

# Disability Inclusion in Monitoring and Evaluation

Speakers:

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Photo: A disabled people's organisation representative (left) interviews community members during a project evaluation in Zimbabwe.  
Credit: CBM Australia

# Today's webinar...

A brief introductory discussion about disability and M&E in development projects, covering:

1. What information is needed?
2. How to go about collecting it?
3. How to make M&E processes more inclusive?
4. ...and some suggested entry points to start making change.

# Why collect disability data?

- ▶ A key principle of inclusive development practice
- ▶ Improve program design: meet the needs of all
- ▶ Improve program effectiveness: make sure change actually happens
- ▶ An entry point for disability inclusion in a project
- ▶ Find people who might otherwise be left out
- ▶ Build an evidence base for advocacy/policy engagement
- ▶ Reporting and accountability (“leave no one behind”, DFAT/ANCP)

# Online poll: scenario part 1

Your colleague is designing a new project and has asked for your advice about how to approach disability in the project's M&E framework. You tell her to:

- a) Make sure beneficiary monitoring data are disaggregated by disability, since reporting on this is DFAT's requirement.
- b) Disaggregate monitoring data, and also collect data on disability in the baseline and endline surveys to track changes for this group.
- c) Collect disaggregated data, and also add some indicators based on what you hope the project will achieve in terms of disability inclusion.
- d) Use the situation analysis and baseline process to understand the situations of people with disability, and update the project design and implementation strategies to respond to this. The M&E framework can then be based around this.

# What information do we need?

## Before designing/starting a project:

- ▶ **Situation:** What are the situations of people with disabilities in this community/sector? Who are the relevant stakeholders? What are the barriers faced by people with different types of disabilities?

## During/after a project: *How do we know if our disability inclusion efforts have been successful?*

1. **Participation:** Are people with disabilities involved in planning, implementation and M&E?
2. **Removing barriers:** Have barriers to inclusion have been identified and removed? (i.e. inclusion strategies)
3. **Outcomes:** Are people with disabilities benefiting from the project on an equal basis to others?

# Online poll: scenario part 2

Your colleague is now developing the detailed M&E framework for the project, and has asked for your advice on specific M&E tools to use. You tell her to:

- a) Make sure the baseline survey and activity monitoring tools ask whether participants have a disability, so that data can be disaggregated.
- b) Include the *“Washington Group Questions”* in the baseline survey and monitoring tools, since this will help the project team identify a wider range of people with disability. You email her a copy of the questions.
- c) Prioritise qualitative methods such as personal stories, focus group discussions or interviews. This will give a better picture of whether the project has helped achieve meaningful change for people with disability, and will be less resource-intensive.
- d) Use a mix of quantitative and qualitative methods. You also recommend training the project team on how to communicate with people with disability and use tools such as the *“Washington Group Questions”*, and supporting them to analyse and use the data.

# How do you collect information about disability?

- ▶ Use **existing information**: from government, disability services, CBR networks, DPOs
- ▶ Adapt your **existing M&E tools**: add relevant questions to surveys and monitoring tools. Make sure that diverse people with disabilities are consulted (sampling).
- ▶ Use both **qualitative** and **quantitative** methods
- ▶ **Disaggregate data** from surveys, monitoring forms (by using recommended question sets)
- ▶ Use **disability-specific tools**: accessibility audits, disability assessments, screening tools, etc.
- ▶ Support **government** to improve data collection systems (EMIS, HMIS)

# Disaggregating data: questions on ‘functional difficulties’

## Washington Group Short Set of Questions: (for ages 5+)

1. Do you have difficulty seeing, even if wearing glasses?
2. Do you have difficulty hearing, even if using a hearing aid?
3. Do you have difficulty walking or climbing stairs?
4. Do you have difficulty remembering or concentrating?
5. Do you have difficulty with washing all over or dressing?
6. In your usual language, do you have difficulty communicating, for example understanding or being understood?

### Responses:

1. No – no difficulty
2. Yes – some difficulty

3. Yes – a lot of difficulty
4. Cannot do at all

# Online poll: scenario part 3

Your colleague has drafted terms of reference for the baseline study, and has asked for your advice on how to make the study more inclusive of people with disability. You tell her to:

- a) Specify in the ToR that people with disability should be included within the survey sample and focus groups. That will ensure their voices are heard.
- b) Specify that diverse groups of people with disability should be consulted through the baseline, and that accessible tools and processes should be used wherever possible.
- c) Invite local disabled people's organisations to be involved in the baseline process as advisors, trainers, enumerators or in other roles – and specify this in the ToR.
- d) Allocate time and budget to develop accessible tools and processes, in consultation with DPOs. You advise that this might require capacity building for M&E staff in inclusive methods and for local DPO members in data collection methods.

# How can Project M&E be inclusive?

- ▶ Data collection/gathering.
- ▶ Important to recognized the different impairment needs
- ▶ Important to recognize and respect cultural sensitivity
- ▶ Important to recognize and respect participants space and availability
- ▶ Important to recognize language barrier in the Pacific
- ▶ Capacity building to meaningfully participate in the project M&E
- ▶ Follow-up

# Working with DPOs

- ▶ Important to contact or work with the DPOs if the target group is persons with disabilities
- ▶ Find out about the organisation, the Office and how they can be engaged
- ▶ Talking to one person with disabilities does not represent all persons with disabilities, but the DPO is.
- ▶ The DPO is also the contact person and link to the government
- ▶ There are 18 DPOs in the Pacific (minus Australia and NZ)

# Entry points for action

- ▶ Consult DPOs early on and establish ongoing working relationships (be wary of power/resource imbalances)
- ▶ Allocate or advocate for additional budget to cover accessibility, interpretation, transport, etc.
- ▶ Raise awareness and build understanding on disability inclusion during monitoring visits
- ▶ Arrange training for colleagues, enumerators, consultants, partners, etc.
- ▶ Plan for accessible processes and allow extra time
- ▶ Support people with disability to take part in M&E roles – provide training/coaching and reimbursement
- ▶ Specify inclusive methods and processes in TORs
- ▶ Revise M&E/project management processes and tools

# Further resources

- ▶ [www.pacificdisability.org](http://www.pacificdisability.org)
- ▶ [www.cbm.org.au/our-work/disability-inclusion-advice](http://www.cbm.org.au/our-work/disability-inclusion-advice)
- ▶ [www.did4all.com.au](http://www.did4all.com.au)

**Thank you!**

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