

Handout 13

STAGE TWO: CBM INCLUSION INDICATORS

This Handout is based on a document prepared by CBM called *CBM Inclusion Indicators* in late 2012 to guide CBM's overall M&E work. It has been changed and abbreviated to make it suitable as a training handout.

In particular, some questions have been left out; please refer to the document *CBM Inclusion Indicators* for more details.

PART A: Indicators at Individual level: **Changes in lives** = changes experienced by persons with disabilities or individuals in their family.

Indicator	Description	Guidance (incl. definitions and local context examples)	Potential tools/ responders	(Selected) proposed questions
1. Gained sense of self-worth	<ul style="list-style-type: none"> a) Accepts disability as part of who one is b) Recognises equal rights and abilities to contribute c) Pursues and fulfils social roles d) Assumes leadership roles 	<ul style="list-style-type: none"> a) A good example "I don't mind being identified as a person with disability and explaining about my impairment". "My disability is <u>part</u> of me but is <u>not</u> all of me". b) This descriptor is fully answered when <u>both</u> conditions are met. c) Social roles include responsibilities e.g. pursuing a marriage, being active and respected part of family, becoming a parent, active in neighbourhood/ environmental/volunteer (religious/community/society) activities. d) Leadership roles either formal or informal e.g. board member of DPO, as well as a student body officer at local school, participation as leader in church group or civic club/organisation. 	<ul style="list-style-type: none"> ▶ Guided interviews – a conversation not a formal questionnaire – with: <ul style="list-style-type: none"> ▶ Users. ▶ Family member of persons with disabilities may speak due to age or in case of needed communication support, with the person/child participating. ▶ Parent or main caregiver experiencing stigma responding for him/herself. 	<ol style="list-style-type: none"> 1. How would you describe yourself? 2. What talents and abilities do you have? 3. With whom do you spend time? 4. How do you respond to situations (e.g. positive/negative incidences) within the family, community and workplace? 5. In what type of social gatherings are you involved? 6. How do you contribute to any decision making within the family, community or the workplace? 7. Do you actively participate in the decision making process within the family, community and workplace? Do you ever take the lead? 8. What is your role as a daughter, son, sister, brother, mother, father etc.? 9. How are you active within your broader community? Are you taking the lead in these activities?

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<p>2. Increased sense of autonomy</p>	<p>a) Makes choices about personal care and daily life</p> <p>b) Has hopes, personal ambitions and plans</p> <p>c) Mobilises resources to pursue personal plans</p> <p>d) Fulfills personal plans</p>	<p>a) Actively involved in the decision making process of one's own life and the ability to live one's life according to personal desires and motivations. Eg. I choose what I wear (clothing) and how I look (haircut, make up)</p> <p>b) and c) For example, has ambition or plan to earning income, to study, to becoming a leader: "I have a goal in my life". It is more about a long term perspective. Personal plans (or goals) are e.g. earning own income to be independent and/or contribute to family income in the sense of autonomy in order to e.g. buy and own clothes/vehicles/devices/etc</p> <p>b) The moment a person CAN fulfil her/his personal plans, it is the highest level of independence or autonomy.</p>	<p>Guided interviews – a conversation not a formal questionnaire – with:</p> <ul style="list-style-type: none"> ▶ Users. ▶ Family member of persons with disabilities may speak due to age or in case of needed communication support, with the person/child participating. ▶ Parent or main caregiver experiencing stigma responding for him/herself. 	<p>Please refer to the 3rd column (Guidance) to the left, and especially to the local context examples, which might help you to prompt questions, appropriate in your context.</p>

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Indicator	Description	Guidance (Incl. definitions and local context examples)	Potential tools/ responders	(Selected) proposed questions
<p>3. Increased level of involvement <i>p</i></p>	<p>a) Participates in one's family life b) Develops individual friendships c) Participates in education and/or employment activities d) Appreciates/ enjoys wider community life</p>	<p>a) and b) Participation is culturally and age appropriate. b) What does participation i.e. in educational activities means: a simple fact of 'attending' school could mean anything from 'passively sitting in a corner' to participate in school social events. The descriptor on participation in education/employment reflects more than pure attendance, the emphasis here is on <u>the active</u> participation in school activities. c) Enjoying festivals, social gatherings, religious activities and being part of other activities of the wider community.</p>	<p>Guided interviews – a conversation not a formal questionnaire – with: ▶ Users. ▶ Family member of persons with disabilities may speak due to age or in case of needed communication support, with the person/child participating. ▶ Parent or main caregiver experiencing stigma responding for him/herself.</p>	<ol style="list-style-type: none"> 1. <i>Does your family accept your presence during common family functions?</i> 2. <i>Are you able to relate well to your husband/wife/children/peers etc.? Any reservations?</i> 3. <i>Are you part of the discussions within the family/peers/other social activities? And is your voice heard?</i> 4. <i>Are you consulted when family relatives/peers/etc. is/are taking decisions?</i> 5. <i>Are you able to make friends irrespective of whether they have an impairment or not and relate to them in friendship?</i> 6. <i>If you are enrolled in school (regular/special?), do you participate in extra curriculum activities? What do you do during these activities?</i> 7. <i>If you have a job/livelihood, how do you organise your work?</i>

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Indicator	Description	Guidance (incl. definitions and local context examples)	Potential tools/ responders	(Selected) proposed questions
<p>4. Increased shared experience^p</p>	<p>a) Connects with other persons with disabilities</p> <p>b) Establishes support network with other persons with disabilities</p> <p>c) Persons with disabilities together address issues confronting them</p> <p>d) Hold duty bearers accountable</p>	<p>This descriptor goes beyond the implication ‘friendships’ and is more of a joining with others in similar circumstances.</p> <p>a) Persons with disabilities/parents of children with disabilities engage with each other to support each other (informal or formal).</p> <p>b) and c) Persons with disabilities/work together to address issues which concern them..</p> <p>b) Duty bearers are: When a person has a right, someone else (primarily the government, but also parents and the international community) has a duty to respect, protect and fulfill these rights.</p> <p>Understanding the actors and the relationship between rights holders and duty bearers is one of the most important issues in human rights. unity.</p>	<p>Guided interviews – a conversational not a formal questionnaire – with:</p> <ul style="list-style-type: none"> ▶ Users. ▶ Family member of persons with disabilities may speak due to age or in case of needed communication support, with the person/child participating. ▶ Parent or main caregiver experiencing stigma responding for him/herself. 	<ol style="list-style-type: none"> 1. <i>Are you involved in activities with other persons with disabilities? Is it organised for you, or do you proactively and independently organise this?</i> 2. <i>Have you been actively involved in establishing a support network with other persons with disabilities, i.e. a informal initiative, or local DPO, etc.?</i> 3. <i>What are the activities of the network, i.e. are there issues which confronts you that you address?</i> 4. <i>Can you tell some examples of activities which you conducted towards duty bearers?</i>

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PART B: Indicators at community/society level: Changes in community/society = changes in community/society for the inclusion of persons with disabilities.

Indicator	Description	Guidance (incl. definitions and local context examples)	Potential tools/ responders	(Selected) proposed questions
<p>5. Increased understanding of the rights and responsibilities of persons with disabilities</p>	<p>a) Recognises the presence of persons with disabilities as community members</p> <p>b) Begins to understand the rights and requirements of persons with disabilities</p> <p>c) Includes persons with disabilities in their regular activities</p> <p>d) Persons with disabilities contribute at all levels of your work</p>	<p>Acknowledges the rights of persons with disabilities and actively works to ensure those rights are realised. The connotation of the descriptor “begins to understand...” is more than simply being aware of the rights, as understanding implies an active engagement and comprehension of the dimensions of the rights and requirements.</p>	<p>Interviews with representatives of community groups and informal groups that are working with our partners, i.e. church groups, youth club, parent organisations, local school head personnell, temple priest, youth leaders, women group leaders, elected representatives.</p>	<ol style="list-style-type: none"> 1. <i>What is disability?</i> 2. <i>Are there persons with disability in your community?</i> 3. <i>Where do you see them in the community?</i> 4. <i>Can you tell me what they do?</i> 5. <i>What are the rights of a person with disability? Would you agree that a person with disability has the same right to work, to be a professional, or become prime minister or president?</i> 6. <i>“Everyone has capacity.” “Everyone must be treated equally.” Do you think this also applies to persons with disabilities?</i> 7. <i>How active are persons with disability in your regular activities?</i> 8. <i>How do you ensure that the voices, views AND expertise (experience and knowledge) of persons with disability are heard, recognised and valued in your group?</i>

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Indicator	Description	Guidance (incl. definitions and local context examples)	Potential tools/ responders	(Selected) proposed questions
<p>6. Increased access to opportunities and programs</p>	<p>a) Recognises barriers to access b) Reduces barriers to participation c) Persons with disabilities are engaged in your work at all levels P d) Identify and advocate to duty bearer and/or wider community</p>	<p>Persons with disabilities are able to fully participate in all aspects of society without restrictions in regard to physical, attitudinal and communication/information barriers</p> <p>Examples of inclusion in society may be festivals, sporting events, community meetings, etc. as well as the collective attitudes of society members towards people with disabilities.</p> <p>Increased access to opportunities and programs relates to change in community/society which results in people with disabilities being part of school, livelihood, health and social programs and opportunities available to community members.</p>	<p>Interviews with representatives of community groups and informal groups that are working with our partners, i.e. church groups, youth club, parent organisations, local school head personnel, temple priest, youth leaders, women group leaders, elected representatives.</p>	<ol style="list-style-type: none"> 1. <i>"Most persons with disability are excluded from basic services in my community"? If so, why?</i> 2. <i>How do you address the above statement in your own life/group, what are you doing in order to ensure persons with disabilities access to your activities (services, programs, opportunities)?</i> 3. <i>At what levels are persons with disabilities engaged in your work?</i> 4. <i>Is any of these persons a spokesman/woman, leader, any other (key) role within your group?</i> 5. <i>Who are the duty bearer and/or wider community you identified and how and on what do you advocate to these duty bearer and/or wider community?</i>

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PART C: Indicators at organisational level: Changes in organisations/institutions = changes in policies, practices and/or programs of organisations/institutions.

Indicator	Description	Guidance (incl. definitions and local context examples)	Potential tools/ responders	(Selected) proposed questions
<p>7. Increased Inclusive policies and practices <i>(Internal looking)</i></p>	<p>a) Clarifies its role and responsibilities with regards to the rights of persons with disabilities</p> <p>b) Begin inclusive planning</p> <p>c) Develops inclusive policies</p> <p>d) Practices inclusion and commits resources (i.e. hiring) P</p>	<p>a) The organisation recognises disability as a development and human rights issues and recognizes its own responsibility in ensuring that people with disabilities are included in the organisation and as user (client or equal partner) of the work it carries out.</p>	<p>Interviews using questionnaires with CBM partners, as well as organisations which are advocated as part of a program. This can be government agencies, development organisations, human rights organisations, churches etc either as partners or as those being influenced.</p> <p>CBM organisational entities themselves can also report against this section.</p>	<ol style="list-style-type: none"> 1. <i>What do you consider is your organisation's role and responsibility with regards to the rights of persons with disabilities?</i> 2. <i>Have you used this thinking in organisational statements or in planning?</i> 3. <i>Have you begun inclusive planning? If yes, could you tell me about the process? How did persons with disabilities contribute to the pre-planning and planning process? Is there a final plan?</i> 4. <i>Can you tell me how your organisation has developed inclusive policies?</i> 5. <i>Have you revised organisational policies to be more inclusive of persons with disability?</i>

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Indicator	Description	Guidance (incl. definitions and local context examples)	Potential tools/ responders	(Selected) proposed questions
<p>7. Increased inclusive policies and practices</p> <p><i>(Internal looking)</i></p>	<p>a) Clarifies its role and responsibilities with regards to the rights of persons with disabilities</p> <p>b) Begin inclusive planning</p> <p>c) Develops inclusive policies</p> <p>d) Practices inclusion and commits resources (i.e. hiring) <i>P</i></p>	<p>b) This presupposes clarification of roles and responsibilities and refers to documented plans an organisation makes to address barriers to inclusion within the organisation and within its programs. It means that after analysing and clarifying the role and responsibilities of the organisation towards the rights, a natural next step could be to plan actions reflecting the analysis and addressing the identified needs and gaps. In terms of the focus on changes in inclusion this means that for example the hiring policy was identified as weak and now the organisation plans actions and activities to address the need to make the hiring policy inclusive. A plan results also in allocating resources towards realising the planned actions (i.e. a budget). Planning also should document cooperation with external organisations to achieve inclusive practices.</p>	<p>For partners: Please ensure you use this tool to measure the effectiveness of your advocacy work (using the Internal Looking Indicator)!</p> <p>In addition to the above mentioned further characteristics of these 'organisations' are that these 'entities' have 'formal' policies, practices and/or programs and could be:</p> <ul style="list-style-type: none"> ▶ WHO ▶ Government bodies ▶ other NGOs 	<p>6. <i>Does the policy make explicit reference to persons with disabilities as holders of human rights? Does it seek to align with the UN Convention of the Rights of Persons with Disabilities or other human rights instruments?</i></p> <p>7. <i>Does your organisation have organisational statement endorsing gender appropriate policy on inclusion of persons with disability in administration, governance and program?</i></p> <p>The following selected questions may apply to different organisations:</p> <p>8. <i>How many persons with disabilities are employed or have an active role in your organisation?</i></p> <p>9. <i>How are these persons with disability involved and in what work?</i></p> <p>10. <i>How do you ensure full participation of persons with disabilities in services and programs?</i></p>

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<p>7. Increased Inclusive policies and practices</p> <p><i>(Internal looking)</i></p>	<p>a) Clarifies its role and responsibilities with regards to the rights of persons with disabilities</p> <p>b) Begin inclusive planning</p> <p>c) Develops inclusive policies</p> <p>d) Practices inclusion and commits resources (i.e. hiring) P</p>	<p>c) Understanding of disability as a development and human rights issue is reflected in the policies of the organisation (Inclusive Eye Care policy, Inclusive employment policy, etc.).</p> <p>d) The organisation can clearly demonstrate how its inclusive policies are carried out in practice both organisationally and in the programs it implements. One indication of this is to identify resources committed to ensuring inclusive policies are put into practice.</p>		<p>11. <i>Are job advertisements accessible and are persons with disabilities encouraged to apply?</i></p> <p>12. <i>Do persons with disability participate in decision making process or are in the leading positions such as board, committee, team leaders, etc.?</i></p> <p>13. <i>Is the organisation's website accessible?</i></p> <p>14. <i>Is the workplace accessible?</i></p>

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<p>8. Developing formal linkages with other organisations in order to promote disability inclusion <i>(External looking)</i></p>	<p>a) Analyses contextual gaps b) Plans to address disability inclusion in its work c) Establishes functional links with other organisations/entities d) Builds joint work with linked organisations e) Organisation advocates for inclusion to other organisations</p>	<p>This step also implies an understanding of the manner in which the organisation and its programs fit within the context of inclusive society/inclusive development recognising entities external to the organisation.</p>	<p>As previous</p>	<ol style="list-style-type: none"> 1. Have you identified gaps in the promotion of inclusion in the context of your work? 2. Have you begun planning to address Disability Inclusion in your partnership/network/referral system? 3. Did you work with local CBR services, DPOs, schools, and other existing relevant stakeholders to establish clear referral processes, or links in working? 4. Is there a list of available services, addresses and contact details for persons with disability and their family members to follow up? 5. How many such links have you been able to establish? What has been the effect of this in your work?

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PART D: Indicators at participation: Changes in participation and empowerment of persons with disabilities
(drawn from the charts 1, 2 and 3 above – marked with ‘P’).

Indicator	Description	Methodology and data collectors
3. Increased level of involvement	See previous	Drawn from the data of levels 1, 2 and 3.
4. Increased shared experience	See previous	
5. Increased understanding of the rights and responsibilities of persons with disabilities	See previous	
6. c) Increased access to opportunities and programs	See previous	
7. d) Practices inclusion and commits resources (i.e. hiring)	See previous	