Practical guide

Making it Work: Good practices for disability-inclusive development and humanitarian action

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Making it Work

HANDICAP INTERNATIONAL

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Foreword

More than one billion people in the world live with a disability, 20% of the world's poorest people have disabilities and nearly 80% of people with disabilities live in low-income countries[1]. People with disabilities are frequently denied access to their fundamental human rights and routinely experience high levels of discrimination, lack of access to essential services, social exclusion and poverty.

Few countries have mechanisms in place for analysis, consultation and dissemination of practical, evidence-based information on disability issues. This makes it difficult for policy-makers, service providers and civil society (including Disabled People's Organisations) to shape policies and services towards inclusion to have an impact on the lives of people with disabilities.

Nevertheless, there are numerous innovative projects and good practices across the world that have significantly advanced the social, economic and political inclusion of people with disabilities.

"While disability has been largely absent from the international agenda, many developing countries have already been making significant—though partial—progress on including people with disabilities in development projects. Lots of countries have done good things. Uganda, for example, has enshrined disability rights in its constitution, and people with disabilities participate at every level of the political process. Vietnam and Laos get top marks for a project to make schools inclusive. Yemen [deserves] applause for its support services. Even [a country] somewhere in crisis has a good story to tell. But no country has got it completely right"[2].

A key issue is how to identify and utilise examples of good practice. This is extremely relevant to all organisations working in international development and humanitarian action, whether disability focused or not. Simply put: to influence lasting change, it makes a lot of sense to find out what's already working well in a country and then build on it.

"The development and dissemination of good practices, lessons learned, and sources of expertise, will assist all actors in the implementation of the Convention on the Rights of Persons with Disabilities at the local, national and international levels"[3].

While many organisations talk about the need to document and capitalise on examples of good practice, very few have actually achieved this in a manner that is effective, coordinated and useful to others. Making it Work responds to this challenge by supporting stakeholders with documenting and learning from good practices and harnessing this information to promote change. Rather than simply publishing a report, Making it Work encourages people to use the learning from good practices to inspire change and promote new ways of doing things based on what is already working to ensure change in the lives of people with disabilities.

Making it Work takes a unique and innovative approach to effect social and political change by, and for, people with disabilities. Instead of pinpointing Convention on the Rights of Persons with Disabilities (CRPD) violations and what is not working, Making it Work shifts focus to what has worked and how it can be replicated or 'scaled-up'. The methodology is based on documenting evidence of good practice and analysing it to draw up constructive, practical recommendations for decision-makers, service providers and other development or humanitarian stakeholders. This process of building upon existing expertise and innovation is particularly effective in countries where resources are limited.

With 158 signatories and 147 ratifications for the Convention on the Rights of People with Disabilities[4], these are exciting times for the disability movement. From grassroots community actions to dynamic national government policies the world has an abundance of excellent initiatives seeking to advance the social, economic and political participation of people with disabilities. It's high time such successes were explored to find out how they were achieved and how they can best be replicated or scaled-up. This is what Making it Work strives for!

Preface

This practical guide is the result of over five years work developing the Making it Work methodology. Originally inspired by a regional Disability Monitor Initiative in South-East Europe[5], the methodology has been extensively tried, tested and fine-tuned. Various disability, human rights and development organisations[6] have applied the methodology in over 30 different countries and the good practice case studies and recommendations from their projects can be found online at: http://www.makingitwork-crpd.org.

Making it Work aims to mobilise a group of organisations around a specific issue, document examples of good practices and then support specific target groups to replicate or scale-up these practices.

It provides a straightforward and flexible methodology that can be adapted to different organisations, topics, settings, strategies and available resources. And, while our focus is on disability inclusion, the methodology can easily be, and indeed has been, adapted to other areas[7].

Examples include:

- Replicating and adapting what has proven successful so that it benefits more people;
- Using the evidence of what works to inspire policy development or reform through scaling-up of good practices;
- Inclusion in CRPD parallel reports' constructive recommendations to States on how to fulfil their human rights obligations, etc.

We hope you find this guide useful in your work and look forward to receiving your feedback and suggestions for improvement!

Introduction

What is Making it Work?

"Making it Work" is a methodology for documenting good practices on inclusion of people with disabilities and analysing how these positive changes can be replicated or sustained. It provides a set of tools and guidelines for empowering groups to work collectively on documenting good practices and use this evidence to influence positive changes to policies, systems and services, in accordance with the principles of the Convention on the Rights of Persons with Disabilities (CRPD).

What is this guideline?

A practical guide, it introduces the Making it Work methodology and explains how it can be implemented.

Who is it for?

The guideline is primarily intended for organisations and all those promoting the full inclusion and participation of people with disabilities in society. This refers notably to Disabled People's Organisations, none-disability and disability-focused NGOs. However, the concept of identifying, documenting and building on existing good practice can be applied to almost any setting/ organisational strategy. The guideline is intended to give an overview of how Making it Work can be used and support stakeholders with guidance on implementation.

How should the guideline be used?

The first section, **"Principles and Benchmarks"**, provides important background reading. It outlines: What do we mean by disability-inclusive development? What do we mean by 'good practice'? What is the Making it Work methodology in a nutshell? It also includes brief examples of projects and an overview of the Making it Work website and tools.
"The Making it Work Methodology" section outlines, step-by-step, how to implement it. There are three key stages and each one is explained in detail:

- Building multi-stakeholder engagement;
- Collecting, documenting and analysing good practices;
- Acting for change.

These three key steps are enclosed by an initial planning stage (selecting your topic, making a situational overview, making stakeholders analysis...) and by a monitoring/evaluation stage. To finish, the third part **"Toolbox"** provides technical files and tools to implement the steps of the second section.

Who can I contact for assistance with Making it Work?

Our intention is that all organisations should be able to use the guideline independently. All the tools are designed to be simple, sequential and self-explanatory. However, if you need support, particularly during the planning stage, please feel free to request advice and guidance from Handicap International at: info@makingitwork-crpd.org.

Cambodia, 2015

Principles and benchmarks

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Conceptual framework

It is not our intention here to fully explain disability and inclusive development and humanitarian response models and theories. If you need more information, we recommend the following freely available resources:

- **Disability and Development: Including people with disabilities in international cooperation**, Handicap International: http://www.hiproweb.org/fileadmin/cdroms/Handicap_Developpement/www/index.html

- **Inclusion Made Easy: A quick program guide to disability in development**, CBM: http://www.cbm.org/Inclusion-Made-Easy-329091.php

- **Source, an international online resource centre on disability and inclusion in development and humanitarian action**: http://www.asksource.info

- **Resources and tools**, International Disability and Development Consortium (IDDC): http://www.iddcconsortium.net/resources-tools

However, as a basic conceptual framework for the rest of the guideline, we must stress that the core principle of disability-inclusive development underpins the Making it Work methodology. Disability-inclusive development and humanitarian action envisions a society that is fully inclusive of, and accessible to, all people with disabilities, valuing and enfranchising them as equal members of society and ensuring equal opportunities and protection for all. This vision of an inclusive society is the primary purpose of the Convention on the Rights of Persons with Disabilities (CRPD), as stipulated in Article 1. Making it Work uses good practices to promote disability inclusive development and humanitarian action. Making it Work is about Making the CRPD Work[8]!

What is a good practice?

When we talk about 'good practices' in this guideline, we essentially mean practices that have facilitated the "full and effective participation in society on an equal basis with others"[9]. More specifically, good practice refers to a specific action that has achieved a positive impact on the lives of people with disabilities where people with disabilities themselves confirm this to be the case.

Making it Work puts the emphasis on documenting and analysing practices that are locally and culturally adapted. In this sense, good practices promote what works locally, using local resources.

However, the process of choosing examples of good practice always requires making a value judgment. What is considered to be 'good' frequently varies from one context to another. As such, any initiatives using the Making it Work methodology must agree on their own criteria to identify and select examples of good practice, relevant to the topic and the context. This should also be a multi-stakeholder process.

In this guideline we propose a set of standard criteria together with the general principles of the CRPD, to provide a useful starting set of criteria. The below set should be discussed and adapted to fit your context[10]:

1. **Demonstrable impact:** clearly achieving changes and recording positive impact. It is not one organisation that validates the impact but also partners and beneficiaries. You can use testimonies to describe positive changes—in terms of quality of life, quality of services;

2. **Replicability:** a specific action, approach or technique which could feasibly be replicated, adapted or scale up in other contexts;

3. **Sustainability:** potential for local actors to be able to develop or sustain this action, approach or technique in the future;

4. **Efficient:** a practice which is efficient in terms of time, finances, human resources;

5. **Person centred:** practices related to service provision which respect the concept of individual users being actively involved in any decisions which concern them;

6. **Conforming to the general principles of the CRPD:**
   - Respect for inherent dignity, individual autonomy including the freedom to make one's own choices, and independence of persons;
   - Non-discrimination;
   - Full and effective participation and inclusion in society;
   - Respect for difference and acceptance of persons with disabilities as part of human diversity and humanity;
   - Equality of opportunity;
   - Accessibility;
   - Equality between men and women;
   - Respect for the evolving capacities of children with disabilities and respect for the right of children with disabilities to preserve their identities.

Other CRPD specific articles can provide you with more specific international benchmarks according to your topic, and a basis for thinking further about good practice criteria.

As we will see later in the guideline, documenting a good practice involves analysing:
- Not only what happened, but **how** it was achieved;
- The most **significant changes** that resulted;
- **Impact statements** from beneficiaries;
- **Facilitating factors** that made the practice possible;
- **Barriers or challenges** encountered;
- How the practice could be **sustained**, **scaled-up or replicated** in other settings.

Making it Work does not use the term "best practice" because this suggests there is only one way to do something well. "Best practice" implies a perfect practice, even though all practices can be refined or improved in some way. Indeed, "best practice" implies knowledge of all existing practices and a comprehensive analysis to select which one is "best", which is clearly impossible. Consequently, Making it Work uses the term "good practice" to acknowledge a diversity of contexts, circumstances and effective ways of working.

The Making it Work methodology in a nutshell

The Making it Work methodology[11] is a set of tools to guide you through the process of identifying, documenting and analysing good practices that advance the rights enshrined in the CRPD and using this information to inform and enhance action for change, including advocacy.
The methodology encourages collaboration between key stakeholders where people with disabilities and their representative organisations play a central role. Working together, groups define the types of changes they want to achieve, the types of good practices needed to influence these changes and then develop action to affect change accordingly. Action to affect change includes advocacy, awareness raising, sensitization and/or knowledge transfer.

The core of the Making it Work methodology

Making it Work proposes nothing new or radically different. Rather it aims to provide users with support through tools and guidance to enable them to make the most of what already exists to achieve broader change. It values civil society engagement and that of people with disabilities in particular in promoting human rights for all, and helps to structure knowledge management and advocacy in simple steps. More particularly, Making it Work guides the good practices collection on how this information can be used to promote change.

What does this mean in concrete terms?

- **Working together** with actors from different sectors and backgrounds but who are all committed to making changes towards inclusion from a rights-based perspective;
- **Collecting evidence of good practice** using criteria defined by a multi-stakeholder group;
- **Analysing these practices** to understand the most significant changes, how these changes occurred and how they can be replicated or sustained;
- People with disabilities and their representative organisations are central to this process, i.e. **people with disabilities confirm what works**;
- **Setting up actions for change** using evidence-based examples of what is working to advance the rights of people with disabilities.

What is the added value of Making it Work methodology?

Making it Work is particularly useful and relevant to organisations and individuals wanting to influence change in the lives of people with disabilities and promote inclusion in accordance with the principles of the CRPD. Whether your project or initiative aims to influence decision-makers, service providers, the media, development or humanitarian actors or civil society, if the overall objective is to address inclusion of people with disabilities and the realisation of their rights, using MIW approach can help by building a stronger and well documented evidence base.

Making it Work can be used as a tool for:

- **Learning:** Making it Work is to build on existing knowledge, as well as to develop new knowledge and technical expertise. It supports the process of documenting and analysing experience. Sharing practices and learning across communities, countries and regions are integral part of the approach. By using a multi-stakeholder dynamic and a collective review, organisations have an opportunity to learn from experts from disability specific and other development sectors as well as to bring greater visibility of disability issues by involving stakeholders from all sectors.

- **Collaboration:** Making it Work requires multi-stakeholder action whereby several organisations work together to define, select and validate good practices and then use this knowledge for collective, evidence-based action for change. Different stakeholders include, but are not limited to, DPOs, service providers, government authorities, civil society organisations, development organisations, human rights entities and universities. The collaborative approach helps to initiate partnerships and alliances and supports network. More broadly, the MIW online Good Practice Database provides a global platform for collaboration via sharing solutions regarding disability-inclusive development and humanitarian action. This can reinforce collective efforts for implementing the CRPD and inspire actors and agencies from around the world.

- **Empowerment:** Making it Work gives a voice to people with disabilities and their representative organisations to say what has worked well and how they think it could be replicated or scaled-up. This is an empowering process. It also gives them the opportunity to analyse development practices and formulate evidence-based claims or recommendations to promote their rights.

- **Evidence-based advocacy and action for change:** This methodology can be used when you are seeking to influence change through advocacy or a wider range of actions, such as lobbying, awareness-raising, training, more long-term support, or mentoring. The good practices collected can provide you with evidence, credibility and qualitative information on the change you want to see (e.g. you are better equipped to explain why it is important and how it is possible). It supports constructive advocacy—promoting what works for the implementation of the CRPD. MIW can for example be used to inform policy development, establish criteria for evaluating inclusive practices or obtaining a budget to replicate something that has proven successful.

The Making it Work's collaborative planning approach

Making it Work's collaborative planning approach has been much influenced by ODI's Outcome Mapping approach so as to ensure better outcomes and a more strategically-defined advocacy plan. Outcome mapping places the emphasis on planning initiatives within your sphere of influence, i.e. specific changes that can be realistically achieved. Outcome mapping understands positive outcomes as changes in the behaviour of the people or organisations with whom you can work directly.
For Making it Work, this means that your initiative will target specific people or organisations that you are realistically able to influence—and your overall objective will be to positively change the way they behave (in terms of their attitudes, activities or relationships). You will use your evidence of existing good practices as your platform for influencing these changes[12].

Why this planning approach?

- **Guiding your good practice research:** The intention of Making it Work is not to collect random good practices on a given topic. Rather, it is to highlight practices that clearly demonstrate positive changes in a specific area, and more importantly, the changes you think others should adapt or replicate in their work. So, once you know exactly the people or organisations that your MIW initiative will target and the behaviour changes you want to inspire in them, this will help you to define more clearly the kinds of good practices that you need to capture.

- **Shaping your advocacy and establishing indicators to measure your progress:** This planning approach has specific steps to help you plan your advocacy activities more effectively and establish indicators for monitoring and evaluating your impact.

- **Working together:** This planning approach is most effective when it is done collaboratively with a multi-stakeholder committee to encourage mutual ownership and shared goals, but also to shape individual roles and responsibilities within a committee. Fostering more effective collective action, this approach results in a greater impact[13].

Users are encouraged to adapt this Making it Work planning tool to their own environment and objectives. However, we do suggest you try to follow the process step-by-step.

Elements of effective planning using the MIW approach

- **Define your vision:** make sure that you and your committee members understand the bigger picture on the subject and share the same values and goals.
- **Define your mission:** narrow the focus of your group's work by defining the changes your group wants to achieve through the collection of good practices.
- **Identifying your targets:** identify the specific individuals or organisations your initiative aims to influence (not beneficiaries).
- **Set change indicators:** identify how you want your targets to change (the behaviours or activities or relationships you hope to foster).
- **Define your key messages:** what types of good practices do you need to influence your targets?
- **Actions for change:** outline the kinds of activities you might develop to influence your target (i.e. how you will use your good practice evidence, whether through training, lobbying, mentoring, etc.).

Frequently asked questions

Is Making It Work a tool for lobbying governments to sign and implement the CRPD?

The Making It Work methodology supports documenting and promoting good practices that are in line with the principles of the Convention on the Rights of Persons with Disabilities. Examining practices means looking at social innovation issues on the micro level. These changes may inform the policy-making process by providing evidence that CRPD implementation is in reality achievable and beneficial. But primarily and more directly, Making It Work aims to influence service providers, practitioners and civil society members based on what is working to garner support and momentum for initiatives that have a positive influence in the community. Making it Work is not solely focused on political lobbying, but rather on advocacy, which we understand in its wider sense, i.e. any action to influence change, whether this is training, mentoring or awareness raising, etc.

So what's the link between Making It Work and the CRPD?

Making It Work contributes to a pragmatic demonstration of how disability rights can be realised through documenting examples of concrete practices that improve the lives of people with disabilities. The CRPD is a reference guide to determine what makes a practice 'good'. By drawing up recommendations resulting from the analysis of 'what works', Making It Work supports constructive advocacy and can, for example, feed into other reports on the CRPD with concrete suggestions for improvements[14]. This knowledge is also available in the good practice database on the Making It Work website.

Is Making it Work just about the CRPD and disability rights?

Although the effective implementation of the CRPD is the concern that underpinned the conception of Making it Work, the methodology is relevant to advance human rights and social inclusion of all discriminated groups. Making it Work promotes an inclusive approach to accelerate the realization of human rights as universal. Including the perspective of other discriminated groups and identifying points of intersections between disability, gender, age, ethnicity is important. In Making it Work, the "it" can be the CRPD as much as social inclusion more broadly.

Is the ultimate objective of a Making It Work project to produce a publication?

No, documenting good practices and recommendations is part of the Making It Work process but is not the main focus of the methodology. The main focus of the methodology is evidence-based advocacy whereby groups use the lessons learned from the good practices to implement advocacy activities. "Advocacy" here refers to a very wide range of strategies to influence change.

Is Making It Work a tool for documenting an organisation's own work?

Making It Work is not intended to be used for examining an organisation's own practices. Instead, Making It Work requires groups to look at a wide range of existing good practices (preferably those of local actors) rather than looking solely at one organisation's own work. It builds on the diversity of experiences and examples on a topic of mutual interest to draw up recommendations that can be backed by a broader set of evidence and stakeholders.

Can Making it Work apply to any sector or thematic area?

Yes, Making It Work can be applied to different sectors: livelihood, education, governance, economic development, rehabilitation, disaster risk management, victim assistance, reduction of armed violence, etc. Indeed, Making It Work can be useful to any development sector looking to address inclusion of people with disabilities. Once again, the goal is not necessarily lobbying or political advocacy. Evidence of good practices can be used, for example, for training to influence practitioners.

Is Making it Work a methodology that can be driven by a single organisation?

The Making It Work methodology is intended to be collaborative and participatory, rather than being imposed on partners. It is designed to help establish partnerships and cooperation for a common goal, the end-result of which is more effective advocacy. Therefore, Making It Work projects should be developed with partners who fully understand and endorse a multi-stakeholder, CRPD-compliant and evidence-based advocacy approach. Key Making It Work planning decisions, such as the change the group wants to make, good practice criteria, the types of good practices to be collected and strategic planning for advocacy activities, should therefore be defined in collaboration with the multi-stakeholder group set up by your project.

Is Making it Work an independent project?

Making It Work is not intended to be an independent project in which good practices are implemented and then documented. Instead, Making It Work can be used as a component of a project to enhance advocacy activities and support network building. It is important to remember that the Making It Work methodology should be used to collect existing good practices and not only an organisation's own good practices.

Is Making it Work used exclusively by Handicap International?

No. From the beginning, Making It Work has been an open methodology, freely available to any organisation wanting to use it. Indeed, Handicap International worked collaboratively with various academic and practitioner organisations to develop the methodology and, in addition to Handicap International's own Making It Work projects, CBM, WaterAid and various DPOs (in Central & South America as well as Ukraine) have used the methodology independently and several external networks/organisations (IDA, IDDC, etc.) have requested training. So these organisations feel some degree of ownership towards the methodology.

Is Making it Work the only advocacy methodology used by Handicap International?

No. Handicap International recognises that social change towards more inclusive societies takes many forms and calls for a range of strategies and actions. Our experience has shown us that advocacy is more successful if it:

- is based on evidence of what works to improve full and effective participation and enhance the quality of life;
- draws its legitimacy from practical experience;
- systematically associates rights holders and supports them to voice their own concerns;
- builds on broad stakeholder alliances;
- adopts methods that are constructive and solution-focused, rather than confrontational.

One of the recommended ways of operationalising these principles and therefore essential to Handicap International's advocacy initiatives, Making it Work is not the only methodology used by the organisation. For more information and access to advocacy tools, please refer to the online practical guide "Advocacy for inclusion" (available in French, English and Spanish): http://www.hiproweb.org/fileadmin/cdroms/Advocacy_for_Inclusion/index.html

Where is Making it Work being implemented?

Making it Work has now been tried and tested for projects implemented at all levels (local, regional, national) in West Africa, North Africa, East Africa, South-East Europe, the Middle East, Central and South America, South Asia and South-East Asia. We continually use evaluations and feedback from these projects to refine and update the tools.

Who do I contact for support with Making It Work? What kind of technical support can I expect?

The Making It Work Coordination team based at Handicap International's headquarters in France developed the guidelines and tools and Handicap International personnel trained in MIW provide technical support to organisations interested in using the methodology. They support organisations with setting up and deploying MIW in existing and upcoming projects. Led by Handicap International's Support to Civil Society Technical Unit, Making It Work resource people also engage with inclusive development networks and agencies at the international level to promote good practices collected using the Making It Work approach to bring greater visibility to international development debates on inclusion of people with disabilities.
Contact: info@makingitwork-crpd.org

Brief examples of initiatives[15]

The Making it Work methodology has been used by many different organisations in over 30 countries[16] and has proven its worth as a tool for promoting change in the lives of people with disabilities. Regional programmes, as well as national level projects and local level initiatives have used it. The methodology has been applied to a wide range of topics: water and sanitation, health, communication, education, employment, disaster risk reduction, mine action, physical and functional rehabilitation, local governance...

Example 1—Regional initiative on inclusive local governance in West Africa[17]

"Rights in Action" was a regional initiative to document and disseminate good practices on people with disabilities and their representative organisations actively participating in local governance in West Africa. With a focus on Article 29 of the CRPD, the initiative was carried out on a regional level in which 26 good practices were collected in Benin, Burkina Faso, Mali, Niger, Senegal, Sierra Leone and Togo. "Rights in Action" was carried out with a regional multi-stakeholder advisory committee as well as national level advisory committees that included disabled people's organisations, development organisations, civil society organisations, government ministries and local authorities.

Outcomes from this initiative:

- **Local level:** Replication of a good practice in a neighbouring village in Burkina Faso;
- **Regional level:** Strong representation and promotion of local inclusive governance during the Africities Summit held in Dakar, December 2012;
- **International level:** The president of the Malian Federation of Associations of Disabled People presented the good practices collected in Mali at the Conference of States Parties to the CRPD

held in New York in September 2011 and recommendations from the good practices were also used to influence the Human Rights Committee resolution on article 29.

Example 2—National initiative on promoting the right to work for men and women with disabilities in El Salvador

In this national-level initiative, DPOs, private companies and national authorities worked together to collect good practices on inclusive employment of people with disabilities. They used the findings to train leaders of national DPOs and other relevant stakeholders on inclusive employment practices.

National-level outcomes from this initiative:

- The El Salvador Ministry of Labour was influenced to amend labour laws to be more inclusive;
- UniLever El Salvador (a large private company and major employer in the region) designed an inclusive model for recruiting people with disabilities.

Example 3—Local initiative on inclusion of people with disabilities in Tibet

This initiative brought together a collection of local level initiatives that illustrate inclusion of people with disabilities in society. All of the good practices were implemented in partnership with disabled people's organisations and each initiative reflects examples of people with disabilities accessing their rights as enshrined in the CRPD.

Local level outcomes from this initiative:

- Previously marginalised and disenfranchised, groups of people with disabilities in Tibet were able to meet and come together, sometimes for the first time, share experiences and learning from local inclusive initiatives.

Feedback from organisations that have used Making it Work

"Rights in Action" Project Coordinator/ West Africa: "The Making it Work approach allows stakeholders, especially local decision-makers, to understand that inclusion is possible—even in developing countries. The collection and analysis of the cases studies shows that people with disabilities can be key development actors and very often just the fact that they participate in the decision-making process can be decisive. Committee members from our project, who included DPOs, Women's Organisations and Governance specialists, were very positive about increasing their understanding of disability issues, the CRPD and inclusive development, and how this can be operationalised in our work".

Coordinator of El Colectivo Vida independiente/Guatemala: "Yes, I would be interested [to continue using Making it Work methodology in other projects], because the good practices help to show that a change is possible, and also help organise and structure projects".

Leader of DPO Fundamental/Colombia: "We now have effective ways to plan our advocacy activities in a systematic manner, using good practices as a resource". Member of DPO Asdown: "I think it was very important to hear experiences of other countries, to be able to explore the "pros" and "cons" of the law—not only from the legal perspective, but to seek out other points of view. For the advocacy activities we have to do, we need a lot of information. We now have many more elements to be able to sit at a negotiation table and discuss policy aspects relating to Legal Capacity".

Presentation of website, tools and database

The central hub for all information on Making it Work is the website: www.makingitwork-crpd.org.

Here you can search and download:

- This Guideline + additional technical tools;
- Summaries of projects from around the world using Making it Work;
- Good practice case studies from around the world.

The good practice database has over 150 good practices on inclusive development and humanitarian initiatives collected using the Making it Work methodology.

Thailand, 2012

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A. **Involving the target groups**
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LAST BUT NOT LEAST

A. **Monitoring and evaluation during your initiative**
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C. **More detailed evaluation and future monitoring**

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Beforehand

In simple terms...

This step helps you to identify your topic, define the scope of your initiative, identify relevant actors, assess the current situation and get to know your topic more fully before you begin the MIW process.
Once this step is completed, you should have the necessary background information to begin more detailed action planning.

A

How to choose your topic

Ideally, the topic of your MIW initiative should correspond to several key factors, including the priorities of the local disability movement, current political commitment and your own organisational capacities and expertise. Here are some questions to help you validate the choice of your topic.

Your capacity to work on this topic

- How well do you know this topic? Who can give you some further advice/information about this topic?
- You will need to find examples of good practices in this topic. Do you know of any that already exist?
- Is the topic very broad? Is it particularly complex or controversial? Do you have the capacities to follow it through? Would it be helpful to narrow or re-define the focus?
- Does this topic relate to your organisation's mandate/mission/strategy? Is there commitment from the management of your organisation? How does this topic fit with existing or planned activities?

Opportunities

- Why is it important to advocate on this topic now? What are the opportunities/constraints?
- Regarding this topic, has the perspective of women and children with disabilities or people with different types of impairments been considered before? If not, it could be an opportunity for your project to focus on groups that haven't been previously considered in this topic area.

What are other players doing on this topic?

- Who are your allies? Can they support you with specific expertise on this topic?
- Are other organisations working on this topic? Would they be interested in collaborating with you?
- Have you consulted people with disabilities, their representative organisations and other stakeholders about this topic? Do they feel it is an important/relevant topic to explore?

B

How to choose the scope of your action

Once you have chosen your topic, it is important to further define the scope—both in terms of the subject and the geographical area.
For example, if you have chosen inclusive education as your topic, which specific aspects of inclusive education will you focus on: Teacher training? Accessibility of school buildings? Community sensitisation and support to parent groups? Where do you have most expertise? In which areas can you exert most influence?
It is also necessary to consider the geographical scope for collecting good practices and implementing advocacy activities. Are you planning a national, regional or local-level initiative?

The scope of your initiative will depend greatly on your budget and available resources. The MIW methodology can be equally effective for large-scale, long-term projects as small-scale, more short-term projects.

Here are some important questions to answer to help you define your scope.

Time and resources

- How much time can you spend on implementing activities?
- What resources do you have for implementing activities?
- What kind of human resources do you have to support you in your work? Do you have a small or a large staff ready to participate in a range of activities?
- Are your staff trained and equipped to participate in all the activities or will you need to contract people with a specific expertise to carry out certain aspects of the project?
- What activities can you realistically achieve within the scope of your initiative? For example, are you able to implement activities at the regional level or does it make more sense to focus on local-level initiatives?

Expertise needed

- Do you already have the expertise or will you need to establish partnerships with (or even hire) external experts/organisations?

Examples of large-scale and small-scale projects implemented using the MIW methodology

Regional initiative to collect good practices on local inclusive governance in eight countries in West Africa

In cooperation with its partners in West Africa, Handicap International implemented a two-year regional project on local inclusive governance during which they collected over 30 good practice case studies on inclusive local governance in eight of the region's countries. National MIW committees reviewed and validated the good practices. A regional steering committee also validated them and participated in drawing up recommendations. The report was disseminated widely throughout West Africa and many national conferences were held to diffuse the report findings and knowledge gained from the good practices. Over 100 pages long, it was translated into French and English and professionally printed in colour.

National grassroots initiative collected examples of good practice on supported decision-making to influence the national mental health debate

Two DPOs in Colombia joined forces to carry out a project on legal capacity. They had a small budget and only one year to implement their project. They collected good practices based on individual experiences of people with disabilities in Colombia exercising their rights to legal capacity through supported decision-making mechanisms. The collection of good practices was based on interviews with individuals and their families and did not require a great deal of time or resources to complete. The case studies were analysed and validated by a multi-stakeholder committee made up of law faculty representatives, lawyers and human rights organisations. Working with the multi-stakeholder committee, they drafted recommendations for supported decision-making reforms to be included in Colombia's mental health act. Using the good practices and recommendations, the multi-stakeholder committee members worked together to provide training within their respective networks on legal capacity issues and the reforms needed to ensure supported decision-making for people with disabilities. The 30-page report is available in Spanish and was printed in-house using cost-effective printing solutions.

C

How to get to know your topic in more depth

This step helps you to consolidate your knowledge of the topic. If your organisation has a technical expert on the topic—now is the time to make contact! Ideally, they should provide training or support to help you get to know your topic in more depth. If your organisation has no suitable technical expert, it will be important to reach out to external experts (for example, civil society organisations or service providers) who may be able to provide training support or information. Whatever the case, it is important to talk to local DPOs who can offer the disability movement's perspective on the topic you have chosen. This will build your knowledge of how people with disabilities experience issues within your topic area.

Review of existing literature

Another way to learn more about your topic is to review existing literature. This requires searching for information that has been published by academics, researchers and organisations. Knowing what exists on your topic both locally and internationally can help to further your understanding of the topic and may give you inspiration for your project. A survey of existing literature need be neither exhaustive nor lengthy. Rather than seeking out literature on disability inclusion in general, look for publications that are specific to your topic.

It is essential to identify locally available literature on your topic, with information in local languages, which is particularly relevant to your country or region. Working with local research institutes and universities to identify publications on your topic can be a good way to start your literature review. Local Disabled People's Organisations often have resource libraries and may have literature related to your topic.

A review of literature should also include international resources. Use online resource centres such as Source on disability to gain more in-depth understanding of international thinking on your topic.

Some helpful links for beginning a literature review

- SOURCE: International online resource center on disability and inclusion: http://www.asksource.info
- Mobility International's (MIUSA) online International Development and Disability (IDD) Resource Center: http://www.miusa.org/resources
- The Global Disability Rights Library: http://www.widernet.org/eGranary/GDRL
- Making it Work good practice database: http://www.makingitwork-crpd.org/good-practice-database

Once you have put together this preliminary information on your topic, you are ready to carry out a rapid stakeholder and situational analysis.

D

How to carry out rapid stakeholder and situation analyses

You have selected your topic, made a literature review—now you need to carry out a rapid analysis for a clear understanding of the issues in your specific context. Who are the key actors/organisations relating to this topic? What are the existing policies and services shaping their actions/practices?

Stakeholder analysis[18]

The main objective here is to start to identify how and with whom your project might work. This requires making an analysis of the characteristics and capacities of the main actors and organisations playing a role in your topic area, including:

- Their level of expertise in the topic;
- Their willingness or capacity to influence change.

You can begin a stakeholder analysis by determining the different types of stakeholders involved in your topic area. For example:

- People with disabilities and their representative organisations;
- Service providers (public or private);
- The authorities or decision-makers;
- Development organisations (international and national) with significant roles in the sector;
- Donors;
- Universities or research institutes.

A stakeholder analysis doesn't need to be long. It is simply an opportunity to map out the different players involved in your sector and their roles within it. It is important to try to identify both the general/mainstream actors involved in your sector as well as those with a specific role in disability inclusion issues within that sector.

For example, if the topic of your project is 'Access to Water for people with disabilities', you could begin your analysis by asking: In the region, which stakeholders are working on (directly or indirectly) water and sanitation issues? Which stakeholders are working specifically on disability or inclusion and water and sanitation issues? Draw up a detailed list and then you should write notes on the roles of each stakeholder.

↳ **See Tool 1**–Example of stakeholder analysis for access to water and sanitation project

Situational overview of the disability movement

We recommend that, as part of a stakeholder analysis, you also devote some time to a rapid review of the disability movement to understand the characteristics and capacities of Disabled People's Organisations (DPOs) within the context of where you work. This will guide you in terms of which organisations you might partner with as well as those that may need some support.

For example, you should know if:

- Any DPOs are currently working on the topic you have chosen and in which ways;
- There is a national federation of DPOs and how it is organised;
- DPOs work collaboratively;
- DPOs representing their members have connections with the grassroots level;
- There is an association representing women with disabilities;
- There are associations representing a diversity of people with disabilities or if certain groups are under-represented;
- DPOs have worked with other NGOs and/or international NGOs;
- DPOs work in networks or partnerships;
- DPOs have links with other civil society organisations.

E

How to conduct a rapid review of existing policies, services and practices

A rapid review of existing policies, services and/or practices related to your project topic will greatly assist with planning. For example, if your MIW initiative is on legal capacity, it is very important to have (at the very least) an overview of the existing policies on how legal capacity is defined and of current practices related to legal capacity in the country or region of your MIW initiative. It may not be necessary to review all policies, services and practices. Indeed, it may well make more sense to focus on just one area. Here are some tips on collecting the information you will need for your situational overview.

Review of existing policies

Depending on your MIW topic, there are different kinds of information to review for an overview of existing policies:

- The CRPD articles relating to your topic;
- OHCHR website pages where you can access conclusions from Universal Periodic Review per country[19];
- National and local laws relating to your topic;
- National and local policies relating to your topic;
- National and local government Development Action Plans;
- Poverty reduction strategies;
- National and local government implementation plans;
- Budget allocation documents.

What does the legislation say?

- How are people with disabilities defined in the legislation relating to your topic?
- What rights do people with disabilities have, as outlined in the legislation?
- What does the legislation or policy stipulate regarding discrimination against people with disabilities?
- What are the limitations of the policies you are reviewing in terms of ensuring full inclusion of people with disabilities in society and their enjoyment of human rights as stipulated by the CRPD?
- Is it clear whether people with disabilities were involved in making this policy?
- Are all groups of people with disabilities, including women with disabilities, equally supported by the legislation/policy with adequate adaptations/measures?
- Is there an allocated budget for implementing these plans or laws?
- Is there a monitoring mechanism to enforce implementation of the legislation?[20]

What do national or local development plans say?

- Do local or national level development or action plans address disability inclusion?
- Are there national or local level action plans on disability? If so, how do they address disability inclusion?

What services are available?

- As outlined in the legislation, what services are provided to people with disabilities?
- As outlined in the legislation, how are these services set up?

Where to find information on legislation and policies?

- Governments often have lists of laws and policies that can be accessed online through various line ministry websites, e.g., the Ministry of Social Affairs, the Ministry of Education and the Ministry of Health;
- Most countries publish official gazettes, which list laws, decrees and policies. They are often accessible online.

How do people with disabilities access services?

Making a review of existing services relating to your topic (and specifically services for people with disabilities) is important in order to identify the changes that might be realistic or achievable in the setting where you work

and the services that might benefit most from your support/advocacy.
You can make this analysis by asking two main questions:

- Practically speaking, how do people with disabilities gain access to services?
- What do you think are the main determining factors impacting access to services by people with disabilities?

The following checklist[21] will help to identify the main barriers to accessing services for people with disabilities:

- Few services exist and/or services exist in urban but not rural areas;
- Cost of services is too high;
- There are not enough professionals trained or available to provide adequate services;
- There is a lack of information on existing services including in accessible formats (Braille, Sign Language etc.);
- High attitudinal barriers and the general public have a negative view of disability;
- Physical barriers prevent people from accessing services;
- Poor service guidance and referral procedures;
- "Passivity" of users (lack of proactivity in seeking out appropriate services) or "passive acceptance" of their situation hinders people from seeking out appropriate services.

You can find this information in many places, including:

- Specific laws relating to the services sector or the protection of the rights of people with disabilities;
- Strategies and/or local action plans for people with disabilities;
- Existence of a budget allocated to implementing these plans or laws;
- Official data and statistics on the number of people with disabilities accessing a particular service or sector of society (e.g., education and employment);
- Reports from line Ministries responsible for social services;
- Visits to service centres to discuss with service providers the types of services available to people with disabilities and how they access these services;
- Interviews with national DPOs. National DPOs often have pertinent information about existing services available to people with disabilities and the extent to which they are actually accessing these services. Note: in order to make a comprehensive analysis, we recommend interviewing several DPOs to ensure that your information is representative of people with all types of impairments.

Please note

For a more in-depth analysis of access to services for people with disabilities, Handicap International's practical guide has a range of helpful tools: Access to services for people with disabilities (see Bibliography).

Checklist—Basic requirements before moving forward with your MIW initiative

- You have selected a specific and relevant topic as the focus for your initiative;
- You have identified the relevant actors;
- You have a more in-depth understanding of the principal issues relating to your topic;
- You know about the existing policies, services and common practices relating to your topic.

Step 1—Building multi-stakeholder engagement

In simple terms...

This step helps you to identify the appropriate actors to engage and work with on the MIW process. It also helps you to define how to work together and what the different roles could be.
Once this step is completed, you should have established the formal/informal committee or group to begin your initiative with.

The ideal scenario is for all Making it Work projects to have an effective multi-stakeholder committee (whether a steering or advisory committee). Such committee should be formed at the beginning of the project to ensure ownership and full commitment.
The multi-stakeholder approach is a core element of Making it Work. It is a method for creating a "learning alliance" in which a range of diverse stakeholders, who are each connected by a common interest in promoting inclusion, come together as a group. The aim is to optimise relations, learn from each other and influence change. It is an opportunity to take collective action to address an issue. MIW initiatives should draw on different types of expertise and backgrounds, with and without a disability focus.

The process of a group coming together to address an issue, through joint problem identification, decision-making and action planning, can be a positive outcome in itself. Such collective action is based on dialogue, participation and empowerment. It supports social change[22].

The process of participating in a multi-stakeholder committee, sharing experiences, participating in decision-making, debating on the selection of good practices and informing the direction of the project has potential for empowerment and learning for all. In addition, involving stakeholders external to the disability movement in a committee provides an opportunity to raise awareness and give visibility to disability.
To support effective works of a committee, each project must determine its methods for ensuring that a variety of key, external stakeholders have contributed to and endorsed its key messages and recommendations. In some cases, rather than a formal committee that meets regularly, it is possible to hold expert workshops or individual interviews with specialists at strategic moments during the project, to analyse good practices or draw up recommendations.

1. An essential part of the Making it Work methodology is selecting who you want to support for change through your action, including advocacy. These will be the groups you target with your actions for change and can be made up of organisations, people or groups whose practices, beliefs, policies, etc. who you want to support in engaging for change.
2. We encourage all Making it Work initiatives to include DPOs, persons with disabilities or representatives of a DPO federation on their committees. They should be involved at each step of the process: selecting the issue/practice to be changed, deciding the selection criteria for defining the good practice, collecting good practices, providing testimonies, drawing up the recommendations and participating in actions for change.

Several key stages in a MIW initiative require a commitment from the committee to play an active role. This should be discussed as much as possible at the beginning of the MIW initiative.

For example, a committee can perform the following roles:

- Provide technical expertise and guidance and support network building with a range of stakeholders;
- Participate in the development of a MIW action plan;
- Define good practice criteria in relation to the agreed topic to be addressed;
- Analyse and validate the good practices to be used for a publication, training and/or advocacy, and to draw up concrete recommendations;
- Review the final draft of any MIW publication, be it a movie, report or else;
- Participate in the advocacy and/or training activities.

Examples of MIW multi-stakeholder committees

1. Setting up regional and national level multi-stakeholder advisory committees (West Africa)

Rights in Action was a regional Making it Work project on inclusion of disability in local governance in West Africa. The project was implemented in six countries: Burkina Faso, Mali, Niger, Senegal, Sierra Leone and Togo. A regional advisory committee was set up and included:

- 3 INGOs specialised on disability and development, active on regional dynamics;
- 3 regional bodies, the Secretariat of the African Decade of People with Disabilities, the Women in Law and Development in Africa, and a regional body on local governance;
- The Municipal Development Partnership;
- A resource person for governance and local development.

For national tasks and local ownership, there were also national committees:

- National DPO federations;
- INGOs on disability inclusive development in each of the countries;
- National ministries and public institutions responsible for disability issues;
- Local authorities with a mandate on local governance;
- Mainstream development organisations;
- Human rights organisations;
- Media representatives.

Separate roles of committees: The roles of the regional committee included defining the good practice criteria and selecting and validating the good practices. The committee also provided guidance on drawing up the final recommendations. The national committees were responsible for identifying good practices in the field, reviewing the good practices and submitting them to the regional committee for final validation.

2. Two DPOs working together in a national MIW advisory committee (Columbia)

Two DPOs jointly implemented a MIW initiative on legal capacity, article 12 of the CRPD. Asdown, representing people with intellectual disabilities and Fundamental Colombia, representing people with psychosocial disabilities, worked together. They joined to address the legal capacity and citizenship rights of people with intellectual and psychosocial disabilities. They implemented research among other activities. Within this MIW initiative, the two organisations established a multidisciplinary advocacy group on legal capacity that included:

- University law faculties;
- Civil society organisations;
- Individual Lawyers;
- Ministry of Social Welfare;
- National Council on Disability;
- DPOs.

The group's role: The advocacy committee analysed the results of the research, systematically documented the good practices related to decision-making and legal capacity and drew up recommendations for policy-makers.

A

Defining the type of multi-stakeholder committee

One of the first decisions is to choose between an advisory committee and a steering committee. An advisory committee acts as advisor to a process but does not have decision-making power. A steering committee steers a process and also provides guidance. A steering committee has decision-making power, and no major decisions can be made without its approval.

Two questions to help you decide what would work best for your MIW initiative

1. Do you want to share the management of this project with other organisations, sharing equal powers and responsibilities? Then it is advisable to setup and engage a steering committee, if you want to establish a network, i.e. if all these organisations already have a very clear common cause and envisage working together in the long-term. More participatory in approach, this setup is often more time-consuming. Getting consensus from a group requires time and more meetings to discuss and take decisions. This should be kept in mind as you plan your MIW initiative and the timeline of your project. If your MIW initiative has a longer timeline, a steering committee may be the best option.
2. Or do you want to manage this project more independently, wish to focus more on collaboration, learning and exchange processes, and have a one or two year time frame? Then establishing an advisory committee is a suitable solution. It allows you steering the project yourself, while benefiting from advice, facilitating joint learning and assistance from other organisations in a regular, structured manner or more ad-hoc basis.

STEERING COMMITTEE

Pros	Cons
Participatory nature allows for greater buy-in from steering committee members	More time-consuming to manage
Allows for representation in all aspects of project decision-making	Less flexible structure
Ideal for affording MIW initiative the endorsement of a group	Less flexible structure makes it more difficult to give advice on and contribute to content within the MIW initiative

ADVISORY COMMITTEE

Pros	Cons
More flexible structure	Lacks the endorsement of a group consensus
Ideal for providing guidance and expertise	Lacks the authority to act and make decisions
Less politically-sensitive	Group members are less engaged with the project and less likely to support future advocacy actions
Less time-consuming to manage	Lack of ownership means the committee is has no real substance

Outputs: After reflection on above, you should have an idea and reason for the appropriate type of committee to be formed.

B

Identifying potential participants for the committee

After deciding the type of committee, another important step is identifying key organisations and people that work in the multi-stakeholder group. Now you need to understand the kinds of expertise, collaboration and support you are looking for, to find the people and organisations you want on your MIW project.

Some useful questions to help you identify potential committee members

Organisations that are leaders in your topic:

1. Who are the leading organisations or actors in your topic, by expertise, numbers or geographical scope? Do you already work with them and have you established a solid relationship with them? If so, they may be ideal for your committee.
2. Is there one individual, spearheading initiatives in this topic who could serve as a key resource person on your committee? If so, he or she may well be a great champion to have on board of the committee.

Organisations that can bring a particular expertise to your topic:

1. Which organisations or groups are working on issues related to your topic
   A) from a disability perspective and
   B) from a none-disability perspective?
   I.e. if your topic is inclusive employment, which organisations are dealing with labour unions, labour reform issues or issues related to employment training for marginalised groups? Do you already have a relationship established with them? If so, they could well be key members to have on your committee.
2. Which technical experts or groups could provide your committee with in-depth technical guidance on your topic again from both, disability and/or none-disability perspectives (research institutes, academic faculties, lawyers or other professionals working in the field of policy analysis)? Do you have an established relationship with any of these groups? Are any of them interested in or working on your topic and could they benefit from learning from the multi-stakeholder process? If yes, they would be a real asset for your committee.

Organisations that have influence:

1. Which organisations or groups have influence or decision-making power in your topic? Do you have an established relationship with any of these groups? If so, which ones would be able to play a support role on a multi-stakeholder committee? They would be potential allies on your committee.
2. Are there other allies in civil society with robust advocacy capabilities working on issues related to your topic? Have you established a relationship or worked with them before? Could this group or individual be a good ally for your MIW initiative? Do they have reliable networks your project could benefit from? Any of those could be contributing to a strong alliance for social change and should be on your committee.

↳ **See Tool 2**–Sample invitation to join a committee

Introductory meeting with potential committee members

We recommend you set up an introductory meeting to present your project and the MIW methodology to the candidates you have identified for your committee. This is the perfect opportunity to establish if they would be interested, willing and committed to participating in a multi-stakeholder group and to ask if anyone can recommend potential members you may not have thought of.

Outputs: At the end of this step you should have a list and have invited the potential members to join the MIW committee or group.

C

Establishing the committee

Secure the commitment of committee members

An important starting point in building collaboration with different stakeholders is securing their commitment. It is essential to find out from the different members if they really can commit to participating in a multi-stakeholder committee or group. All potential members must be informed that they will need to commit time and asked if this is feasible. Once you have a better sense of who is truly committed to engaging in working as a group, you will be able to make your final selection. This step is really important, because often committees are formed without ensuring that all members can actually commit to being actively involved.

Once the group is constituted, here are the guiding points to establish concretely the committee:

- **Plan and allocate sufficient time to facilitating a committee** to make the experience meaningful and rewarding for committee members. If you cannot, it is not advisable to engage other actors.
- To further **define the role, time allocation and scope of the committee** by answering the following questions. What is the committee's objective? What role will the committee play in the MIW process? For example, which key steps of the MIW process will the committee be involved in? How often will the committee meet? How will information be communicated to the committee? Who will lead the committee?
- Further **define the role of the committee by discussing more individual roles and responsibilities** of committee members. What will be individual roles of the members? Given their varying areas of expertise and access to different networks, it will be important to define clearly how each member can contribute to the MIW initiative and what their specific roles will be.
- Draw up a written **description of the committee's responsibilities**, activities and limits to its authority.
- **Don't be afraid to decide during the process that an advisory committee or steering committee may not be the best solution** if regular meetings are not feasible or members are to far spread out. If that is the case, consider instead asking potential members to be "advisors" or a "technical council". Both are terms that give a sense of affiliation without implying group meetings.
- **If you plan to develop several MIW initiatives over a period of time on different topics**, it is important to think about whether you will keep the same advisors or rather engage different actors for each topic.
- **When establishing a multi-stakeholder committee, it is important to allocate time to define and communicate the objectives** of the MIW initiative and what is expected of those participating, and what are their expectations. What will they get out of the experience? What will the MIW Coordination team provide? These aspects need to be clearly explained to avoid any misunderstanding in terms of expectations.

Outputs: Memos and communication around objectives, roles, type of committee exists. The members have agreed on type and scope of commitment in the committee or group.

D

Drafting the committee's terms of reference

After having identified type of committee, members, and discussed on objectives and roles, it is now advisable for committee to put its terms of reference (TOR) in writing. This allows the group to work together on deciding how the committee is to operate. If desired, each member of the committee can sign the TOR to indicate his or her commitment to the project. It is extremely important to clarify expectations early on. Specifically, the TOR can include the following:

1. What is the vision or aim of this committee?
2. Governance structure
3. General responsibilities of the committee members
4. Specific responsibilities of individual members
5. Meetings
6. Communication
7. Membership

↳ **See Tool 3**—Committee's terms of reference template
↳ **See Tool 4**—Sample terms of reference for an advisory committee (Ethiopia)

Additional Tips

- All members should fully understand the different elements and objectives of the MIW initiative and be able to communicate them to people within and outside their organisations.
- All members should be committed and excited about the project!

Outputs: By now you should have the TOR, which will guide the work of the committee and/or the advisors or technical council in your MIW initiative.

E

Establishing a budget

The following pointers will help you to plan and allocate financial resources for a committee.

Transportation
It may be appropriate to reimburse transportation costs incurred by committee members attending meetings (taxi, bus fare, etc.). If committee members have to travel a long distance to attend meetings, it may be appropriate to reimburse their travel costs and help them pay for their accommodation. Your group may want to make site visits to some good practices so don't forget to allocate transportation costs for this too.

Meeting place fees
Consider that meeting places may need to be paid for. Moreover, keep in mind to hold meetings in places that are accessible, easy to find and convenient for the majority of the committee members. You may save money by finding an accessible meeting place in the premises of one of the committee member's organisations.

Refreshments
Coffee and snacks help a lot during group meetings!

Interpretation/Translation
Do any documents need to be translated? Do any members need an interpreter to be able to participate in meetings?

Sign Language interpretation
Ensure Sign Language interpreters are available for any members who need Sign Language interpretation.

Alternative formats for materials
Braille printing for written materials, including those provided on CD.

Administrative costs (phone calls, internet, photo copying)
It can be useful to create a committee listserv for email communication and try online calendar applications such as Google calendar for scheduling meetings.

Meeting supplies
Pens, paper, flip charts, markers, cards, cameras, digital recording devices or tape recorders.

Output: With the help of above points, you should be clearer now—on what type of resources you may need for your action, and have a budget should finances be required. All members of the committee should know and understand the budget of the project and their role in spending project funds.

F

Facilitating a first work meeting with the committee to establish a MIW action plan

For a multi-stakeholder committee to function successfully, there are a number of steps that should be implemented to engage all members of the committee and provide the foundations for an effective participatory body. Remember, projects can vary quite considerably so there is no standard template for a committee. However, there are some important steps within the MIW process that a committee should complete as a group.

One of the over-arching goals of the MIW process is to benefit from the multi-stakeholder approach by mutually increasing capacities between committee members to identify and use the evidence-based good practices to affect change. Considering the following steps will help to ensure this process of engaging the committee is implemented smoothly.

Provide the committee with introductory training on the MIW methodology to familiarise them with the MIW approach

- Present MIW through examples of completed initiatives on the MIW website and discuss on value, outcomes and impact achieved (for example: Rights in Action: Good practices for inclusive local governance in West Africa[23]).
- Provide an overview of the steps in the MIW process.
- Share the MIW guideline and MIW website with the committee members: www.makingitwork-crpd.org.

Facilitate a discussion on the topic of the MIW initiative to allow members of the committee to share their expertise and knowledge

- Each member shares their area of expertise as it relates to the topic. This can be done as a round-robin sharing exercise or more formally with mini-presentations. For example, if the topic of the initiative is inclusive employment, all the committee members present their knowledge on the issue. If a member has expertise on employment strategies for marginalised groups, this is what they should present. Similarly, a committee member with expertise on disability rather than employment strategies should share his or her knowledge of disability.
- Group discussion on the possible barriers and facilitators people with disabilities face in relation to the topic. For example, if the topic is water and sanitation, the group should outline the barriers and existing facilitators for access. This discussion should be led by DPO representatives and other disabled participants.
- Introduce any networks and partnerships committee members have links with to identify potential opportunities for collaboration or exchange on technical issues. For example, if the MIW initiative relates to inclusive employment and the committee has seen that it does not have a high level of expertise in vocational training, identify possible partners or

networks that could provide guidance on this issue, as and when necessary.
- Identify possible training opportunities, should the committee feel that to enhance the MIW initiative they would benefit from additional training.
- Use an online tool for communication such as an email listserv where committee members can participate in discussions and communicate between committee meetings.

Tips for ensuring accessibility for your working group

1. Start by asking your participants about their accessibility needs.
2. Ensure language and communication are accessible: Sign Language interpretation, translation, ask people who are blind or visually impaired if they would prefer written materials in Braille, provide materials in Easy to Read formats, etc.
3. Make sure the meeting space for your group is in an accessible location (if in doubt about accessibility of the meeting space, consult local DPOs for their advice on accessible meeting spaces; a DPO office with an accessible meeting room or conference space is ideal).
4. Try to hold the workshop in a location that everyone is familiar with and can get to as easily as possible. If necessary, reimburse transportation costs.
5. Prepare materials in advance and provide digital versions for participants who are blind or have visual impairments.
6. For group exercises, remember to read out and describe everything you present—PowerPoint slides, written text, pictures, posters, etc.
7. Remember to speak slowly and clearly to allow time for Sign Language interpreters and translators to interpret.
8. For any group work where you ask people to write things down, remember to allow people to express themselves orally (please keep in mind that not everyone will be able to write). It is a good idea to appoint a note-taker to write down spoken contributions.
9. Remember to systematically read out answers put up on the wall during group activities.

Invite experts in your MIW topic to provide key background information to the multi-stakeholder committee members

- Invite a leading DPO to present a disability policy review to the group so that committee members unfamiliar with disability policy issues better understand the policy framework as it relates to your MIW topic.
- Invite a disabled women's association to present the unique barriers women with disabilities face in relation to your MIW topic (for example, if your topic relates to inclusive HIV/AIDS voluntary testing and counselling centres, invite women with disabilities to talk about the barriers they have experienced in accessing these centres).
- Invite an expert in your topic to make a presentation to the group so that committee members unfamiliar with the technical aspects of your topic have a better understanding (for example, if your topic is water and sanitation, invite a water and sanitation engineer to present the technical aspects of water and sanitation).
- Be aware for your planning, that in past MIW initiatives the committee members requested training to familiarize themselves and practice their skills to implement the MIW methodology. This took two to four days depending on the experience of the members of the committee.

Checklist to determine your committee members' understanding of MIW

- All committee members have used or been trained in the MIW methodology: Yes/No
- All committee members have a basic understanding of the MIW approach and how it will be used for this initiative: Yes/No
- All committee members have the capacity to communicate about MIW and will play an active role in developing the MIW initiative: Yes/No
- All committee members have sufficient understanding or were trained in the thematic issue of the MIW topic as well as on disability inclusion issues related to the initiative: Yes/No
- All committee members have had the opportunity to share networks and resources that relate to the project: Yes/No
- All committee members have had the opportunity to share what they do within their organisations and how it may relate to the project: Yes/No

Vision statement example

In line with Article 25 of the CRPD, all women and girls with disabilities in Ethiopia have access to the same range, quality and standard of free or affordable healthcare and programmes as others including access to sexual and reproductive health services and programmes and population-based public health programmes. They have access to accessible and inclusive health services that are gender sensitive including health related rehabilitation and active collaboration between service providers and women with disabilities and their representative organisations has begun. Policy makers and donors are aware of the need to make health reforms so that women with disabilities are effectively included in all health services and health practitioners are aware of the strategies and technical know-how for inclusive and accessible health service provision. Formerly marginalised from health services and women's health services, women with disabilities in Ethiopia have access to inclusive and accessible services that are responsive to their needs.

↳ **See Tool 5**—How to define your vision statement

Define a collective vision

This step is about making sure that you and your committee members understand the bigger picture on the subject and share the same values and goals.

Defining a vision builds consensus and provides an inspirational focus. It sets clearly what an ideal world would look like in relation to your topic. It helps you and your multi-stakeholder group to develop a common concrete goal with shared values about promoting inclusion. It ensures that you all understand why you are working together and what you are collectively working towards. The articles of the CRPD[24] can be very useful for writing a vision statement, but you are encouraged to build on this and add information that is specifically relevant to your topic/context.

Define a collective mission statement

This step is to ensure that you and your committee understand the specific focus of the good practice collection, what you are aiming to achieve and how this fits with the bigger picture.

A mission statement helps define the changes you want to achieve through your advocacy. While it should support the overall vision statement, it should be more specific and more focused than the big-picture vision you have defined.

Mission statement example

In support of the vision, this initiative will focus specifically on addressing inclusion of women with disabilities in local women's health centres in Addis Ababa by collecting good practices that provide examples of inclusive women's health practices with a particular emphasis on innovation through consultation with women with disabilities. Using the good practices, the activities will be focused on working with local women's health service providers, women with disabilities and local authorities to share good practices and facilitate relationship building as well as learning so that each stakeholder can be more responsive on promoting and adopting inclusive practices. The MIW initiative will encourage the identification of policy gaps and unresolved issues on inclusive women's health to be addressed by policy making locally and incorporated into national development research initiatives related to gender issues. The project will contribute to ensuring women with disabilities in Ethiopia have access to women's health services that meet their needs.

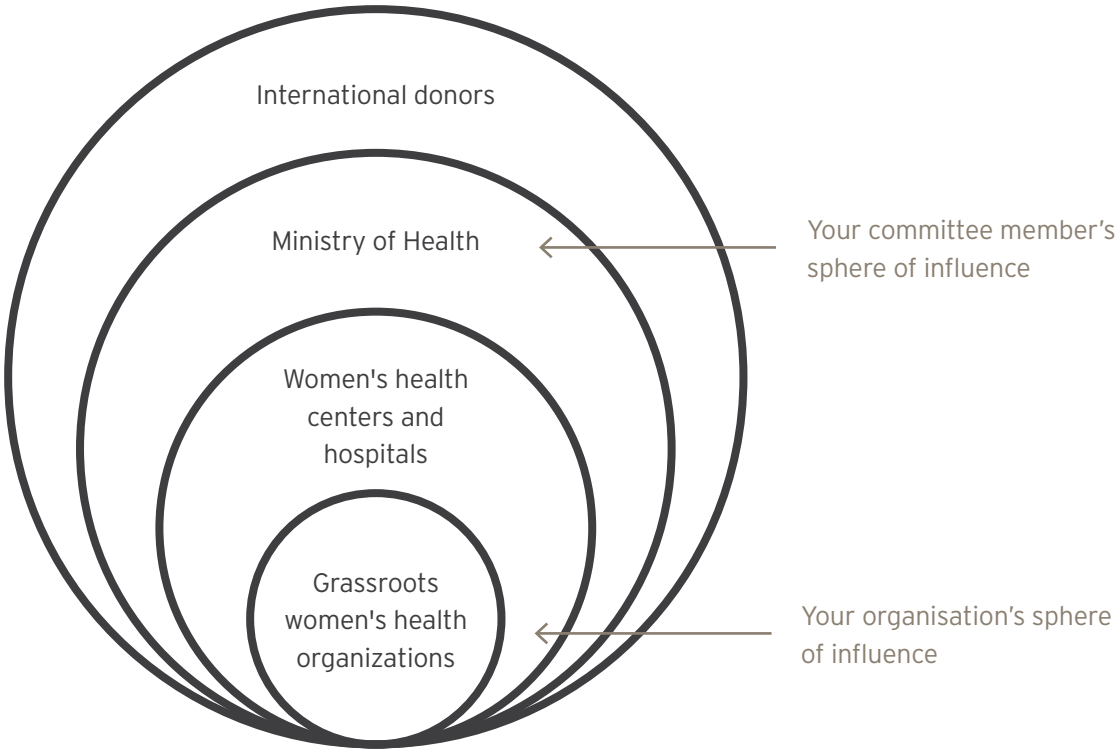
↪ **See Tool 6**—How to define your mission statement

Define together the target groups to achieve

Here you will establish the target groups for your initiative, i.e. the people or organisations that you have a realistic chance of influencing in order to make change happen, and how you would like them to change. Making a stakeholder analysis helps to identify the various actors impacted by your topic. You need to specify and prioritise: who are the specific people or organisations in your direct sphere of influence (those you are most likely to be able to contact, meet or work with directly)?

Let's take the Ethiopian project as an example: a project focusing on inclusive women's health may not be able to influence the Ministry of Health directly but it can influence grassroots organisations providing health services to women. So, grassroots women's health organisations would be included on the list of targets.
Depending on your topic and objectives, you may consider identifying 1 to 4 target groups. Remember, the more you choose, the more you will need to capture different types of good practices and draw up different types of recommendations and actions for change. Sometimes drawing a diagram for each target can help with analysing the influence they can exercise in their work. In the following diagram, for example, the targets are grassroots women's health organisations. These organisations can influence larger health centres and hospitals, which can then influence ministries, and so on.

Sphere of influence



In this example, whereas the MIW initiative may not be able to influence the Ministry of Heath directly, hospitals can. But it can support and train grassroots women's health organisations to exercise influence. As such, your initiative has the potential to reach many groups outside your own sphere of influence.
Something to consider: Each of the committee's members can list the partners they work with to see if there are any shared targets.

Your project may also want to form an alliance with other partners to achieve its objectives, but without trying to change their behaviour directly. These can be listed separately as 'strategic partners'. In the case of the example above, strategic partners could be:

- International organisations implementing projects related to women's health;
- University networks researching health and women's health issues;
- Gender and health experts from the University of Addis Ababa.

Define together change statements
This step is about determining the types of changes your targets can realistically achieve. A change statement:

- describes the changes in behaviour, relationships, activities or actions of the target that you would ideally like to achieve;
- is formulated so that it encapsulates how the target would be behaving and relating to others, if your MIW initiative is successful;
- needs to be realistic and achievable.

Example of change statement

Target group 1: Local women's health centres.
Change statement: The MIW committee wants to see local women's health centres actively engaging with women with disabilities to address how their services can be more accessible and inclusive. Local

women's health centres should learn from this dialogue how their services can be more responsive to the needs of women with disabilities and how to make services more accessible.

↳ **See Tool 7**—How to define change statements for each target group

At this point, you can start completing **the monitoring and evaluation form to fill throughout the MIW initiative (Tool 18)**. The form can be used throughout the initiative to monitor key changes in your targets. At this stage, simply enter the name of the target and the overall changes you are expecting. Later, as the project progresses, you can fill in the other columns. These provide more specific information on the changes or milestones that the targets should reach and generally monitor the overall progress made by targets along the way.

↳ See also **Tool 20: How to set progress markers**, including the worksheet on progress markers to establish with your committee/group, and to deepen during the monitoring/evaluation stage.

Define together the good practices necessary to meet the change statements

This step involves careful identification of the type of good practices that could most influence your targets.

At this stage of the planning process, you have defined the vision, the mission, your target groups and how you want these targets to change. Now is the time to begin identifying the kinds of good practices you need to capture as evidence to influence your target groups.

Reminder: What is a 'practice'?

It is important to keep an open mind about the different levels of practices, which can involve small-scale initiatives with local resources as well as larger-scale projects with more long-term government investment or international donor support. Practices can be implemented by different entities—communities, individuals, service providers, government, civil society organisations and development agencies. Practices can be related to services, projects, initiatives, innovations, changes in community practices and policy-level initiatives for reforms.

In general, a good practice would not usually capture and describe an entire project, policy or service, but would instead focus on one specific aspect. For example, rather than capturing the experiences of an entire inclusive education project, you might choose to focus your good practice case study on one particular aspect of teacher training. Another example might be a highly positive national policy for welfare reform where you decide to focus not on the policy itself, but on the participatory and disability-inclusive approach adopted to develop it.

Rather than going out and collecting random good practices (i.e. good practices on inclusive health or good practices on inclusion of people with disabilities in general), you need to identify good practices directly linked to the changes you want to make. So, for example, if your aim is to influence a particular hospital to be more inclusive of women with disabilities, you could capture examples of good practices implemented by other hospitals or health service providers that have achieved this. Your good practice case study therefore explains exactly how to achieve this type of change.

To implement this step, go back to the change statements you wrote for each target and then try to identify the kinds of good

practices that could provide the evidence needed to influence the change you have identified.
This exercise should be applied to each target's change statement.

Example

Target group: Local women's health centres.
Change statement: The MIW committee wants to see local women's health centres actively engaging with women with disabilities to address how their services can be more accessible and inclusive. Local women's health centres should learn from this dialogue how their services can be more responsive to the needs of women with disabilities and how to make services more accessible.
Types of good practices needed:

- Good practices that illustrate consultation with women with disabilities;
- Good practices that illustrate accessible services for women with disabilities with different types of disabilities;
- Good practices that illustrate different types of women's health services inclusive of women with disabilities.

Fill the MIW action plan
The MIW action plan brings together: vision statement, mission statement, target groups, change statements and types of good practices needed.
Please note: as you progress through your Making it Work initiative, you will revise and improve this preliminary plan.

↳ **See Tool 8**—Making it Work action plan template

Output: By the end of this step your committee should be consolidated, aware about the members' expectations. The basic principles of the MIW methodology are known, and you know if training and/or further information will be required.
You share a vision, a mission and change statements. You know your target groups and the practices needed. An action plan has been drafted and will be updated as the MIW initiative progresses.

Checklist—Basic requirements before moving forward with your MIW initiative

- You have made a well-informed decision on the type of multi-stakeholder engagement (advisory committee, steering committee or other).
- The role of the MIW committee is defined.
- The committee members have been selected and their roles clearly defined.
- Terms of reference for the committee have been drafted and shared with members.
- The committee members have met, have been given an introduction to MIW and are familiar with the approach and its added value.
- Committee members have had an initial meeting to share their experiences of the major issues related to your topic.
- Committee members have established a MIW action plan.

Step 2—Collecting, documenting and analysing good practices

In simple terms...

... In this part of the guideline, you will learn about good practice identification through your committee. You will understand better to define your good practice criteria and how to map out exactly which practices you aim to collect and analyse. This means for instance going out and speaking to the people involved finding out exactly what happened and how. You will collect information so you can write it up later as a detailed case study. Thereafter, you will be analysing all of the good practice case studies you have collected to see how well they relate to your topic. You will be looking for gaps in information as well as any trends, and finally, you will draw up recommendations from this learning and analysis for further use (step 3).

A

Defining good practice criteria

Why is a good practice considered to be good? This always requires making a judgment. What is considered to be 'good' will often vary from one person to another and from one context to another.
Here we propose some essential criteria for good practices, which you need to discuss, revise and validate with your committee[25].

1. **Demonstrable change:** clearly achieving positive changes wherein change can be defined as: changes in systems, changes in policy and legislation, changes in practice, changes in attitude and/or changes in a person's life. It is a validation done by organisations, partners and beneficiaries together. We can use testimonies to describe positive changes—in terms of better protection, quality of life, quality of services etc...
2. **Replicability:** a specific action, approach or technique which could feasibly be replicated or adapted in other contexts.
3. **Sustainability:** potential for local actors to be able to develop or sustain this action, approach or technique in the future.
4. **Person centred:** practices related to service provision which respect the concept of individual users being actively involved in any decisions which concern them.
5. **Conforming to a broader set of guiding principles and shared values:** e.g. general principles of the CRPD:
   - Respect for inherent dignity, individual autonomy including the freedom to make one's own choices, and independence of persons
   - Non-discrimination
   - Full and effective participation and inclusion in society
   - Respect for difference and acceptance of persons with disabilities as part of human diversity and humanity
   - Equality of opportunity
   - Accessibility
   - Equality between men and women
   - Respect for the evolving capacities of children with disabilities and respect for the right of children with disabilities to preserve their identities.

Depending on your topic (whether HIV, Livelihood, Rehabilitation, etc.), you can define your own specific criteria. You can also work with your multi-stakeholder group to decide if there are any other guiding principles or standards that are missing from the list.

It is important to take the time with your group to define good practice criteria, as this will help you to:

- Provide a framework for comparing practices;
- Ensure your messages are clear;

- Establish standards that will underpin not only your final publication but all your subsequent advocacy/actions for change.

A useful exercise to help defining good practice criteria is to decide exactly what you want and what you don't want to collect as good practices.

↪ **See Tool 9**—A sample list about good practices to collect versus good practices to not collect

Reminder

No good practice is perfect! There will always be aspects that can be improved or corrected. What is important is to show the effectiveness of the practice, how the changes were achieved and the lessons learned so that you can draw up recommendations for future changes. Some practices can be good and still not meet all of your criteria. This doesn't mean they can't be included in your publication but you will need to highlight the ways in which they could be improved.

Output: By the end of this step—you should have agreed upon your selection criteria. They should be shared and understood by all members of the committee.

B

Mapping good practices

To discuss below points with your committee members is important for in order to agree as a group/committee on the scope and reach of mapping of the good practice.

How many good practices should you aim to collect?
The guiding principle should be quality, not quantity. It is far better to collect 5 well-researched and comprehensive case studies rather than 25 with very limited technical or practical information. Therefore, go back to your criteria and objectives and decide how many good practices you think you need to collect. To do this, it can be helpful to group the good practices into categories, to reflect a specific type of change that you want to demonstrate. We recommend you collect between 5 and 10 (maximum) good practices so that you can select the most important and powerful case studies and gather as much information as possible.

What about collecting your own good practices?
The idea is not to collect your own organisation's good practices, but rather practices achieved by local stakeholders. However, this can sometimes be a grey area. Perhaps your organisation or one of the committee members will propose a good practice achieved by a local organisation, but that occurred within a project that they implemented or supported. This may be acceptable. The main point is that your case study is a practical tool to understand how local actors and organisations have achieved positive change affecting people with disabilities.

Possible activities for the mapping:

1. According to the type of practices and criteria that you have already identified, ask

each member of your committee to list some actual practices that they know about.

2. Compile all the possible good practices and ask the group to categorise the different practices. These categories will vary according to the project but you can categorise according to the type of practice, geographical location and the target group the practice affects. This will give you a spectrum of the kinds of good practices that exist and how they may correspond to your needs.
3. Liaise with several Persons with disabilities or DPOs (in and not on the committee) to further analyse or elaborate on this preliminary list. For example, you can organise meetings with DPOs representing different groups for a discussion on possible existing good practices. Ask the group for any examples of change, innovation or successful grassroots initiatives in your topic they know of. Are there people campaigning for people with disabilities or networks of people with disabilities promoting social change in this topic?
4. Identify other organisations and networks and invite them to a roundtable discussion to further explore existing good practices or examples of innovation.

What do you do if you can't find good practices that correspond to what you want to collect?

Sometimes the good practices you identify don't correspond exactly to your needs. However, it is important to remember that no good practice is perfect and it is the analysis of the good practices that can be worthwhile and provide learning opportunities for others. There is value in the process of analysing existing practices, whether they correspond perfectly or not to the key messages you are looking for. Analysing what is missing from a good practice or what could have improved the good practice provides critical information that can help you to draw up your recommendations for your publication. If you can't identify good practices corresponding to your requirements, there are other ways of documenting what is working. In the absence of good practices, think about documenting small changes or innovations targeting inclusion. Documenting these kinds of changes can also provide useful messages to enhance your advocacy. For example, looking for personal stories of change or empowerment, or documenting the lived experience of people with disabilities and how they have overcome barriers within the sector you are working in, can be a powerful advocacy tool. Another alternative is to research examples of good practices outside the country or context. For example, a Making it Work initiative in Colombia in 2009 researched good practices from neighbouring countries as a way of advocating for change in their own country.

What are the resources needed to collect good practices?

The resources needed for documenting good practices will vary according to the scope of your initiative. Some factors which may be helpful when planning your budget for the documentation phase include:

- Travel costs for visiting good practice sites;
- Sign language interpreter if you are interviewing people who use Sign Language;
- Translator for interviews requiring translation services;
- Costs of contracting a field researcher/s to document the good practices;
- Meeting space for preparing and briefing actors to collect the good practices;
- Meeting space for carrying out interviews and/or focus groups;
- Audio recorder if you wish to record interviews. This is highly recommended as it allows you to listen to the interviews again and catch any details you may have missed;
- Video recorder if you wish to have the interviews recorded. If you choose to make a video recording of the interview, this is better done by somebody other than the interviewer;
- Technical assistant; for example, a person who can film and make a video recording of the interviews;
- Refreshments. It is a good idea to provide refreshments for interviewees.

Output: You are now ready to begin collecting good practices!

C

Identifying people to collect the good practices

Here you look at who will make visits to the field to interview or meet with relevant stakeholders to capture the raw information. This is not to be confused with who will implement the collective analysis of all the good practices nor with who will write the final publication.

You need to think about: how members of your multi-stakeholder group might be able to help or contribute to the information collection (for example, providing staff or logistical support); how people with disabilities will be involved (for example, by recruiting a researcher with a disability); the resources you have available—existing staff or recruiting an intern or specialist consultant with research expertise.

We recommend that you do not try to capture too many good practices (5-10). It is important that the person conducting the field work has sufficient knowledge of:

- disability issues;
- the specific topic you are working on;
- how the interviews/focus groups fit into the whole MIW process;
- your selection criteria for the topic.

People with disabilities play a central role in information collection

When considering who should collect good practice information, it is important to note the central role people with disabilities play in the information collection process. Under the paradigm of emancipatory research[26], control of the research is placed in the hands of people with disabilities, i.e. information collection on issues important to people with disabilities is in their control rather than in the hands of an external researcher. Being in control of the research and collection of information is, therefore, an empowering process and helps to ensure that the information being gathered is firmly rooted in the lived experience of people with disabilities.

Using internal resources for information collection

You may choose to give the task of information collection to members of the MIW committee or to staff within your organisation. This approach focuses on developing internal resources by enhancing their capacity in information collection. However, this can be a problem when the people collecting information on good practices are also involved in validating them. We therefore suggest that the MIW committee be very involved in selecting the people to carry out the research.

Using external resources for information collection

It is possible to consider establishing links with universities or research institutes for the information collection process. Links with local resource people, such as journalists or researchers, can enrich the information collection process. For example, you could pair a person with a disability with a journalist to collect information. Or, you could recruit local journalists with disabilities or members of civil society with disabilities having experience in information collection to carry out the field research.

Output: You are able to make a clear and informed choice about, who are to collect the information on good practices in the field.

D

Conducting interviews to collect the good practices and to draft case studies

The information you collect on good practices will be generated mainly from interviews with different stakeholders

associated with, or impacted by, the good practices—in order to have a more rounded picture of the programme or service you are documenting. These may be those who implemented a good practice, community members who benefited from a good practice, civil society members who played a role in defining the good practice or local authorities in a community where the good practice was implemented. Interviews with stakeholders involved in a good practice provide critical insight into the changes the good practice has achieved, the catalysts for these changes, the challenges faced in achieving these changes and people's perceptions on how the practice could be improved, sustained or replicated. Once all this information is compiled, it provides a vast amount of knowledge that can be mined to learn about how these changes could be adapted or replicated. Talking with people in interviews (and focus groups) also allows you to summarise patterns, themes, perspectives and perceptions to enrich the analysis of the good practices[27].

You should interview at least 3 different stakeholders (for example, 1 or 2 people who carried out the practices and 1 or 2 people who are supposed to have benefited from this good practice).

Key points

- Introduce yourself and explain the MIW initiative before beginning the interview;
- Explain the purpose of the interview as part of documenting good practices for the MIW publication;
- Explain how the information obtained during the interview will be used;
- Explain that the interview is confidential and that any information the interviewee does not want disclosed will remain confidential;
- If you work with a language interpreter, remember to allow enough time in between questions for them to interpret;
- If you work with a Sign Language interpreter, remember to allow enough time in between questions for them to interpret;
- Bring paper and pen for note-taking;
- It is best to have two people at the interview: one person to ask the questions and the other to take notes;
- If you photograph any of the interviewees, remember to get their written consent to use their photos;
- Remember to write down interviewees' contact information.

↪ **See Tool 10**—How to ensure that interviews and meetings are accessible to all

What information should be collected?

Using the Making it Work template as a guide, the information you are collecting should tell a story about how a practice actually achieved change. The information you gather should also answer key questions including:

- What were the most significant changes achieved?
- What were the factors that allowed these changes to take place?
- What were the lessons learned from the practice?
- How could the practice be improved, replicated and/or sustained?
- What impact has the practice had on the beneficiaries?

It is important that you listen to the interviewee. Rather than asking leading questions such as, "I imagine it must have been difficult to implement this project", ask simple, open-ended questions like, "Tell me how the practice began". Let them answer and, if you need more details, remember to ask probing questions such as, "What do you think about the way in which the practice developed?". Remember to only ask one question at a time. And don't forget, this is a conversation so there is no script to follow. You will have the questions that you need the answers to in front of you, but let the conversation guide itself.

Defining terms around the meaning of change

When we talk about "what change", we want to know about changes in policy, practice, knowledge and behaviour as a result of the good practice.

Some examples of change include:

- **Policy level change.** Example: The mental health policy in Colombia was amended to include provisions on legal capacity and supported decision-making for people with disabilities.
- **Practice.** Example: A health centre changed its assessment practices to adopt a person-centred approach to accessing services.
- **Knowledge.** Example: Good practices on inclusive education were disseminated to researchers involved in education policy-making.
- **Behaviour change.** Example: Service-provider began meeting with a discussion on how they could coordinate services for people with disabilities to adopt more robust referral practices.
- **Individual behaviour change.** Example: Individuals with disabilities began taking on leadership roles for the first time; beneficiaries involved in the good practice assumed ownership of the quality management of services.

'Most significant change' refers to how the different participants rate or value the changes that occurred and why they found certain changes to be the most significant. The answers to questions about changes are often in the form of stories of who did what, why and the reasons why the practice was important.
The term 'impact' refers here to the direct impact the practice had on beneficiaries. Impact is addressed directly with beneficiaries by asking them what has changed in their lives as a result of the good practice.

↳ **See Tool 11**—How to collect information (semi-structured interviews, focus group discussions, individual impact statements/ testimonies)

For your collect, you can use a good practice case study template, which has the following structure:

1. Title and topic area
2. Target groups
3. Context
4. Description of what the good practice is and how it was developed
5. Most significant changes
6. Impact statement—most significant change from the perspective of beneficiaries
7. The factors that made this practice successful
8. Lessons learned
9. How could this practice be improved or replicated?

For each section, we provide a set of sample questions to guide you in your interviews/ group meetings. The proposed questions are not supposed to be asked verbatim. Instead, they offer a roadmap for the kind of information you want to gather about the good practices to conduct an in-depth analysis and draw up recommendations. These questions do not need to be followed in full but should be used as a guide.

↳ **See Tool 12**—How to draft a good practice case study

This tool can therefore both be used as a basis to collect information during interviews/group meetings, but also serves as a structure to draft good practice case studies.

Checklist

- Have you interviewed the people responsible for implementing the practice?
- Have you interviewed decision-makers involved in supporting the practice?
- Have you interviewed the providers of the service or programme?

- Have you interviewed the beneficiaries of the programme or service?
- Have you interviewed DPOs involved in advocating for the programme or service?
- Have you interviewed international development organisations that have been involved in the practice?
- Have you interviewed people with disabilities who participated in or benefited from the practice?
- Have you interviewed partners, organisations, groups or individuals identified as key change agents?

Output: You should have felt well prepared during your interviews. This will ensure you collect good quality information about the change achieved in the chosen good practice. You should have sufficient information around the good practice. Now is the time to write up the case study of each good practice, using the MIW template. However, the case studies should be seen only as a rough draft at this stage. They may need to be revised and finalised for the final publication.

E

Validating the good practices with your multi-stakeholder group

We strongly recommend a multi-stakeholder effort for this process of validation and analysis of practices—either with your committee or group or by working with external resources/organisations.
In addition to your committee, you could invite researchers or university academics to participate in a review of practices for their analysis of the evidence that has been documented.
While external resource people may not have a good understanding of disability issues, their expertise on how to analyse or use information can be most valuable. Working with researchers and academics can also be an opportunity to introduce them to disability issues and to encourage and promote disability research initiatives.

Now that you have collected your practices with or without committee member, you need to share, analyse and discuss them with your multi-stakeholder group. We recommend that you organise a meeting lasting at least 1–2 days. The intended outcomes are:

- all the members of the group agree on which practices meet their good practice criteria and can be considered 'good';
- all the members of the group contribute to drawing up recommendations and 'key messages' from the good practices;
- all the members of the group understand the next steps in the MIW process, i.e. using the good practices to develop advocacy initiatives and actions for change.

The good practices are probably not 'perfect' and therefore won't meet all of your criteria. It is therefore up to the group to discuss what they feel is acceptable for inclusion in the final publication or documentation (if it is a movie for example). It may be that the group admires the 'spirit' or positive intentions of a particular practice and feel it has achieved a lot of positive change, while at the same time noting its limitations or need for improvement in other areas. On the other hand, some practices may quite simply not be acceptable.

You can share the practices at the meeting—but we recommend sending them to each group member beforehand to read and study. In order to help them with this, you can provide them with a simple matrix for organising their feedback.

For example:
- What is your first reaction to this case study?
- Do you think it demonstrates well the types of changes we want to promote?
- What do you think is missing or incomplete?

Please tell us if you think the practice meets our agreed criteria[28]:

1. **Demonstrable change:** clearly achieving positive changes wherein change can be defined as: changes in systems, changes in policy and legislation, changes in practice, changes in attitude and/or changes in a person's life. It is not one organisation that validates the impact but also partners and beneficiaries. We can use testimonies to describe positive changes—in terms of quality of life, quality of services etc...
2. **Replicability:** a specific action, approach or technique which could feasibly be replicated or adapted in other contexts.
3. **Sustainability:** potential for local actors to be able to develop or sustain this action, approach or technique in the future.
4. **Person centred:** practices related to service provision which respect the concept of individual users being actively involved in any decisions which concern them.
5. **Conforming to a broader set of guiding principles and shared values:** e.g. general principles of the CRPD:
   - Respect for inherent dignity, individual autonomy including the freedom to make one's own choices, and independence of persons
   - Non-discrimination
   - Full and effective participation and inclusion in society
   - Respect for difference and acceptance of persons with disabilities as part of human diversity and humanity
   - Equality of opportunity
   - Accessibility
   - Equality between men and women
   - Respect for the evolving capacities of children with disabilities and respect for the right of children with disabilities to preserve their identities.

During the meeting you should discuss each practice in turn and allow each group member to give his or her feedback and then discuss it together.
If there are some case studies the group cannot agree on, ask the group to determine which good practice criteria are non-negotiable. There should be resounding agreement from the group that the practices selected meet the criteria and can be considered good practices.

Reminder

Only rarely will the practices meet all of the good practice criteria. Your group may need to prioritise these criteria, choosing between one and three that are non-negotiable to be classified as a good practice. Practices that do not include these essential criteria cannot be validated as good practices.

Output: At this stage, you should have a set of good practices agreed by your multi-stakeholder group.

F

Analysing the good practices

Once you have your final selection of good practices, you will need to analyse them and extract the most important information in order to draw up clear, concise messages and practical recommendations for your target groups.

For each good practice, we recommend you need to examine as a group:
- What were the most significant changes?
- What were the key factors for success?

- Which of your target groups does the good practice concern most and how?
- What are the key messages arising from this good practice?
- What are the practical recommendations that your target groups could adopt to try to replicate or adapt this good practice in their own work?

There are several ways to achieve this. Based on experience we suggest you structuring the analysis.

↳ **See Tool 13**—A sample of analysis structure of collected good practices

Guidance about key messages

Think of each good practice as a single case study in its own right, i.e. separately from the other good practices and your final publication. To become focused on your message the following questions discussed jointly in your committee may help you:

- What are you trying to communicate through this good practice?
- Does the good practice case study carry this message well, enough or do you have to add more information?
- Is it a positive and constructive message?
- Try to imagine: If your target group were to read the good practice case study, what would their reaction be?

Simply put, your key messages should outline the changes that the relevant target groups should be making, and needs to closely fit with the case study.

Guidance about making recommendations

Your key messages have explained the type of changes that should happen. Now, your recommendations need to offer some positive, helpful and constructive information about how the target group can achieve this. It needs to be clear who is responsible for making these changes.

To formulate the recommendations, it can be helpful to put yourself in the position of the target group and ask: What barriers or difficulties would they face in trying to replicate or adapt this practice? How could they be overcome?

Your recommendations should outline the first practical small steps the target group could take towards replicating this success. You can then build on this, suggesting progressive steps that can be taken towards achieving the overall change.

In this way we can understand the practical recommendations as 'Milestones of Progress', milestones that show how the targets are moving towards change. With your recommendations, you are trying to outline in practical terms the progressive changes that the target group can make towards achieving change.

Guidance on initial ideas for action for change

This should be a first brainstorming on the activities that you and your group could undertake to help the target groups achieve the changes. Look at the different recommendations you have proposed. What support would the target group need to achieve these milestones? Your initial ideas for support will be elaborated more formally as 'actions for change' (Step 3), but here we begin by giving a simple outline.

Crosscheck your good practice analysis

After having collected all information through the interviews, now it is time to cross check whether there are any key messages or practical points missing in your good practice analysis.

The key is that you will use your good practices/key messages/recommendations to directly influence your target groups.

As such, the good practices need to clearly demonstrate the type of positive change that you are advocating for—and how others can replicate or adapt it.

Given that you collected all information in the previous steps—you should be able to answer all questions below with the information you have:

- How the practice began: What was the main factor for initiating this practice?
- Who was involved in the good practices and what were the factors that allowed them to initiate a practice?

- What helped these stakeholders to succeed in getting the practice started?
- Who were the stakeholders involved in defining and implementing this good practice?
- What were the most significant changes mentioned by all interviewees?
- What were the factors that allowed the practice to be successful?
- What were the lessons learned?

Should you face any problems, answering any of above, go back to the actors who implemented the good practice and collect any missing information.
If you have collected all necessary information, it is now time to make recommendations.

This means: For each good practice, you will be making recommendations based on the analysis of the information you have collected. The recommendations should relate specifically to the good practice you are analysing. They should help to identify the factors that led to the most significant changes and how these kinds of changes can be sustained or replicated in the future. They should also outline the pertinent lessons learned by the target group. What were the most significant changes achieved? What facilitated these changes? What prevented these changes from being even more significant? Who is needed to play a role in ensuring these changes are sustained or replicated?

Output: You developed a set of key messages and recommendations towards each of your target groups based on the good practices identified and your analysis. It could be interesting to update each case study of good practice with these elements.

G

Analysing the trends and formulating headline messages

You have already drawn up specific key messages and recommendations for each good practice. Now they need to be looked at together as a whole in order to find strong and common headlines. The idea is to identify trends between the good practices and to come up with the headline messages. Again, this is best achieved with your group or committee.

Key question: When you put all the good practices together, what are the principal messages that all practices can illustrate well and you want to get across?
Try to brainstorm a few headline points or calls to action that summarise your good practices as a whole.
Three or four strong headline messages may result from this process.

Headline messages developed in Senegal

- Children with disabilities have a right to go to a mainstream school—not just to attend—but to participate and learn!
- Disability and inclusion can be included in the standard teacher-training programme!
- There are disability specialist organisations ready and willing to help local government and schools to achieve inclusive education for all!

Your headline messages provide the foundation to inform the direction your publication will take and provide a starting point for your advocacy and actions for change.

Output: You have come up with a strong set of headline messages, linked to the trends of the good practices collected.

H

Preparing your MIW publication by involving target groups

The purpose of a MIW publication is to document your initiative, and more specifically, to present the good practices, key messages and recommendations. The MIW publication will be the foundation for your action for change, including advocacy activities.
Our experience suggests that it is best to engage with your target groups before you completely finalise the publication. This allows for a participatory approach, giving the target groups themselves the opportunity to discuss and perhaps revise the recommendations[29].

Therefore at this stage, we propose that you prepare a series of PowerPoint presentations to enable a preliminary discussion with your target groups.
These presentations should include the following:

- **Introduction:** Presentation of the topic, background and context of your MIW initiative.
- **Objective of the project:** Here you present your organisation and the committee you have been working with and describe their different roles in the process. Use your mission statement to explain the changes that you are hoping to inspire and introduce your target groups and the positive changes you hope they can achieve.
- **Good practice case studies:** First explain your good practice criteria. Then present the good practice case studies.
- **Key messages:** Based on the good practice findings, explain why your target groups need to act differently.
- **Practical recommendations:** Based on the good practice findings, explain how your target groups can act differently.
- **Suggestions for support:** This is optional at this stage, but you might like to include your preliminary ideas about how you (and your MIW group or committee) or other actors might be able to help achieving these changes.

This preliminary dialogue with your target groups allows you to create a platform for increased action. Your follow-up actions for change are based partially on what the target groups themselves feel they can realistically achieve. This process also helps enrich your key messages and recommendations, as the target groups will probably identify issues you had not previously considered. Their feedback should be included in your final MIW publication. Involving your targets in the process can also help to ensure their active support and ownership.

↪ **See Tool 14**—Initiating a dialogue with your target groups

Output: You have an idea on how to share and disseminate the good practices, key messages and recommendations, to achieve the change you want.

I

Producing your MIW publication

You are now ready to produce your MIW publication. This can be a book, a film or any other format that will contribute directly to the strategies for change you have drawn up. Indeed, which publication's format is best suited to disseminate your key messages?

You may choose several formats (written publication, photos, film, radio broadcast, brochures or flyers) according to the various target groups and activities.

- There is no point in producing a long and complex publication (book or film) if it does not help you to achieve your change.
- Regardless of the format you choose, you need to find a way to include the core information from your initiative, i.e. an introduction to the topic; presentation of the good practices; key messages and recommendations for each target group.
- When planning your publication you need to clearly identify who is going to handle it and what resources are required. Publications and films can be expensive. We strongly recommend that, rather than spending all the budget on the publication, you try to put aside sufficient funds for your actions for change. Remember: The prime objective is for your publication to be shared and used!
- Whatever the format you choose, please email the final version to Handicap International: info@makingitwork-crpd.org. If it corresponds to the core principles of our methodology[30], your work will be made available via our website (www.makingitwork-crpd.org) and disseminated worldwide.

How to produce reports?
Depending on the information you want to convey and the audiences you want to address, there are different formats for publishing a report (written document, comic book, film, audio programme, cartoon, etc.).

↳ **See Tool 15**—Different formats for information dissemination

In this tool we provide a variety of examples of how you can deliver your evidence of good practices, key messages and recommendations to a wider audience.

Dissemination strategies

Written documents: Publications can be disseminated in various ways. They can be e-mailed or delivered to relevant organisations and individuals within your own network or those of your MIW committee. They can also be disseminated directly to your target groups. Publications can also be disseminated during public events such as meetings, workshops and conferences. It is also a good idea to send press releases announcing the publication of your report to local media outlets. Reports can be posted online and messages announcing the publication of your report can be emailed to wide audiences inviting them to visit your website to download it.

Film, video and commercials: Films can be shown at local film festivals, meetings, workshops and conferences. You can also organise a screening of the film and invite interested people and organisations. Depending on the length of the film, they can also be shared online through websites like YouTube. Music videos and commercials can be shared via local TV channels. Contacting television stations to share your videos and commercials can be an effective way of disseminating your message to a wide audience. You can also make copies on DVD to give to stakeholders.

Photograph slide shows, comics and posters: Photographs and slide shows can be shared on your organisation's website. Once the images are online, use email blasts and social media networks to draw people to your website to view them. Slide shows and other visual materials such as posters and comics can be displayed and shared at public events, galleries and cultural centres.
Posters and comics can also be displayed around the community where people can

easily see them such as bus stops, schools, community meeting places, markets, libraries and city centres. Posters, photographs and comics should also be disseminated to the print media so that they can be shared in newspapers and journals.

Audio recordings, radio programmes and songs: They can be uploaded to websites and shared online. They can also be played at public events such as meetings, workshops and conferences. They should also be disseminated to radio stations, journalists and talk show hosts.

Accessible publications[31]

The following information briefly explains how to produce clear print documents which are universally accessible. The information has been adapted from the Royal National Institute for the Blind (RNIB) website: http://www.rnib.org.uk/information-everyday-living. This website has many other tools and resources for ensuring that meetings, websites, electric documents and images are accessible for people who are blind or people with low vision.
Because Clear Print is designed to be used for all documents, it has far reaching benefits. A clearly designed and easy to read document will convey your essential information to everyone who reads it and in the process can convey a positive view of the originating individual or organisation.

Top tips for achieving Clear Print

- Document text size should be 12–14 pt, preferably 14 pt.
- The font you choose should be clear, avoiding anything stylized.
- All body text should be left aligned.
- Use bold sparingly, only highlight a few words rather than a paragraph.
- Keep the text layout clear, simple and consistent.
- Don't use blocks of capitalised letters, and try not to use any italics or underlining.
- Text shouldn't be overlaid on images.
- The substrate or coatings [of publications] should not be glossy or reflective.
- Ensure the paper is thick enough to prevent show through.
- The contrast between the text and background is as high as possible.
- All text should be the same orientation on the page.
- Space between columns of text is large enough to be distinct.
- Any information conveyed in colour or through images is also described.

Some useful websites for producing accessible resources:

- Source: Accessible ICTs: http://www.asksource.info/topics/cross-cutting-issues/accessible-icts
- Global Web Accessibility Initiative: http://www.w3.org/WAI
- UK Office for disability issues: Producing better information for disabled people– A toolkit for local authorities: https://www.gov.uk/government/publications/accessible-britain-challenge-toolkits-on-creating-inclusive-communities-for-disabled-people/accessible-britain-challenge-toolkits-on-creating-inclusive-communities-for-disabled-people
- UK equality and human rights commission: web accessibility guidance: http://www.equalityhumanrights.com/footer/accessibility-statement/general-web-accessibility-guidance

Please note
When developing a publication, it is not usually necessary to produce large quantities of alternative accessible formats (Braille, audio versions, etc.). However, you must
(a) clearly offer to produce your publication in an alternative format on request;
(b) ensure you have the necessary contacts and financial resources to be able to do this quickly on demand.

You have drafted your final report, now it's time to review it with your multi-stakeholder committee or other relevant stakeholders. After this review, email it to Handicap International (info@makingitwork-crpd.org) to share what you have learned with an even wider audience and contribute to building the knowledge-base on good practices. Indeed, if it corresponds to the core principles of our MIW methodology, your report will be posted on the Making it Work website (www.makingitwork-crpd.org) and included in the online database.

Checklist—Basic requirements before moving forward to "Action for Change"

- You have defined the good practice criteria, and mapped and identified good practices accordingly;
- You have collected information on practices from interviewing multiple stakeholders, including impact statements from people with disabilities;
- The practices have been analysed and validated by the MIW committee or group, and a report or output material has been produced.

Step 3— Acting for change

In simple terms...

... This step involves using your good practices to plan and implement specific actions for your target groups, i.e. directly influencing positive change.
This is a very important step in the Making it Work process. Rather than simply documenting good practices, it encourages you and your partners to use what has been learned from these practices to influence and push for changes. Having concrete and practical examples of how inclusion has worked in different settings is a powerful tool for influencing change. It shows others that inclusion is possible and describes how these changes were brought about.
Note: In Making it Work, we use the term "advocacy" to refer to a very wide range of strategies or activities used to influence change[32].

A

Involving the target groups

Our experience with implementing MIW initiatives shows that influencing change is a complex process! It is a gradual process of raising awareness, relationship building and carefully preparing advocacy activities that are specific to the target concerned, utilizing publications, such as through a MIW action. The MIW methodology promotes social change with a medium- to long-term perspective, building supportive relationships with target groups to encourage sustainable change. When outlining your strategy for each of your target groups, it is important to note that this will usually evolve as your relationship with the target group develops.

Now that you have documented your good practices, key messages and recommendations, and have various materials at your disposal—it is time to work more deeply with your target groups. This can be done either in an open meeting/workshop with several target groups together, or in a series of individual meetings.

Indeed, when planning for this first level of action, you need to decide if bringing the different target groups together for a meeting/workshop to discuss strategies for change will be effective. When some targets are positive and encouraging, this can help convince others. An open meeting can be more efficient in terms of time and resources and can also allow for positive discussions as well as peer support and influence. Or, you may decide to visit individual targets separately. This can be useful if your messages for the targets vary significantly, or if there are potential issues or tension between the targets, of if you want to avoid publicly placing pressure on certain stakeholders.

In essence, using your good practices that you have collected, analysed, validated and turned into a final publication (movie, report, fact sheet, song and/or else) you have an opportunity to:

- Raise awareness among your target groups to the topic and the aims of your initiative;
- Present your good practice findings;
- Present your recommendations about how you think the target groups could change in an advocacy or lobby campaign; or
- Present a recommendation for changing a public policy based on the good practice;
- Gauge their feedback and suggestions;
- Develop your follow-up social change strategies or joint action plan for each target group, based on their responses.

Reminder

MIW is about constructive, solution-focused action for change. The objective is to be positive and show your target groups how changes can benefit the whole community, services or specific groups. If some target groups are resistant to change or negative, this shows that your efforts need to focus more on basic awareness raising. Or, you may challenge their perceptions—preferably working in close cooperation with more positive local authorities or donors, local DPOs and disability advocates. If some of the target groups are open to change, your follow-up action can be more practical, focusing on the concrete steps they can take in their work and how you can help them.

Basically, this means that you must tailor your strategy to meet the interests, needs and capacities of each particular target group.

Follow-up meetings

After the dialogue initiated with your target groups (**See Tool 14—Initiating a dialogue with your target groups**), you should now have a clear idea about who is open and positive about making changes in their work and who is more negative or non-committal. Your advocacy strategy can be tailored accordingly.

For those who are more positive, we suggest you hold follow-up meetings to consider further realistic strategies for their work. Together you can examine once again the recommendations and planned changes that were discussed during the preliminary meeting and then follow these up with more precise questions such as:

- How exactly can you best contribute with the budget and time you have available?
- What are the first steps you could take?

- What are the obstacles you face in doing this?
- Do you know anyone else who is trying to contribute to this kind of change you can work with?
- What networks/relationships will need to be established or called on?
- What are the technical or financial resources you need?
- Are there any activities that do not require resources?
- How can resources be mobilised?
- Who are the resource people able to provide support?

B

Orienting a strategy for change

Based on your meetings with the target groups, you have decided the type of social change you aim to achieve or influence. Now that you have collected evidence of what works and have formulated recommendations, you need to decide how to strategically use this to achieve your intended objective. In other words, you need to determine what type of action for change is best suited to each of the actors.
You may have observed that some target groups need technical support or knowledge building to make change, others need to be targeted via more advocacy.
Or, you may have experienced resistance from some of your targets to making changes. If this is the case, it means that this target group may require different efforts to participate in the change process.
Others may require more supportive activities to help them implement change, such as mentoring or relationship building.
Some target groups may need more direct support, such as funding or technical resources, to help them implement change.

↪ **See Tool 16**—Examples of different types of activities to influence change

C

Preparing and implementing specific strategies

Having considered the type of action best suited to each target group (whether knowledge building, persuasion, on-going support or direct support), you can start planning specific activities. You should specify who on your MIW committee or group is to be responsible for implementing activities and the resources needed. If you have already established a positive relationship with a target group who require on-going or direct support, you can of course **work together** on planning this more carefully.

↪ **See Tool 17**—Examples of strategies used to achieve change through using the MIW publication

Please note

Your actions for change are likely to evolve over time. If possible, you should try to view them from a medium- to long-term perspective. For example, for one target group you may need to start with a basic awareness-raising strategy, using a specific approach to challenge their negative attitudes. Over time, this could lead to a more collaborative approach. They may become more open, and you gradually support them in upgrading their knowledge and then propose direct support strategies. Your strategy will evolve over time.

Examples which may inspire you on how to implement your action utilizing the MIW publication to achieve significant improvements in the lives of people with disabilities[33]

1. In **Colombia** the MIW advisory committee wanted **to achieve specific changes in the form of a legal reform of the mental health act**. This was achieved through planning a combination of the following actions utilizing the recommendations and the documented good practices:

- Raising awareness of legal faculties on legal capacity of people with mental health issues.
- Taining and support families to better understand the CRPD and implications in Colombia.

Each action had a specific target and associated target group.

2. Policy change at different governance levels towards more inclusion: Seven countries **(Burkina Faso, Mali, Niger, Senegal, Sierra Leone, Togo and Benin)** took part in a multi-stakeholder initiative called "Rights in Action", aimed at collecting good practices on "Inclusive Local Governance", in link with Article 29 of the CRPD. The recommendations from the report were used to develop regional training and advocacy activities targeting DPOs, local authorities and other development partners. This produced change at different levels:

- Local level advocacy in Burkina Faso: One good practice from a village was replicated in a neighbouring village.
- National and regional level communication using the report led to further engagement and recognition of DPOs as actors in inclusive local governance. They got invited to foras such as Afri-Cities. The event was made accessible, and DPOs could exchange with African government representatives and civil servants in charge of decentralization reforms. The good practices were used to support learning about disability-inclusive local governance of participants of Afri-Cities. This also created an opportunity to include disability into the text of the African Charter for Decentralization.
- At the international level, the use of the publication was used during the Conference of States Parties in New York in September 2010. With support of Handicap International it was used to influence the Human Rights Council Resolution on participation of people with disabilities in political and public life (2012).

3. Increased access to employment: In **El Salvador** with the technical support from the MIW International Co-ordination, a MIW project was implemented with a specific focus on gender. Two disability organizations coordinated the project. One of the good practices collected was about the company Unilever, a global corporation. It was identified as proactive on inclusion, complying with, and often exceeding, national regulations on hiring people with disabilities. Upon learning about the MIW project, Unilever offered a 1-year consultancy to one of the women from the DPOs, to assist Unilever offices throughout Central America. As a result, the project utilizing the MIW methodology collected and documented examples of good practice within Unilver. Recommendations drawn from those practices formed the basis for trainings that were to be offered to UNILEVER staff. This small-scale DPO-led MIW project is expected to have impact on Unilever throughout Central America, and perhaps globally.

4. Improved accessibility: DPOs presented good practices in **Tibet** at a workshop on disability policy targeting local decision makers. They advocated for more accessible communication using recommendations from the good practice report. As a result they were able to change the legal framework on communication and the news broadcast on television now has subtitles.

5. Identifying new allies for advocacy: In **Cape Verde**, several professors/teachers who read the good practice document enrolled with the Ministry of Education into education resource centers to seek support to develop the inclusion of children with disabilities in their classes.

6. Stronger evidence for human rights monitoring: Good practice documentation and analysis were valuable tools for the preparation of the alternative reports in **North Africa** by providing concrete examples of inclusion as well as recommendations.

Last but not least

In simple terms...

This part helps you to monitor the changes achieved by your target groups, but also by your own organisation and your multi-stakeholder committee. What are these different individuals and organisations doing differently and why? Overall, was your initiative a success? In what ways could it have been better?

Monitoring and evaluation (M&E) should be implemented during your project, the idea being that you observe and track the main changes that occur throughout your Making it Work initiative. You can write the results up at the end of the initiative as a final evaluation and summary of the key lessons learned.
This is not intended to be an inflexible process that must be followed step-by-step. Applying the approach described in this section depends on the context and it is up to users to decide how to best implement it.

A

Monitoring and evaluation during your initiative

Work with your MIW committee/group to monitor the changes that have occurred throughout your initiative. You can also interview target groups as and when appropriate—this process will be examined in more detail at the end of the project.

↪ **See Tool 18**—Monitoring and evaluation form to fill throughout the MIW initiative

B

Evaluation at the end of the initiative

Having monitored the changes achieved by your target groups during the project and your various efforts to facilitate these changes, you can conclude your initiative with a final evaluation/lessons learned analysis. For this phase of the Making it Work process, we propose a rapid and feasible approach based on the priorities of the committee.

More specifically, we propose an M&E process that is based more on a qualitative, subjective analysis (i.e. through discussions and interviews of people's perceptions of change) rather than a more rigid and quantitative measurement of project outcomes and indicators.

The MIW committee itself—what has changed?
This step is to shift the M&E focus to the MIW group itself. Aside from the changes achieved by the target groups, what were the changes in the behaviour or relationships of the lead organisation and the wider MIW committee? How could you use this to define the direction of future efforts?
We suggest that the person leading the MIW initiative organise a full-day group meeting for a 'Learning Paper'.

↳ **See Tool 19**—Learning paper tool for the MIW committee/group

This should be viewed as a minimum analysis at the end of your MIW initiative. It is a rapid process to ascertain the views and perspectives of the committee. As you will see, there are 14 questions. We propose that members are given time to answer each one individually before discussing them as a group.

Particular emphasis should be given to the last two questions in the Learning Paper (Qs. 13 and 14). These review the changes achieved by each target group and help determine if there are any areas of significance or interest calling for a more detailed evaluation. Follow-up should be discussed.

C

More detailed evaluation and future monitoring

The Learning Paper workshop attended by your MIW group/committee has enabled you to identify any specific areas of the initiative of significance or interest that could be evaluated in more detail. For example, you may have identified a specific target group that has achieved significant change as a result of the MIW initiative. You may wish to conduct probing evaluation interviews with this group to document and analyse these changes. You may also wish to set up a monitoring process to observe the target group over time.

Of course this will depend on the time and resources available to you. We therefore propose a cost-effective and simple approach, based mainly on face-to-face meetings with those targets you have prioritised through group meetings, teleconferences as well as workshops and site visits to areas where targets work.
If you drafted a MIW Action Plan, you will look specifically at the changes you outlined as the ones your target group wanted to achieve.

Expected outcome from monitoring and evaluation

This is a list of the questions you want to ask target groups to measure changes they have achieved as a result of your intervention—a straightforward list of milestones or indicators that show the targets are moving towards the changes you hope to achieve. How do you know they are moving towards the changes you want to achieve? What are they doing differently and why?

Setting monitoring priorities

Successful monitoring should be straightforward and easy to grasp. For this phase of the Making it Work process, we propose an approach that is practical, realistic and based on the priorities of the committee or group.

First, your group will want to identify priorities for monitoring. In an ideal world, you would want to monitor all of your targets to see if they are achieving the intended outcomes. However, this is time-consuming and requires a lot of resources. The Making it Work method proposes using a more targeted approach to monitoring in which you set clear, realistic priorities in accordance with the resources available to you.

Looking back to your MIW action plan, you will look at the target groups you identified and establish change indicators for each target. Working with your partners and/or members of your committee, you will want to answer specific questions in order to set your monitoring priorities:

- Which targets do you feel are the most important to monitor?
- Are there particular targets you want to focus on for your monitoring activities?
- Are there any actors who are more central to achieving your vision?

Once you have defined the targets you want to focus monitoring activities on, you can then start drawing up a list of change milestones or indicators that show that your targets are moving towards change.

Setting milestones for progress

Setting milestones for progress or change indicators helps your group to have a clear understanding of what you are looking for when monitoring your targets. This is best achieved using a multi-stakeholder approach with your committee.

↪ **See Tool 20**—How to set progress markers

Collecting data and information

Monitoring methods vary significantly and there are numerous methods for collecting data and information. In the Making it Work methodology, we propose a cost-effective and simple approach that is based mainly on face-to-face meetings with the targets that you have prioritised. This can be achieved through group meetings, teleconferences, workshops and site visits to areas where targets work.

Before setting up meetings and interviews with targets, you will want to have a monitoring journal that you can use to evaluate changes targets are making in reaching the change statements and ultimately, in contributing to the vision. To do this, you will want to list, by target, the change statement you developed in your MIW action plan along with the progress markers you outlined for that particular target.

Examples

Target group 1: Local women's health centres.
Change statement: The MIW committee wants to see local women's health centres actively engaging with women with disabilities to address how their services can be more accessible and inclusive. Local women's health centres should learn from this dialogue how their services can be more responsive to the needs of women

with disabilities and how to make services more accessible.

Target group 2: Disabled women's organisations.
Change statement: The MIW committee wants to see disabled women's organisations capable of promoting inclusive women's health issues and actively building relationships with key stakeholders on these issues. Disabled women's organisations should be actively contributing to dialogues on women's health issues by offering practical guidance on how services can better meet the needs of women with disabilities and how services can be made accessible.

Reminder

When interviewing target groups, you may find that the changes you had hoped for have not been achieved exactly as you had anticipated, but there may be other, unexpected changes that have occurred. This is important information for the learning process and is not a reflection on your work! It is important to remember that changes happen in different ways, and not always as we would expect. Documenting the changes that do occur is important and crucial to better understand both the impact and how change happens.

Interviewing targets about evaluation

Below is a suggested format for documenting and collecting information as part of the evaluation process:

- Introduce yourself to the target group and explain why you are interviewing them. Remind them this is not an evaluation of them or their work but an opportunity to learn how the Making it Work initiative has had an impact or supported change.
- Remind them about your MIW initiative and the change statements and progress markers you set for them.
- **Description of change:** You can begin by asking participants to describe the changes that have occurred in their work—in terms of their behaviour, knowledge, activities or relationships.
- **Sources of evidence/indicators of change:** When documenting the changes that have taken place, you will want to include sources of evidence or indicators of change. For example, if a local women's health centre describes a positive change as their new relationships with organisations of women with disabilities, you will want evidence of actual meetings or cooperation. Another indicator of change could be service providers making accessibility accommodations to their buildings. Evidence could also be a partnership agreement signed between a Ministry of Health and a Union of Women with Disabilities while another could be more quantitative—such as an increase in clients with disabilities using services. Listing the different indicators of change you hear when interviewing targets is important because it provides concrete evidence of change.
- **Contributing factors/actors:** Ask the target groups what factors most contributed to these changes? Who facilitated the changes? Are there specific actors who contributed to the change? If yes, how did they contribute to these changes?
- **Unexpected changes:** Ask the target groups if any unexpected changes took place? How did they occur?
- **Lessons learned:** The evaluation process is also an opportunity for target groups to learn from the evaluation process and provide their own feedback. You can ask, what did they think of this MIW initiative? What helped them most to achieve change? What was challenging to include in the change process? What kind of support was most useful? What kind of support would they like in the future?

Cambodia, 2011

Toolbox

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Tool 1—Example of stakeholder analysis for access to water and sanitation project

Stakeholders	Roles	Do you have an existing relationship/ partnership?	Their level of expertise on the topic	Their willingness and capacity to influence significant changes on this topic
Local authority for the community of Essakane	Decision-making on water and sanitation access	No	Low	Willing: Low Capacity: High
University of Ouagadougou	Department of Development has two researchers working on water and sanitation issues	No	High	Willing: Unsure Capacity: High
Association of Women with Disabilities in Essakane	Working on women's access to water	Yes	High	Willing: High Capacity: Weak
National institute of engineers	Working on water and sanitation infrastructure issues	No, but in the past we participated in an inclusive WASH conference	High but need to understand inclusion	Willing: Low Capacity: High but need to understand inclusion

Tool 2—Sample invitation to join a committee

Dear _____ ,

We would like to invite you to join the *(advisory/steering)* committee for MIW *(name of the MIW initiative)*. This committee consists of community leaders, activists, authorities and experts *(give details of the type of people needed on the committee)* who meet on a monthly basis *(timing is determined according to your project)* to advise the MIW team. We admire the work you have done on promoting greater inclusion of children with disabilities in education in your district (to adapt according to your project) and we would be most grateful to be able to benefit from your experience as we move forward.

The responsibilities of *(advisory/steering)* committee members are to *(responsibilities to adapt)*:

1. Attend MIW meetings once a month for a period of six months; meetings will be held from 9:00 am to 10:45 am on a weekday.
2. Contribute your thoughts and expertise to the development of the MIW initiative on *(give project title)*.
3. Be available for four to five telephone calls a month with MIW initiative representatives seeking advice.
4. Authorise MIW to publish your name as a member of the committee.

In return, MIW will ensure:

- Participation in a dynamic and innovative approach to documenting good practices on inclusion of people with disabilities.
- Meetings that start and end on time, to respect your time and other responsibilities.
- Your logo and name are included in the MIW report and at subsequent MIW conferences, workshops and meetings.
- Your time is appreciated. We can assure you of our commitment to not waste your time or take advantage of your generosity.

Enclosed is a list of current *(advisory/steering)* committee members and the meeting schedule for the coming year. As MIW initiative coordinator, I will be calling you within the next few days to answer any questions you may have and personally invite you to join the *(advisory/steering)* committee.

Thanking you in advance for any help you may be able to give us, we look forward to talking with you.

The MIW initiative coordinator
Signature

Tool 3—Committee's terms of reference template

1. **What is the vision or aim of this committee?**
   It is often useful to state a committee's short-term and long-term objectives.

2. **Governance structure:**
   Who is the Coordinator, Chair or Secretariat for the committee? Host of the meetings? Who are the members of the committee? Are there other roles a member can play (note-taker, fundraiser, etc.)?

3. **General responsibilities of the committee members:**
   - Fundraising;
   - Strategising;
   - Project planning;
   - Feedback on tools;
   - Determining what is a good practice for your MIW initiative;
   - Research support;
   - Advocacy support;
   - Evaluation and monitoring the impact of the project;
   - Contacts and networking-locally, nationally and internationally.

4. **Specific responsibilities of individual members:**
   What will each member contribute to the MIW initiative? Can tasks be shared? Advocacy expertise? Research expertise?

5. **Meetings:**
   When will meetings be held? How often? In person or online/telephone? Who will host the meetings? Who will pay for any costs (transportation, food, accommodation, etc.)? Who will take minutes of meetings? Should members take turns? How soon after meetings will they be distributed?

6. **Communication:**
   How will the committee communicate outside of the meetings? Via email, listserv, telephone?

7. **Membership:**
   Think about the scope of your project, as this will affect your choice for the committee. Who do you want on your committee? Individuals with particular skills? Organisational representation?

Tool 4—Sample terms of reference for an advisory committee (Ethiopia)

Good practices in inclusive reproductive health—Ethiopia

Role

The MIW Ethiopia Advisory Committee (AC) will act as a consultation group to the MIW Coordination team. The AC will consider and provide recommendations on various aspects of the project's design and implementation, dissemination of information and action on its findings. The AC will provide relevant guidance and expertise on areas of inclusive reproductive health and serve as advisor in the collection and selection of good practices and drawing up of recommendations within the MIW initiative.

Membership

- Representatives from disabled women's organisations (at least 7).
- Providers of women's health services and community health services (at least 3).
- Representatives from international development organisations implementing women's reproductive health programmes (at least 2).

Accountability

The members of the AC are accountable to the communities, organisations and women with disabilities they represent. The AC is accountable for advising and guiding on inclusive reproductive health issues to allow for the successful implementation of the MIW Ethiopia project. The MIW Coordination team is accountable for the design and implementation of the project and maintaining clear communications with the AC throughout the project.

Responsibilities

- To review the project design and make recommendations to the MIW Coordination team (e.g., research design, information collection strategies and analysis methods).
- To define good practice criteria and recommendations for good practice case studies.
- To review and select good practices.
- To advise on inclusive reproductive health issues.
- To promote the value of the project to various stakeholders including: government, media, international development and health-related service providers, etc.
- To assist the MIW Coordination team in identifying strategies for the dissemination and application of the project's findings at programme and policy levels.
- To be individually available to provide guidance to the MIW Coordination team in relevant areas of expertise on inclusive reproductive health issues and the Convention of the Rights of Persons with Disabilities.

Meeting Schedule

The advisory committee will meet once a month for 18 months. The meeting location may vary in order to accommodate members of the committee.

Tool 5—How to define your vision statement

Defining a vision builds consensus and provides an inspirational focus. It sets clearly what an ideal world would look like in relation to your topic. It helps you and your multi-stakeholder group to develop a common goal with shared values about promoting inclusion. It ensures that you all understand why you are working together and what you are collectively working towards. The articles of the CRPD[34] can be very useful for writing a vision statement, but you are encouraged to build on this and add information that is specifically relevant to your topic/context.

Vision statement example

In line with Article 25 of the CRPD, all women and girls with disabilities in Ethiopia have access to the same range, quality and standard of free or affordable healthcare and programmes as others including access to sexual and reproductive health services and programmes and population-based public health programmes. They have access to accessible and inclusive health services that are gender sensitive including health related rehabilitation and active collaboration between service providers and women with disabilities and their representative organisations has begun. Policy makers and donors are aware of the need to make health reforms so that women with disabilities are effectively included in all health services and health practitioners are aware of the strategies and technical know-how for inclusive and accessible health service provision. Formerly marginalised from health services and women's health services, women with disabilities in Ethiopia have access to inclusive and accessible services that are responsive to their needs.

Facilitation tips for writing a vision statement

What is the big vision that your project is working towards? What are your dreams of success? Imagine the situation in five to ten years if this Making it Work project and other similar projects are really successful. You cannot control or achieve this vision on your own. In fact, it may well not happen, at least not entirely or soon! The vision is simply a projection of your topic in an ideal world.

Suggestion for activities: The facilitator asks the group how they would describe an ideal world in relation to the topic in five to ten years time. Each person writes or voices their ideas and the facilitator puts the responses up on the wall. The facilitator should remember to read out the responses so that people with visual impairments know what has been written. The group reviews and discusses the responses and based on these, the facilitator drafts a vision statement and reads it out to the group. The facilitator asks the participants to say if they see a problem or any words and/or concepts that need to be revised. When all the versions have been read out, the facilitator asks the group to vote on the version of the vision statement they like best. The facilitator then reads the entire vision statement out loud without being interrupted. The group should spontaneously approve and feel that it is a broad reflection of the changes the MIW project is looking to achieve.

Tool 6—How to define your mission statement

The changes you want to make in your Making it Work initiative must be realistic. Your project cannot possibly tackle all the issues that relate to the vision statement—you can't change everything. But there are likely to be some areas that you and your committee feel are particularly important or pertinent to the context.

You and your group may also be able to identify your sphere of influence as defining where you can have the most influence and this can help you to narrow down the focus of your project. Realistically, what is the scope of the change you can achieve with your MIW initiative?

So, to make your project effective, you must narrow down your focus. At the same time, it is important to maintain your vision, i.e. what would the situation be in this narrowed-down version if your initiative were to be a total success?

A mission statement helps define the overall changes you want to achieve through the Making it Work initiative—and later helps to frame the criteria for the types of good practices you want to document. A mission statement should support the overall vision statement but should be more specific and focused.

Example mission statement

In support of the vision, this initiative will focus specifically on addressing inclusion of women with disabilities in local women's health centres in Addis Ababa by collecting good practices that provide examples of inclusive women's health practices with a particular emphasis on innovation through consultation with women with disabilities. Using the good practices, the activities will be focused on working with local women's health service providers, women with disabilities and local authorities to share good practices and facilitate relationship building as well as learning so that each stakeholder can be more responsive on promoting and adopting inclusive practices. The MIW initiative will encourage the identification of policy gaps and unresolved issues on inclusive women's health to be addressed by policy making locally and incorporated into national development research initiatives related to gender issues. The project will contribute to ensuring women with disabilities in Ethiopia have access to women's health services that meet their needs.

Facilitation tips for writing a mission statement

The mission statement does not detail all the activities or partners. Rather, it sets out a statement about how the project will contribute to the overall vision.
The mission statement must make sense to all members of the committee. Each member should be able to see clearly how achieving the mission of this MIW project will give real added value to their organisation, i.e. how it will contribute directly to their organisation's aims and objectives.

Suggestion for activities: Facilitator asks: How can we best contribute to or support the achievement of the vision? Which area should realistically be focused on to support our mission? Where can we have the most impact? What would be the two or three characteristics that the project would have, if it were working perfectly?

Other questions

1. Picture the ideal situation regarding the issue your project is focusing on in three to five years time. Assuming everything went well, what changes have you helped to bring about? What have your partners achieved? What are they doing differently? What would absolute success look like to you?
2. How can the project best contribute to this vision? What are the key issues or areas that need to be addressed in order to promote and support the accomplishment of the vision? What does the project need to achieve in these areas? Where and with whom can you have real influence?
3. What individuals, organisations or groups will the project need to work with to effect these changes? Who will you work with most directly? Who can help or hinder your work? Who are the final beneficiaries?
4. Please state why these individuals, organisations and groups are needed as partners.

Members then write down their ideas. The facilitator deletes duplicates and incorporates any differences. The draft mission statement is then read out loud and the group reviews and revises it. When the facilitator reads out the final version, the group should spontaneously approve it.

Tool 7—How to define change statements for each target group

What types of changes?

Having determined your target groups, you now need to identify the various changes in behaviour that you think are possible for them to achieve (i.e. what different behaviours do you want your targets to adopt?).
For example, if your target group are mental health professionals, how do you want their behaviour to change? Do you want them to adopt a different approach? Do you want them to engage with national authorities on disability-related issues? What do you want them to be doing differently?

Reminder

- The changes you have identified in your mission statement will be achieved by the target groups.
- Your Making it Work initiative will document evidence of good practices to give the targets access to new ideas, opportunities, information, direct support, mentoring or training to help them achieve these changes.

A change statement:
- describes the changes in behaviour, relationships, activities or actions of the target that you would ideally like to achieve;
- is formulated so that it encapsulates how the target would be behaving and relating to others, if your MIW initiative is successful;
- needs to be realistic and achievable.

Examples of change statement

Target group 1: Local women's health centres.
Change statement: The MIW committee wants to see local women's health centres actively engaging with women with disabilities to address how their services can be more accessible and inclusive. Local women's health centres should learn from this dialogue how their services can be more responsive to the needs of women with disabilities and how to make services more accessible.

Target group 2: Disabled women's organisations.
Change statement: The MIW committee wants to see disabled women's organisations capable of promoting inclusive women's health issues and actively building relationships with key stakeholders on these issues. Disabled women's organisations should be actively contributing to dialogues on women's health issues by offering practical guidance on how services can better meet the needs of women with disabilities and how services can be made accessible.

Facilitation tips for defining change statements

The MIW committee members are encouraged to think about how they can contribute to bringing about the biggest transformation possible for each target.

Suggestion for activities: A facilitator asks the group:

- In order to contribute to the vision, how in principle will the target be behaving or acting differently?
- What new relationships will have been formed?
- How will existing ones have changed?

Each person writes down or says their answer out loud and then it is written on the flip chart. This should be done together and answers should not be duplicated—if an answer has already been written down, they should write another idea or expand on an existing one.
The facilitator then reads out the information and the group decides if anything is missing. Anything incorrect should be deleted and the group then focuses on what is realistically achievable, i.e. what changes could occur in the "real world".
Then, while the group takes a break, the facilitator consolidates the various answers into one statement. When the group reconvenes, the facilitator reads it out loud and asks: If all these changes occurred, would this target be able to contribute to the vision?
The group should respond favourably that the change described in the outcome would make a significant difference and is worth working towards. The group should also feel that the change will contribute to the vision and help fulfil the mission.

Worksheet on change statements

Vision statement:

Mission statement:

Target 1:	Change statement 1:
Target 2:	Change statement 2:
Target 3:	Change statement 3:
Target 4:	Change statement 4:
Target 5:	Change statement 5:

Tool 8—Making it Work action plan template

Vision statement:

Mission statement:

Target group 1:	Change statement 1:
Target group 2:	Change statement 2:
Target group 3:	Change statement 3:
Target group 4:	Change statement 4:
Target group 5:	Change statement 5:

Change statement 1:
Types of good practices needed:

Change statement 2:
Types of good practices needed:

Change statement 3:
Types of good practices needed:

Change statement 4:
Types of good practices needed:

Change statement 5:
Types of good practices needed:

How will good practices be collected?
Who will collect them?
How will we use the good practices to influence change?

Tool 9—A sample list about good practices to collect versus good practices to not collect

What you want to collect
We want to show practices by local stakeholders and organisations achieving positive change with limited resources
We want practices that are technical and practical and show how change was achieved
We want to collect practices that demonstrate people with disabilities were included in decision-making
We want to collect practices that include a diversity of people with different types of disabilities
We want to collect practices that show an involvement of a variety of stakeholders
We want to collect practices that have a gender perspective and ensure women and girls with disabilities are included
We want to collect practices that show long-term sustainability
We want to collect practices that uphold the social model of disability and ensure disability issues are seen from a human rights perspective
We want good practices that show local ownership and use of local resources

What you don't want to collect
We don't want good practices which focus only on the work of international or non-local stakeholders or organisations
We don't want to collect practices which tell the story of a whole project without specific details on a particular practice or intervention
We don't want to collect practices that are disempowering of people with disabilities or reveal a charity approach to disability
We don't want to collect practices implemented by only one organisation
We don't want to collect practices that are not sustainable
We don't want to collect practices that do not involve people with disabilities in their design
We don't want to collect practices that exclude certain groups or create bigger barriers for others
We do not want to collect practices that go against the principles of the CRPD
We don't want to collect practices that represent a charitable or medical approach

Tool 10—How to ensure that interviews and meetings are accessible to all[35]

Before arranging an interview or a group meeting, it is important to check if any of the participants require accommodations or adjustments in order for them to contribute fully.
It is important to set aside any preconceived ideas you may have about people with disabilities and how different impairments might affect communication. All individuals are different. There are varying degrees and types of impairments which affect people in different ways. Don't assume that all deaf people can lip-read, or that all people with a visual impairment can read Braille, or that people with disabilities in general should be treated differently. The key is to ask the people you are interviewing or meeting, as they will know best what their needs are and any accommodations required.

There are some general accessibility standards that should apply to all interviews and meetings, whether you think a person has a disability or not. In fact, many interviewees will not disclose that they have a disability or may not consider themselves to be disabled.

Good accessibility is something that benefits everybody. For example, if you choose a location with good physical access, rather than a building where the only entrance has a long flight of stairs, this will not only benefit people with mobility disabilities but also pregnant women, elderly people, parents with young children and so on.

General advice on making interviews and meetings accessible

When planning an interview or meeting:

- Ask the expert—i.e. the person with a disability. 'Do you need any accommodations or support to take part in this interview or meeting? For example, do you need to take extra breaks, someone to support with communication or support with transport?'
- Ensure that you are in a position to arrange communication support if required, i.e. you have contacts for quality sign language interpreters, CART providers, Braille or audio transcription services etc.
- If you offer assistance, wait until the offer is accepted. Then listen or ask for instructions on how to proceed. If you don't know how to provide this support—again, ask the person concerned.
- As much as possible, organise interviews and meetings in an accessible location, i.e. somewhere that is accessible by public transport; a building on the ground floor (or where there is a lift), with accessible toilets, sufficiently wide corridors for wheelchairs, adequate signage or guidance upon arrival and accessible tables or workstations; a meeting room which is well-lit and free of background noise and obstacles.
- Plan plenty of time for interviews and meetings, with sufficient breaks.
- Make sure that if any attendees have a personal assistant, that you've counted them in seating and meal arrangements.

During the meeting or interview:

- Take care to speak simply and clearly.
- Speak directly to interviewees/participants and maintain eye contact rather than interacting directly with an interpreter or companion.
- Ensure the facilitators or presenters are well positioned in the room: i.e. located in a position in which everyone in the room can easily see them.
- If people who use wheelchairs are speaking, avoid using podiums. Have all speakers sit at a table instead.
- At the beginning of a meeting, clearly explain the agenda and timings.
- Presentation charts should follow good accessible design, such as using large enough fonts and sufficient contrast.
- When working with people who are blind or people with low vision, all key material that is written or presented on-screen should be announced. This includes providing a verbal description of any images, animations, and/or video presented during the meeting.
- Are assistive listening devices available? Rooms with assistive listening devices will make a big difference for those with hearing loss.

Tool 11—How to collect information (semi-structured interviews, focus group discussions, individual impact statements/ testimonies)

How to conduct semi-structured interviews

One of the best ways for collecting information on a good practice is through semi-structured interviews. It is important in this type of interview to make sure you talks to a variety of stakeholders involved in the good practice. This gives a more rounded picture of the practice and different perspectives to analyse what happened. Interviews also provide descriptions and the opportunity to collect quotes to use in your report.
A semi-structured interview is a flexible method for investigating that is not based on a list of pre-defined questions. More like a conversation, a semi-structured interview allows for new questions to come up according to what the interviewee says.

The purpose of an interview
An interview allows for an in-depth discussion to elicit information and learn more about the interviewee's point of view on the good practice you are documenting. It can also be used to explore areas of interest to be investigated further. This is the opportunity to ask probing questions to learn more about the practice, how it came about and how it was implemented. Questions should be asked to ascertain the impact of the practice, who exactly was involved, the driving factors behind the success of the practice and how the practice is to be replicated and/ or sustained in the future. It is also the opportunity to find out the interviewee's views on what could be changed or improved, the lessons learned and recommendations for the future.

What is your objective as an interviewer?
Your role as interviewer is to have an open conversation with the people you are interviewing. It is a chance to listen to what they have to say about the good practice—from how it was implemented to what they perceive were the most significant changes achieved.

Guidelines for interviews
1. It is important to start with explaining to the interviewee why you are talking to them and how the information will be used. It is important to gain their trust so that they feel comfortable talking openly with you.
2. Ask clear questions.
3. Ask only one question at a time (try not to ask several questions at once).
4. Ask open-ended questions rather than questions that have a yes or no answer. Truly open-ended questions do not pre-determine the answers and allow interviewees to respond using their own terms. For example: "What do you think about the way the practice was developed?"; "How do you feel about the method used to communicate about the practice to members of the community?"; "How do you feel the practice could be improved?"[36].
5. It is useful to ask questions about experience before asking questions about opinions or feelings. This helps establish a context for interviewees to express opinions as the interview progresses. For example, ask, "What happened?" before "How do you feel now?"[37].
6. Try to make the interview flow like a conversation and follow on from the information the interviewee is providing rather than just going from question to question.
7. Ask probing questions. For example, if an interviewee says they accomplished a great deal in their good practice, ask them to describe this in more detail. For example, ask, "Could you say something more about that?"; "Can you give me a more detailed

description of what happened?"; "Could you give me some concrete examples of how this good practice made an impact?".

Examples of introductory questions

- Begin by introducing yourself and explaining your involvement in the MIW initiative.
- Ask the interviewee how they were involved in the practice and what their role was.
- Ask the interviewee to describe, in their own words, how the practice was implemented.

Interview probes

It is helpful to make a list of the key questions you want answers to. For example, if you are collecting information on a good practice relating to access to voluntary counselling and testing services for women with disabilities, your questions might include:

- Question 1: Please describe the kinds of services the voluntary counselling and testing centre provides.
- Question 2: Please describe how the centre was made accessible.
- PROBE question: Tell me about how the process of making the centre accessible was implemented.
- PROBE question: Tell me about how women with disabilities use the services at the centre.
- PROBE question: Tell me about how women with disabilities were involved in designing more accessible services at the centre.

How to collect information through focus group discussions

Focus groups allow for a constructive, open discussion with a variety of participants on a certain issue. They are useful in good practice investigation because:

- Group dialogue tends to generate a wealth of valuable information, as participants' insights tend to inspire others to share their personal experiences and perspectives in a way that reveals more easily the nuances and stresses of complex topics—a dynamic not present during key informant interviews.
- They elicit information from individuals directly involved in the issue or with expert knowledge on a topic which researchers know little about.
- They provide a range of diverse opinions and ideas.
- They are a relatively cheap and efficient way of generating a great deal of information.
- They provide an opportunity to draw up recommendations based on good practices and strategies for further collaboration.

Some common guidelines for facilitating a focus group

- Discussion groups should include 1 facilitator, 1 note-taker and 10–20 participants and last around two to three hours.
- The facilitator should present the MIW initiative and objectives of the MIW publication. This should be done openly and honestly, in a way that the participants can understand.
- The choice of participants for the focus group is important! Depending upon the situation, it may not be appropriate to include decision-makers involved with the initiative so that those present feel comfortable speaking openly.
- It is important to tell the participants how the information they provide will be used[38] to make sure they agree. It is important to gain their trust so that they feel comfortable talking to you.
- The facilitator must also ensure participants are aware that any personal information they provide will remain confidential.
- The facilitator should ensure neutrality by using phrases such as, "Thank you, that's helpful information." The facilitator should refrain from using remarks implying a judgment such as, "Do you really think so?" or, "I can't believe it!".

- Use a sign-in sheet to get participants' contact details, including their email addresses.
- You may want to use photos or videos taken during focus groups, so make sure you get written consent from all the participants.

How to collect information from individual impact statements

Individual impact statements are testimonies or personal stories from people with disabilities who were beneficiaries of the practice and who can give a real-life account of how the practice has changed their situation.

Recording personal feedback on a practice (i.e. how it has impacted a person's life, the positive or negative experiences or changes they have observed) is an effective way of conveying the significance of the practice. Indeed, without this type of impact statement it is difficult to prove that a practice really was 'good'.

These testimonials are a good way to understand the issues that individuals with disabilities prioritise and get their unique perspective on strategies and recommendations for change. This information will greatly enhance the credibility of your publication and recommendations. Indeed, it is probably the voices of the people with disabilities who are beneficiaries of the good practices that will most effectively convey your key messages to your target groups.
Individual statements or personal stories can be presented in various ways:

- Written story
- Pictures and text
- Photographs and text
- Video
- Audio recording.

Some common guidelines for gathering individual statements

- It is important to inform the interviewee about how the testimony is to be used[39] to get their agreement and gain their trust so that they will feel comfortable talking to you.
- Remind the person you are interviewing that their story or testimony will be recorded in the MIW publication and may be used publicly to support your campaigning and advocacy work.
- Explain to the person that you are gathering individual stories and testimonies about the programme or service in order to share the experiences of different individuals as a way of assessing the value of the practice.
- Stress the value of their assessment of the practice and how it has impacted their lives as a way of illustrating the importance of the programme or service.
- Try to get the person to explain, how their everyday life has changed as a result of the service or programme you are documenting. Remember to document both positive and negative experiences and ask the person for their opinion on how to improve or change the practice.

Reminder

Make sure you get their written consent to use their interview in a publication and, if you take photos or video footage of the person, make sure you get their written permission in case you want to use them.

Tool 12—How to draft a good practice case study

Facilitation tips for drafting a good practice case study

Remember to document basic information including[40]:

Basic information	Things to think about
Name and contact information of person you are interviewing	Can they be contacted for further follow up?
Location of good practice	Is the practice taking place in one or multiple locations?
Date of interview	
Permission for recording interview and re-using information for MIW publication	Is the interviewee willing to be recorded? Are they willing to allow you to use their quotes in your report?

1. Title and topic area[41]

- Overall area of intervention, e.g. education or employment.
- The specific subject of the good practice + location where it took place.

2. Target groups

Specify which type of stakeholders should be interested by this case study and why.

3. Context

Please keep this section brief. Description of the context before the practice began. Explain the main problems and why this practice was needed in the first place—what were the problems it was trying to address?

Probe questions:

- What was the situation for people with disabilities and their families before the practice began?
- Why was there a need for this practice? Please explain in detail.
- What changes was the good practice trying to achieve?
- What was the situation in terms of existing services or policies, before the practice?

4. Description of what the good practice is and how it was developed

This section should provide a description of how the good practice was developed. It should also describe how the good practice began, who was involved in it and the factors that enabled them to initiate the good practice.

Probe questions:

- Please describe the practice.
- How did the practice begin?
- What was the main factor for initiating this practice? (Donor funding, civil society initiative, individual initiative, commitment from government, on-going reforms or development processes, community-driven initiative, etc.).
- Who were the organisations or individuals involved in initiating this good practice? What was their role? (List different actors, for example, people with disabilities, women with disabilities, DPOs, parents/families, community members, local authorities, national authorities, service providers, development organisations, etc.).
- What allowed them to succeed in getting the practice started? (Technical knowledge, donor funding, support from other organisations/networks, knowledge of disability issues, etc.).

5. Most significant changes

In this section, we attempt to understand the most significant changes that have come about as a result of the practice. For example, you might consider the major changes in

the behaviour, relationships or activities of decision-makers or service providers—or about increased access to services or support for people with disabilities.

Probe questions:

- What kinds of changes have taken place since the practice began?
- In your opinion, what were the most significant changes?
- Why do you consider these particular changes to be the most significant?
- Since the practice began, who has changed (i.e. people with disabilities, DPOs, people involved in the practice itself, community members, local authorities, service providers, NGOs, etc.)?
- How did they change? What are they doing differently?

6. Impact statement—most significant change from the perspective of beneficiaries

In this section, we attempt to learn how the practice impacted people with disabilities. A key part of the information collection process is hearing directly from people with disabilities who benefited from the practice, how it impacted them and what was significant or not about the practice in their lives. We recommend interviewing at least three people for each good practice.

Probe questions:

- How did first you learn about the practice or how were you involved in this practice?
- What were the most positive things you experienced from the practice? How do you feel after being involved in the practice?
- What has changed for you?
- Who wasn't part of the practice that you feel should have been?
- Do you believe this is a good practice? Why or why not?
- What would need to change in order to improve the practice?

7. The factors that made this practice successful

In this section, we attempt to understand how these changes took place and what the factors were that allowed these changes to happen.

Probe questions:

- Looking at the most significant changes, in your opinion what was it that allowed these changes to happen?
- What were the key events or turning points that facilitated these changes? Why?
- What were the key factors that facilitated these changes? (e.g., supportive government, supportive community, robust legislation, an individual who championed disability inclusion, policy or strategy on disability inclusion, ratification of the CRPD, robust advocacy for change from DPOs, high-level capacity of DPOs to implement concrete changes, innovative grassroots commitment for change, international donor support, international development agencies supporting disability inclusion in development, etc.).
- Who helped facilitate the changes?
- How were they able to do this?

8. Lessons learned

In this section, we want to find out what the main challenges encountered were and how they were overcome. This section should also answer the question: Why was there a need for this practice?

Probe questions:

- What difficulties did you experience in achieving this practice? Was anyone against this practice?
- In your opinion, what was the most significant challenge you faced? Why?
- How did you overcome these difficulties?

9. How could this practice be improved or replicated?

In this section, we want to know the interviewee's opinion on what is most important for the practice to have greater impact, be sustained or replicated.

Probe questions:

- In your opinion, what are the key factors required for this practice to be sustained? Who needs to be involved? How should they be involved?
- What aspects of this practice could be improved upon? What would you do differently?
- If another group wanted to replicate this practice in another region or country, what advice would you give them? What would you want them to know before they start?

A good practice case study template[42]

Title and topic area

- Overall area of intervention, e.g. education or employment;
- The specific subject of the good practice + location where it took place.

Target groups

Specify which type of stakeholders should be interested by this case study and why.

Criteria for good practice on this topic

Short, bullet point outline of some key standards for the topic area, showing which ones were met.

Description of the context in which the good practice began

Briefly explain the situation before the practice was implemented.

Description of what the good practice is and how it was developed

Explain how the good practice began and how it was developed: who was involved and what did they do?

Most significant changes

Outline the most significant changes resulting from the good practice, i.e. the key moments when actors or organisations changed their behaviour, relationships or activities.

The factors that made this practice successful

Explain the factors specific to this practice that enabled these changes to happen. Which actors or organisations, individuals or circumstances were instrumental? Which of their actions were particularly important?

Lessons learned

Explain any difficulties or obstacles related to the practice and in relation to disability inclusion that were overcome, or which still need to be overcome. Explain how.

How could this practice be improved or replicated?

Think back to your target groups. What would they need to do to improve, sustain or replicate this type of practice in this country? What was missing? What could be improved? If they wanted to replicate this practice in other settings, what steps would you recommend? (This should explain what could be needed to improve or enhance the good practice).

Impact statements

Include quotations/testimonies from people who participated in, or benefited from, the good practice—perhaps 2 or 3 testimonies, preferably including people with disabilities.

Contact information

Include all relevant contact details for the good practice: name of contact, address, telephone number.

Tool 13—A sample of analysis structure of collected good practices[43]

Good Practice

Good Practice 1: Disability-inclusive education approaches included in teacher training sessions in Dakar, Senegal.

Most significant changes

Of 15 new teachers interviewed, all said they had much more understanding and confidence about disability and inclusion and three teachers said they had already used these practical approaches to help include children with disabilities in their classrooms.

Factors for success

As a result of lobbying and awareness raising conducted over several months, one local teacher training institution agreed to work with a local DPO and a local NGO to review its teacher training module. They then allowed a trained inclusive education specialist to run some disability/inclusion classes with the 15 trainee teachers.

The local education authority in Dakar (Target group 1)	DPOs working on education issues (Target group 2)
What are our key messages to this target group?	
Children with disabilities in schools are not given an appropriate and inclusive education. This could be improved if mainstream schoolteachers had basic training on disability and inclusion issues. This can be achieved at a low cost by working with expert organisations ready to collaborate on this issue.	Teacher training is a key entry point for improving disability inclusion in schools. If you can develop constructive relationships with teacher training institutions, you can influence positive change for children with disabilities.
What are our recommendations for concrete, practical steps they could take to move forward on this issue?	
Initiate a pilot process and learn from this. Work with expert DPOs and NGOs to see how disability and inclusion can be incorporated into existing teacher training modules. Test this with a pilot training programme. Monitor training and feedback from teachers and make visits to schools to see how training is put into practice.	Conduct a mapping of where teacher training is implemented in your area. Through advocacy and awareness-raising, try to establish relations with the training institution. Offer to provide training or additional information on the education needs of children with different types of disabilities. Partner with NGOs who are also keen to work on this issue.

Preliminary ideas: What advocacy activities can we (the lead organisation + MIW committee members) do to encourage these changes?

- Make a further analysis of children with disabilities in local schools, their needs, and the needs of the teachers and staff.
- Organise general awareness-raising activities with key stakeholders.
- Organise a more detailed roundtable with: representatives from the local education authority; teacher training managers; teachers who have already been trained on disability and inclusion; DPOs able to deliver training; children with disabilities and their parents.
- Co-finance a disability and inclusion training module for one teacher training institution.
- Provide mentoring to teacher trainers.
- Identify and train a disability in education champion for the area: an activist with disabilities who can be a point of reference for all local stakeholders.

Tool 14—Initiating a dialogue with your target groups[44]

The following outlines what you should be aiming to cover in a first workshop:

1. Introduce your organisation and the committee and give a brief explanation of your MIW initiative.

2. Talk about the topic in more detail—why it is an important issue for this country/region/locality and emphasise the need for it to be addressed as a priority.

3. Explain to participants that they are considered the target groups for the initiative, i.e. the primary individuals or organisations that play a key role to achieve change.

4. Give target groups the time to express their views on the topic and describe some of the barriers they may have faced until now.

5. Present the good practices and ask them if they know of any similar successes.

6. Ask your counter parts what they consider would be the most important changes to make. Can they prioritise the changes needed in their work? Are there other changes they could make that you haven't identified?

7. Present your recommendations and ask them if (a) they feel anything is incorrect or missing and (b) if these are realistic expectations (are they actually feasible for them to implement? Can they commit to implementing them?).

8. Ask each target group to take some time to review the recommendations that concern them. Invite and support them, or suggest to them to prepare an initial outline of:
   - what they think they should be doing on this topic
   - some of the steps they could realistically take.

9. Ask each target group to give feedback to the group as a whole for a wider discussion.

10. Try to establish some basic progress milestones for each target group—writing up some of the next positive steps they can take on the topic.

11. To get a sense of where they are at the end of the first meeting regarding this issue, ask each target group for their feedback (know very little; know a lot; willing to change; not willing to change).

Tool 15—Different formats for information dissemination

Policy brief: A policy brief is an action-oriented document to influence changes in policy and legislation. It targets all policy practitioners, including policy-makers, local and national authorities, government representatives, lawyers and legislators, journalists and researchers. It generally outlines the rationale for choosing a particular policy alternative or course of action.

Examples:
- Disability and HIV policy brief—World Health Organisation: http://www.who.int/disabilities/jc1632_policy_brief_disability_en.pdf
- Inclusion of Children with Disabilities: The Early Childhood Imperative—UNESCO: http://unesdoc.unesco.org/images/0018/001831/183156e.pdf

For more information on the effectiveness of policy briefs (Can a policy brief be an effective tool for policy influence?) please see: http://www.3ieimpact.org/en/evaluation/policy-influence/policy

Working paper: It is a preliminary technical paper. It is often communicated to a group to share ideas about a topic and/or elicit feedback. A working paper tends to be quite short and focuses on presenting the key issues and pertinent technical information. Here, it could be shared with service providers, specialists, researchers, experts working in a specific field, practitioners, development aid professionals, teachers, doctors, nurses, rehabilitation professionals, etc.

Examples:
- Realizing the Rights of Children with Disabilities, Working Paper—The Canadian Coalition for the Rights of Children: http://rightsofchildren.ca/wp-content/uploads/children-with-disabilities-research-document.pdf

- Equity and Inclusion in Sanitation and Hygiene in Africa—WaterAid: http://www.soafrica.com/Client/AfricaSan/T2/Working%20Paper%20-%20Equity%20and%20Inclusion%20Synthesis%20Africa.pdf

Briefing paper: It outlines the most important findings of a study or initiative (main good practices and recommendations, for instance). This kind of publication can be disseminated to a wider audience including NGOs, DPOs, service providers, international organisations, governments as well as policy-makers and community members.

Examples:
- Playwork Inclusion Project briefing—KIDS: http://www.atyeo.net/kids/dwnlds/Changing_Practice.pdf
- Transforming evidence-based success into effective change—Action against Hunger: http://capacity4dev.ec.europa.eu/hunger-foodsecurity-nutrition/document/zero-hunger-briefing-paper-transforming-evidence-based-success-effective-change

Full report: An in-depth document, it provides a comprehensive analysis of the situation, detailing the research process, the good practices and the recommendations.

Examples:
- Rights in Action: Good practices for inclusive local governance in West Africa—Handicap International: http://www.handicap-international.org.uk/Resources/Handicap%20International/PDF%20Documents/HI%20Associations/RightsInAction_2010.pdf
- How to make WASH projects sustainable and successfully disengage in vulnerable contexts—Action against hunger: http://www.actioncontrelafaim.org/sites/default/files/publications/fichiers/livre_sustainability-juin2008.pdf

Comic book: Mainly aimed at young people and people who don't know how to read, this format conveys important messages in a way that is accessible to them. A comic book can also target a general audience, using humour to raise awareness to issues in a non-confrontational manner.

Examples:
- A comic series to illustrate accessibility at work—CFE-CGC: http://archive.cfecgc.org/e_upload/pdf/tome2bdhandicap.pdf
- Comics on abandoning of genital mutilation—Konrad Adenauer Foundation: http://www.kas.de/wf/doc/kas_19313-1522-3-30.pdf?100430130607

Audio report: The audio report provides accessibility to your written report for people with sight impairments, people who don't know how to read and people living in remote areas. Extracts broadcast on radio can further extend your audience. This also can be a summary of the report.

Example:
- Rights in Action: Documents Good practices for inclusive local governance in West Africa—Synthesis (Audio)—Handicap International: http://proadiph.org/Bonnes-pratiques-pour-une.html?lang=en

Audio programme: Radio broadcasts on a specific topic are a fast and effective way of getting your message across to a wide audience and initiating a conversation with listeners.

Example:
- Educational radio program for parents of children with disability: http://www.blogtalkradio.com/thecoffeeklatch

Song: Compose a catchy tune and write lyrics in local languages to enliven your key messages and make them more accessible.

Example:

- Inclusive Education Song (Sierra Leone)—Leonard Cheshire Disability: http://www.youtube.com/watch?v=5TIa-T1aOm8

Audio interview: An audio recording of interviews to convey information about the good practices can complement a written publication. You could interview a committee member about the good practices and the recommendations or a person actively involved in the project.

Example:

- Child-friendly schools create opportunities for all in targeted districts across Yemen—UNICEF: http://www.unicef.org/infobycountry/yemen_57109.html

Film: Moving images can emphasise your key messages and engage people's attention. It can be a short film made with a digital camera so that it isn't difficult or expensive to edit and can be disseminated online. A lengthier, documentary-style film can be made by a professional filmmaker. Remember to ensure accessibility of the film by using captions or Sign Language interpretation.

Example:

- Different projects carried all around the world—WaterAid: http://www.wateraid.org/uk/news/films

Commercial: A commercial with an advocacy message allows short, powerful messages to be shared with wide audiences—on TV or at public events, such as conferences and workshops.

Examples:

- Inclusive education—Burkina Faso—Save the Children: http://www.youtube.com/watch?v=VNowjNb6c1E
- Female Food Heroes contest in Tanzania—Oxfam: http://www.oxfam.org/en/grow/video/2012/female-food-heroes-tanzania

Cartoon/animation: Cartoons with an advocacy message are easy to follow and understand, especially for young children and people who cannot read.

Example:

- Sanitation Super Heroes—WaterAid: http://sanitationsuperheroes.org.au

Music videos: Another creative alternative to engage the attention of large audiences and share catchy and appealing advocacy messages.

Example:

- Music video "Indignez-vous!": http://www.yeuxpe.fr/2012/04/clip-indignez-vous-lsf

Photo slide show: This format combines pictures and narratives (audio and/or written). It can be used for on-screen presentations and printed for dissemination (examples: galleries, cultural centres).

Examples:

- Integrated health care system in Mozambique brings renewed hope to motherhood—UNAIDS: http://www.unaids.org/en/resources/multimediacentre/photos/2011/20110912photogallerymozambique
- Improving the health of women and children in Afghanistan—World Health Organisation: http://www.who.int/features/galleries/midwifery_afghanistan/en/index.html

Poster: Use eye-catching graphic elements and slogans to engage people's attention.

Examples:

- Poster on inclusive education—Inclusive Education Western Cape: http://www.included.org.za/2014/05/inclusive-learning-poster-school-motif
- Posters—World Health Organisation: http://www.who.int/publications/en

Personal stories: Sharing personal stories people can easily relate to can inspire people to take action for change.

Examples:

- People's stories—WaterAid: http://www.wateraid.org/uk/what-we-do/stories-from-our-work
- Art & advocacy: a participatory child rights advocacy: http://www.lisamariealbert.com/photography/global-health/orphans-and-vulnerable-children/street-kids-advocacy-campaign

Tool 16—Examples of different types of activities to influence change

Type of activity
Knowledge building
To overcome resistance (raising-awareness, building knowledge, challenging attitudes)
Supportive (longer-term support and advice for people or organisations ready to drive change)
Direct support (funding or other resources to help actors implement changes)

Examples of actions	Expected changes in behaviour for target groups
▬ Making it Work publication/film/publicity materials ▬ Newsletter or e-bulletin/dissemination efforts ▬ Training or workshops.	Target groups have increased understanding of the topic and how it is relevant to their own work.
▬ Launch event to report to key stakeholders ▬ Workshops/training/seminars/conferences/ local community meetings/roundtable meetings ▬ Lobbying/awareness-raising activities ▬ Set up field visits (by decision-makers or donors) to expose them directly to good practices and observe in action.	Target groups start to see the value of engaging in this issue and their role. They consider a change of their attitudes, discrimination, or miss-informed views.
▬ Providing mentoring support for a local disability activist to champion this issue ▬ Follow-up support visits for disability focal points (individuals) working in services/ authorities/networks ▬ Detailed technical support for practitioners/ service providers ▬ Establishing a research programme or follow-up Making it Work project ▬ Facilitate exchange visits between good practice contributors ▬ Help establish the advisory committee as a network or learning forum on this issue.	Target groups actively engage in your topic by developing new knowledge, acquiring the technical resources they need to implement changes and establishing active relationships with DPOs. Target groups take action to develop networks and undertake new initiatives for inclusion.
▬ Small grant scheme for actors (especially DPOs) to replicate good practices ▬ Fund support for a disability focal point in an organisation or department ▬ Fund support for disability champions to promote inclusion in their communities.	Target groups use the financial support they have identified they need to implement changes.

Tool 17—Examples of strategies used to achieve change through using the MIW publication

Target: Local women's health service providers

Changes you want to see	Activities to achieve these changes (who will manage them?)	Low-cost solutions and resources required
Establishing networks or partnerships with associations of women with disabilities and groups	Invite networks of women with disabilities, groups and leaders of women with disabilities to a roundtable discussion to review evidence-based good practices on inclusive women's health services. Develop strategies for working in partnership with local women's health service providers to promote greater inclusion. Managed by: Lead organisation and Disabled Women's Union.	Each organisation hosts a roundtable discussion in their office ensuring disability accommodations are made to facilitate accessibility of the meeting.
Learning more about the good practices presented in MIW report for replication or scale-up	Arranging exposure visits for service providers to observe good practices of other services providers. Managed by: Lead organisation working with the members of the committee to organise site visits.	Funding to cover travel costs may be necessary. Organisations to identify vehicles to share transport.
Using accessible communication including Sign Language, Braille and easy-to-read language	Introduce service providers to organisations and resource people specialised in accessible communication. OR Plan an accessibility resource day with a local organisation providing Brailing or Sign Language interpretation to introduce service providers to these resource people. Managed by: Disabled Women's Union.	Funding for travel and refreshments may be required.

Changes you want to see	Activities to achieve these changes (who will manage them?)	Low-cost solutions and resources required
Consulting with women with disabilities on providing more inclusive services	Women with disabilities involved in MIW initiative train local health centres on how to identify women with disabilities in the community. OR Hold a consultative roundtable meeting to introduce women with disabilities involved in the good practices to service providers to discuss ways to identify women with disabilities in the community. Managed by: Lead organisation and Disabled Women's Union.	Identify a women's health organisation or government representative working on women's health issues to host a roundtable event at their office to keep costs down.
Sharing lessons learned with other women's health service providers in other communities	Organise a forum for sharing lessons learned from good practices that includes women with disabilities and local women's health service providers. Managed by: Lead organisation, an International NGO (member of MIW committee) and Disabled Women's Union.	Funding required to manage the forum.
Establish dialogue with local authorities on making women's health services more inclusive	Conduct roundtable discussions with local women's health service providers, local authorities and women with disabilities to share recommendations and lessons learned from good practices. Managed by: Lead organisation, Ministry of Health representative and Disabled Women's Union.	Funding and technical support required for development of training content.

Tool 18—Monitoring and evaluation form to fill throughout the MIW initiative

M&E for your MIW initiative to implement	Explanatory notes—when should this section be completed?
Name of target group	To be decided when you make a MIW action plan
Overall change statement	
Progress markers* (the milestones towards achieving the overall change)	To be decided once you have analysed your good practices and outlined some specific recommendations
The key activities you have implemented to influence this	Regular (possible every two months) monitoring during advocacy/ actions for the change phase of your initiative
Progress markers* achieved by the target group and observed during the project	
What permanent changes has the target group made? What were the main factors behind this? Were you successful in changing this target group? What were the most significant changes and key lessons learned?	Final evaluation—completed at the end of the initiative

* Refer to tool 20.

Tool 19—Learning paper tool for the MIW committee/ group[45]

MIW initiative and location

Dates of implementation

Overall objective and main expected outcomes

Name of person coordinating this learning paper

Participants involved in responding to questions

1. Describe 3 main successes from this MIW initiative. What worked really well? If possible, explain the facilitating factors...

2. Describe at least 3 main failures from this initiative. What didn't work so well? If possible, explain the causes...

3. Did this initiative lead to any unexpected changes/outcomes? Please give details (including why you didn't expect this to happen)

4. If you were to do the initiative again, would you change the project duration? If yes, why?

5. Would you involve different stakeholders or partners or target groups? If yes, who/why? (If possible list the partners you would choose to work with again, and those you would not)

6. Was the budget sufficient? If not, why not?

7. Has this initiative changed you in any ways—for example your technical knowledge, work activities, behaviour or relationships with other organisations?

8. Overall, how well do you think the MIW committee/group functioned?

9. Do you think that inviting other organisations to take part in this committee/group would have helped? What additional competencies would have helped most?

10. Would you be willing or interested to carry out further initiatives with this MIW committee/group? If yes, in what topic areas?

11. How do you think the MIW methodology could be improved?

12. Having completed this initiative, what do you think are the big issues concerning this topic in this country? Which areas should be prioritised by government and other development stakeholders? What should they avoid doing?

13. Looking more closely at each target group in turn, what can you say has changed definitively in terms of their behaviour, relationships or activities? What were the most significant changes? What were the main factors for this?

14. Finally, in your opinion, which of the target groups from this initiative would be most interesting to follow up for a more detailed evaluation, lessons learned and future monitoring? Do you feel this is a priority issue which requires further time and investment?

Tool 20—How to set progress markers

Setting milestones for progress or change indicators helps your group to have a clear understanding of what you are looking for when monitoring your targets. This is best achieved using a multi-stakeholder approach with your committee.

Suggestions for activity: For each target, a facilitator reads out the change statements developed in the MIW action plan. The facilitator asks each person to write down or answer out loud the questions:

- How can we know that the target is moving towards the outcome?
- What milestones will be reached as the target groups move towards their intended role in contributing to the vision?

Some other questions that can guide the process include:

- What milestones will be reached as the target moves towards their intended role in reaching the vision?
- What changes in behaviour can be expected as the target moves towards their role in reaching the vision?
- What new relationships may be established as the target moves towards the outcome?

The facilitator puts the answers up on the wall and also reads them out loud. Any duplicate answers are removed. Then, he asks the group to select the statements representing what their minimum expectations are regarding what they want to see achieved. They are then asked to assemble the statements that represent what they would like to see achieved and what they would love to see achieved. **Remember:** progress markers should represent observable changes in the target's behaviour, actions or relationships. Progress milestones that are too complex to observe should be removed from the list. If a progress marker would be difficult to identify, the facilitator should ask the group "How could you tell this change happened?". In other words, "What would you see if you visited the target groups?".

Once the group is satisfied with the list, the facilitator reads out the change statement and the set of progress markers and asks the group if these sum up the change process through which the target would progress while moving towards the outcome. The group should then work together to rank the list of progress markers for the change process, from small to big. It is preferable to have no more than 15:

- Four 'expect to see' progress markers;
- Eight 'like to see' progress markers;
- Three 'love to see' progress markers.

Worksheet on progress markers

Change statement:

Expect to see achieved

1

2

3

4

Like to see achieved

1

2

3

4

5

6

7

8

Love to see achieved

1

2

3

DRC, 2013

Appendices

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Glossary of terms

Actions for change
Activities that are carried out to promote social change. These can include but are not limited to: advocacy, relationship building, training, mentoring, site visits, roundtables, conferences, publications, research, awareness raising, lobbying, small grants and funding.

Advocacy
Within the MIW guideline, we refer to advocacy in a very broad sense as all the activities and actions taken in order to influence change. Advocacy in this guide refers to a wide variety of actions including: awareness raising, lobbying, training, mentoring, technical assistance, supporting organisations to implement or replicate good practices, sharing knowledge and network building.

Case study
An analysis of a specific good practice based on information gathered from interviews as well as testimonies. The case studies are generally presented using the Making it Work good practice template.

Change statement
Statements about the desired changes in behaviour of the target groups you want to influence through your advocacy.

Dissemination
Broadcasting your message to a specific public, whether it is a publication, a film, a video or other format, ensuring your messages are circulated widely and available in accessible formats.

Evidence-based advocacy
Using good practice case studies, as qualitative evidence of what works, to promote change.

Focus group
A research method in which a group of people are asked about their beliefs, opinions, perceptions and attitudes about a good practice.

Good practice
A specific action that has achieved a positive impact on the lives of people with disabilities in compliance with the CRPD (where people with disabilities themselves confirm this to be the case).

Good practice criteria
A principle or standard for selecting good practices.

Making it Work Publication
Documentation of the good practices, key messages and recommendations. A publication can be in various formats, from a formal policy brief to a lengthy report to an illustrated booklet, poster or film. It is a way of formalising key messages from the good practices that can be shared with a wider audience.

Methodology
A guideline that describes a process for solving a problem with steps, methods and tools.

Mission statement
A statement to define the overall changes you want to make within your Making it Work initiative. A mission statement should support the overall vision statement but should be narrower and more focused.

Multi-stakeholder
Involving different types of actors working collaboratively to accomplish shared visions of change.

Semi-structured interview
A method of research in which an interview is conducted more like a conversation, allowing new questions to come up depending on the interviewee's answers, without imposing a strict set of questions.

Target groups
The actors, organisations or individuals you want to influence through your Making it Work initiative and who you have a realistic chance of influencing to make change happen.

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Vision statement
A vision statement defines clearly what an ideal situation would look like in relation to your topic.

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Good practices in inclusive education of children with disabilities in Cape Verde
http://www.makingitwork-crpd.org/miw-initiatives/west-africa/cape-verde

Good practices for inclusive local governance in West Africa
http://www.makingitwork-crpd.org/miw-initiatives/west-africa/regional-project

Promoting good practices to reach personal mobility of persons with disabilities in the metropolitan area (Guatemala)
http://www.makingitwork-crpd.org/miw-initiatives/central-america/guatemala

Promoting the rights to work for women and men with disabilities (El Salvador)
http://www.makingitwork-crpd.org/miw-initiatives/central-america/el-salvador

Recognition of the legal capacity of persons with intellectual and psychosocial disability through the documentation of good practices (Colombia)
http://www.makingitwork-crpd.org/miw-initiatives/south-america/colombia

Notes

1. World Report on Disability, WHO and World Bank, 2011: http://www.who.int/disabilities/world_report/2011/en
2. Professor Tom Shakespeare quoted in The Guardian, June 2011.
3. Mainstreaming disability in the development agenda, United Nations Economic & Social Council, 2007: http://www.un.org/disabilities/default.asp?id=358
4. As of June 2014.
5. See Disability Monitor Initiative for South East Europe: http://www.disabilitymonitor-see.org
6. For example: CBM, Enda, WaterAid, ADD, RiadiS, PdM, DPI, etc.
7. For example, see WaterAid report 2012 in the Bibliography.
8. Handicap International has been committed to promoting the human rights of people with disabilities since its inception. We supported people with disabilities to take part in the process of drafting the UNCRPD text. Once the text was adopted, Making it Work was the next logical step to foster the effective enforcement of the Convention, using a pragmatic and practical approach to promote solutions based on what already works.
9. Preamble to the Convention on the Rights of Persons with Disabilities, 2006.
10. Adapted and extracted from Handicap International's practical guide: Learning lessons from experience, 2014, p. 49: http://www.hiproweb.org/uploads/tx_hidrtdocs/LearningLessonsFromExperience.pdf
11. Thereafter Making it Work methodology is referred to as Making it work or in abbreviation: MIW.
12. For more information on Outcome Mapping, please see: http://www.outcomemapping.ca/resource/index.php
13. Adapted from "Communication for Social Change: Working Paper Series": http://www.communicationforsocialchange.org
14. DPOs in the Maghreb region assembled a collection of good practices on Article 19 (Accessibility) as part of the alternative report to provide concrete examples of how this article can be implemented in practice.
15. The following three examples are extracted from Advocacy from inclusion, Handicap International, 2013: http://www.hiproweb.org/fileadmin/cdroms/Advocacy_for_Inclusion/en_page32.html
16. As of March 2013.
17. http://ak-project.com/IMG/pdf/rapport150PDesiciph_GB_PRODP104_301110.pdf
18. For a general tool to guide your Stakeholder Analysis, please see the tool developed by the Food and Agriculture Organisation: http://www.fao.org/Participation/tools/stakeholderanalysis.html
19. You can also use an international database to search for concluding observations for all treaties and all documents relating to CRPD: http://tb.ohchr.org/default.aspx
20. A basic analysis is sufficient to get started. Tools are available if you wish to go further into the analysis of the inclusiveness of public policies:
    – The EquiFrame manual (Center for Global Health, Trinity College Dublin; Ahfad University for Woman, Sudan), a framework to analyse the level of inclusiveness of health policies and how they apply to 12 marginalised groups, including people with disabilities: http://www.hiproweb.org/uploads/tx_hidrtdocs/EquiFrameManual2014.pdf
    – Guiding questions from "Disability and Inclusion Based Policy Analysis", Institute for Research and Development on Inclusion and Society, Canada, 2012: https://irisinstitute.files.wordpress.com/2012/01/is-five-190142-iris_disability_inclusive_lens_eng.pdf

– Guiding questions included in part 4 of the Guidance Document: Effective Use of International Human Rights Monitoring Mechanisms to Protect the Rights of Persons with Disabilities, International Disability Alliance, 2010: http://www.internationaldisabilityalliance.org/en/guidance-document-parallel-reports

21. This checklist is adapted from Handicap International's practical guide: Access to services for persons with disabilities, 2010, p. 40: www.hiproweb.org/uploads/tx_hidrtdocs/GM05_EN_04_screen.pdf
22. Maria Elena Figueoa, Dr. Lawrence Kincaid, Manju Rani, Gary Lewis (Rockefeller Foundation and Johns Hopkins University: 2002): ii.
23. http://ak-project.com/IMG/pdf/rapport150PDesiciph_GB_PRODP104_301110.pdf
24. http://www.un.org/disabilities/default.asp?id=259
25. Adapted and extracted from Handicap International's practical guide: Learning lessons from experience, 2014, p. 49: http://www.hiproweb.org/uploads/tx_hidrtdocs/LearningLessonsFromExperience.pdf
26. More information on the emancipatory research process can be found at: http://www.leeds.ac.uk/disability-studies/archiveuk/Barnes/Contents.pdf
27. Margaret C. Harrell, Melissa A. Bradley, "Data Collection Methods: Semi-structured interviews and focus groups" RAND: 2009: 123: http://www.rand.org/content/dam/rand/pubs/technical_reports/2009/RAND_TR718.pdf
28. Adapted and extracted from Handicap International's practical guide: Learning lessons from experience, 2014, p. 49: http://www.hiproweb.org/uploads/tx_hidrtdocs/LearningLessonsFromExperience.pdf
29. Engaging with target groups is explained fully in Step 3—Actions for Change.
30. See The Making it Work methodology in a nutshell, Principles and benchmarks section.
31. Extracted from Handicap International's practical guide: Learning lessons from experience, 2014, p. 40–41: http://www.hiproweb.org/uploads/tx_hidrtdocs/LearningLessonsFromExperience.pdf
32. Additional resources on advocacy including tools and training kits can be found at: http://www.hiproweb.org/fileadmin/cdroms/Advocacy_for_Inclusion/index.html
33. As identified through the Evaluation of MIW Global Evaluation conducted in 2013.
34. http://www.un.org/disabilities/default.asp?id=259
35. Extracted from Handicap International's practical guide: Learning lessons from experience, 2014, p. 39–41: http://www.hiproweb.org/uploads/tx_hidrtdocs/LearningLessonsFromExperience.pdf
36. Adapted from Dr. Rita S. Y. Berry, "Collecting data by in-depth interviewing: a paper presented at the British Educational Research Association Annual Conference, University of Sussex at Brighton, September 2–5 1999": http://www.leeds.ac.uk/educol/documents/000001172.htm
37. Adapted from: http://www.leeds.ac.uk/educol/documents/000001172.htm
38. Please see this tool on the website "Network for Climate Justice": http://climatejusticetoolkit.wordpress.com/toolkit-guide/collecting-stories-for-climate-justice/how-to-collect/inform-the-interviewee
39. Please see this tool on the website "Network for Climate Justice": http://climatejusticetoolkit.wordpress.com/toolkit-guide/collecting-stories-for-climate-justice/how-to-collect/inform-the-interviewee

40. Adapted and extracted from Handicap International's practical guide: Learning lessons from experience, 2014, p. 51: http://www.hiproweb.org/uploads/tx_hidrtdocs/LearningLessonsFromExperience.pdf
41. Adapted and extracted from Handicap International's practical guide: Learning lessons from experience, 2014, p. 48: http://www.hiproweb.org/uploads/tx_hidrtdocs/LearningLessonsFromExperience.pdf
42. Adapted and extracted from Handicap International's practical guide: Learning lessons from experience, 2014, p. 48: http://www.hiproweb.org/uploads/tx_hidrtdocs/LearningLessonsFromExperience.pdf
43. This table about analysing inclusive education good practices is from Senegal.
44. This is easy to adapt to an individual meeting with a target.
45. Adapted from Handicap International's practical guide: Learning lessons from experience, 2014, p. 46–47: http://www.hiproweb.org/uploads/tx_hidrtdocs/LearningLessonsFromExperience.pdf

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Making it Work: Good practices for disability-inclusive development and humanitarian action

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The guideline is intended to give an overview of how Making it Work can be used and support stakeholders with guidance on implementation.

However, the concept of identifying, documenting and building on existing good practice can be applied to almost any setting/ organisational strategy.

The guideline is primarily intended for organisations and all those promoting the full inclusion and participation of people with disabilities in society. This refers notably to Disabled People's Organisations, none-disability and disability-focused NGOs.

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