



How evaluation is responding to a major social challenge: promoting disability-inclusive development through measurement

Developing the Rapid Assessment of Disability (RAD) toolkit

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Tanya Edmonds

The social challenge:

- Persons with disabilities represent the world's largest minority (10% of the world's population)
- Programs to reduce poverty often exclude people with disabilities -->> MDGs will not be reached
- This results in reduced income, poorer health and social exclusion for people with disabilities, their families, and ultimately their communities.



Photo: Sally Baker

The response:

- Article 32 of the United Nations Convention on the Rights of Persons with Disabilities (CRPD) all international development assistance programs must be inclusive of people with disabilities
- Several international donors, including AusAID, and implementing agencies have written policies and made broad commitments to mainstream disability across their development programs.

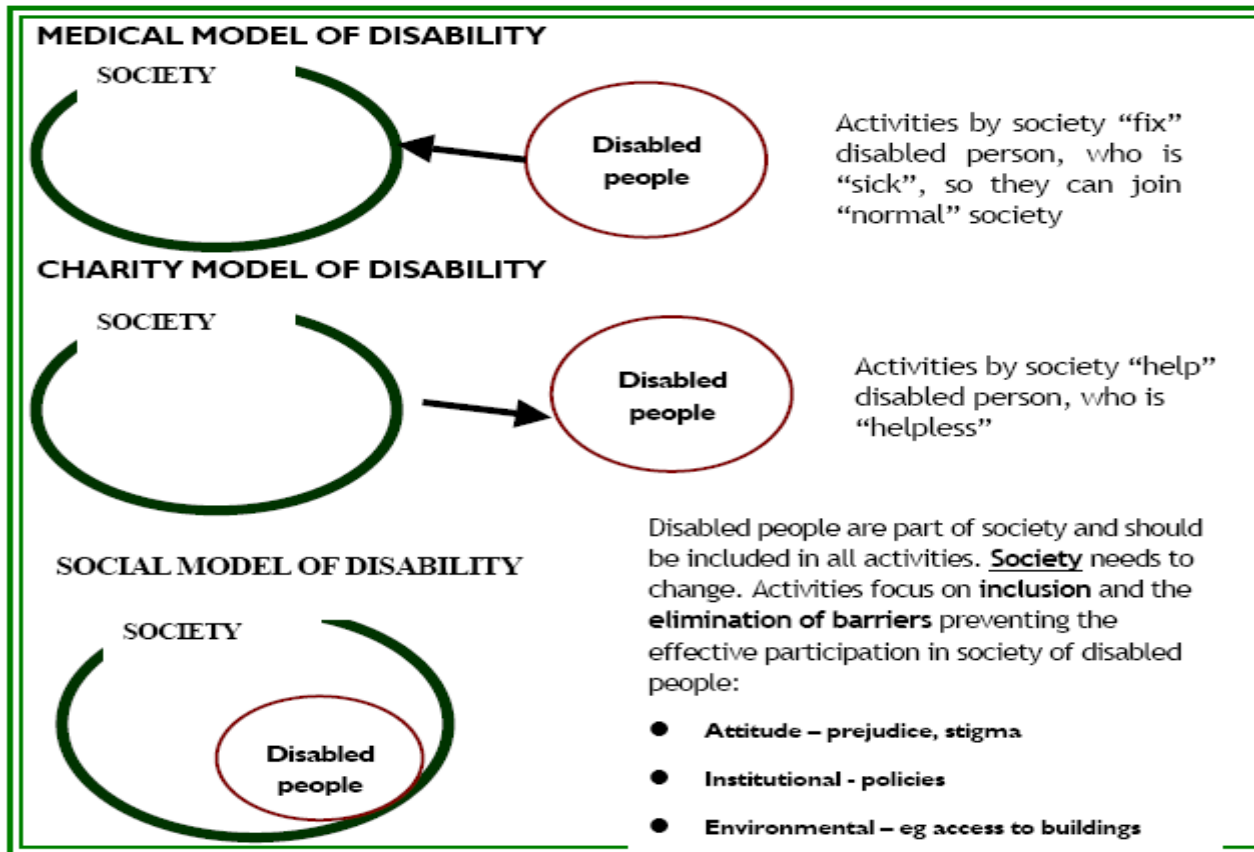


The role of evaluation in responding to this challenge:

- While development implementers and donors now understand **WHY** they need to include people with disabilities, there is limited knowledge and experience on **HOW** to do it.
- Therefore, the Australian Agency for International Development (AusAID), is funding the development of the **Rapid Assessment of Disability toolkit**; to
 - Establish baseline disability information, including prevalence, to inform project design;
 - Assist people with disabilities to determine their own priorities; and
 - Measure the effectiveness of activities designed to meet these priorities.

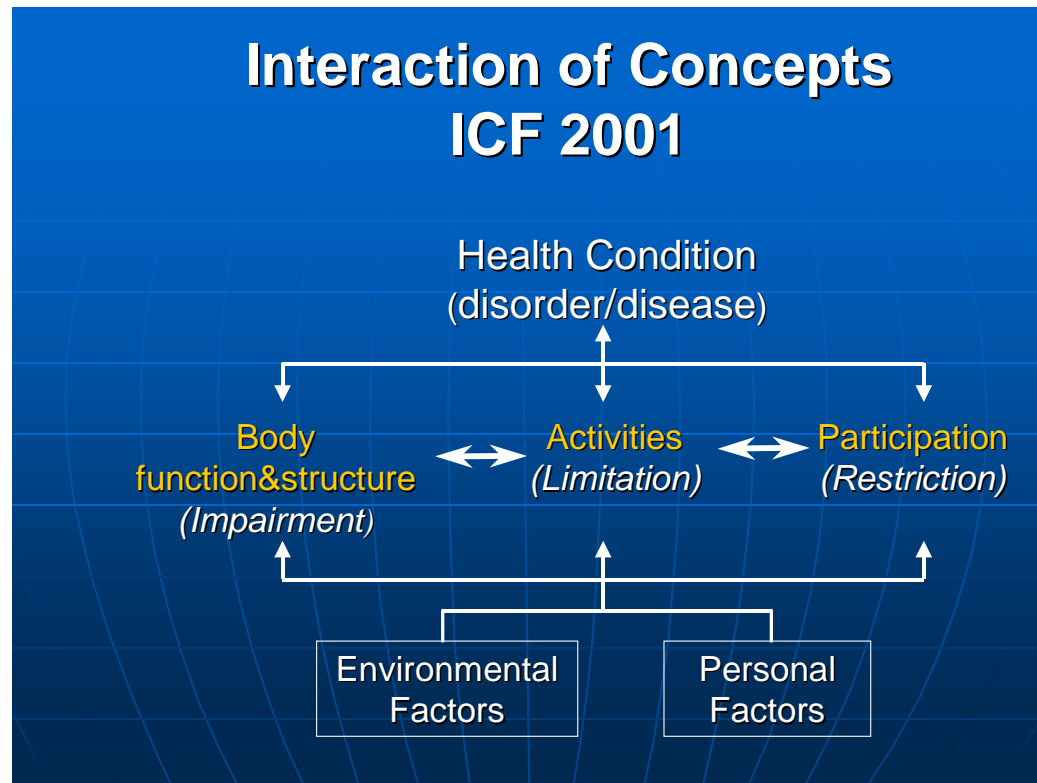
1. Conceptual framework:

- Social model of disability



1. Conceptual framework (cont.):

- International Classification of Functioning, Disability and Health (WHO, 2001)



1. Conceptual framework (cont.):

The Convention for the Rights of Persons with Disabilities (UN, 2008)

“Disability is an evolving concept and results from the interaction between persons with impairments and attitudinal and environmental barriers that hinders their full and effective participation in society on an equal basis with others”



Photo: Jill Keeffe

2. Toolkit design:

A quantitative questionnaire:

- Allows population level analysis of prevalence
- Addresses the degree of inclusion and exclusion
- Enables comparability of results

Note: qualitative methods have informed the toolkit design and may be used to complement the RAD, particularly when designing and evaluating specific interventions, to understand the WHY

2. Toolkit design (cont.):

The RAD toolkit will contain:

- A questionnaire with 4 sections which measure:
 1. Demographic information
 2. Assessment of functioning
 3. Individual perception of rights, well-being and quality of life, and
 4. Barriers to and facilitators of the participation of people with disabilities in their community
- Guidelines on how to use the toolkit, including recommendations for different development sectors (education, health, watsan, livelihoods, law and justice etc)

2. Toolkit design (cont.):

How does the toolkit measure functioning?

- Not a medical assessment of impairment
- Respondents own perception of their functioning
 - E.g. *have you had difficulties hearing, even if wearing hearing aid(s)?*
- Based on validated surveys
 - Washington City Group
 - Kessler (mental health questions)

2. Toolkit Design (cont.):

How are rights measured in the toolkit?

- *What rights do people with disabilities have?*
- *Do you think people with disabilities should go to school? Etc.*

How is the quality of life concept measured in the toolkit?

- *In the last 6 months, how often have you felt your life has been meaningful?*
- *In the last 6 months, have you been able to maintain friendships? Etc.*

2. Toolkit Design (cont.):

How are barriers to participation measured by the toolkit?

Explores barriers to participation across:

- Education
- Place of work
- Health
- Community consultations
- Assistive devices
- Rehabilitation services
- Safe water
- Disaster management
- Justice
- Recreational activities
- Religion
- Social welfare services



2. Toolkit Design (cont.):

How are barriers to access and participation measured by the toolkit?

In the last 6 months, have you been able to as much as you would have liked?

Which of the following have limited your ability to?

- Lack of information about opportunities
- No facilities in the area
- Lack of materials suitable to you at
- Physical accessibility of facilities
- Negative attitudes towards you
- Cost
- Difficulty getting to facilities from home
- Family has difficulty assisting you to participate in

Which of these has limited your participation in the most?

2. Toolkit Design (cont.):

Example: Using the RAD to promote inclusive education

- MDG 2: Achieve Universal Primary Education
- The Education for All Global Monitoring report states that one third of out of school children has a disability.
- How will MDG2 be reached without a concerted effort to enable children with disabilities to participate in school?



Photo: Handicap International

3. A rights based approach to developing the toolkit

- Participation
- Accountability
- Non-discrimination
- Empowerment
- Linkages



Photo: Nicolas Goujon

3. A rights based approach to developing the toolkit (cont.)

Bangladesh Advisory Committee



Photo: Tanya Edmonds

Photo: Sally Baker



4. Methods:

- Literature review of existing tools
- Work-shopping technique used to select items from existing tools and identify gaps.
- Questionnaire development: The structure was agreed and then questions were selected and developed.



Photo:
Tanya Edmonds

4. Methods (cont.):

- Qualitative study: Group discussions and in depth interviews to gather the views and priorities of people with disabilities and their families in Bangladesh.



Photo: Tanya Edmonds

4. Methods (cont.):

- Pilot-testing with a convenience sample of people with and without disability to ascertain in Bangladesh
- Validation through a household based survey using cluster random sampling method developed by WHO and used in the Rapid Assessment of Avoidable Blindness
- Analysis of results to finalise the questionnaire



Photo: Sally Baker

4. Methods (cont.):

- Testing for cultural relevance in Fiji.
- Ongoing consultations with donors and NGOs about the application of the toolkit in the field



Photo: Tanya Edmonds

5. Challenges

- Agreeing on a collective definition of disability
- Challenging assumptions about the capabilities of people with disabilities
- Consultation with people with disabilities – not a homogenous group
- Internal versus external validation – no gold standard for measuring barriers to participation
- Developing a RAPID tool to address a COMPLEX issue
- Integration of the RAD with existing monitoring and evaluation tools

Conclusion:

- Through the development of the RAD toolkit, **evaluation practice** has the potential to improve the lives of people with disabilities by:
 - Making inclusion of people with disabilities into mainstream development programs possible for implementers by providing a practical tool;
 - Advocating for the rights of people with disabilities by demonstrating results of successful disability-inclusive programs; and
 - Empowering people with disabilities through participation.
- Finally, the RAD may also have wider application for evaluation practice by providing a tool, which can be used to promote social inclusion more generally

The research team:

Principal Investigator: Professor Jill Keeffe

Co-investigators: Ms Sally Baker, Ms Jenny Booth, Ms Tanya Edmonds, Dr Lucy Busija, Dr Nicolas Goujon, Dr Nafisa Lira Huq and Dr Md. Abdul Quaiyum.





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