Levels of participation of people with disabilities in inclusive local development

Achieving active and meaningful participation:

- Information and access
- Contribution and consultation
- Participation in ILD plans / electoral processes

Tool development and piloting (delayed by COVID-19)

- ‘Levels’ developed by GTLs in 2018
- Partial desk-based scoping by MEL in consultation with GTLs and COs to define and draft tools for measuring participation - completed
- Illustrative stories and illustrative images developed to support stakeholder understanding of progress - completed
- Final stage of scoping in October 2021 with Cameroon and Senegal COs for IAPG2 projects - piloting in 2022
- MoV: secondary data (plans, budgets, reports) and primary data (qualitative inquiry, participatory - workshop?) – pending scoping

Levels of participation:

Level 1: People with disabilities are unaware of key decisions that affect their lives

Level 2: People with disabilities are consulted about existing or ongoing projects or decisions

Level 3: People with disabilities are made aware of decisions that affect their lives

Level 4: People with disabilities are providing clear recommendations that are taken into account in the design of new projects

Level 5: People with disabilities are meaningfully contributing through the entire project cycle (assessment, analysis, design, monitoring, evaluation)

Level 6: People with disabilities are meaningfully contributing through the entire project circle (assessment, analysis, design, monitoring, evaluation)
Levels of inclusiveness of policies and development plans

Measuring inclusiveness of policies and plans

- Service provision
- Funding for services

Level 1:
There is no mention of any specific disability support. Services are not accessible.
(eg Children with disabilities are not enrolled in school; accessibility is not considered in projects)

Level 2:
Specific projects are designed to target only people with disabilities.
(eg a special school is built; a specific fund is secured for people with disabilities’ income generation)

Level 3:
Disability provision is included in existing community projects.
(eg additional funds are secured to provide children with disabilities with adapted learning materials in mainstream school; associations of women with disabilities are exempted from administration fees)

Level 4:
Disability is embedded into the general design, implementation and monitoring of projects.
(eg the budget to build the health centre ensures universal accessibility; the education system systematically includes provision for children with and without Special educational needs – teachers training, school equipment, accessible access to water, etc...)

Tool development and piloting
- See ‘participation’ for details.