## 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 broader communities when you are taking steps, the lead in these activities.

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Accepts disability as part of who one is</td>
<td>A good example: &quot;I don't mind being identified as a person with a disability, to me that is part of me&quot;.</td>
</tr>
<tr>
<td>b) Recognises equal rights and abilities to contribute</td>
<td>Example: &quot;I'm active in my school group, participate as leader in local school, participate in leadership activities&quot;</td>
</tr>
<tr>
<td>c) Assumes leadership roles</td>
<td>Example: &quot;I'm active in my school group, participate as leader in local school, participate in leadership activities&quot;</td>
</tr>
<tr>
<td>d) Assumes social roles</td>
<td>Example: &quot;I'm active in my school group, participate as leader in local school, participate in leadership activities&quot;</td>
</tr>
</tbody>
</table>

### Selected questions

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. How do you contribute to any decision making within the family, community and workplace?
6. In what type of social gatherings are you involved?
7. How do you contribute to any decision making within the family, community and workplace?
8. What is your role as a daughter, son, sister, brother, mother, father etc.?
9. Have you ever taken the lead in decision making processes within the family, community and workplace? Do you actively participate in the decision making processes within the family, community and workplace?

### Potential tools/responders

- 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 child/girl/boy.
  - Person with disability responding for parent or main caregiver experiencing stigma responding for child/girl/boy.

### Questions

- a) Changed definition and local context examples
- b) This descriptor is fully answered when both conditions are met.
- c) Social roles include responsibilities e.g. pursuing a marriage, being active in neighborhood/volunteer activities, environmental/volunteer activities, neighborhood/volunteer activities, becoming a parent, active in community/environmental/volunteer activities, neighborhood/volunteer activities, neighborhood/volunteer activities, neighborhood/volunteer activities.
- d) Leadership roles either formal or informal e.g. board member of DPO, as well as a student body officer at school, as well as a student body officer at school, as well as a student body officer at school.
- e) A good example: "I don't mind being identified as a person with a disability, to me that is part of me".

### Selected questions

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 and workplace?
7. Do you actively participate in the decision making process within the family, community and workplace?
8. What is your role as a daughter, son, sister, brother, mother, father etc.?
9. How are you active within your community, family, community and workplace? Do you ever take the lead in decision making processes within the family, community and workplace? Do you actively participate in the decision making processes within the family, community and workplace?
<table>
<thead>
<tr>
<th>Indicator</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>a)</td>
<td>Makes choices about personal care and daily life</td>
</tr>
<tr>
<td>b)</td>
<td>Has hopes, personal ambitions and plans</td>
</tr>
<tr>
<td>c)</td>
<td>Mobilises resources and plans</td>
</tr>
<tr>
<td>d)</td>
<td>Fulfils personal plans</td>
</tr>
</tbody>
</table>

2. Increased sense of autonomy

- Independence or autonomy
  - Pedagogical approach: Encouraging participation and carrying out experience
  - Parent or main family member of persons with disabilities may speak in case of needed communication or due to age or in case of disabilities may speak
  - Mobile resources and plans
  - Related to the local context examples of (judgment) to the local context and especially (judgment) to the local context and especially

- Description
  - Fulfils personal plans: the moment a person CAN fufill her/his personal plans, it is the highest level of autonomy
  - E.g. I choose what I wear (clothing) and how I look (haircut, make up)

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3. **Increased level of involvement**

**Indicator**

<table>
<thead>
<tr>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Participates in one’s family life</td>
</tr>
<tr>
<td>b) Develops individual friendships</td>
</tr>
<tr>
<td>c) Participates in education and/or employment activities</td>
</tr>
<tr>
<td>d) Appreciates/enjoys wider community life</td>
</tr>
</tbody>
</table>

**Guidance (incl. definitions and local context examples)**

- Participation is culturally and age appropriate.
- What does participation i.e. in educational activities mean: 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 the active participation in school activities.
- Enjoying festivals, social gatherings, religious activities and being part of other activities of the wider community.

**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.
  - Parent or main caregiver experiencing stigma responding for child/person with disabilities.

**Potential tools/responders**

1. Does your family accept your presence during common family functions?
2. Are you able to make friends?
3. Are you able to participate in school activities?
4. Are you consulted when family member of persons with disabilities is taken to education/other social activities?
5. Are you part of the discussions within your family?
6. Are you part of the broader social community?

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<table>
<thead>
<tr>
<th>Indicator</th>
<th>Description</th>
<th>Context (incl. definitions and local guidance (incl. definitions and local context examples))</th>
</tr>
</thead>
</table>
| 4. Increased shared experience | This descriptor goes beyond the implication 'friendships' and is more of a joining with others in similar circumstances. | 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 child/children, or caregiver experiencing person/child with disability;
- Person with disabilities or
- Parent or main caregiver experiencing child/children with disabilities/patients of formal groups/associations;

Potential tools/responders

1. Are you involved in activities with other persons with disabilities?
2. Have you been actively involved in organising these activities and do you address issues which concern them?
3. What are the activities of the network, informal initiative or local DPO etc? Is it organised for you, or do you proactively and independently organise it?
4. Can you tell some examples of activities which you conducted?

(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. Duty bearers can be governments, but also others

(b) Establishes support network with other persons with disabilities

(c) Persons with disabilities together with other persons with disabilities

(d) Experience shared

(e) Increased
### Part B: Indicators at community/society level

#### Changes in community/society

Changes in community/society refer to the inclusion of persons with disabilities.

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Description</th>
<th>Potential Tools/Context Examples</th>
<th>Responders</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a)</td>
<td>Recognises persons with disabilities</td>
<td>(i) interviews with representatives of community groups, informal groups that are working with the partners, e.g., church groups, youth club, parent organisations, local school head personnel, temple priest, youth leaders, women group leaders, elected representatives of community groups and informal groups that are working with persons with disabilities</td>
<td>Trainers' Manual: Stage 2 / Handout 13</td>
</tr>
<tr>
<td>(b)</td>
<td>Begins to understand the rights and requirements of persons with disabilities</td>
<td>(ii) interviews with representatives of community groups and informal groups that are working with persons with disabilities</td>
<td></td>
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<tr>
<td>(c)</td>
<td>Includes persons with disabilities in their regular activities</td>
<td>(iii) interviews with representatives of community groups and informal groups that are working with persons with disabilities</td>
<td></td>
</tr>
<tr>
<td>(d)</td>
<td>Persons with disabilities contribute at all levels of your work</td>
<td>(iv) interviews with representatives of community groups and informal groups that are working with persons with disabilities</td>
<td></td>
</tr>
<tr>
<td>(e)</td>
<td>Everyone has capacity. Everyone must be treated equally. Do you think this also applies to persons with disabilities?</td>
<td>(v) interviews with representatives of community groups and informal groups that are working with persons with disabilities</td>
<td></td>
</tr>
<tr>
<td>(f)</td>
<td>Everyone has contributed at all levels of the CBM Inclusion Project Cycle Management.</td>
<td>(vi) interviews with representatives of community groups and informal groups that are working with persons with disabilities</td>
<td></td>
</tr>
</tbody>
</table>

#### Indicators

**For the inclusion of persons with disabilities:**

- Increased understanding of the rights and responsibilities of persons with disabilities
- Increased awareness and comprehension of the rights and requirements of persons with disabilities
- Increased capacity and active participation of persons with disabilities in regular activities
- Increased contribution of persons with disabilities at all levels of work
- Everyone has capacity. Everyone must be treated equally.
6. Increased access to opportunities

Increased access to opportunities and programs available to community members, school, livelihood, health and social programs, people with disabilities being part of community/society which results in programs tailored to change in community attitudes of society members towards disabilities and people with disabilities.

Examples of inclusion in society: festivals, sporting events, community meetings, etc. as well as the collective example of inclusion in society may be attitudes, sport, events, community and educational groups towards people with disabilities and people with disabilities.

Identified and how and on what do you advocate to these duty bearers and/or wider community?

1. Most persons with disabilities are excluded from basic services in my community?
2. "Most persons with disabilities are excluded from basic services in my community"? If so, why?
3. At what levels are persons with disabilities engaged in your work?
4. Any of these persons a disability engaged in your work?
5. Who are the duty bearers and/or wider community you identified and how are they engaged?

Key (Key) role within your group?

Spokesperson/woman, leader, any other

Description

Persons with disabilities are able to fully participate in all aspects of society without restrictions in regard to physical, attitudinal and communication/information barriers.

Examples of inclusion in society may be festivals, sporting events, community meetings, etc. as well as the collective example of inclusion in society may be attitudes, sport, events, community and educational groups towards people with disabilities and people with disabilities.

Selected questions

4. Any of these persons a disability engaged in your work?

Potential tools/responders

1. "Most persons with disabilities are excluded from basic services in my community"? If so, why?
2. 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, your activities/services, programs, etc.
3. At what levels are persons with disabilities engaged in your work?
4. Any of these persons a disability engaged in your work?

Context examples

Interviews with representatives of community groups and informal groups that are working with our partners, e.g., church groups, youth club, parent organisations, local school head personnel, temple priest, youth leaders, women group leaders, elected representatives.

Proposed questions

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Selected questions

4. Any of these persons a disability engaged in your work?

Proposed questions

1. "Most persons with disabilities are excluded from basic services in my community"? If so, why?
2. 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, etc.
3. At what levels are persons with disabilities engaged in your work?
4. Any of these persons a disability engaged in your work?

Guidance (Incl. definitions and local context examples)

Interviews with representatives of community groups and informal groups that are working with our partners, e.g., church groups, youth club, parent organisations, local school head personnel, temple priest, youth leaders, women group leaders, elected representatives.
<table>
<thead>
<tr>
<th>Indicator</th>
<th>Description</th>
<th>Potential Tools/Processors</th>
<th>Context (incl. definitions and local)</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Increased Inclusive policies and practices (Internal looking)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) Clarifies its role and responsibilities with regards to the rights of persons with disabilities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) Begins inclusive planning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c) Develops inclusive policies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d) Practices inclusion with persons with disabilities, including in the development of human rights governance programs</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>e) Ensures that persons with disabilities are included in the organizational decision-making processes</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Indicators of Organizational Level</th>
<th>Changes in Organizational Inclusions = Changes in policies/practices and/or changes in organizations/institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>STAGE TWO: CBM INCLUSION INDICATORS</td>
<td>Part C: Indicators of Organizational Level</td>
</tr>
</tbody>
</table>
7. Increased Inclusive policies and practices

a) Clarifies its role and responsibilities with regards to the rights of persons with disabilities
b) Begins inclusive planning
c) Develops inclusive policies
d) Practices inclusion and commits resources (i.e. hiring)

Description

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 the program. 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 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.

Guidance (incl. definitions and local context examples)

For partners:

Please ensure you use this tool to measure the effectiveness of your advocacy work (using the Internal Looking Indicator)!

The following selected questions may apply to different organisations:

8. How many persons with disabilities are employed or have an active role in your organisation?

9. How many persons with disabilities are involved in what work in your organisation?

10. How do you ensure full participation of persons with disabilities in services provided in your organisation?

The following selected questions may apply to different organisations:

6. 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?

7. How many persons with disabilities are involved in what work in your organisation?

8. How many persons with disabilities are employed or have an active role in your organisation?

9. How many persons with disabilities are involved in what work in your organisation?

10. How do you ensure full participation of persons with disabilities in services provided in your organisation?

The following selected questions may apply to different organisations:

8. How many persons with disabilities are employed or have an active role in your organisation?

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The following selected questions may apply to different organisations:

8. How many persons with disabilities are employed or have an active role in your organisation?

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The following selected questions may apply to different organisations:

8. How many persons with disabilities are employed or have an active role in your organisation?

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10. How do you ensure full participation of persons with disabilities in services provided in your organisation?
<table>
<thead>
<tr>
<th>Selected (Proposed Questions)</th>
<th>Responders' Potential Tools/Context Examples</th>
<th>Guidance (Incl. Definitions and Local)</th>
<th>Description</th>
<th>Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. Increased Inclusive policies and practices (Internal looking)</td>
<td>a) Clarifies its role and responsibilities with regards to the rights of persons with disabilities</td>
<td>b) Begin inclusive planning</td>
<td>c) Develops inclusive policies</td>
<td>d) Practices inclusion and commits resources (i.e. hiring)</td>
</tr>
</tbody>
</table>

**Description**
- **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.).
- 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.
- The hiring and committing of resources to inclusive policies is reflected in the organization's ability to identify resources allocated to inclusive practices in decision making processes or in the board, committees, team leaders, etc.
- Persons with disabilities are encouraged to apply for job advertisements and persons with disabilities and persons with disabilities in decision making positions such as board, committees, team leaders, etc.
- The workplace is accessible.
- The organisation and its programs are accessible.
- The organisation's website is accessible.
- The workplace is accessible.

**Guidance (Incl. Definitions and Local Context Examples)**
- **Potential tools/responders**
  - Are job advertisements accessible?
  - Is the organisation’s website accessible?
  - Is the organisation’s website accessible?
  - Are persons with disabilities encouraged to apply for job advertisements?

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8. Developing formal linkages with other organisations in order to promote disability inclusion (External looking)

- Analyses contextual gaps
- Plans to address
- Establishes functional links
- Builds joint work
- Organisations advocate for inclusion to other organisations
- External organisations
- (Selected) proposed questions

This step also implies an understanding of recognising entities external to the organisation and its programs fit within the context of the manner in which the organisation promotes disability inclusion in its work. In order to have a list of available services, establishments, and other existing partnerships/networks/related systems.

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**STAGE TWO: CBM INCLUSION INDICATORS**

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<table>
<thead>
<tr>
<th>Indicator</th>
<th>Description</th>
<th>Methodology and data collectors</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Increased level of involvement</td>
<td>Drawn from the data of levels 1, 2 and 3.</td>
<td></td>
</tr>
<tr>
<td>4. Increased shared experience</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Increased understanding of the rights and responsibilities of persons with disabilities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Increased access to opportunities and programs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. d) Practices inclusion and commits resources (i.e., hiring)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Drawn from the charts 1, 2, and 3 above – marked with ‘P’. - CBM Inclusive Project Cycle Management Trainers’ Manual Stage 2 / Handout 13