Manual for Inclusive Development Projects
Principles and Guiding Questions for
Full Inclusion of People with Disabilities

2019

Manual

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Information in Braille makes it easier for blind people to participate equally in public life. © isaravut/Shutterstock.com

1. Introduction

VENRO pursues the goal of an inclusive society in which everyone is accepted and can participate equally and self-determinedly – regardless of gender, age, origin or impairment. This practical handbook focuses on »inclusion« in relation to people with disabilities.

Our understanding of disability and inclusion is based on the »Convention on the Rights of Persons with Disabilities« (CRPD) adopted by the United Nations (UN) in 2006. The CRPD has been in force in Germany since March 2009 and has been ratified by a large majority of UN member states, including most developing and emerging countries and many partner countries of German development cooperation. This Convention is a milestone towards a human rights-based approach to disability.

Inclusion heralds a paradigm shift. It is no longer a question of people with disabilities having to integrate into a so-called normal society (integration). Rather, it is a question of society respecting the diversity of people with their respective talents and limitations and of taking down existing barriers and eliminating prejudices (inclusion). An inclusive society is oriented towards the abilities of people. It provides the necessary resources to enable everyone to participate on an equal basis. Ultimately, everyone benefits from a diversity-based approach. This is because barriers are dismantled that make it more difficult for people to participate, even if they are not impaired.

It is furthermore important in development cooperation not to regard people with disabilities as a homogeneous group. People have different types of impairment and have different experiences in society due to their age or gender.

In order to make development cooperation inclusive, the relevant actors need appropriate skills and know-how. They should follow overriding principles, develop strategies and apply standards. German actors still have a lot of catching up to do here. An evaluation of the action plan of the Federal Ministry for Economic Cooperation and Development (BMZ) by the German Development Cooperation Evaluation Institute (DEval) in 2017 formulated this backlog. Civil society actors also still face major challenges in questions of inclusion. Many of those responsible find it difficult to plan projects and programs inclusive and to pursue further implementation steps.

This practical handbook is intended to serve as a working tool. It provides VENRO member organizations and all other development cooperation actors with suggestions on how they can implement the human rights of people with disabilities in their projects and programs and how they can design their development work inclusive. Working with the inclusion principles presented here is not about a schematic answer or ticking off a long checklist. The questions formulated here should help to reflect on the status quo and to take concrete steps on the road to inclusion. Priorities must be set and partner organizations must be picked up where they stand. In many cases, local partner organizations will have developed their own understanding

of inclusion and have already initiated appropriate measures. The aim here is to learn from successful approaches together.

The chapter structure of this handbook and its guiding questions are based on the principles of the CRPD. Correspondingly, this handbook can also be applied to humanitarian aid projects. In Humanitarian Aid, a number of quality standards and political declarations are already in place to implement inclusion.[1]

Making NGO projects and programs inclusive will improve their quality, increase their impact and contribute actively to creating an inclusive society.

ON THE USE OF THE TERMS »IMPAIRMENT« AND »DISABILITY«

On the basis of today's human rights and social understanding of disability, a person with any kind of individual impairment – be it physical, sensory, cognitive or psycho-social – is not disabled per se. People with impairments become people with disabilities, because they are hindered by the barriers that exist in a society, which make full social participation in all areas of life difficult or even impossible. Since today's societies are still a long way from an ideal inclusive state, this handbook refers to both people with impairments and people with disabilities. The aim is to take account of the non-inclusive reality with which many people with impairments and disabilities worldwide have to struggle until one day they can enjoy their full human rights and full social participation.

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1   Humanitarian Inclusion Standards for Older People and People with Disabilities, Minimum Standards for Age and Inclusion in Humanitarian Action, Charter on Inclusion of Persons with Disabilities in Humanitarian Action ↘ http://humanitariandisabilitycharter.org.

2. Inclusion in Development Cooperation

Worldwide, about 15 percent of the population or one billion people live with one or more impairments/disabilities. 80 percent of this population group live in developing and emerging countries and are disproportionately affected by extreme poverty.[2] People with disabilities encounter widespread barriers in their personal environment and in their access to health, education, work, politics, culture or sport, which exclude them from full participation in social life. These barriers include inadequate political guidelines, negative and discriminatory attitudes, inadequate funding and lack of involvement in decision-making. As a result, poverty among people with disabilities is often significantly higher. On the other hand, people living in poverty have a higher risk of being impaired due to lack of food, lack of access to health care, wars, disasters or dangerous working conditions. In combination with existing barriers, this in turn often leads to an obstruction of participation.

The United Nations Agenda 2030 for Sustainable Development is an important step towards inclusion. It establishes the basic principle »leave no one behind«, which refers to all structurally disadvantaged people, including people with disabilities. People with disabilities are explicitly addressed in eight of the 17 objectives. All educational and training opportunities should be open to them (objective 4), full economic and political inclusion must be achieved (objective 10), and cities, for example, must become inclusive in terms of building infrastructure and public transport (objective 11).

The CRPD has laid the foundations. It specifies general human rights for people with disabilities. These explicitly include people with different types of impairment, people of different ages (with a special focus on the rights of children and adolescents with disabilities) and people of all sexes. For the first time, a human rights convention contains an article on development cooperation (Art. 32) and an article on humanitarian aid (Art. 11). These state that all measures should be inclusive, i.e. people with disabilities should be actively considered and involved. Their need for support must be taken into account from the outset.

To fulfil this responsibility, a **three-track approach** is recommended:

1. **Mainstreaming** inclusion in all development projects. No project should exclude people with disabilities. Important aspects are, for example, general barrier-free accessibility to ensure equal access and the inclusion of people with disabilities in project planning, implementation and monitoring.

2. The **targeted strengthening** and capacity building (empowerment) enables people with disabilities to participate in all projects and actively shape them. They are empowered to demand their rights and to represent themselves. Specific projects by and for people with disabilities, such as Disabled People's Organizations (DPOs), can be supported.

3. **Political dialogue,** lobbying and advocacy work at national, regional and global levels to influence frameworks for inclusive development at the macro and meso levels.

Inclusion should be normal. It is easier to implement if it is considered from the outset.

2   Refer to World Health Organization, The World Bank (2011) »World Report on Disability«.

3. Definition and Relevance of the Inclusion Principles

Article 3 of the CRPD contains various principles that guide action to implement the human rights of people with disabilities. These principles serve as orientation for the following inclusion principles. The individual inclusion principles cannot be strictly distinguished from each other. They are interdependent and mutually reinforcing.

In order to make projects inclusive, the following questions should be considered during analysis, project planning, indicator development, monitoring, project implementation, evaluation and planning of a follow-up project. The key questions can be used both externally within the scope of the programs and projects and internally within the organizational structures.

Accessible schools enable children with disabilities to receive an education. © Flydragon/Shutterstock.com

3.1 Non-discrimination

99 Definition and relevance

The non-discrimination or equality in all areas of life of people with disabilities compared to people without disabilities is the aim of the CRPD (Art. 1). Furthermore, non-discrimination is defined as a principle and a separate requirement (e.g. in Articles 3, 4 and 5 of CRPD).

Discrimination is defined as any distinction, exclusion or limitation that discriminates against people with disabilities in the exercise of any human right in relation to other people. This can be in the political, economic, social, cultural or any other field. Prohibited are all actions, habits and structures, but also omissions, which lead to discrimination, maintain or strengthen discrimination. Measures must be taken to end discrimination by individuals, organizations or private companies. Finally, people with disabilities must be protected from discrimination.

The principle of non-discrimination applies to:

Direct discrimination: A discriminatory unequal treatment is laid down in a law or regulation.

> **Example:** A child with a disability is denied access to a regular public school.

Indirect discrimination: A law or regulation appears to be neutral but in practice discriminates against people.

> **Example:** The selection criteria for members of a committee include, for example, literacy and good communication skills.

All forms of discrimination whose causes lie in social, state or institutional structures.

> **Example:** A person with a disability does not get a job because he/she is not considered capable of doing the job.

Regulations and measures do not count as discrimination if they aim to achieve the actual equal enjoyment of the rights of people with disabilities. These include, for example, barrier-free environmental design and so-called reasonable accommodation. The latter refers to specific, case-by-case measures that enable people with disabilities to overcome individual barriers. This can be, for example, the provision of a sign language interpreter or the adaptation of a workplace.

In line with the human rights approach, people with disabilities must be empowered within the framework of development cooperation to live and claim their human right to equal participation. People with disabilities can only benefit equally from measures if they are designed and monitored in such a way that people with disabilities are not incapacitated, de facto excluded or neglected.

The principle of non-discrimination applies to all persons with disabilities, irrespective of the nature and degree of their impairment. In addition, so-called multiple discrimination should be taken into account. Exclusion and discrimination may, for example, be mutually reinforcing for women, older people or members of ethnic minorities with disabilities.

Special requirements

! The everyday-situations of people with disabilities must be considered in a differentiated way. In order for all aspects of discrimination to be taken into account, data must be collected broken down by type of disability, gender, religion, ethnic group, age, etc.

! Knowledge and sensitivity regarding the (multiple) discrimination of people with disabilities to be expected in the target group must be built up.

! Legal requirements of the respective project country for the equality of people with disabilities should be taken into account in the project. If the legal requirements of the country lag behind international law, the CRPD should be used as yardstick.

! The full personal development and empowerment of (multiple discriminated) persons with disabilities should be ensured by means of appropriate measures.

! In order to achieve equality for all people with disabilities in an inclusive project, further reasonable accommodation must be made beyond participation, accessibility and the like (see separate principles below). Particularly in the case of services, it must be ensured that people with disabilities actually have equal access.

! It should be ensured that multiple discrimination is not consolidated or intensified and that it is counteracted or eliminated wherever possible.

! In the development policy dialogue and in the program itself, the creation and implementation of the legal and political framework conditions for equal opportunities for people with disabilities should be promoted.

Key questions for projects and programs

? How is it taken into account before the start of the project and during its implementation whether and in which areas people with disabilities are discriminated against?

> **Example:** Data collection explicitly asks about the situation of people with disabilities.

? Which strategies exist and which measures are taken to prevent and reduce discrimination and to achieve equal participation of people with disabilities?

> **Example:** In the project, the complaint mechanism is accessible for people with disabilities and an action plan will be developed and implemented to reduce discrimination within the framework of the project.

? How is multiple discrimination taken into account?

> **Example:** Data will be disaggregated according to impairment/disability, gender, ethnicity and so on.

? How can people with disabilities be involved as employees and, where appropriate, volunteers?

? How are necessary knowledge, sensitivity and action competence built up among other actors in order to recognize and prevent discrimination against people with disabilities in relation to the project?

> **Example:** Sensitization and information through cooperation with self-representative organizations (DPOs).

? How is it determined whether people with disabilities have been given equal consideration in any previous project? What measures are being taken to ensure that people with disabilities who have had limited or no access to the project so far are given special support and encouragement?

> **Example:** People with disabilities are actively identified and asked about their experiences.

? How is it promoted that other private actors within the project's radius of action do not disadvantage people with disabilities?

> **Example:** Raising awareness of the requirements of the UN-CRPD vis-à-vis cooperating companies.

? How can the project lobby national or local government/administration for the equality of people with disabilities within its radius of impact?

> **Example:** Cooperation with self-representative organizations (DPOs) or own lobbying work.

? How is it ensured that the responsible evaluators have the necessary understanding of the living circumstances and diversity of people with disabilities and of inclusion?

> **Example:** Competence with regard to impairment/disability and inclusion is a prerequisite for the selection of evaluators.

3.2 Equal rights for men and women with disabilities

💬 Definition and relevance

Women and girls with disabilities experience multiple discrimination based on gender, disability and other grounds. This is recognized in the CRPD (Art. 6). The signatory states undertake to ensure that women and girls can enjoy all human rights and fundamental freedoms fully and equally. Women and girls with disabilities are often so-called invisible citizens and are not sufficiently involved either in organizations of people with disabilities or in women's organizations. In most cases there is not enough gender-related data available on people with disabilities.

📋 Special requirements

! In inclusive projects and programs, care must be taken to ensure the active participation of women and girls with disabilities in all phases of the project cycle and in ongoing monitoring.

! All forms of discrimination against women and girls must be made public and overcome.

! Women and girls with disabilities must be recognized as subjects and actors of their own development and actively involved in all matters affecting them.

❓ Key questions for projects and programs

? What measures are planned to empower women and girls with disabilities?

> **Example:** Training and information measures on the rights of women and girls with disabilities.

Economic empowerment enables women with disabilities to claim their rights and represent themselves.
© CBM/Johnson

? How are women and girls with disabilities included as actors in all phases of the project and relevant to decision-making (planning, implementation/monitoring, evaluation)?

> **Example:** Attention is paid to gender-balanced appointments to advisory bodies and active participation by girls and women.

❓ Which measures are planned to enable girls and women with disabilities to protect themselves from violence?

> **Examples:** Barrier-free shelters for girls and women with disabilities fleeing domestic violence.

❓ How to raise awareness of legislation that makes it impossible for girls and women with disabilities to make their own choices?

❓ How is the participation of women and girls with cognitive impairments or severe impairments ensured?

> **Example:** Materials in easy language.

❓ How is the sexual and reproductive health of women and girls with disabilities taken into account?

> **Example:** Health projects take into account pregnant women with disabilities. Gynaecological chairs and mammography equipment are barrier-free.

❓ How is it ensured that women and girls with disabilities benefit equally from and are involved in the project?

> **Example:** Project activities are safe and secure to reach for women and girls.

❓ Which measures for income generation are planned?

> **Example:** Income generating measures for women with disabilities.

❓ What measures are there to promote the inclusive general and vocational education of girls and women with disabilities?

3.3 Respect for and acceptance of diversity

99 Definition and relevance

The recognition of human diversity is an essential element of the paradigm shift by the CRPD. The CRPD underlines the inherent dignity of every human being and makes it clear with Article 3 that this dignity of every human being is to be respected.

Changes in attitudes and behavior are necessary so that people with disabilities are no longer perceived as different and consequently experience stigmatization, discrimination and exclusion, but are accepted as expressions and evidence of human diversity. Accordingly, awareness of the rights, abilities and contribution of persons with disabilities to social development should be promoted at all levels of society and prejudices and harmful practices should be combated (preamble letter m, Art. 8 CRPD).

People with disabilities are not a homogeneous group. Rather, the nature and severity of the impairment vary greatly. All forms of impairment must be taken into account in order not to exclude anyone. These include people who

Barrier-free access to public space promotes social participation.
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have long-term physical, psychosocial, cognitive or sensory impairment.

Perception, attitudes and subsequent discrimination can vary widely between different forms of impairment according to social and cultural context. This means that not all people with impairment are subject to any, respectively the same form of stigmatization and discrimination.

Projects should be designed to do justice to the diversity of people with disabilities. In project preparation, and if necessary later on as well, it should be recorded how attitudes and behavior patterns towards people with disabilities are in the respective social or cultural context or how they have changed (through the project).

Special requirements

! In the project preparation, the attitudes and behavior patterns towards people with impairment in the respective social or cultural context must be recorded.

! Building on this, the identified exclusionary behavior patterns should be taken up and addressed throughout the measures of the program.

! Furthermore, the measures of the project are to be designed in such a way that they do justice to the diversity of people with disabilities.

! Every opportunity opened up by the project to promote positive appreciation and openness towards living with a disability should be used.

Key questions for projects and programs

? How are perceptions and attitudes towards people with different types of impairment recorded?

? To what extent is the project linked to information on attitudinal barriers?

> **Example:** The stigmatization of people with albinism is counteracted by a campaign measure in the community.

? To what extent are changes in attitudes and behavior brought about by awareness-raising measures in order to strengthen the acceptance of people with disabilities?

> **Examples:** Are children or adults with impairments stigmatized and hidden in families and communities and is this counteracted by information and awareness raising?

? How are the different forms of impairment (physical, sensory, cognitive, psychosocial) taken into account in the project measures?
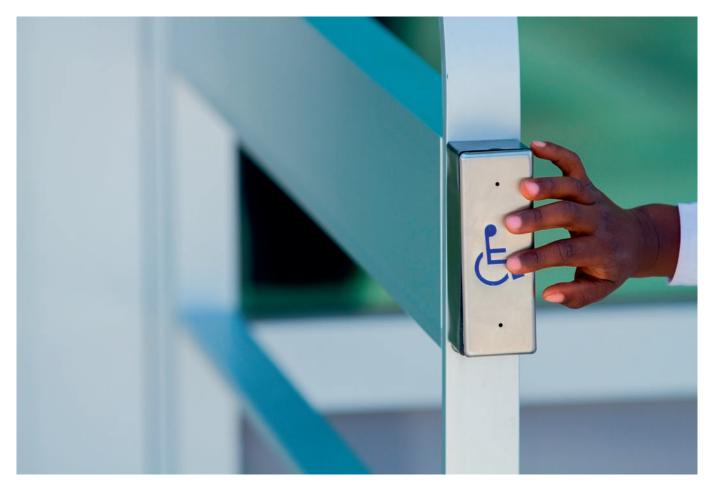
> **Example:** The learning materials at school take into account the different support needs depending on the type of impairment.

? How are employees and volunteers trained in the project to deal appropriately with people with disabilities or with heterogeneous target groups/diversity?

> **Example:** Training by self-representative and self-help organizations (DPOs).

? How are the different age groups (children, adults, older people with impairments) and their different requirements taken into account?

> **Examples:** Children with impairments attend a regular school; consideration is given to the possibly existing limited mobility of older people and it is made possible for them to participate in events.

Not only people with walking impediment benefit from ramps and elevators, but also parents with stroller or people with heavy luggage. © FANKS/Shutterstock.com

3.4 Accessibility

💬 Definition and relevance

Accessibility means that the physical environment (e.g. roads, buildings, means of transport, etc.) and the communicative environment (e.g. language, internet, documents, etc.) are accessible and usable by people with physical, sensory and/ or cognitive impairments in the usual way, without particular difficulty and basically without outside help. This applies to both public and private spheres of life (Art. 9 CRPD).

Barriers are the factors that turn an impairment into a disability in the first place. Accessibility is one of the essential conditions for successful inclusion and for the realization of the human rights of people with disabilities. The fewer barriers, the more unhindered the participation of people with disabilities will be. Accessibility is both a prerequisite and an instrument for enabling people with disabilities to live self-determined lives.

> **Example:** Not only people with walking disabilities benefit from ramps, elevators and stepless access, but also people with a walking frame, baby carriage, heavy luggage and so on.

📑 Special requirements

! When planning and implementing inclusive projects and programs, care must be taken from the outset that physical, communicative and informative barriers and attitudinal barriers are removed or at least reduced, and that new barriers are not accidentally created.

! To ensure this, it is important to involve people with disabilities already in project planning and in ongoing monitoring because they can identify the obstacles (see also Principle of Participation).

! Project staff must be made aware of the importance of accessibility and what it comprises.

! It is particularly important to respect an unbroken chain of mobility: A barrier-free school is of no use if the ways to school are not.

> **Example:** A barrier-free school cannot develop its potential if the ways to school are not barrier-free and the target group does not know that it exists.

Key questions for projects and programs

? Are national laws, guidelines and requirements regarding barrier-free construction, mobility and infrastructure development (e.g. public squares and paths) taken into account?

? Are different forms of impairment (physical, sensory, cognitive, psycho-social) taken into account with regard to the accessibility of projects and individual measures?

? Will the infrastructure created within the framework of the project be planned and implemented barrier-free?

> **Example:** Ramps, ground indicators and guiding track markers for people with visual impairments, visual signals for people with hearing impairments, barrier-free toilets for people with physical impairments.

? Are the communication channels and information in the project barrier-free, i.e. accessible and comprehensible for everyone?

> **Example:** Related to speech, signage, sound signals, volume, light speech, media and so on, so that deaf and cognitively impaired people, for example, can participate.

? Are learning and working materials accessible in barrier-free formats?

> **Example:** Easy language for people with cognitive impairments, Braille for blind people, large print for people with visual impairments.

3.5 Participation

Definition and relevance

Participation means the active participation of people with disabilities in decisions and in the implementation of measures that affect them, their environment or society as a whole. The central guiding principle is: »Nothing about us without us«. People with disabilities and their representative organizations must be recognized as subjects and actors of their own development.

Full Participation is more than participating in a given context – it encompasses co-determination, co-decision and coaction: people with disabilities must be able to participate effectively and comprehensively in political and public life on an equal footing with others. This includes all areas of life, such as school, work, leisure, sport or culture (Art. 4 CPRD).

Therefore, in inclusive projects and programs, care should always be taken to ensure the active and decisive participation of people with disabilities in all phases of the project cycle. Active participation may require competences that are not yet sufficiently available in people with disabilities and their organizations. They should therefore be strengthened through capacity building and empowerment in such a way that they can directly influence decisions and processes.

Special requirements

! When implementing inclusive projects and programs, care must be taken to ensure the active and decisive participation of people with disabilities in all phases of the project cycle. In particular, the participation of children and adolescents with disabilities must be ensured.

! Groups or individuals who cannot claim their concerns at present must be given appropriate support so that they can directly influence decisions and processes (empowerment and capacity building).

! In order to facilitate the participation of people with disabilities, reasonable accommodation must be made.

? Key questions for projects and programs

? How are people with disabilities and their organizations involved in all phases of the project with relevance in decision-making?

> **Examples:** People with disabilities are consulted as experts in project planning on accessibility and so on; they identify measures to counter stigmatization.

? How is it achieved that people with disabilities are considered in their heterogeneity, i.e. people with cognitive or severe disabilities are also involved? Is the active participation of children and adolescents with disabilities also possible?

? What reasonable accommodation are made to enable participation?

> **Example:** Provision of transport to participatory events, provision of assistance.

Participation includes co-determination, co-decision and co-determination. © Dewi Putra/Shutterstock.com

? What empowerment and capacity building measures are taken to promote the participation of people with disabilities?

> **Example:** Further training to acquire legal, political, economic and social knowledge; networking formats for people with disabilities among themselves; development and strengthening of self-representative organizations (DPOs).

? To what extent do people with disabilities also participate as actors in the implementation of the project?

> **Example:** People with disabilities are employed or integrated as consultants or staff in the steering structure.

3.6 Self-determination and living in community

99 Definition and relevance

The right to self-determination applies to all persons with disabilities regardless of the type and severity of their disability (CRPD Art. 1, Art. 19). However, the reality of life of many people with disabilities is by far not reflecting this right enshrined in the CRPD. Persons with disabilities are often forced to live in special worlds and cannot participate in community life on an equal footing with others.

Self-determination means having control over one's own life so that dependence on the decisions of others in coping with everyday life is minimized. This is based on the choice between alternatives, where, with whom and how people with disabilities want to live. They are not obliged to live in special forms of housing. This includes, for example, the right to take care of one's own affairs and make one's own decisions. The same applies to the availability of community-based services that enable independent living.

Projects and programs should also be designed in such a way that all services, regular facilities and infrastructures are accessible to people with disabilities and equipped to

Targeted campaigns within a community counteract the stigmatisation of people with albinism and enable them to live in the community.
© Dietmar Temps/Shutterstock.com

meet their needs in order to enable them to lead a self-determined life in the community.

If, in a country context, people with disabilities are currently living in institutions, projects should help to create outpatient structures that enable people with disabilities to have genuine freedom of choice.

Special requirements

! Development cooperation projects with the participation of disabled people's organizations (DPOs) must be designed in such a way that all services and infrastructures are accessible to people with disabilities and equipped to their needs in order to enable them to lead a self-determined life.

! Measures are necessary to ensure the freedom of choice of people with disabilities as to where, with whom and how they wish to live.

! Access to regular public facilities must be guaranteed. This implies not segregating people with disabilities and their families or counteracting such segregation.

! The aim is to motivate people with disabilities to self-determination and independence.

! Within the framework of projects and programs, self-determined participation must be encouraged and promoted.

! Supported decision-making must be ensured within the framework of relevant project activities. This applies above all to cognitive/psychosocial impairments.

Key questions for projects and programs

? What measures are planned to ensure that all services and infrastructures are accessible to people with disabilities and equipped to meet their needs?

> **Example:** A checklist allows a systematic identification of the respective requirements.

? What community-based support measures and services are in place or planned to end or minimize dependence of people with disabilities on third parties?

> **Examples:** Support services and outpatient services; provision of assistance.

? How is it achieved that projects (e.g. in the fields of education, work, health or similar) do not lead to people with disabilities being placed in segregating institutions?

> **Example:** Trainees with disabilities are doing a community-based vocational training and apprenticeship in the first labor market.

? How are officials in communities sensitized not to discriminate against and exclude people with disabilities and their families?

> **Example:** In the project planning phase there are workshops with representatives of the municipal administration.

? How is access to regular facilities for people with disabilities achieved?

> **Example:** The project promotes inclusive/joint schooling of children with and without disabilities.

? How are people with disabilities empowered for self-determination and independence?

> **Example:** People with disabilities receive peer-to-peer training.

? Are the needs of people with disabilities asked for and taken into account, with regard to where, with whom and how they would like to live?

4. Further Useful Information and Literature

↘ Inclusion Made Easy. A quick program guide to disability in development, 2012 (Christoffel-Blindenmission/Christian Blind Mission).

↘ Humanitarian Inclusion Standards for Older People and People with disabilities, 2018 (Age and Disability Consortium).

↘ The Sphere Handbook, 2018, chapter: Persons with Disabilities.

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- DGB-Bildungswerk BUND – Nord-Süd-Netz
- Difäm – Deutsches Institut für Ärztliche Mission
- Don Bosco Mondo
- DVV International – Institut für Interna-tionale Zusammenarbeit des Deutschen Volkshochschul-Verbandes

- Eine Welt Netz NRW
- EIRENE – Internationaler Christlicher Friedensdienst
- EMA – Euro-Mediterranean Association for Cooperation and Development
- EPIZ – Entwicklungspolitisches Bildungs-zentrum Berlin
- Erlassjahr.de – Entwicklung braucht Ent-schuldung
- Evangelische Akademien in Deutschland (EAD)

- Fairventures Worldwide
- FIAN Deutschland
- Forum Fairer Handel
- FUTURO SÍ

- Gemeinschaft Sant´Egidio
- German Doctors
- German Toilet Organisation
- Germanwatch

- Habitat for Humanity Deutschland
- Handicap International
- Help – Hilfe zur Selbsthilfe
- HelpAge Deutschland
- Hilfe für Afrika e.V.*
- Hilfswerk der Deutschen Lions
- Hoffnungszeichen / Sign of Hope
- humedica

- Indienhilfe
- INKOTA-netzwerk
- Internationaler Bund (IB)
- Internationaler Hilfsfonds
- International Justice Mission Deutsch-land
- Internationaler Ländlicher Entwicklungs-dienst (ILD)
- Internationaler Verband Westfälischer Kinderdörfer
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- Lichtbrücke

- Malteser International
- Marie-Schlei-Verein
- materra – Stiftung Frau und Gesundheit
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- Plan International Deutschland

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- SALEM International
- Samhathi – Hilfe für Indien
- Save the Children Deutschland
- Senegalhilfe-Verein
- Senior Experten Service (SES)
- Society for International Development Chapter Bonn (SID)
- SODI – Solidaritätsdienst International
- SOS-Kinderdörfer weltweit*
- Stiftung Entwicklung und Frieden (SEF)
- Stiftung Kinderzukunft
- Stiftung Nord-Süd-Brücken
- SÜDWIND – Institut für Ökonomie und Ökumene
- Susila Dharma – Soziale Dienste

- Terra Tech Förderprojekte
- TERRE DES FEMMES
- terre des hommes Deutschland
- Tierärzte ohne Grenzen
- TransFair

- Verband Entwicklungspolitik Nieder-sachsen (VEN)
- Verbund Entwicklungspolitischer Nicht-regierungsorganisationen Brandenburgs (VENROB)

- W. P. Schmitz-Stiftung
- WEED – Weltwirtschaft, Ökologie & Entwicklung
- Weltfriedensdienst
- Weltgebetstag der Frauen – Deutsches Komitee
- Welthaus Bielefeld
- Welthungerhilfe
- Weltladen-Dachverband
- Weltnotwerk der KAB Deutschlands
- Werkhof Darmstadt
- Werkstatt Ökonomie
- World University Service
- World Vision Deutschland

- Zukunftsstiftung Entwicklung bei der GLS Treuhand

* Guest member

VENRO comprises 137 member organisations.
(February 2019)

VENRO is the umbrella organisation of development and humanitarian non-governmental organisations (NGOs) in Germany. The association was founded in 1995 and consists of more than 130 organisations. Their backgrounds lie in independent and church-related development co-operation, humanitarian aid as well as development education, public relations and advocacy.

VENRO's central goal is to construct a just globalisation, with a special emphasis on eradicating global poverty. The organisation is commited to implementing human rights and conserving natural resources.

VENRO
- represents the interests of development and humanitarian aid NGOs vis-à-vis the government
- strengthens the role of NGOs and civil society in development co-operation and humanitarian aid
- engages in advocacy for the interests of developing countries and poorer segments of society
- sharpens public awareness of development co-operation and humanitarian issues

www.venro.org