias (RIADIS), Pacific Disability Forum

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### **Suggestions for disability-relevant recommendations to be included in the Concluding Observations CEDAW Committee 49th Session (11-29 July 2011)**

The International Disability Alliance (IDA) has prepared the following suggestions for the Concluding Observations, based on references to persons with disabilities to be found in the State Report, List of Issues, and Replies.

#### **ETHIOPIA**

Ethiopia ratified the Convention on the Rights of Persons with Disabilities on 7 July 2010.

#### **State Report**

##### **Selected references to persons with disabilities in the state report and list of issues:**

90. The Constitution and the Education Policy demand the need to allocate resources to extend rehabilitation and assistance to **persons living with disabilities**. Through the program of **special needs education** program the government has been taking measures to reach **women living with disabilities**. In this program, female enrolment in the primary level in 2006/7 was over 1,212; whereas, it is 121 in secondary level. However, the **special needs education** program faces problems of access, repetition, high dropout rate and shortage of experts of special needs education and many remains to be done.

95. The implementation of the ESDP and the Education Policy substantially increased school enrollment, improved access to education for girls and reduced levels of school dropout, especially in women and repetition rate. In addition, they have minimized the gender gap in enrollment in rural areas

149. Harmful Traditional Practices (HTPs) especially FGM, early marriage, and low female literacy, have a direct negative impact on women's health. Most HTPs bring with them high RH risks, including the increased likelihood of contracting HIV/AIDS and other STIs.

#### **List of Issues**

18. Please provide further information on the causes of girls' school absenteeism and drop-out and indicate:  
(f) the educational opportunities for **girls with disabilities**.

#### **Replies to the List of Issues**

##### **F. Educational opportunities for girls with disabilities**

MoE developed strategy on the special needs education. Based on the strategy, different kinds of facilities were provided to **girls with disabilities**. Such as:

- (a) Create a conducive environment to **girls with disabilities** at higher learning institutions
- (b) Provide necessary materials like brail, tape recorder, readers etc.

Besides these, community conversation dialogues were carried out; resources centres were opened in some regions targeting **girls with disabilities**, mainstreaming special education across teacher education of colleges and HLI.

### **Recommendations from IDA**

- Take steps to widely consult with women with disabilities and their representative organisations in national policies including the National Action Plan for Gender Equality to ensure attention to the specific needs of women and girls with disabilities with respect to health care, education, employment and social protection.
- Collect adequate data on women and girls with disabilities and use disaggregated data and results of studies to develop policies and programmes to promote equal opportunities for them in society.
- Adopt measures to ensure that women with disabilities are consulted and participate in leadership roles in policy development.
- Address the heightened risk for girls and women with disabilities of becoming victims of domestic violence and abuse, and adopt urgent measures to ensure that both services and information for victims are made accessible to women and girls with disabilities living in institutions and the community.
- Adopt law, policies and programmes of action to address the particular vulnerability of girls and women with disabilities to harmful traditional practices such as Female Genital Mutilation (FGM), including rendering information accessible to women and girls with disabilities as well as access to health care services, courts and remedies.
- Take steps to inform women and girls with disabilities about their rights against being subjected to polygamy, wife inheritance, marriage by abduction and other forms of forced marriage.
- Introduce measures to ensure that all children with disabilities, can live and be raised in family environments in the community by increasing support to families of children with disabilities.
- Adopt measures to ensure that all health care and services, provided to persons with disabilities, including all mental health care and services, is based on the free and informed consent of the person concerned, and that involuntary treatment and confinement are not permitted by law in accordance with the latest international standards.
- Adopt measures to ensure that all information, healthcare and services relating to sexual and reproductive health are made accessible to women and girls with disabilities, and that they are respectful of the dignity and integrity of persons with disabilities based on the free and informed consent of the individual concerned, and that consensual treatment such as the administration of contraception, or fertility treatments are not denied, while all non-consensual treatment, including that for which consent is given by a third party, is not permitted by law (including *inter alia* forced abortions, forced contraception, and forced sterilisation).

## IDA recommendations on Ethiopia

- Adopt measures in the law to ensure the implementation of inclusive education of children with disabilities, such as the obligatory training of all teachers (beyond special education teachers), to require individual education plans for all students, ensure the availability of assistive devices and support in classrooms, educational materials and curricula, ensure the accessibility of physical school environments, encourage the teaching of sign language and disability culture, allocate budget for all of the above.
- Accede to the Optional Protocol to the Convention on the Rights of Persons with Disabilities.