PRACTICAL GUIDE

for planning and evaluating actions
to promote the rights of people with disabilities

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LIST OF ABBREVIATIONS

APF: Association of Paralytics of France

CCA: Collegiate accessibility commissions

DC: Departmental council

LGC: Local governance characterization

CIA: Inter-municipal accessibility commissions

CIEDEL: International Study Center for Local Development

CIRRIS: Center for Interdisciplinary Research in Rehabilitation and Social Integration

CRSA: Regional Health and Autonomy Consultation Commission

TC: Territorial characterization

CUB: Bordeaux Urban Community

ILD: Inclusive local development

FIRAH: International Foundation of Applied Disability Research

SPI: Socio-political participation index

HDM: Human Development Model

LIFE-H: Assessment of life habits

MQE: Measure of the Quality of the Environment

DPO: Disabled people's organization

DCP: Disability Creation Process

ILDRP: "Participation of people with disabilities in local governance: Measuring the effects of inclusive local development strategies" project

PWD: People with disabilities

INDCP: International Network on the Disability Creation Process

INTRODUCTION

Society is defined as a community of interdependent individuals and groups. Transforming society to improve the exercise of human rights is an eminently political undertaking. This is civic participation as a standard-bearer for change, and an approach piloted by a group of stakeholders whose actions are today driving a desire for transformation: inclusion is the new driver for this social project. This desire is giving shape to an **inclusive society**, defined as a society where every citizen fully exercises their right to participate in community life on an equal footing with the other members of the community.

An inclusive society can only take form in a territory, within a territory and by a territory. A territory is all at once a physical space, a living and working space, a space where it is possible to develop social, cultural and economic relationships, and a space for collective action, a political space with a specific decision-making power. To make this a reality, an inclusive society needs local policies that serve to eliminate barriers to participation by acting on the physical environment (in particular via adaptations) and the social environment (notably attitudes, rights and governance mechanisms). Implementing these policies is the responsibility of local decentralized and devolved institutions in charge of managing the territories, but these must be supported by democratic and participatory governance systems that are needed to define the policies as well as to implement them as suitable to needs and aspirations. An inclusive society is based on the principles of universal design, and of accessibility to the physical environment, transportation and information. These principles are the foundation for action by local stakeholders, such as disabled people's organizations (DPO), which support the development of their territory so as to enable optimal social participation by people with disabilities (PWD) in ordinary community life. This is what we consider to be inclusive local development (ILD).

OBJECTIVES OF THE GUIDE

This guide has been developed to support inclusive local development actions, delineating the key steps to follow in planning and assessing initiatives for promoting the rights of PWD, using five tools.

This practical guide is designed to be easy to understand and to use. It supports the self-evaluation of advocacy actions and approaches by stakeholders in inclusive local development processes in the territories, primarily DPOs and territorial authorities. This self-evaluation is focused on quality of access (for example: self-evaluate the quality of access to a service in the territory, measure how access has improved following corrective actions, measure the impact of an initiative to promote the rights of women with disabilities) and on optimizing the participation of people with disabilities in inclusive local development processes (for example: self-evaluate power sharing in collaborative processes and spaces, self-evaluate the quality of participation within these spaces, etc.), in accordance with Art. 4.3, 19 and 29 of the UN Convention on the Rights of Persons with Disabilities (CRPD).[1]

These advocacy initiatives take place in different social and cultural contexts, which gives them a singular form and requires equally specific consideration. The main goal of this guide is to support these planning and evaluation actions within their specific contexts. The tools can be used in the framework of very different territorial and national political situations.

- where democratic participation practices are already well established locally, with collaborative spaces that have been created and work well;

- in territories where dialogue practices between local governments and civil society organizations have barely begun, as part of new decentralization policies;

- in contexts where democratic institutions work badly or not at all, and where the role and importance of civil society organizations and of people with disabilities in particular is not yet sufficiently acknowledged.

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[1] **Article 4.3**: General obligations - In the development and implementation of legislation and policies to implement the present Convention, and in other decision-making processes concerning issues relating to persons with disabilities, States Parties shall closely consult with and actively involve persons with disabilities, including children with disabilities, through their representative organizations.

Article 19: Living independently and being included in the community - States Parties to this Convention recognize the equal right of all persons with disabilities to live in the community, with choices equal to others, and shall take effective and appropriate measures to facilitate full enjoyment by persons with disabilities of this right and their full inclusion and participation in the community (…).

Article 29: Participation in political and public life - States Parties shall guarantee to persons with disabilities political rights and the opportunity to enjoy them on an equal basis with others (...).

Background

This guide is the result of an effort that began in 2012, in which the current partners trialed in the field, as part of an applied research project, both the relevance and feasibility of using these tools to evaluate the participation of people with disabilities in local development: http://www.firah.org/centre-ressources/fr/developpement-local-inclusif.html. Upon concluding this trial, the need emerged to detail how these tools should be used and how to adapt them to different contexts. The partners therefore drafted this guide and submitted it to a validation process at a three-day seminar that was held in July 2017 in Rabat, Morocco. Organized with the close collaboration of the Moroccan Collective for the Promotion of the Rights of People with Disabilities, this seminar involved 16 participants from the Algerian Federation of People with Disabilities, the Tunisian Organization for Disability Rights Protection, the Mauritanian Federation of National Associations of People with Disabilities and the African Forum of People with Disabilities (Appendix I: Morocco Seminar Program).

Contents

This guide is an **operational tool for conducting concrete planning and evaluation actions to improve inclusion of people with disabilities in local development.** The guide has three sections. The first section presents the scope, the intended users and the purpose of the guide. The second section presents the key concepts that form the foundation for this inclusive approach. The third section describes the method and the characteristics of the five tools used in the evaluation framework. Examples of application are provided for each tool to facilitate their use. These five tools can also be used together to gain a complete situational overview.

- **How was it developed?**

This guide arose from a need identified upon completion of the trial presented above, for which the current partners developed a draft version that was approved at the three-day seminar in Rabat in July 2017.

- **What does it contain?**

The guide contains five tools for use in planning and evaluating actions.

Territorial characterization tool (TC)

This tool serves to identify the dynamics that characterize how locally implemented initiatives are territorially anchored, via existing relationships between stakeholders, their actions and the territories in which these actions are implemented.

Local governance characterization tool (LGC)

This tool serves to understand at which stages disabled people's organizations are involved, their level of involvement and the mechanisms implemented to foster their participation.

Assessment of life habits (LIFE-H)

This tool measures the quality of achievement of daily activities related to meals, mobility, communication, etc., and the social roles that are related to having a job, studying, participating in community activities, etc.; these are all aspects of social participation.

Measure of the quality of the environment (MQE)

This tool serves to understand the influence of the environment as perceived by a person or group of persons, and to assess the changes occurring due to interventions in/on the environment on achievement of daily living activities.

Socio-political participation index (SPI):

This index serves to understand and summarize the impact and quality of the participation of civil society organizations in collaborative spaces, collectively speaking.

- **Whom is it for?**

Designed for a self-evaluation approach, this guide is primarily intended for stakeholders in the field directly involved in ILD initiatives on a daily basis. These stakeholders include the following: people with disabilities, their families and the organizations that represent them; professionals and organizations working in the disability sector; service providers and other organizations of regular society that must consider disability issues, such as architects, teachers, companies, etc.; policy-makers and local public and private sector workers.

It is also intended for researchers, professionals and practitioners who may provide specialized methodological support to these planning and evaluation processes. Such skills involve the evaluation and analysis of statistical data. In a spirit of collaboration and shared work, they may support stakeholders in the field in their action evaluation efforts. The expertise of such specialists is not necessary for simple planning and evaluation that does not require the joint use of all five tools, but it will be needed wherever all the tools are used with a representative sample. Support and advice can also be requested from INDCP at www.ripph.qc.ca.

Lastly, the geographic diversity of the stakeholders involved in the initial applied research phase (France, Canada, Brazil, Morocco and Madagascar) and the strong involvement of African stakeholders in developing this guide, means that it can be used in all geographic contexts whether in Europe, North or South America, Africa or on other continents.

- **What is it for?**

This guide is an operational tool for ILD stakeholders that enables them to implement concrete planning and evaluation initiatives in the field.

The guide is available in four languages: French, Arabic, English and Portuguese. These languages enable it to be used in a large number of countries and in particular throughout the African continent.

Source: Seminar in Rabat (Morocco) – July 7 to 9, 2017

1. KEY CONCEPTS
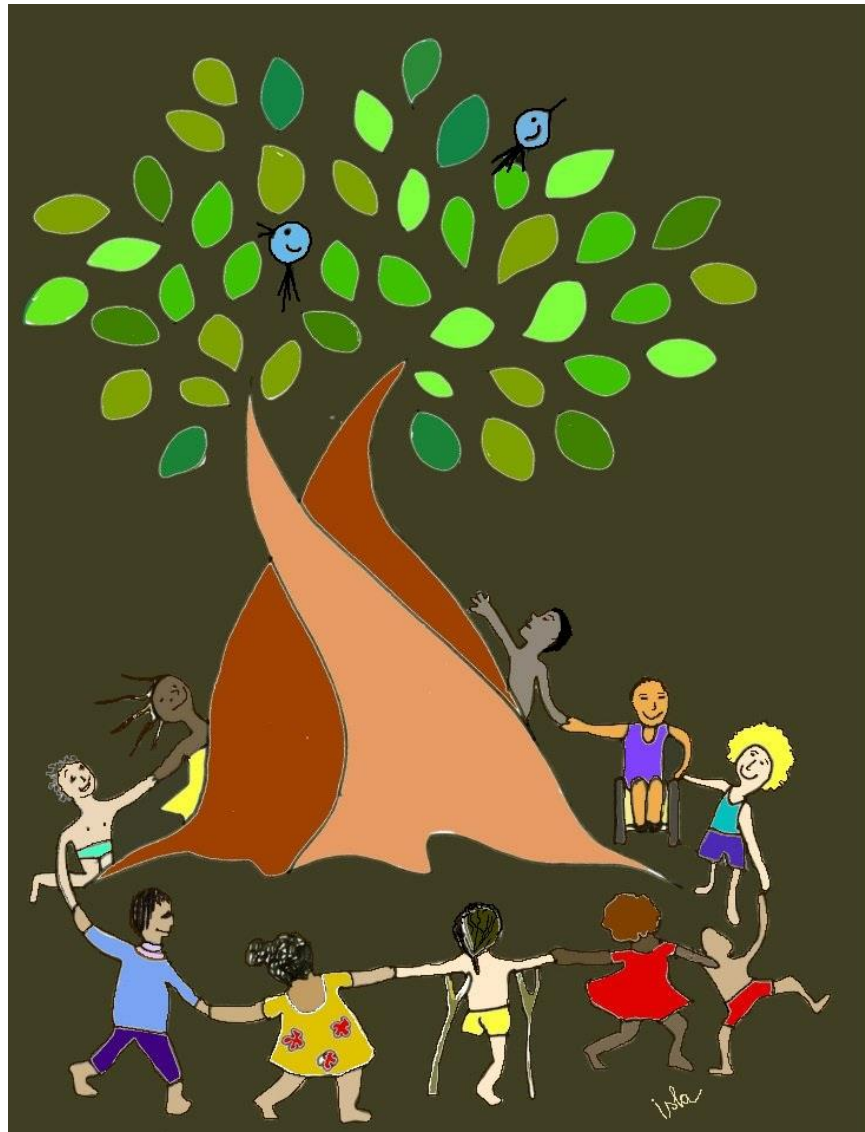
1.1 INCLUSIVE LOCAL DEVELOPMENT (ILD)

What is this and who is implicated?

Inclusive local development (ILD) is a process that seeks and enables full social, economic, cultural and political participation within a territory. It potentially involves all stakeholders in different ways: individuals, groups, associations, public institutions, companies, the media, funding bodies, families, etc.

There are three types of ILD **stakeholders**:

- Civil society in general, which notably includes people with disabilities, disabled people's organizations, the general population, social movements and other interest groups. It is also characterized by public opinion, which corresponds to the most widespread manner of thinking within a society and is expressed in the media (written and electronic, for example).

- Central or national, and local authorities, represented via their three powers:

    - the executive power which executes policies. This is generally exercised by the government and by technical agencies at various levels;
    - the legislative power which decides and legislates. This power is exercised by the Assembly, which represents all the people and has been elected or designated, such as a parliament, a legislative assembly or a municipal council;
    - the judiciary, which applies the law. This power is generally exercised by the courts.

- Service providers such as professional or community organizations, public and private institutions, companies and social economy cooperatives, etc.;

FIGURE 1: ILD stakeholders
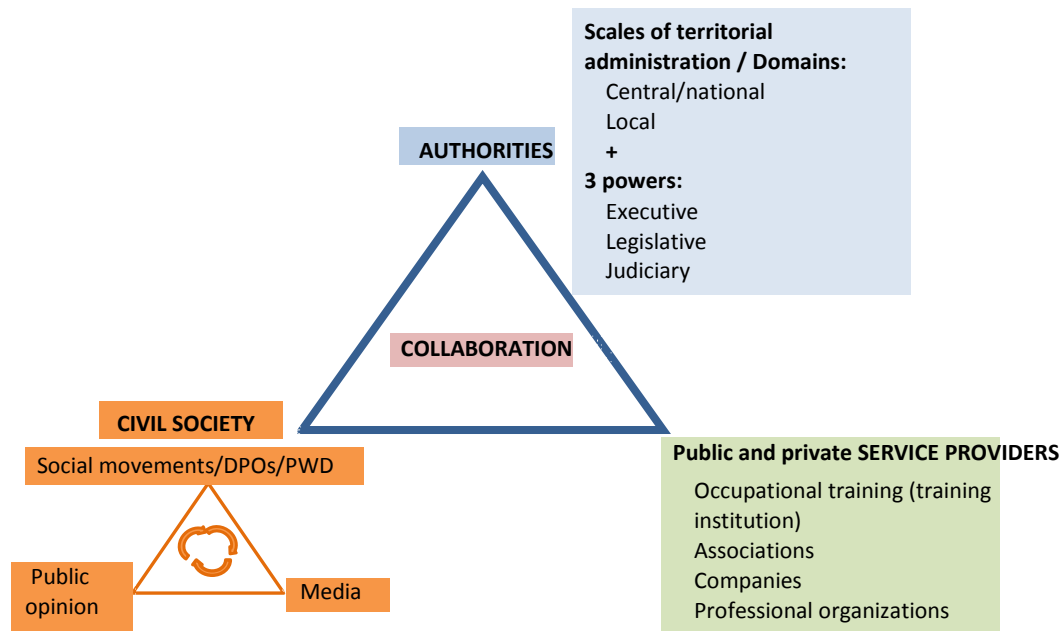
Forms of dialogue, collaboration and decision-making at the local level are at the heart of the concept of ILD, to guarantee people's full participation within their territory. They are rooted in the governance modalities and systems implemented by local institutions as part of ILD processes, such as the mechanisms, instruments and spaces for collaboration and participatory democracy. Representation of diversity within these systems is an important success factor for the design and implementation of local policies. Accessing systems of governance and mastering the skills needed to participate effectively are crucial conditions for the proper functioning of these systems. In this sense, capacity-building for civil society organizations, disabled people's organizations and all the diverse stakeholders involved is fundamental. Inclusive local development, and in general the construction of an inclusive society, requires the edification and dissemination of a new political culture at the level of territories and States.

1.2 LOCAL GOVERNANCE

We understand governance here to mean not only the content of policies, but also the way in which they are designed and implemented via co-construction and co-management of public decisions, as well as the factors that generate trust between stakeholders and reduce uncertainty in economic, social and political relationships. It involves for example participatory methods for analyzing local situations and needs; spaces for discussion of problems, needs and issues; mobilization and facilitation methods; working groups and workshops; operating procedures for working and decision-making bodies; modes of access to information on public decisions and mechanisms for public accountability; modalities for access to and representativity of decision-making bodies, etc.

Local governance is concretely evaluated via a project, an action or a policy; its concrete application is conducted by a responsible party (also called the project owner, responsible for the decision to act and for the achievements).

This concrete application of a project, action or policy involves various deployment stages. At each stage, stakeholders other than the owner may be involved. The level of involvement of other stakeholders is the concrete expression of a level of power-sharing and participation in decision-making, with respect to the action being implemented. We often speak of "collaboration" in general terms, but it is important to distinguish between the levels of power-sharing that are implied by the mechanisms in place.

Sharing power and involving other stakeholders can range from education/awareness-raising at one end of the spectrum, to information, consultation, collaboration, through to co-decision.[2]

Examples of mechanisms and practices that foster "good" governance:

Work practices within a collaborative space implemented by a municipality *based on participatory analysis using various methods such as*
- *MARP – analysis of the territory based on local knowledge,*
- *SWOT – analysis based on strengths/weaknesses/opportunities/threats,*
- *exploratory walk – institution-user dialogue via an ambulatory assessment of management of the territory,*
- *street ateliers – work spaces open to passers-by,*
- *stakeholder words – discussion in public spaces with passers-by, etc.;*

group projects, proposal workshops *which can take extremely diverse forms, such as:*
- *world cafés (mobile and traveling brainstorming),*
- *theater forums (interactive theater performances),*
- *scenario workshops (open writing of proposals for the future),*
- *open forums (open debate);*

planning, evaluation and monitoring methods, *etc.;*

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[2] See the local governance characterization tool for more details.

modes of political and civic participation by residents or associations in the life of their territory:
- *citizen constituent assemblies – citizen participation in the process of revision of a legal document,*
- *deliberative surveys – method for public consultation based on sampling,*
- *citizen juries – method for public consultation based on random selection,*
- *consensus conferences – method for consultation or collaboration based on target groups,*
- *participatory budgets,*
- *expert panels – method for developing an opinion, etc.;*

policies that affect daily life:
- *territory project,*
- *local development plan,*
- *integration policy,*
- *disability policy, etc.;*

recognition of the role of associations in innovative practices of local governance (*their role in mobilizing residents, facilitation within the territory, formulating opinions, contributory negotiation, impact evaluation, etc.*)

Concepts related to local governance

▪ **Stakeholders:** these are individuals, groups, associations and (public) institutions, located in one or more territories, who design or implement initiatives in these territories; these initiatives have effects and impacts on the territory(-ies) and may have effects and impacts on other stakeholders and other actions...

  <u>Example</u>: *Collectives, groups of citizens who are involved in the life of their neighborhoods.*

▪ **Territories:** these are frameworks for transformation: they are geographic, living and working spaces, sociocultural and economic spaces, and spaces for the exercise of institutionally managed powers; they are places where stakeholders meet, discuss, design and implement actions. Such actions have an impact on one or more other territories and may have an impact on other stakeholders and other actions.[3]

  <u>Example</u>: *a city, a neighborhood, a metropolis, a village, etc.*

▪ **Actions**: these are solutions to short-, medium- or long-term problems that are imagined and implemented by stakeholders, in one or more territories...

▪ **Social participation**: social participation corresponds to the achievement of one's life habits in one's environment (school, workplace, neighborhood, etc.).

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[3] *LEFEBVRE, Henri, 1974,* La production de l'espace*, Paris; Anthropos;ANTHEAUME Benoit, GIRAUT Frédéric,* Le territoire est mort, vive les territoires. Une (re)fabrication au nom du développement. *IRD Editions, Paris, 2005, 382p; PASQUIER Romain, GUIGNER Sébastien, COLE Alistair,* Dictionnaire des politiques territoriales*, Paris, Les Presses de Sciences PO, 2011, 584 p.; MARTIN Jean-Yves,* Une géographie critique de l'espace du quotidien. L'actualité mondialisée de la pensée spatiale d'Henri Lefebvre. Articulo - Journal of Urban Research *[Online], 2 | 2006, Online since 17 July 2006, connection on 25 August 2017. URL: http://articulo.revues.org/897; DOI: 10.4000/ articulo.897*

- **Political and civic participation:** this is the role played by citizens with respect to decision-making that has consequences for the community or its organization.

  Example: a person may vote in elections, be a candidate, participate in debates, meetings or hearings concerning the policies of the territory, or they may be engaged in an association or in a project to support the rights of people with disabilities.

- **Empowerment:** combining the individual and collective dimensions, empowerment refers to the appropriation of power by a person or a group. This perspective starts from the observation "that certain groups and certain people do not have, or do not perceive themselves as having, power over the resources that they require or over the decisions that are taken to ensure their well-being" (Ninacs, 2003a, p. 15). Empowerment recognizes the potential and capacity of these people, both individually and collectively, to take over this power to achieve greater well-being (Ninacs, 1995). Intervention may be oriented towards three primary components: individual empowerment, community (or collective) empowerment and organizational empowerment.

1.3 THE DISABILITY CREATION PROCESS (DCP)

The DCP views disability as a **context-based, situational notion that results from the interaction of individual factors (specific to the person) and environmental factors (specific to their physical and social environment).** According to this model, social participation (as opposed to a disabling situation) corresponds to the full achievement of life habits (the possibility of achieving daily activities such as bathing, cooking, communication, mobility, and social roles such as work, family and civic responsibilities).

The DCP is an analysis model that can be transposed to the collective level: we can characterize the personal and environmental factors confronting people with disabilities in general within a territory, considering the groups to have specific shared characteristics, capacities that are more or less well developed that interact with the environment and determine their ability to participate socially, or not.
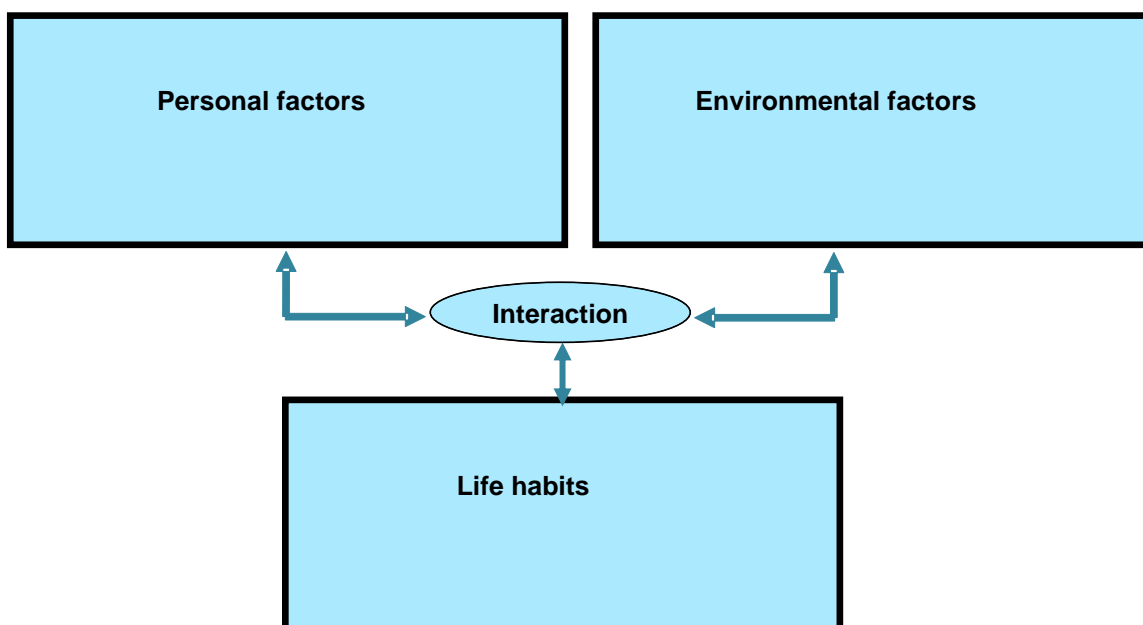
Focus on DCP key concepts

Life habits

Social participation ◄► Disabling situation
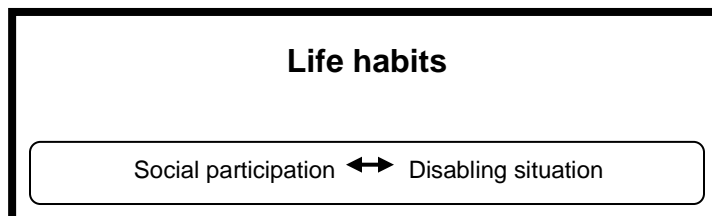
▪ **Life habits:** these are all the regular activities related to household and daily tasks, and all social roles involving relations with other peopl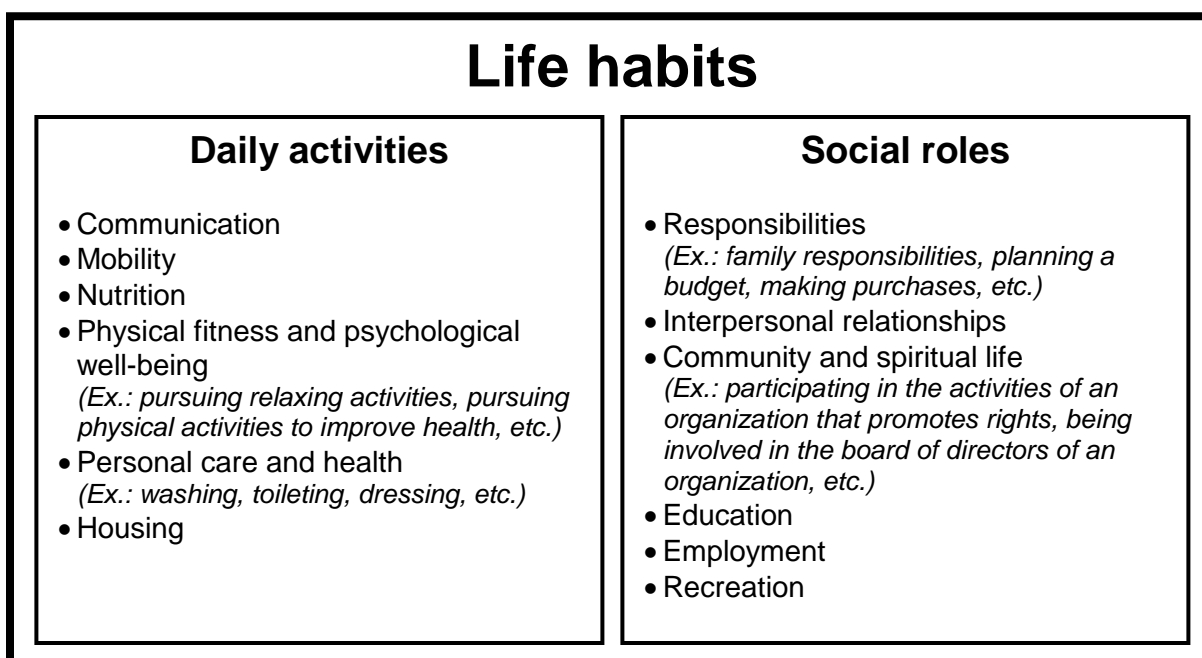e or with institutions, in family, educational, employment, recreational, etc. activities, that are valued by the person or by their living environment

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Life habits

Daily activities

- Communication
- Mobility
- Nutrition
- Physical fitness and psychological well-being
  (Ex.: pursuing relaxing activities, pursuing physical activities to improve health, etc.)
- Personal care and health
  (Ex.: washing, toileting, dressing, etc.)
- Housing

Social roles

- Responsibilities
  (Ex.: family responsibilities, planning a budget, making purchases, etc.)
- Interpersonal relationships
- Community and spiritual life
  (Ex.: participating in the activities of an organization that promotes rights, being involved in the board of directors of an organization, etc.)
- Education
- Employment
- Recreation

▪ **Social participation:** social participation is defined as a situation of full achievement of one or more life habits (daily activities and social roles).

Examples:
- *A child in a wheelchair who attends their municipal elementary school, where they make several friends.*

- *Marcel easily expresses his needs. Since his parents began using pictograms, he is better able to understand verbal instructions. All this allows him to maintain better relationships with his family.*

▪ **Disabling situation:** in contrast to social participation, a disabling situation corresponds to limited achievement of one or more life habits.

- _When he graduates from primary to secondary school, Mohamed is no longer able to attend his municipal school: the secondary school does not have wheelchair ramps and the school's management does not want to install them. The school is therefore not accessible to Mohamed who uses a wheelchair. He can no longer see his friends every day, as he was accustomed to doing._

- _Judith has difficulty exercising her role as a mother. She has little support, her social network is limited and she is still waiting to receive services. In addition, she faces a great deal of prejudice; her parental abilities are frequently questioned because she has cognitive disabilities._
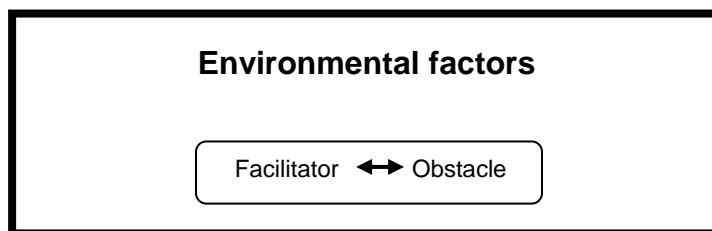
- **Environmental factors:** these are all the social, economic, political, physical and technological factors of the space in which the person (in a disabling situation or one of social participation) exists. These factors characterize a society's organization and functioning at **various levels**:

    - Macro-societal level
    Example: social policies, laws, etc.

    - Meso-community level
    Example: neighborhood, collective infrastructures such as transportation, community center, etc.

    - Micro-personal level
    Example: classroom at school, workplace, home, etc.

The micro-personal level can be adapted with personal accommodations, whereas accommodations at the meso-community level are more a collective function. The stakeholders mobilized are different for each level. Adjusting the environment can promote social participation by a person or group of people. For example, at the micro-personal level, support can be given to a family member in achieving their life habits. At the meso-community level, creating a suitable and effective system of transportation can promote mobility and participation in various activities. At the macro-societal level, adopting a policy or action plan can have repercussions that foster the social participation of a group of people or a population.

- **Facilitator/obstacle**: The environment can serve as a facilitator or obstacle to achieving life habits.
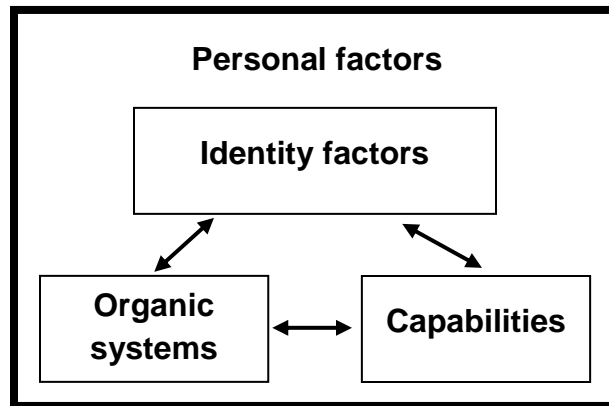
- **Personal factors:** a personal factor is a characteristic of a person, such as their age, gender, socio-cultural identity, organic systems, capabilities, etc.

Capabilities and identity factors are **two key dimensions for understanding a person in their relationship with their environment**.

A capability is the possibility a person has of accomplishing a physical or mental activity.

The major categories of capabilities are:
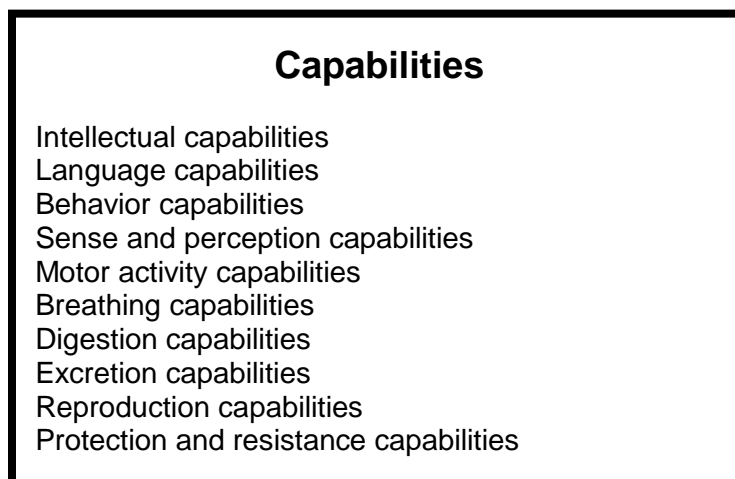
Identity factors **should only be considered in relation to the environment and the achievement of life habits.** This means that identity factors may only be facilitators or obstacles with respect to these two elements.

Examples:
- *School age.*
- *Having a diagnosis that is subject to discrimination in the neighborhood: mental health issue, albinism, skin color, HIV, etc.*

- *Sex (gender) when women are not allowed to achieve certain daily life or work activities, or to hold functions related to executive power.*

The major categories of identity factors are:

> ### Identity factors
>
> Socio-demographic characteristics
> Age, gender, cultural or ethnic affiliation (if applicable), religion, skin color
> Life story
> Values
> Life objectives
> Diagnosis (if applicable)
> Income or socioeconomic status
> Education level
> Family status

The DCP is a global approach that takes into account all elements of human development, and in which:

- **Disability is part of an individual and collective change process**. Disability is therefore relative, and depends on the evolution over time of personal characteristics (rehabilitation, education, orthopedic devices) and environmental obstacles, which become facilitators for inclusive development, such as educating coworkers, and access to sanitation facilities, suitable transportation and financial compensation.
- **The environment can serve as an facilitator or obstacle** to achieving life habits.
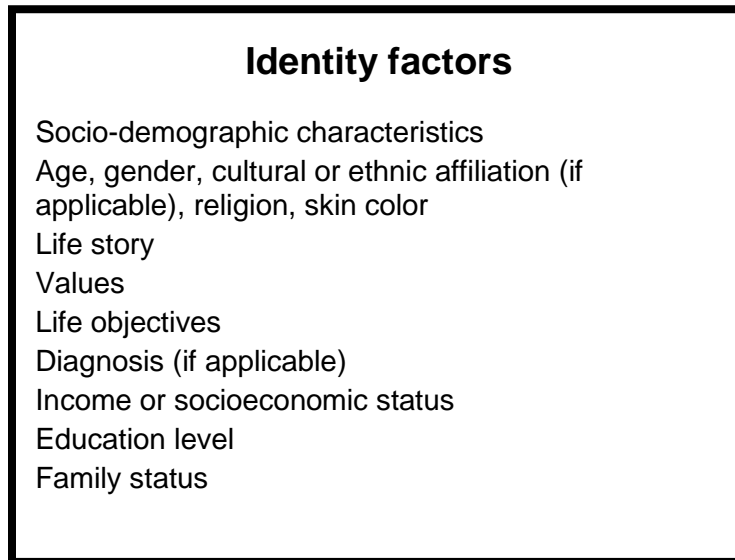- The living context influences how a person, with their own identity-based and functional characteristics, achieves their life habits.

   Examples:
   - *Living in a rural versus an urban environment.*
   - *Family life versus life in an institution.*
   - *Attending a special school rather than the neighborhood school.*

The **social participation measurement** that is proposed in this guide is based on this DCP model. Understanding **disability as a relative notion**, i.e. as a situation that results from the interaction of individual and environmental factors and that may vary, implies that measuring the effects of ILD in terms of social participation takes place at three levels:

1) Personal factors
2) Environmental factors
3) Social participation resulting from their interaction

Observing and measuring change

Using the DCP as a methodological framework makes it possible to envision the situational change, by measuring the gaps between:

- the situation observed at the start, which generally corresponds to the launch of an action that aims to eliminate a barrier to social participation by PWD (e.g. develop a transportation system that is better suited to needs, facilitate access to water, etc.). This is the moment when the problem is defined and intervention objectives in terms of social participation are developed;
- the situation observed after the action is completed, or the result in terms of social participation.

The DCP model, and its related tools (LIFE-H and MQE) enables stakeholders in the field to support the targeted change, and above all to correct the action if its effects are not those that were expected. Measurement instruments serve to take snapshots of the situation. Ideally, by taking a "snapshot" at two distinct moments of measurement, one can compare what has changed after an action or intervention has been completed.

Observing the change using the MHD-DCP
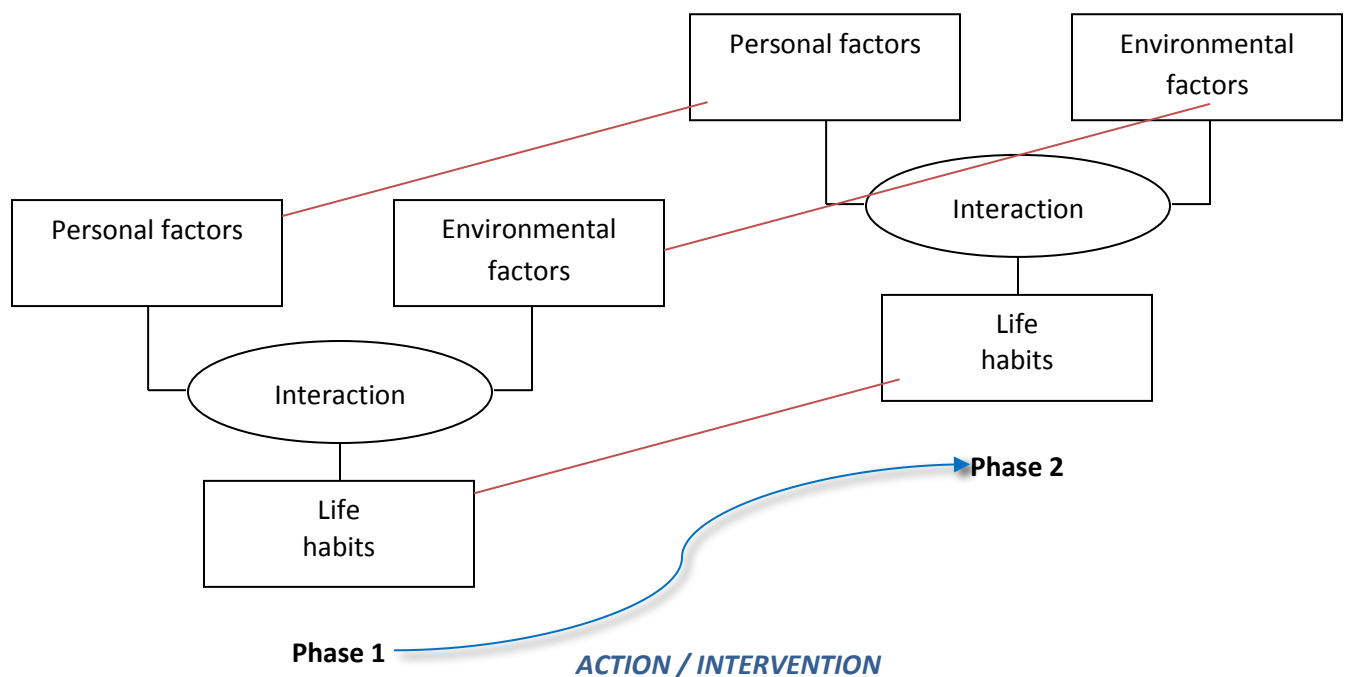
2. METHOD AND TOOLS

2.1 THE METHOD

This guide seeks to facilitate the planning and evaluation of actions to promote the rights of PWD (ILD) via a method of characterization (or assessment) and analysis of social participation situations, including political and civic participation, and how they evolve. It aims to support advocacy, evaluation and all other forms of action.

It presents five tools that are useful in this context:

I. Territorial characterization tool (TC)
II. Local governance characterization tool (LGC)
III. Assessment of life habits (LIFE-H)
IV. Measure of the quality of the environment (MQE)
V. Socio-political participation index (SPI)

What does the approach involve? (For details of the questions and items addressed in each of these steps see Appendix II)

As mentioned above, the approach is part of an action process (identifying what to do, designing how to do it, carrying it out) aimed at supporting the development and implementation of local policies that favor the participation of PWD in public, social and political life. This action process is to:

- Describe: choose a topic, then describe the territory, the situations experienced and the actions conducted (current state: facts, observations);
- Assess: choose a problem, seek to understand the situations by seeking causes and consequences, identify strengths and weaknesses, needs and aspirations;
- Decide on solutions: scope the issues and the desired changes, seek solutions, set objectives;
- Plan: organize the execution phases, identify the necessary resources, assign responsibilities;
- Execute: apply the decisions made, track their implementation, adapt them to the various contexts;
- Evaluate: review the situation, identify and analyze the results and changes accomplished, identify strengths and weaknesses.

Applied to local policies favorable to the participation of PWD in public, social and political life, this work process results in selecting themes in which actions might be conducted or are conducted in various areas (e.g. employment, schooling, transportation, healthcare, etc.).

What is the method?

Choose the action to be evaluated

The first step is to choose the action to be evaluated based on the answers to these questions: for what situation do we want to see an improvement? AND/OR for what situation do we want to understand how a situation has evolved, following an intervention intended to eliminate one or more disabling situations?

The action must have three major characteristics:

- Be focused on a particular area (e.g. employment, schooling, transportation, etc.);

- Have the goal of improving individual or collective participation of PWD in society, and aim to eliminate one or more disabling situations;

- Be participatory, i.e. involve the people affected or their representatives in some way.

Think about the action

To better understand the impact of the strategies they conduct at the local level to improve the individual and collective participation of PWD in a territory, the evaluation process must be situated within the DPOs' field of action. To do so:

1) Identify the specific goals of the action to be evaluated;
2) Present the questions the evaluation is seeking to answer;
3) Define the targets for the desired changes.

The Action sheet for the Territorial Characterization Tool presents a set of questions to help guide this thinking. If the action seeks to strengthen DPOs in participatory and collaborative public policy processes, the Social and Political Participation Index may also be used to characterize and measure the evolution and intensity of change obtained over a given period.

Describe the context of the action

It is necessary to describe the environment of the situation one wants to change to improve the individual and collective participation of PWD in society.

The description may be based on various tools, such as the Territorial Characterization Grid to:

- Describe the geographic and institutional space in which the evaluated action is deployed ("Territory" and "Actions" sections);
- Describe the environment for access to the public space provided by the territory ("Territory" and "Actions" sections);
- Identify the general and specific situation of the person with one or more disabilities in the Territory (the three sections);
- Specify the existing social dynamics for improving disabling situations in the Territory ("Stakeholders" section).

Describe the action to be evaluated

The description of the action may also be based on the Territorial Characterization Grid presented in the next section, which contains a series of questions to guide thinking.
Two types of information source may be used to complete the description:

- existing documentation;

- interviews with resource people, i.e.:

  - people who were or are strongly involved in the targeted improvement action;
  - people recognized for their knowledge of disability situations in the territory or of decentralization and its organization;
  - people with or liable to have descriptive data on the disabling situation, decentralization and/or the Territory and its social dynamics.

We suggest identifying the different phases of the evaluation work to be done, so that the stakeholders who will be involved can have an overview of the planned evaluation. This can make their participation in this exercise easier.

Identify the context elements that act as obstacles or facilitators.

Here you deepen the description of the context by focusing in on the things in this context that represent barriers and accelerators for people with disabilities in achieving their life habits. The LIFE-H and MQE tools serve to contextualize the experienced situations and to identify the elements to address to improve social participation.

Qualify the participation of DPOs in local governance and its effects

To do so you can:

- Identify the presence or absence of the different stakeholders, and the evolution of this presence within collaborative spaces, events and other spaces of social and political life. This requires a description of the current state: one can use the nomenclature of environmental, physical and social factors, in particular, developed in the MHD-DCP (INDCP, 2010) to pinpoint the primary characteristics that are in play in these spaces;

- Define indicators specific to each stakeholder (in particular concerning their political capital, i.e. the objective power of each stakeholder and their subjective relationship to power = how they view themselves in relation to power and how the various stakeholders view one another);

- Examine the social and political expertise of the stakeholders that occupy these spaces, in particular on behalf of PWD, and their recognition (their acknowledged social capital);

- Determine what is to be measured for each stakeholder;

  - In the organization of local governance: determine whether each stakeholder works, or not, in the various stages of production of a project, and at what level of participation (decompartmentalization);
  - On what the organization of local governance produces: using the governance characterization grid, measure the number and nature of productions, laws, decrees, charters, policies, action plans, etc.
  - Describe the origin, nature and characteristics of these products and specify whether they are intended for the entire and/or a portion of the population (general measures AND specific measures).

Two examples of evaluation planning can be found in the appendix.

The DCP, the Stakeholders sheet of the Territorial Characterization Tool, the Local Governance Characterization Tool and the SPI are all instruments that contribute to this analysis of the political participation of DPOs in local governance.

2.2 THE TOOLS

Presentation of the tools

Each tool is presented using the following **rubrics**:

A- Brief overview of the tool
- Primary purpose
- Dimensions analyzed

B- Use
- Function
- Modalities for use
- Who fills it out?

C- Possible modifications for cultural adaptation

D- Example of use

NB: The grids and tools are also available, formatted for immediate use, in the appendix.

I. Territorial characterization tool (TC)
(See appendix III)

A - Brief overview of the tool

Primary purpose: to analyze the locations, stakeholders and decision-making mechanisms in a given territory.

Dimension analyzed: the environment (decentralization, social perception and treatment of disability, etc.).

B- Use

- **Primary purpose**

The territorial characterization tool is a grid with three axes, used to **collect information** about the three dimensions that **characterize the territorial disability issue, its treatment in the territory and by its stakeholders**. It serves to create a portrait of a territory's situation.

This model was initially developed to analyze local development dynamics; it was adapted and applied here to the disability issue. It serves to **describe the dynamics that characterize how locally implemented initiatives are territorially anchored**, by identifying existing relationships between stakeholders, their actions and the territories in which these actions are implemented.

FIGURE 3: Interactions within local dynamics
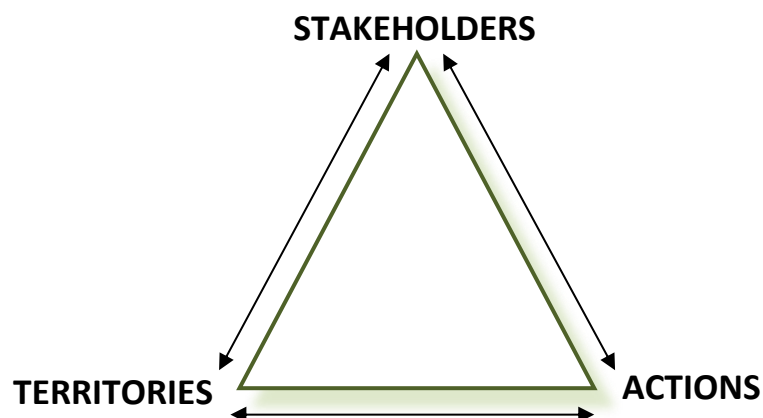
- **Modalities for use**

The tool must be applied by following three successive stages: collecting information, summarizing and joint validation.

1. **Collecting information**

The tool includes three sheets:
- Stakeholders sheet
- Actions sheet
- Territory sheet.

Each sheet is accompanied by a series of questions to facilitate data collection and reconstitute the evaluated local action. For example:

- **Stakeholders sheet:** Who are the stakeholders who address disability issues here? Are the various stakeholders who deal with disability issues used to working together? Etc.

- **Actions sheet:** Is there a disability policy here? Who manages it? With whom? What priorities are the local authorities in charge of local development working on? Etc.

- **Territory sheet:** What are the main infrastructures created to facilitate circulation here? What are the main public services available here? Are the infrastructures and services physically accessible to all? What are the specificities of this space? What are its primary advantages and drawbacks for daily life and professional life? Etc.

Fill out each of the three sheets by answering the questions contained in each one. Each sheet addresses a different topic (the stakeholders who intervene in the territory on disability issues; the actions conducted in the area of disability; the configuration of the territory and its characteristics). The sheets can therefore be used independently of one another, depending on what you want to learn.

2. **Summary**

After reading the information collected, answer the following questions:

- What are the possible uses of the territory (developed living space, in this case) by and for all residents / by and for PWD?
- What cooperative practices are used by all / by DPOs and PWD?
- What are the inclusion practices applied to DPOs and people with disabilities by the territories in the participatory/collaborative systems?
- How has the territory been made accessible (planning and services, in this case)?

3. Joint validation

The summary of the situation is subject to joint validation by the evaluation stakeholders.

- **Who fills it out?**

The stakeholders on the ground involved in the evaluation work, those involved in the action being evaluated, and those interested in evaluating their actions or the actions of their partners in the territory.

C- Possible modifications for cultural adaptation

Questions may be added or removed based on the cultural realities in which the tool is being used. It is also possible to answer the most significant questions based on the specific action and territory. Removing or adding questions must be the result of collective consensus and be justified, through dialogue between the involved stakeholders. The same applies to the portrait of the territory, which should be subject to validation by the group responsible for the evaluation.

It is also possible to envision methodological adaptations to reduce the tool's application time. Information for the three sheets could be included in advance by a working group, and submitted to participants for discussion, modification and additions if necessary.

TC

D- Example of use[4]
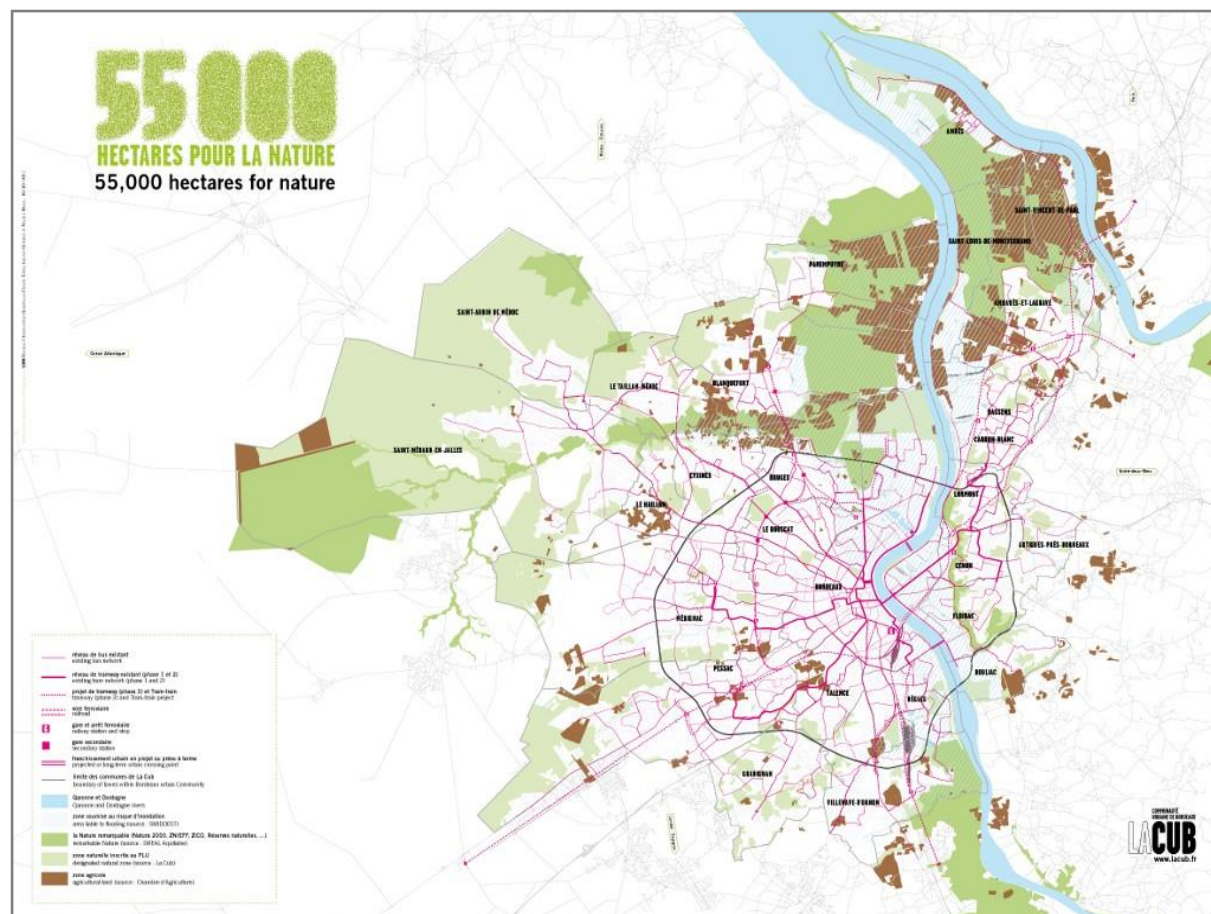
The organization and structure of public transit in Bordeaux and the Bordeaux urban community

Local stakeholders in the disability field

Various associations participate in local governance bodies. In 2004, to better apply the inclusive approach that corresponds to its vision, the Association of Paralytics of France (APF) chose to include PWD in its governing bodies and to develop a joint policy approach in which elected community representatives work with local elected officials. Each departmental delegation of the APF has a departmental council (DC) that is primarily in charge of implementing actions in the field. Criteria for recruitment of councilors are informed by the themes of the 2005 law, and those of the association's vision, closely connected to where members live (e.g. representatives residing outside the CUB). APF members' representative legitimacy in the political bodies is ensured by their election within the APF departmental council. Departmental council

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[4] For more details: Boucher, N., Vincent, P., Fougeyrollas, P., Geiser, P., Hasard, D. and Nouvellet, H. (2015). *Participation of people with disabilities in local governance: Measuring the effects of inclusive local development strategies.* **Leaflet 5: Territories and partners.**

members are given training in the political process in Bordeaux via one-day modules on various topics (public speaking, representation mandate, etc.).

Bordeaux city hall initiatives in favor of accessibility

The City of Bordeaux has launched an accessibility policy for every age from childhood to adult, concerning all aspects of life and lifestyle "so that people with disabilities can benefit from full accessibility and autonomy in the city." This global project is part of City policy and takes the form of:

- A City and Disability council since 2000, which implements an action plan in collaboration with 40 associations. It includes elected officials, associations and institutional partners. This council liaises with a specific team within the municipal government (disability mission), which is itself directly connected to all municipal services. The disability mission is attached to the division of citizenship, social life and disability (three elected representatives), which works on collaboration and accessibility.

- A "Disabilities City" charter drafted and signed in 2011, evaluated and revised every two years, that targets consideration of all disabilities in seven areas within the City's competency, and intended to highlight the City's operational activism and partnership approach.

Collaboration in Bordeaux

Territorial governance, i.e. dialogue and collaboration between local authorities and other local stakeholders on public policy projects, takes place in several institutional spaces:

1) Restricted municipal collegiate commissions on accessibility (CCA) and inter-municipal accessibility commissions (CIA) created in 2008;
2) The Departmental Health and Autonomy Consultation Commissions;
3) The Regional Health and Autonomy Consultation Commission (CRSA), sponsored by the ARS, focused on the regional plan developed via a health and autonomy conference;
4) The CUB consultation bodies for the PAVE. People with disabilities using transit are not represented in the consultation bodies created by the CUB.

TC

II. Local governance characterization tool (LGC)
(See appendix IV)

A - Brief overview of the tool

Primary purpose: to analyze the stakeholders, their relationships and their degree of involvement in decision-making mechanisms within a given territory.

Dimension analyzed: governance and power-sharing around the action (relationships between stakeholders, etc.).

B- Use

- **Primary purpose**

This tool serves to create a **portrait of the degree of involvement of DPOs in governance** of local actions, with a dynamic view (before-during-after). It thus serves to monitor and evaluate the evolution of local governance in light of the action evaluated.

This tool applies to any form of action (from small to large-scale) and serves to understand:

- at which **stages** of the action process DPOs are involved;
- for each stage of the process, to what **degree** they are **involved**;
- the **mechanisms** in place to foster their participation.

The tool also serves to **characterize the conditions in which an intervention can take place** by identifying the territorial culture with respect to governance: for example, is this a territory where participation and collaboration are highly developed, or rather a sociocultural and political context that does not greatly value contributions by civil society?

- **Modalities for use**

To characterize local governance we must:

- identify the owners of the project (responsible for conducting the action);
- identify the status and number of other stakeholders involved (e.g. community representative, local authority technician, representative of the State, resident, etc.);
- identify the stages of the action that have already been completed;
- identify a level of power-sharing for each stage;

LGC

- **Social**: pursuing diversity by strengthening social connection and cohesion. Collaboration will mainly be used to encourage encounters and to foster mutual understanding, discussion and shared initiatives.
- **Technical**: improving a product, service, process or project with the aim of improving services and public policies. Collaboration is introduced to best adapt what is implemented to the specificities and needs of the audience(s).
- **Political**: sharing decision-making power to enhance democratic governance and build citizenship capacities. Collaboration takes place as part of implementation of local governance policy in which participatory democracy plays a key role.

PHASES OF A PROJECT/ACTION	LEVELS OF ACCESS/COLLABORATION OF THE OWNER WITH OTHER PROJECT/ACTION STAKEHOLDERS
PERCEPTION OF PROBLEM(S) Identification of need(s): define observations, situation, determine problem(s), needs, issues	EDUCATION/AWARENESS
⇩ IDEA(S) TO CONDUCT A PROJECT An idea + the desire to conduct an initiative + an intention	INFORMATION
⇩ EMERGENCE OF A PROJECT Project owner, staff, sponsor	CONSULTATION
⇩ PROJECT Specifications and system	COLLABORATION
⇩ Choices: orientations, priorities, goals, initiatives, resources	COORDINATION
⇩ PROJECT ORGANIZATION Definition of initiatives and activities	
⇩ PROJECT EXECUTION	CO-PRODUCTION
⇩ EXECUTION TRACKING	
⇩ EVALUATION OF RESULTS AND CHANGES	CO-DECISION

Note: the name or the stages of the action as formulated above may have different designations in the context of the tool's use. Furthermore, the tool was constructed as an "ideal model"; in reality, the stages do not necessarily begin with the emergence or identification of a need, for example.

MARKERS FOR PARTICIPATION LEVELS

LEVELS	MARKERS
AWARENESS/EDUCATION	Developing action capacities
INFORMATION	Presenting the initiative
CONSULTATION	Giving their opinion on the initiative
COLLABORATION	Agreeing on the initiative
COORDINATION	Organizing such that each intervenes in the same initiative
CO-PRODUCTION	Collaborating in the technical execution
CO-DECISION	Making decisions together about the initiative

- **Who fills it out?**

Stakeholders interested in evaluating their actions or the actions of their partners in the territory. We suggest that this exercise take the form of a collective approach within the association.

C- Possible modifications for cultural adaptation

Questions may be added or removed based on the cultural realities in which the tool is being used. Removing or adding questions must be the result of collective consensus, and the decision should be justified through dialogue between the involved stakeholders.

LGC

Example of use[5]

Application of the tool: example of TOLIARA (TULEAR) - Madagascar

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The analysis was conducted with various entities that work on implementing ILD in the city: representatives of local authorities, service providers and civil society, including DPOs. A workshop was specifically organized for this purpose.

The work addressed the services offered within the municipality and their accessibility.

PERCEPTION OF PROBLEM(S) Identification of need(s): define observations, situation, determine problem(s), needs, issues

Observation: several services, including the civil registry, remain inaccessible to people with disabilities.
 	
➕ HI, the initiating organization, conducted work to raise awareness and consciousness in collaboration with the ECS (expanded consultation space for DPOs).
 	
Several levels were involved at this phase:
    - **Awareness, observation, consciousness-raising**, piloted by the ECS and HI
    - **Information** by the ECS to the urban municipality, which is the project owner

IDEA(S) TO IMPLEMENT **An idea + the desire to act + an intention**
➕ The owner (Urban Municipality: UM) together with the initiator (HI) move on to the level of **informing and consulting** service users (PWD and DPOs). These actions are followed by **collaboration** between these three entities + the technical sector-based group (the GTA, accessibility technical group) to answer the question: what needs do we respond to? The owner declares their acceptance and desire to make accessible the site identified together.
EMERGENCE OF IMPLEMENTATION **Project owner, staff, sponsor**
➕ **Collaboration** between the owner and initiator.

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[5] For more details: Boucher, N., Vincent, P., Fougeyrollas, P., Geiser, P., Hasard, D. and Nouvellet, H. (2015). *Participation of people with disabilities in local governance: Measuring the effects of inclusive local development strategies.* **Leaflet 8: Characterization of local governance in Toliara and Bordeaux.**

LGC

DESIGN
Specifications and system
Primarily driven by the initiator, who consistently **consults** with the various entities involved, including the owner. Once the action has been defined (designed), the initiator **informs** the owner and requests their approval of the work completed.
DESIGN
Choices: orientations, priorities, goals, initiatives, resources
ORGANIZATION
Definition of initiatives and activities
These technical aspects are generally managed by the initiator with the involvement of the GTA, followed by **consultation** with the owner. In the end, involvement takes the form of **informing** the members of the ECS and the entire GTA.
EXECUTION
During the execution phase, the initiator and the owner touch on the following levels: - **Consultation**: approach piloted by the initiator who requests the opinion and/or approval of the owner on certain technical aspects; - **Coordination and co-decision**: each entity involved (initiator and owner) agree on their respective roles and responsibilities.
EXECUTION TRACKING
Coordination and co-production between the initiator and the owner.
EVALUATION OF RESULTS AND CHANGES
Collaboration between the owner and the entities involved in the accessibility work: ECS, GTA. **Information** to the other entities that collaborated directly or indirectly in the various stages.

III. Assessment of life habits (LIFE-H)
(See appendix V)

A - Brief overview of the tool

Primary purpose: measures individuals' achievement of life habits and social participation, and in particular the achievement of daily activities and the social roles of citizenship.

Dimension analyzed: individual participation, including civic participation.

B- Use

- **Function**

The LIFE-H comprises 12 major categories of life habits, addressed with 21 major questions in the short version of the questionnaire presented in this guide.

Note that the LIFE-H is available in three versions:
- Birth to age 4;
- Age 5 to age 13;
- Adolescents, adults and the elderly.

The LIFE-H serves to:

- establish the general profile of achievement of daily activities and social roles, which make up the life habits;
- draw conclusions on the achievement of life habits of people with the disabilities targeted by an intervention;
- identify the aspects for which these individuals experience disabling situations or social participation.

Actions conducted that aim to modify the social, economic, political, physical and technical conditions for achievement of life habits may lead to changes in the level of achievement of these life habits.

Thus, improving the physical accessibility of a transportation infrastructure could result in changes in the mobility of people with disabilities, thus contributing to eliminating or reducing the disabling situation. This change can be measured using LIFE-H at two different points in time, with a snapshot at moment 1 and another at moment 2.

LIFE-H

Measuring the achievement of life habits takes place in three steps:

1) identifying the degree of achievement of the life habit;
2) identifying the level of autonomy of the person involved in achieving the life habit;
3) identifying the level of satisfaction of the person involved.

Follow these three steps (check the appropriate boxes) Note: Answers should refer to the usual manner in which the person achieves their life habits.	Step 1 This life habit is:			Step 2										Step 3			
				A Type of assistance used (1 or more responses, as relevant)							**B** Level of difficulty			Level of satisfaction			
						Human assistance * (only 1 response)								☺ ☺ ☹ ☹ ☺ ☹			
	Accomplished (by the person or by someone else)	Not accomplished (go directly to step 3)	Does not apply (go to the next life habit)	Assistive device **	Adaptation **	No assistance	Light	Significant	Complete		Without or with little difficulty	With some difficulty	With great difficulty	Very satisfied	Satisfied	Dissatisfied	Very dissatisfied

- **Modalities for use**

Step 1: is the life habit accomplished?

Accomplished (by the youth or by someone else)
Not accomplished (go directly to step 3)
Does not apply (go to the next life habit)

LIFE-H

Steps			Next
1	2	3	
Does not apply	→→→→→→→→→→→→→		
Not accomplished	→→→→→→→	**Satisfaction**	
Accomplished	**Type of assistance needed** **Level of difficulty**	**Satisfaction**	

Scoring instructions:

- **Accomplished:** the life habit is accomplished, with or without assistance, with or without difficulty, with a level of satisfaction that may vary.

- **Not accomplished:** when the person would like to achieve the life habit, but this is not possible due to the extent of disabilities, barriers that are too great or a lack of assistance.

- **Does not apply:** the person is not interested in achieving this life habit, or this life habit does not concern them.

Step 2: if the life habit is accomplished...

- What type of assistance is used?

Assistive device **	
Adaptation **	
No assistance	**Additional human assistance *** (only 1 response)
Light	
Significant	
Complete	

* Human assistance corresponds to any additional human support (physical assistance, supervision, reminders or prompts, encouragement, etc.) provided for achievement of a person's life habits, due to "their disabilities" or "the barriers" present in their environment.

LIFE-H

** **Assistive device** corresponds to any (non human) support to help with achievement of the person's life habits, such as a wheelchair, a visual aid, a service animal, a hearing aid, a bath seat, medications, pictogram cards, or any other accessory. The person is generally able to take these with them.

Adaptation corresponds to any modification of the environment or of the person's task to facilitate achievement of their life habits, such as a wheelchair ramp, a wider door, lighting modifications, adaptation of the task, an architectural adaptation, a modification of the life habit or of the achievement time (having more time to achieve a life habit). Generally, in the case of physical adaptations, the person cannot take them with them.

Assistive device or **adaptation** must only be checked if the achievement of the life habit by the individual requires them. Assistive devices specific to mobility and communication should only be taken into consideration for the *Mobility* and *Communication* sections.

- What is the degree of difficulty of achievement of the life habit?

Without or with little difficulty
With some difficulty
With great difficulty

Step 3: what is the level of satisfaction with respect to achievement (or non achievement) of this life habit?

Very satisfied	☺ ☺
Satisfied	☺
Dissatisfied	☹
Very dissatisfied	☹ ☹

Step 4: result

The result of the LIFE-H is evaluated on a scale ranging from 0, the lowest level of achievement, to 20 at the highest level. The score is then normalized and converted to a scale over 10. The LIFE-H can be used to obtain an overall score as well as a score for each life habit.

The result of the LIFE-H serves to quantify social participation, and measure change over time if two or more measurements are made.

LIFE-H

It is when an individual scores moderately in terms of social participation on the LIFE-H scale that intervention becomes especially relevant and interesting. The creation of an intervention can then have a genuine impact to nudge the person's situation towards social participation, and avoid slipping into a disabling situation.

Life habit achievement measurement scale

Level of difficulty	Type of assistance needed					
	Human assistance				Assistive device	Adaptation
	No assist-ance	Light	Significant	Complete		
Without or with little difficulty	0	2	4	7	3	5
With some difficulty	2	3	6	9	3	5
With great difficulty	5	6	7	10	3	5
Level of achievement						
Not accomplished	20					

- **Who fills it out?**

The LIFE-H collects **the point of view of the person** concerned with respect to how they achieve their life habits. The answers to the questionnaires are in principle subject to confidentiality.

Selecting a sample of people for application of the tool may be guided by the principles presented in appendix V.

C- Possible modifications for cultural adaptation

Some questions may be modified to adapt them to the cultural context. For example, in some countries we may talk about mobility on ice, whereas in others it will be mobility on sand. Concerning the daily activity of *Nutrition*, one might mention the example of preparing a sandwich in some countries, while a different meal corresponding to the same degree of achievement complexity might be used as an example in another cultural context.

We should note however that it is not possible to change the 12 major categories of life habits, nor their descriptions and measurement scales, because these have been subject to scientific validation to guarantee the quality and precision of the measurement obtained.

D- Example of use[6]

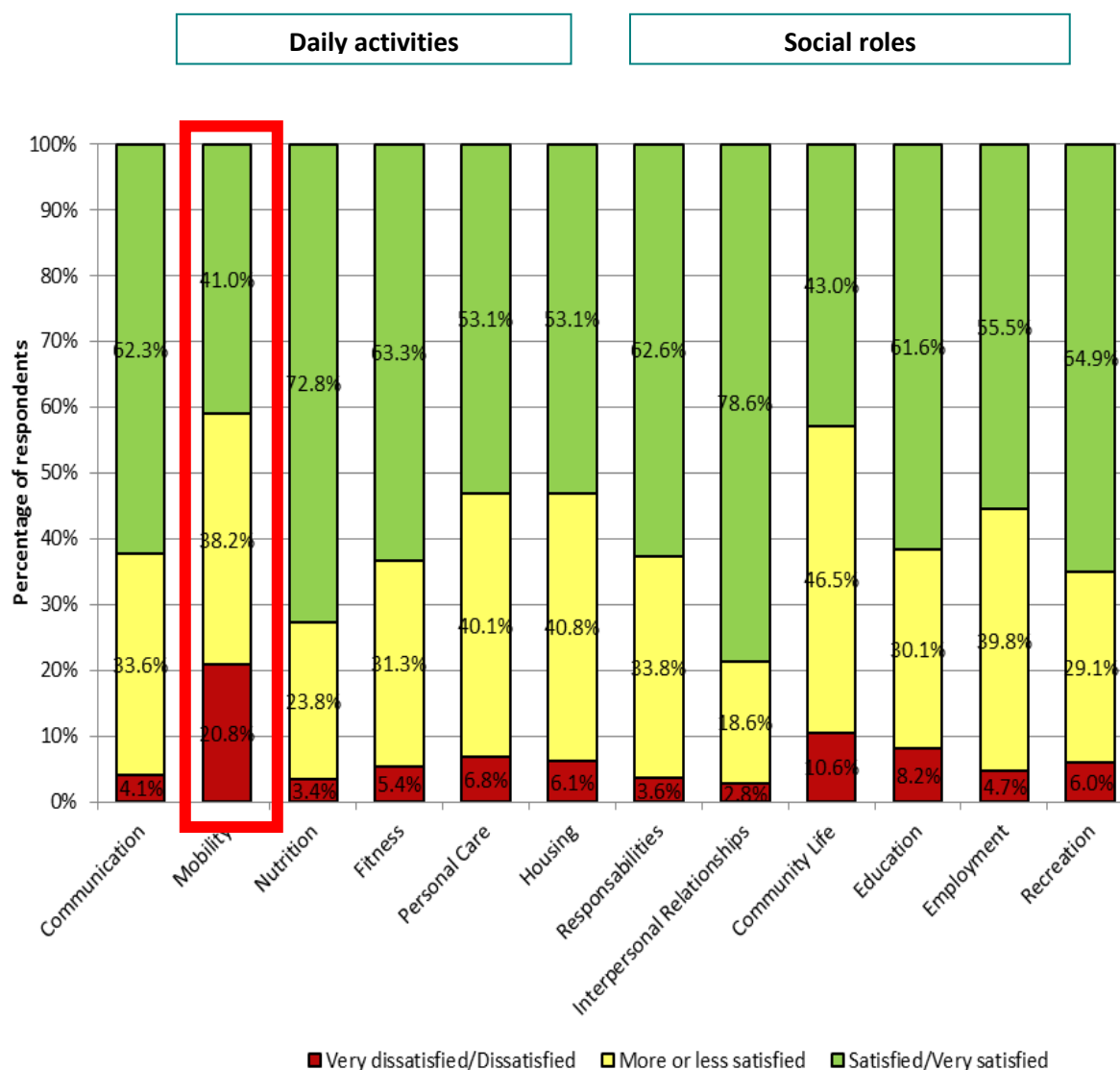**Social participation portrait:** example drawn from the ILDRP project, 2015.

Portrait of the social participation of all 150 participants of the ILDRP project from four territories in different countries: Toliara in Madagascar, Salvador in Brazil, Bordeaux in France and Quebec in Canada.
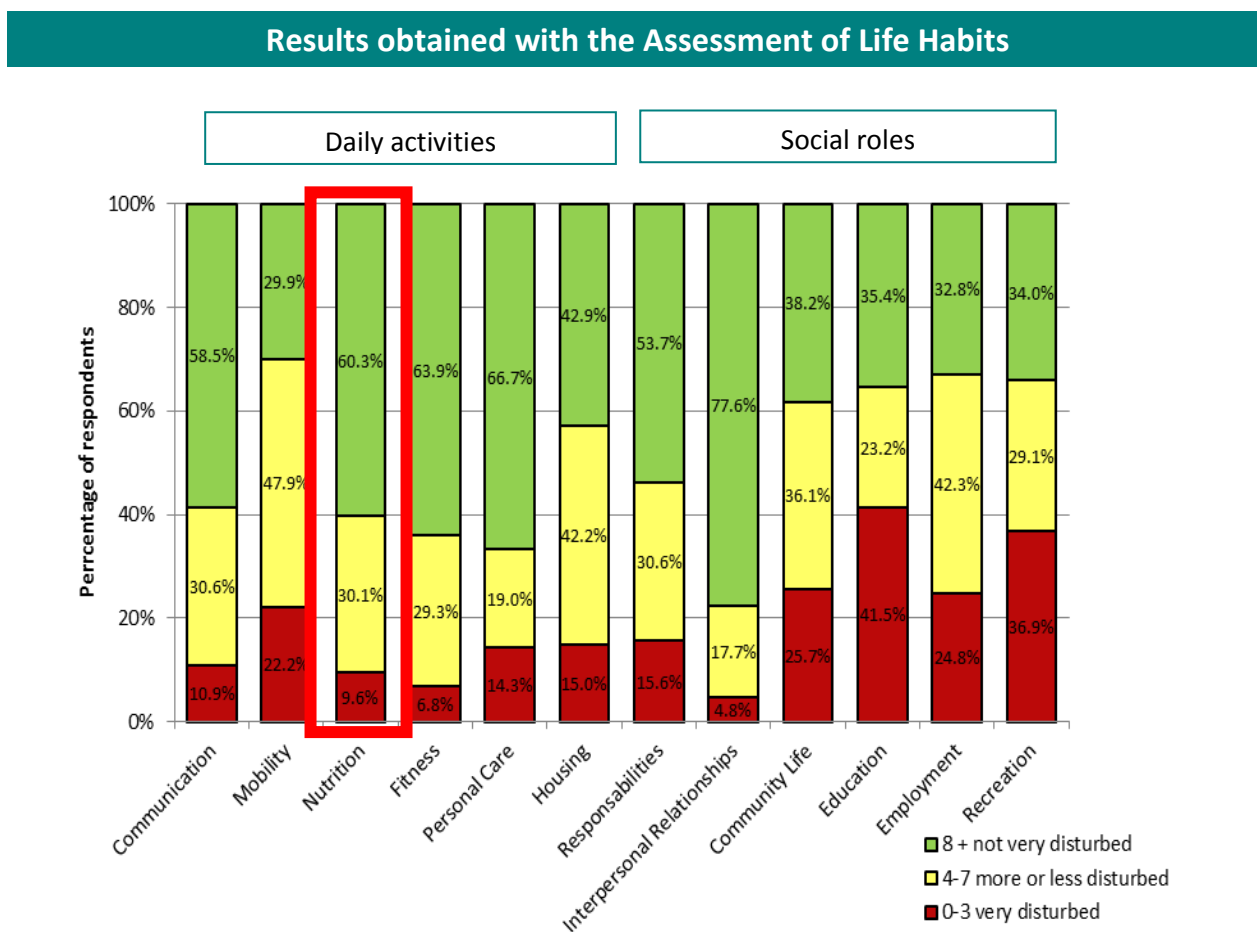
The results above show that a relatively varied profile appears based on life habits: achievement of social roles is significantly more difficult than accomplishment of daily activities for all participants. This can be seen in the graph in the red bands that are larger in the case of social roles. When we look more closely at the results, we also see that achievement of mobility (right to transportation) or of housing (residence) is relatively difficult for the majority of participants.

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[6] For more details: Boucher, N., Vincent, P., Fougeyrollas, P., Geiser, P., Hazard, D. and Nouvellet, H. (2015). *Participation of people with disabilities in local governance: Measuring the effects of inclusive local development strategies.* **Leaflet 7: Comparative portrait of social participation by site, results of the LIFE-H and MQE.** http://www.firah.org/centre-ressources/fr/developpement-local-inclusif. html

LIFE-H

Level of satisfaction of respondents by categories of life habits

Daily activities

Social roles

Chart legend:
- **Very dissatisfied/Dissatisfied** (dark red)
- **More or less satisfied** (yellow)
- **Satisfied/Very satisfied** (green)

Y-axis: Percentage of respondents (0% to 100%)

X-axis categories: Communication, Mobility, Nutrition, Fitness, Personal Care, Housing, Responsabilities, Interpersonal Relationships, Community Life, Education, Employment, Recreation

Values:
- Communication: 62.3% / 33.6% / 4.1%
- Mobility: 41.0% / 38.2% / 20.8%
- Nutrition: 72.8% / 23.8% / 3.4%
- Fitness: 63.3% / 31.3% / 5.4%
- Personal Care: 53.1% / 40.1% / 6.8%
- Housing: 53.1% / 40.8% / 6.1%
- Responsabilities: 62.6% / 33.8% / 3.6%
- Interpersonal Relationships: 78.6% / 18.6% / 2.8%
- Community Life: 43.0% / 46.5% / 10.6%
- Education: 61.6% / 30.1% / 8.2%
- Employment: 55.5% / 39.8% / 4.7%
- Recreation: 54.9% / 29.1% / 6.0%

The graph shows that participants are more or less satisfied or dissatisfied with respect to the life habits whose achievement is difficult (mobility, recreation, education, employment and housing). Activities related to community life that correspond to "getting to and using the services of community organizations" register a fairly high level of dissatisfaction.

LIFE-H

IV. Measure of the quality of the environment (MQE)
(See appendix VI)

A - Brief overview of the tool

Primary purpose: measures the quality of the environment and the obstacles and facilitators perceived by individuals.

Dimension analyzed: the obstacles and facilitators for social participation encountered by individuals.

B- Use

- **Function**

This questionnaire seeks to **evaluate the influence of the environment on the achievement of a person's daily activities and social roles**, as related to their capacities and limitations: positive influence (facilitator) or negative influence (obstacle). This tool serves to identify the influence perceived by a person or group of people concerning their environment, and to assess changes based on the actions conducted and modifications in/on the environment at two different moments in time (for example, at the start and end of the action). It is also possible to use the MQE to understand the perceived influence with respect to a single life habit such as work, school, etc.

Influence is measured on a scale ranging from major obstacle (-3) to major facilitator (+3), with "no influence" represented by 0. The scale can be used to define various groupings for analyses conducted in different contexts.

At the individual level

Individualized intervention

- Identify the influence of the environment on the achievement of a person's daily activities and social roles, as it interacts with their capacities and limitations at various times. Evaluate whether the implementation of a social or environmental factor within the environment acts as a facilitator or an obstacle to social participation.

BENEFIT – Serves to form a vision of the environmental factors influencing the person's social participation.

- Identify the facilitators to be implemented in the person's environment to make possible their social participation. And identify the obstacles to be eliminated.

MQE

BENEFIT – Returns individuals to their role as expert on their own situation, because this is a self-administered questionnaire where the person can state the influence of their environment on achievement of their life habits.

At the collective level

Program / policy evaluation

Serves to compile data collected from a sample of people on the influence of social and physical factors comprising the environment in which a population exists. Serves to identify the facilitators and obstacles to social participation experienced by a population.

Obtain a portrait at a given time (T1); observe the changes in the environment over time, by repeating information collection at various moments (T2, T3, etc.).

BENEFIT – Serves to measure and track the effect of changes in the quality of the environment on achievement of life habits for the population.

May be used as an effectiveness indicator in a process of continuous evaluation of a program. This objective data facilitates decision-making for improving policies, action plans or programs. It also facilitates reporting.

- Establish a statistical profile of the influence of the quality of the environment on social participation.

BENEFIT– Ensures that policies, programs and services eliminate barriers to social participation as much as possible, and instead create facilitators that make possible participation.

Collective advocacy for / defense of rights

Serves to produce a structured inventory of the various social and physical facilitators and obstacles that make up a population's environment.

Serves to advocate for the implementation of facilitators for social participation in the communities. Serves to denounce social and physical barriers to social participation.

- **Modalities for use**

The MQE serves to sketch a portrait of the quality of the environment from the point of view of a person or group of people, and to note the changes that may take place over time between two moments of measurement. The MQE seeks to provide information about 18 major factors:

- Social network (support from one's entourage);
- Attitudes of the entourage (their behavior);
- Employment market;
- Revenue sources (availability, financial programs and services);
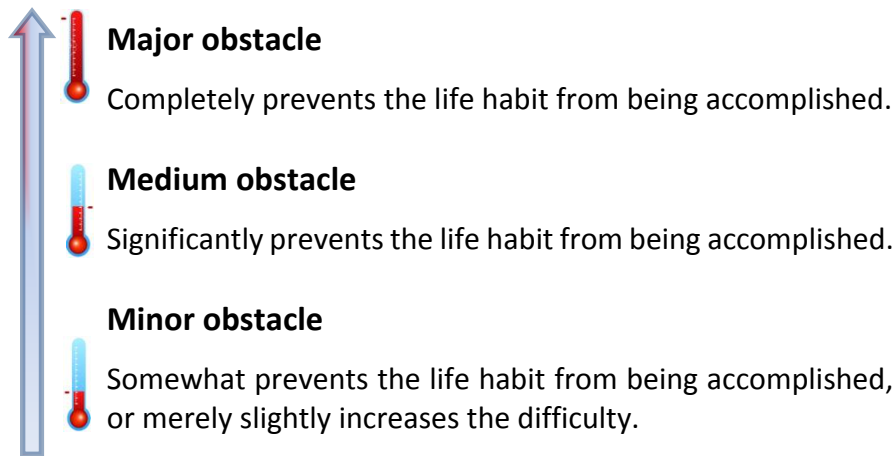- Commercial services;
- Legal services;

MQE

- Social health services;
- Education services;
- Public infrastructure services;
- Community organization services;
- Physical accessibility;
- Ground, circulation paths and distances;
- Natural elements;
- Objects;
- Technology;
- Assistive devices;
- Political systems;
- Social rules.

These 18 major environmental factors are addressed via 27 questions in the short version of the question-naire (presented in appendix VI).
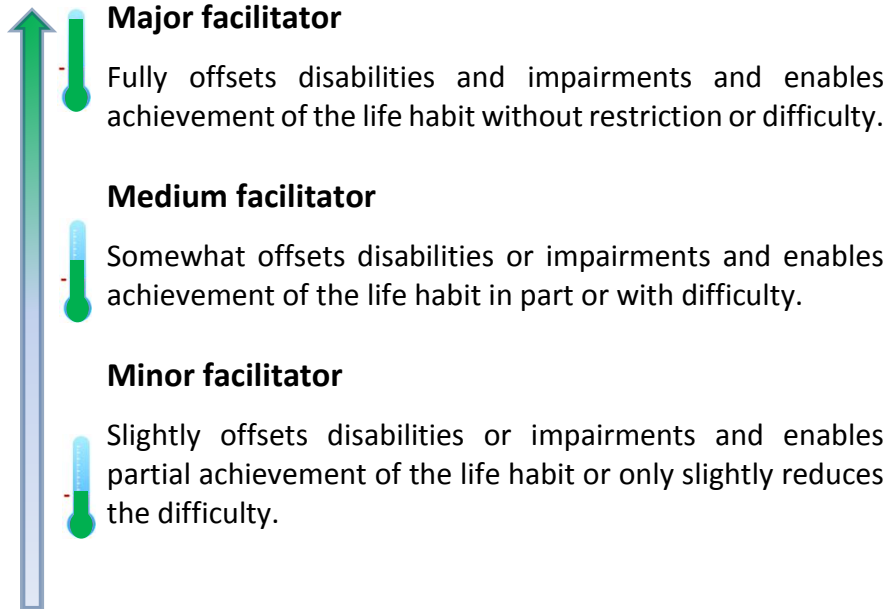
Information collected via the MQE should describe the obstacles or facilitators encountered by people with disabilities targeted by actions, and help identify where action is needed to reduce barriers.

Taking into account your own personal abilities and limitations, please indicate in general to what extent the following situations or factors influence your daily life.	Influence scale								
	Obstacle				Facilitator				
	Major	Medium	Minor	No influence	Minor	Medium	Major	I don't know	Does not apply
Political systems									
100. Equal opportunity programs (access to education, to the employment market, etc.)	-3	-2	-1	0	1	2	3		
101. Actions of advocacy organizations	-3	-2	-1	0	1	2	3		
102. Modes of participation in public assemblies (debate, union meeting, general assembly, parent association, etc.)	-3	-2	-1	0	1	2	3		
103. Modes of participation in decision-making (voting rights, board of directors, appointment to a position, etc.)	-3	-2	-1	0	1	2	3		
104. Governmental policy orientations	-3	-2	-1	0	1	2	3		
105. Responsibilities of and consistency between the various levels of government	-3	-2	-1	0	1	2	3		

MQE

Three levels of obstacles

Major obstacle

Completely prevents the life habit from being accomplished.

Medium obstacle

Significantly prevents the life habit from being accomplished.

Minor obstacle

Somewhat prevents the life habit from being accomplished, or merely slightly increases the difficulty.

Three levels of facilitator

Major facilitator

Fully offsets disabilities and impairments and enables achievement of the life habit without restriction or difficulty.

Medium facilitator

Somewhat offsets disabilities or impairments and enables achievement of the life habit in part or with difficulty.

Minor facilitator

Slightly offsets disabilities or impairments and enables partial achievement of the life habit or only slightly reduces the difficulty.

We indicate no influence when for example the presence of collective transportation services or support has no effect on achievement of an activity or daily task.

- **Who fills it out?**

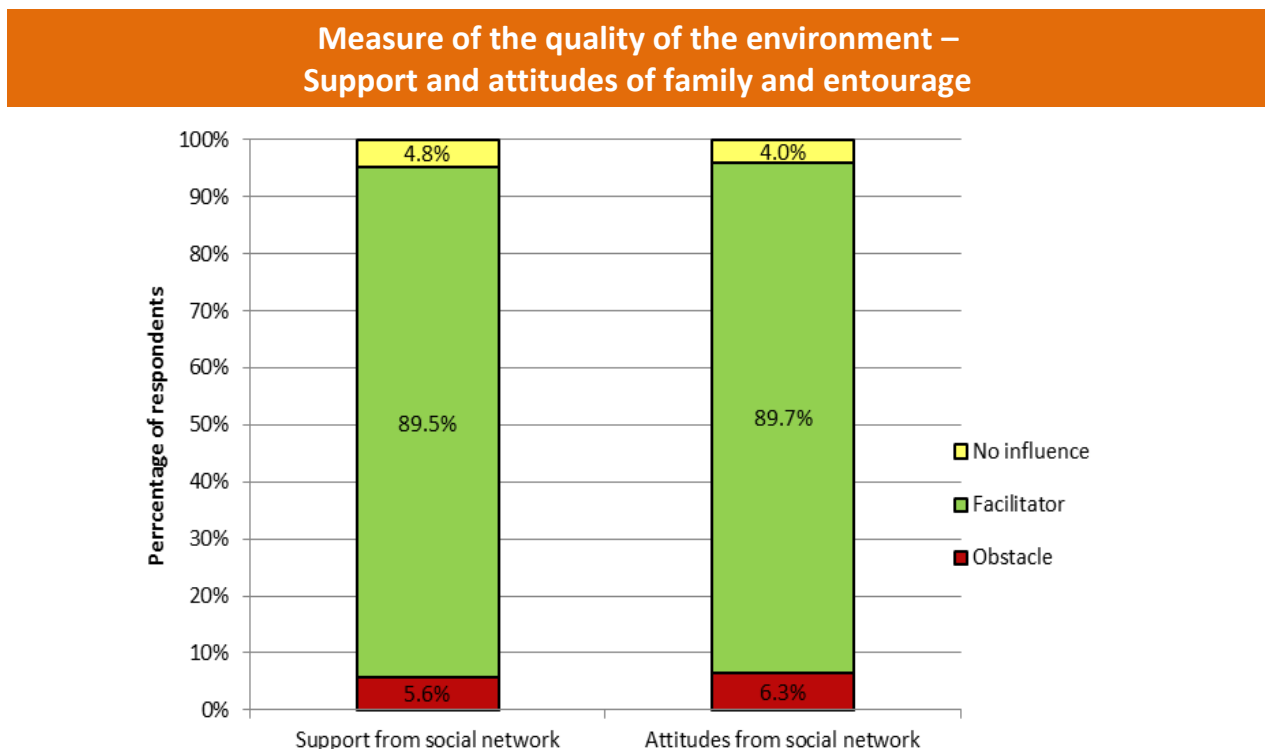The tool seeks to collect the point of view of the person in question.

C- Possible modifications for cultural adaptation

Some questions may be modified to adapt them to the cultural context in which the evaluation is taking place. As with the LIFE-H, above, the scoring scale should not be modified due to the scientific validation process it has undergone.

D- Example of use[7]

**Portrait of the quality of the environment:** example drawn from the ILDRP project, 2015

- The perceived influence of the environment on daily activities for all 150 participants, in six major categories:

    1. Support and attitudes of family and entourage
    2. Income, employment and job security
    3. Physical environment and accessibility
    4. Technology and assistive devices
    5. Public, governmental or community services
    6. Equal opportunity and political orientations

**Measure of the quality of the environment –
Support and attitudes of family and entourage**

	Support from social network	Attitudes from social network
No influence	4.8%	4.0%
Facilitator	89.5%	89.7%
Obstacle	5.6%	6.3%

MQE

For the great majority of people interviewed, support from their entourage and the attitudes of the people in their entourage act as accelerators for social participation.

- Perceived influence of the environment on daily activities by territory.

**Perception of the environment –
Physical environment and accessibility (Salvador, Brazil)**
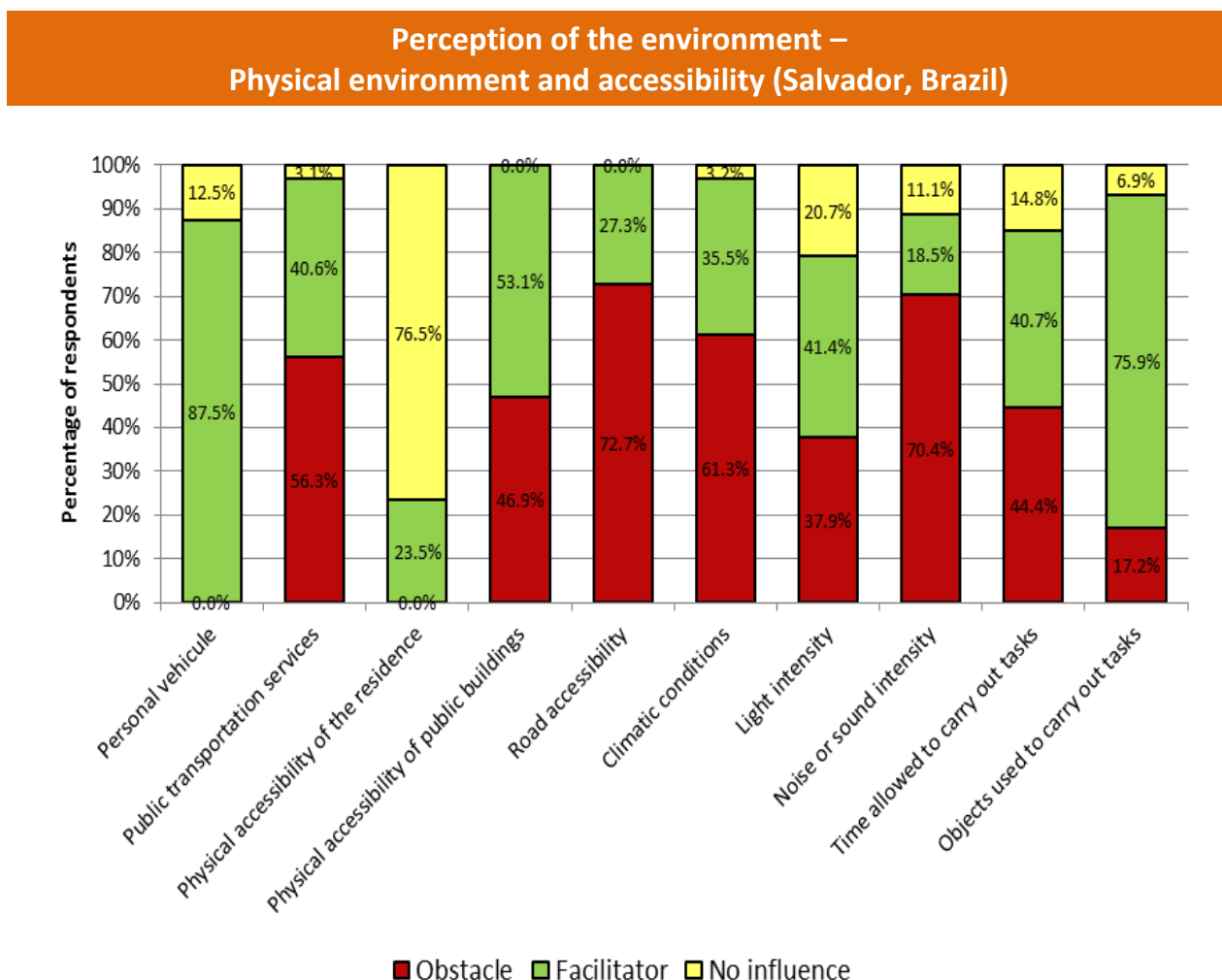
Transportation services, accessibility of roads and climate conditions are very clearly perceived as strong barriers to daily activities for the participants in Salvador de Bahia.

V. Socio-political participation index (SPI)

(See appendix VII)

A - Brief overview of the tool

Primary purpose: measures the level of collective influence of a civil society group (e.g. DPO) within local collaboration and decision-making mechanisms, and monitors its evolution (progress, stagnation, regression) over time.

Dimension analyzed: collective participation in collaborative spaces or processes associating civil society organizations and public authorities.

B- Use

- **Function**

This index serves to **understand, analyze in a participatory manner, and summarize the impact of the participation of civil society organizations in collaborative spaces during a given time period.** The tool measures the quality of the collective participation by DPOs via two questions:

- Has the organizations' participation improved or regressed?
- Have the participatory spaces fostered satisfactory collaboration?

Applying SPI involves calculating and scoring on a scale of 0 to 20 the evolution of collaborative processes or spaces. This may be a council, committees or working groups associating civil society organizations, and in particular DPOs, with other ILD stakeholders, in particular the public authorities.

As with any index, several dimensions are analyzed. For the SPI, five dimensions of participation are used to construct the score:

A. Presence of disabled people's organizations in collaborative spaces or processes;
B. Quality of these organizations' interventions in the spaces;
C. Participation in the different phases of the social control process (planning, evaluation and tracking);
D. Level of dialogue and of joint construction of public policies;
E. Projects, policies and laws that meet the demands of civil society.

SPI

- **Modalities for use**

The index can be constructed in a participatory fashion by analyzing the evolution of the five dimensions. This exercise may take place as part of a workshop involving the various organizations participating in a collaborative space or a dialogue process that associates DPOs and public authorities.

At the start of the workshop, the organizations must be presented with:

- The five dimensions analyzed: the organizations must understand the strategic importance of these five dimensions for the collaborative spaces and processes. To support better understanding, examples of criteria for each dimension are presented in the table below.

- The period of evaluation considered: the organizations will seek to characterize the situation at the start and end of the period and to identify the changes obtained in each of the dimensions.

Each dimension is assigned a value ranging from 0 to 4, to characterize the changes:

0: the dimension worsened considerably
1: the dimension worsened
2: there was no significant change
3: the dimension improved
4: the dimension improved considerably

The index seeks to assess all the components: it assigns scores to the different dimensions of participation, leading to a final score reflecting the overall situation. The global indicator is the sum of the scores assigned to each dimension, and ranges from 0 to 20.

An index of 10 indicates stagnating operation of collaborative spaces.

A higher score indicates improvement, with changes that are more significant as the score rises towards 20.

This tool requires **collective bargaining** or at least a dialogue to determine the results and conclusions. Differing opinions may be taken into account by assigning different scores and calculating the average.

Arguments justifying the scores assigned to the change in each dimension should be collected: they help highlight progress and identify difficulties and challenges in the collaborative spaces and processes that are implemented.

Examples of criteria for each dimension are presented in the table, below to help in assessing their evolution. The person or people who facilitate the process may prompt reflection on each of the dimensions using the criteria listed in the table below. These criteria serve to illustrate the five dimensions analyzed.

Five dimensions of participation to be assessed	Some examples of criteria to help in analyzing the dimensions
Dimension A: Presence of disabled people's organizations in collaborative spaces	Verify how the following evolved over the period: – Number and type of existing collaborative processes or spaces – Number of DPOs in these collaborative processes or spaces – Number of people with disabilities participating in these spaces and processes
Dimension B: Quality of these organizations' interventions in the collaborative spaces	Analyze whether over the period the DPOs and their representatives: – Spoke about collective problems and not just specific individuals, defended collective interests and not just personal interests. – Are not merely critical of existing policies and practices, but make proposals for possible changes. – Acquire technical and political knowledge (in particular on how the State and government operate). – Maintain dialogue with the members of their association or with other organizations to define shared positions. – Have influence via their positioning on decisions made in the collaborative space. – Have attitudes towards work that strengthen collaborative processes and joint construction with other stakeholders.
Dimension C: Participation in the different phases of the social control process (planning, evaluation and tracking)	Verify for the period: – Whether DPOs and their representatives participated not only in planning policies, projects or laws, but also in their monitoring and evaluation. – The number and type of actions, projects and policies that were planned, monitored and/or evaluated by the DPOs.
Dimension D: Level of dialogue and of joint construction of public policies.	Analyze: – The number and regularity of meetings, the number of audiences and other sessions associating DPOs and other stakeholders, in particular the public authorities. – Whether a level of mutual trust and support exists between stakeholders and whether decisions made are implemented. – Whether civil society has autonomy and independence of opinion with respect to governmental authorities. – Whether any conflicts between stakeholders slow down or block the collaborative processes.
Dimension E: Projects and policies that meet the demands of civil society	Analyze for the period: – The number and type of actions, policies, projects and programs created and/or implemented, influenced by DPOs.

- **Who fills it out?**

All people involved in the collaborative spaces or processes can participate, and in particular representatives of the DPOs. The sample of people who participate in measuring the index must be representative of the diversity of stakeholders involved and of existing opinions. The largest possible number of people should be involved in this exercise, to guarantee that the score assigned to the SPI genuinely reflects the average of all assessments.

The SPI may also be applied separately for each category of stakeholder. It is then possible to compare the scores assigned to each of the dimensions by each type of stakeholder, and the arguments supporting them, and thus to reveal any differences in interpretation between the various stakeholders.

C- Possible modifications for cultural adaptation

The SPI is a tool with a degree of flexibility that can be explored, in particular in terms of the application methodology. The exercise of measuring the SPI may be conducted as part of a joint workshop with several DPOs, or via questionnaires sent to participants. It can also be used during a team meeting within a single organization. The scores for each dimension may be assigned by consensus or individually: in this latter case, an average value for each dimension must be calculated to create the overall index (see the example below).

The scale of measurement for each dimension, rather than ranging from 0 to 4, may be set to range from -2 to +2. In this case, a negative value corresponds to a worsening of the dimension being analyzed, and a positive value to an improvement. The overall score would then range from -10 to +10. A score of 0 corresponds to an average stagnation in how the collaborative space operates.

It is not necessary for a collaborative or participatory democracy space to have a formal existence to apply the SPI. It might be used to measure the relationships and dialogue processes that exist between DPOs in general, and with other stakeholders (in particular the public authorities). It may also be used to measure the evolution of relationships or of a space in a given area, such as in the education, healthcare or employment sector.

Lastly, it is possible to conduct an analysis of the five dimensions of participation at the start of an action using data on the criteria mentioned in the table above. At the end of the period, the index calculation is guided by more objective data that serve to create a precise assessment of the change in participatory democracy processes.

D- Example of use[8]

Results of application of the SPI conducted in a workshop by nine representatives of DPOs in Salvador de Bahia. (The period evaluated was eight years, from 2003 to 2010.)

DPO Dimensions	GAPDICA	ABC	FCD	ABACI	Elias	ADESF	Apalba	Vida Brasil	ASPEDELF	total score	Average
A - Presence in the collaborative spaces	4	3	4	4	3	4	4	4	4	34	34÷9 = **3.7**
B - Quality of participation	3	3	3	3	2	3	3	3	3	24	24÷9 = **2.6**
C - Participation at every stage	3	3	2	3	2	3	2	3	3	24	24÷9 = **2.6**
D - Dialogue between the government and civil society	absent	4	3	4	4	4	4	4	4	31	31÷8 = **3.8**
E - Demands met[9]	absent	4	3	3	3	3	3	2	3	24	24÷8 = **3**
SPI											**15.7**

An average is calculated for each of the dimensions: the total of all scores assigned to the dimension is divided by the number of organizations who responded.

Reflections on the dimensions of the socio-political participation index metric

The SPI as an overall average is equal to 15.7 (over 20); it corresponds to an improvement in participation for the five dimensions evaluated (the score is greater than 2 for each dimension). In this example, participants believed there was an improvement in particular at the level of dialogue with the public authorities, and a larger presence by PWD in the participatory democracy spaces, some having been formed over the period based on longstanding demands of the movement.

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[8] For more details: Boucher, N., Vincent, P., Fougeyrollas, P., Geiser, P., Hasard, D. and Nouvellet, H. (2015). *Participation of people with disabilities in local governance: Measuring the effects of inclusive local development strategies.* **Leaflet 6: Application of the socio-political participation index.**

[9] More specifically: existence of projects, policies or laws meeting the requirements of civil society.

SPI

The five dimensions evaluated:

A. Presence in the collaborative spaces

Presence in collaborative spaces received the highest score (3.7). This number assigned by 80% of participants shows that presence in these forums has greatly improved. New spaces (councils, conferences, etc.) addressing disability rights were created. Some DPOs also entered spaces related to other public policy topics (healthcare, women's rights, etc.).

B. Quality of participation

Scores decreased slightly for the quality of participation (average of 2.6). The organizations feel that their presence in several councils (collaborative spaces) does not necessarily guarantee quality participation. Conflicts between DPOs at the end of the period directly affected the collaborative processes.

C. Participation in all public policy phases: planning, monitoring and evaluation

This dimension also has one of the lowest scores (average of 2.6). The organizations believe that there is extensive participation in planning, preparing plans, and participation in conferences where strategies are developed to implement public policies. But they participate very little in budget questions and in the implementation and tracking of policies.

D. Dialogue between public authorities and civil society

This is the highest average score (3.8). Due to the shift in the political environment and the rise to power of the left, the organizations find there to be greater openness by the government to dialogue with civil society, but that this does not always lead to action implementation. This dialogue is limited to a "listening" level of participation (being heard). The level sometimes rises to planning, with the development of plans and action strategies.

E. Existence of projects, policies or laws meeting the requirements of civil society

The organizations found that earlier demands have been met, such as the creation of collaborative spaces at the state, federal and municipal levels. However, they point out that accessibility has not been significantly improved. There are more aspects of accessibility considered in the city forums, but they are isolated and do not ensure mobility in the urban space. The improvement is genuine, but not very significant (average score of 3).

Value of the combined use of the tools

Each of the tools may be used alone, or in combination with others, depending on the goals pursued by local stakeholders with their action. This guide seeks to: describe a situation, plan an action and evaluate the results. This evaluation may be used for purposes of leveraging results (tell the story of the action, draw lessons from it, identify the developed competencies, disseminate the results).

This practical guide does not propose closed methodologies, but leaves scope for stakeholders' creativity.

The tools simplify the establishment of meaningful portraits of the territories and local governance, and of the quality of individual and collective social participation by PWD.

1. *The territorial characterization tool* **(TC)** serves to analyze the locations, stakeholders and decision-making mechanisms in a given territory.

2. *The local governance characterization tool* **(LGC)** serves to analyze the stakeholders, their relationships and their degree of involvement in decision-making mechanisms within a given territory.

3. *The Assessment of Life Habits* **(LIFE-H)** measures individuals' achievement of life habits and social participation, including the achievement of a social role of citizen.

4. **The** *Measure of the Quality of the Environment* **(MQE)** measures the quality of the environment and the barriers or accelerators experienced by individuals.

5. *The socio-political participation index* **(SPI)** measures the level of collective influence of civil society organizations within local collaboration and decision-making mechanisms, and monitors its evolution over time.

These five tools are complementary and support the collection of **objective** data, including representations that are more or less accepted with respect to a territory; they therefore support the development of observations, assessments, portraits, etc., within a given context. They may also be used to collect **subjective** data, which reveals perceptions and can be compared with the observations from objective data. The tools thus assist with measuring perceptions (feeling of...), comparing these with the results measured and communicated by territorial authorities, and identifying possible gaps between perceptions and authorities' representations. The tools also help to compare the situation of PWD with those of other population groups and in other living environments.

The **LIFE-H** and **MQE** are used to obtain information on the level and quality of individual participation, and for identifying the influence of characteristics of living environments on the achievement of daily activities and social roles, as well as possible blocking points. The **SPI** serves to identify progress, barriers and challenges in DPOs' political participation processes. The **characterization of local governance** supports civil society in better identifying possible levers to guide collective action that aims to increase participation of PWD in local decision-making processes

The tools are complementary, and their combined use serves to examine the notion of participation in its multiple dimensions. For example, combining the LIFE-H and MQE is highly relevant, given that evaluating the environment naturally opens up a dialogue on the life habits of individuals or groups of people, and vice versa. For example, achieving the "mobility" life habit is closely connected to the quality of the

environment, at the micro-personal (housing, etc.), meso-community (neighborhood, public transportation, etc.) and macro-societal (adaptation and accessibility policy, etc.) levels.

With combined use extended over time, experience sharing is facilitated between collective actions that target greater participation of PWD via their representative organizations. The tools support translating different visions, discussing and building a shared vision and shared understanding of the situation. The results they help to obtain lead some users to integrate into their metrics, actions intended to modify social rules, values, attitudes and norms, thus contributing to the exercise of rights.

The important contribution of using the tools to the learning process for a territory's stakeholders must be highlighted:

- Learning to use the tools;
- Learning to conduct collective reflection and work together;
- Learning to participate in the process of constructing a shared vision and language.

They contribute to strengthening the power to act at the individual, collective and institutional levels. They thus enable DPOs to **build policy positions** with respect to disabling situations in the territories, to translate viewpoints and develop messaging, in particular policy messaging on the consideration by the territory of the needs of PWD.

Example of combined use of the five tools

Take the fictitious example of a network of associations Z in the disability sector, that wants to build an intervention strategy at the scale of a territory (which might be a province, a city, a region, etc.), as well as strengthen their advocacy and political participation capacity, and develop strategic projects for this purpose.

The country in which Z, this network of DPOs, is active is characterized by a system of representative democracy with elections at the national and local levels. A process of decentralization of services and powers of public authorities is underway, in particular for social services. Instruments and mechanisms for participation of organizations in public policies are being formed. DPOs have thus been recently engaged in processes of dialogue and consultation, like civil society organizations in general in the territory.

In the disability sector, there are principles of inclusion of people with disabilities, but implementation of programs and government policies is still weak. Partnerships with DPOs exist or are taking shape. A collaborative council for promoting public policies for PWD, including government and civil society stakeholders, is being formed at the level of the territory.

The Z network of DPOs, to develop its strategy, must conduct **strategic planning** over several years. Z needs to better understand the situation and have data, and wants to prioritize a collaborative process of building knowledge and monitoring actions, with the involvement of its members and of people with disabilities throughout the entire process.

As part of this strategic planning, the network decides to use two tools:

- By using the Territorial Characterization (TC) grid: Z gains a portrait of the territory and how it operates. Collective understanding of the situation and shared messaging by the various DPOs are also strengthened.

- The Measure of the Quality of the Environment (MQE): Z selects a sample of members (around 40) who occupy in one way or another the spaces in the territory, taking care to maintain a balance of genders and diversity in types of disability, social class, neighborhoods of residence and ages. The questionnaire is administered individually.

  An assessment of the city is now available, with the main obstacles and facilitators for social participation of PWD. The primary barriers can be distinguished by type of disability, and differences can also be perceived between men and women, children and adults, residents of the center and lower-income neighborhoods, etc.

With this available data, Z thus has a detailed portrait of the situation of PWD in the territory, which it summarizes in a document specifically contextualizing the territory and the situation of disability rights. Strategic decisions can then be made. Based on the main obstacles identified, existing social and political dynamics, and consideration of their own capacities and possibilities for action, intervention areas can then be prioritized.

For example: area 1 - promoting accessibility in the territory; 2 - promoting inclusive education; 3 - capacity-building for the network and its member associations.

Z enters into a new phase of **project design and implementation** within each of these areas. It has data from the administration of the TC and MQE to provide context and detailed justification for the actions to eliminate barriers.

The projects designed involve the use of several other tools:

- Assessment of Life Habits (LIFE-H) is planned within the project. It is applied at the start (and will be again at the end) of the multi-year project, to measure the situation and the changes that take place in terms of life habits of PWD, following Z's actions in the territory alongside other stakeholders.

  The tool is integrated from the moment of project design, but also during implementation in several actions areas: for an inclusive education project, among children and adolescents, as well as in a project to promote accessibility, among adults.

  A team of surveyors from the various member associations was formed for this purpose. They administer the questionnaires, supervised and supported by Z, to samples of children and adolescents in school (some accompanied by a family member or an educator), and to four groups of men and women with disabilities: people with physical impairments (mobility, vision, hearing) and people with cognitive disabilities.

  In the two projects, survey administrators use the LIFE-H and MQE questionnaires several years apart, where possible with the same people, or increase the sample of people surveyed at the end of the period.

Combined use of the tools

- The socio-political participation index (SPI) is also integrated into two projects, in the areas where there is a collaboration and collective construction dimension associating DPOs with government stakeholders and/or service providers. The two projects involved are Z's advocacy capacity-building project and its inclusive education project. In both cases, the choice was guided by the creation or existence of collaborative spaces or political participation processes for DPOs.

  A score of 15/20 at the end of the period by all stakeholders is set as the target result for the project at the end of the period. This signifies a significant improvement in the evolution of these spaces or processes.

Several tools are used for **tracking and evaluation** of the actions in the three areas.

- For the SPI, in year 1, an analysis of the five dimensions of the SPI is conducted through collection of data based on the criteria mentioned for each.

  The SPI is applied collectively midway through and at the end of the multi-year period, during intermediate and final evaluations, for both of the projects. All stakeholders engaged in the two collaborative spaces or processes are invited to measure the SPI.

- The Local Governance Characterization (LGC) tool is also administered to monitor several actions, midway through the period and as part of the final evaluations. Z chooses to use the LGC for its three strategic areas: inclusive education, promoting accessibility and advocacy capacity-building. All the projects are part of partnerships with other categories of stakeholder, and involve shared responsibilities that evolved over time and as the activities were rolled out.

  For the intermediate evaluation, Z decides to involve the various categories of stakeholder in succession. First the project team analyzes and prepares a presentation of the change in levels of collaboration between stakeholders in the various project phases. It submits its work to its member associations during a workshop, collects their input to fine-tune the analyses for each action phase, and lastly validates a consensual analysis of the LGC within the network. The results of this analysis are presented at a meeting or seminar including the DPOs' stakeholder partners. They serve to help the DPOs apply pressure to correct blockages or difficulties in the evolution of relationships and responsibility sharing.

  For a final evaluation of the projects in each of the three areas, Z chose to conduct an evaluation workshop to bring together the various stakeholders in each area, of which a significant number are already familiar with the LGC tool. Collectively applying and characterizing the LGC facilitates collaborative evaluation of the evolution of actions and relationships, and results in a rich analysis that includes a variety of perceptions.

At the end of the period of implementation of its x-year intervention strategy, Z chose to measure the **impact of its actions** and of those of other stakeholders in the territory, by looking at the evolution of life habits and well-being of PWD, as well as the quality of their environment.

- The <u>LIFE-H</u> and <u>MQE</u> are administered for this purpose to the most representative samples possible of PWD in the territory, children, adolescents and adults, including the elderly. The results are compiled. They create a detailed portrait of the situation of people with disabilities in the territory. Compared with the data collected at the start of the period of implementation of the intervention strategy, they serve to measure the evolution of the life habits of PWD and their social participation, as well as the main obstacles and facilitators they perceive.

The Z network utilized the results gained by using the various tools, throughout its intervention, for multiple purposes: advocacy, publications, communication, education, awareness-raising and decision-making materials, to present and support projects, to define strategies, strengthen collaboration within the network, enhance the quality of spaces and processes for political participation where DPOs are active.

Combined use of the tools

APPENDICES
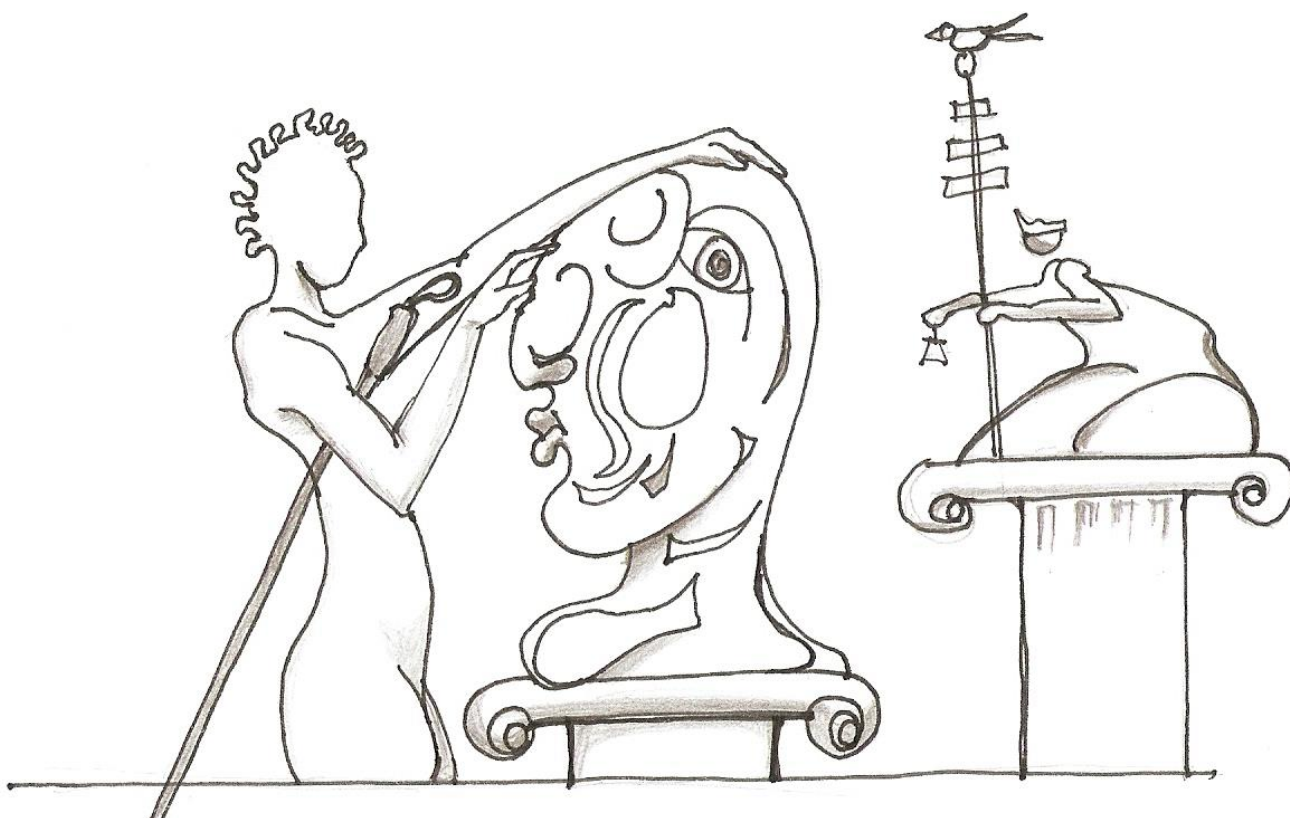
Seminar schedule for presenting and validating the practical guide (internal)

Rabat (Morocco), July 7 to 9, 2017

➢ *First day*

SECTION	DESCRIPTION	RESOURCES NEEDED	WHO	WHEN
Introduc-tion	Welcome Go around the table for each participant to share 1- their introduction (name, organization, country, territory), 2- an aspect of their experience in terms of ILD and social and/or civic and political participation in a territory, 3- their expectations of this seminar Presentation of the objectives of the seminar including – Present a draft version of the guide, concerning in particular the use of the five instruments to measure the individual and collective participation of people with disabilities. – Gather input for improving the practical guide and making it more accessible to DPOs, in order to create the final draft, translate it into several languages and disseminate it. With o reaction to expectations o presentation of the scope and orientations of the three days of work: lots of (too much) information for three days / the idea is to get a sense of how the guide is organized to find content / consult it during the seminar /	Poster sheets with 1- Goals of the seminar 2- Agenda + copy for each person	Khadiri / Hajar / Damien Everyone Damien writes expectations on the flip chart Damien	<u>**1st day Morning**</u>

SECTION	DESCRIPTION	RESOURCES NEEDED	WHO	WHEN
	requires an inclusive methodology that combines theory and experimentation / Group work is fundamental: understand the guide together and analyze it collectively rather than individually / If possible one person for each day or section of the guide creates a summary of the feedback and fills out the validation booklet… Presentation of the <u>agenda</u> and the main items addressed: − *Presentation of the history of the project and its objectives* − *Structure of the guide* − *Key concepts related to ILD and measuring participation* − *Instruments for measuring the individual and collective participation of people with disabilities* o *Territorial characterization tool (TC)* o *Local governance characterization tool (LGC)* o *Assessment of life habits (LIFE-H)* o *Measure of the Quality of the Environment (MQE)* o *Socio-political participation index (SPI)* − *Application methods and exercises* − *Identification of elements to improve/finalize the guide*			
Presentation of the guide	− <u>History</u> of the previous project and the current project to develop the guide − <u>Objectives of the guide</u> – *Dynamic*: use the Introduction section of the guide. Participants take turns reading one paragraph of the introduction, while the others close their eyes. The facilitator	PowerPoint Normand / Pascale (project history) Guide	Damien with participants	

SECTION	DESCRIPTION	RESOURCES NEEDED	WHO	WHEN
	taps each person to cue them when it's their turn to read. After the reading is done, people open their eyes and discuss what they understood, what they found interesting, any possible difficulties in understanding, which are then explained or confirmed by other participants, distinguishing between the main points (inclusive society, barriers to participation, DPOs, planning, tracking and evaluating actions, etc.) – Structure of the guide – Presentation of the validation workbook		Damien	
	LUNCH			
Key concepts related to Inclusive Local Development and measuring participation	Dynamic: Poster paper hanging on the walls around the room with the first sentence from each section in the guide and the diagrams from the guide with their main concepts: 1- ILD and categories of stakeholder diagram; 2- Local governance and related concepts (stakeholders, actions, territory, political and civic participation, empowerment); 3- The DCP and related diagram(s). People look around the room and choose one of the three that most speaks to them, or that they find most interesting from their own experience. I. Around the table; everyone explains their choice and comments on what is on the wall II. Work groups: Three groups form for the three concepts. They read, individually and as a group, the section of the guide on the concept the group chose, seeking	Poster paper hanging on the walls around the room with the first sentence from each section in the guide and the diagrams from the guide with their main concepts	Damien Work groups	**After-noon 1st day**

SECTION	DESCRIPTION	RESOURCES NEEDED	WHO	WHEN
	to understand individually and as a group. Damien moves through the three groups to facilitate discussions. If group 1 (ILD) and 2 (local governance) finish, they look at another topic of their choice. III. As much as possible, the members fill out the section of the validation workbook for the concept they chose. IV. Full group: one person from each group comments on the section they read in the guide: the information presented		Reporters from the 3 WGs	
	Feedback on the 1st day / Instructions for reading the LIFE-H and MQE for the 3rd day		Participants Damien	
	END OF THE 1ST DAY			

➢ *Second day*

SECTION	DESCRIPTION	RESOURCES NEEDED	WHO	WHEN
Introduction to the 2nd day	Introduction Dynamic: those who wish can share something they found interesting from the day before Presentation of the day's program: • Method • Presentation of the five tools • In-depth look at one tool (in groups)	Whiteboard/black board or flipchart with markers	Participants Damien	**2nd day Morning**
Method	Presentation by the facilitator Succinct presentation of the five tools (the sentences below, with one or two images from the guide's diagrams for each tool): 1. The *territorial characterization tool* (TC) to analyze the locations, stakeholders and decision-making mechanisms in a given territory. 2. The *local governance characterization tool* (LGC) to analyze the stakeholders, their relationships and their degree of involvement in decision-making mechanisms within a given territory. 3. The *Assessment of Life Habits* (LIFE-H) to measure individuals' achievement of life habits and social participation, including the achievement of a social role of citizen. 4. The *Measure of the Quality of the Environment* (MQE) to measure the quality of the environment and the obstacles & facilitators for individuals. 5. *The socio-political participation index* (SPI) to measures the collective influence of civil society organizations in collaboration	PowerPoint covering the main points and diagrams/tables for the tools	Damien	**1h 30min**

SECTION	DESCRIPTION	RESOURCES NEEDED	WHO	WHEN
	processes and monitor its evolution over time. What do the description, planning, evaluation and analysis consist of? Methodological elements from the guide on: - Describing the action to be evaluated - Describing the context of the action - Planning the action and its evaluation - Reflecting on the action, on the stakeholders - Qualifying the participation in local governance and its effects	PowerPoint covering the main points of the method		

Territorial characterizat ion tool	Presentation of the territorial characterization tool (TC)
	3 WGs: work if possible on a single territory (likely Morocco), distributing the Moroccans who know this territory across the three groups. Each WG creates a description using one of the three sheets:
	    1- Action
	    2- Stakeholders
	    3- Territories
	
	Full group: presentation by the 3 WGs / 3 sheets
		Guide
		
		Whiteboard/black board or flipchart with markers
			Damien
			
			WG	

	LUNCH			

SECTION	DESCRIPTION	RESOURCES NEEDED	WHO	WHEN
	Presentation of the <u>local governance characterization tool (LGC)</u> In particular the tables of the stages of an action/project and the levels of collaboration Presentation of the example of Toliara	PowerPoint covering the main points of LGC Table of the evolution of the project x collaboration relationships (PowerPoint, Word or guide)	Damien (who knows the Toliara project) describes it and the evolution using the table and discussing it	
	Instructions to look at the LIFE-H and MQE for the next day			
	END OF THE 2nd DAY			

> *Third day*

SECTION	DESCRIPTION	RESOURCES NEEDED	WHO	WHEN
3rd day	Presentation of - Assessment of life habits (LIFE-H) - Measure of the quality of the environment (MQE)	PowerPoint + Guide	Damien	**3rd day Morning**
	Application exercise in groups of three people, using an excerpt from a LIFE-H questionnaire for half, and from the MQE for the others	LIFE-H and MQE questionnaires distributed to all participants	WG	
	LUNCH			
	Presentation of the socio-political participation index (SPI)	PowerPoint + Guide	Damien	**After-noon**

Appendice

SECTION	DESCRIPTION	RESOURCES NEEDED	WHO	WHEN
	Full group exercise on measuring the SPI, where everyone assigns scores to the dimensions of participation	Whiteboard/black board or flipchart with markers		
	EVALUATION OF THE SEMINAR (ORAL / WRITTEN)	Seminar evaluation questionnaire distributed to all participants		

In this appendix, the various items and questions can be addressed during the main stages of planning described on page 21.

1. For TOLIARA (Madagascar)

- Object of the evaluation: The SSO (social support office) system, including local offices with neighborhood directors:
  - ➢ The role of the SSO in improving the social participation of PWD

- Scoping questions
  - Is support for PWD by the SSO in Toliara since 2007 improving:
    - o Accessibility to public services?
    - o Access to education and training?
    - o Access to healthcare?
    - o Access to employment?
    - o Citizenship activity?
  - Do the actions conducted by the SSO system make daily life and mobility easier for PWD?
  - What has changed in the lives of PWD?

Hypothesis: support for PWD by the SSO has led to more changes in daily activities than in social roles.

- Owner / coordinator of the evaluation: HI

- Goal of the evaluation
  - Improve the areas in which observations of a lack of visibility of PWD will have been established
  - Expand the inclusion of PWD (to make ILD effective)
  - Maintain the gains in social participation by PWD
  - Strengthen the exercise of rights by PWD
  - Enhanced social acceptance of PWD and of inclusion

- Objectives and expected results
  - Gather feedback on the use of the method and tools
  - Improve knowledge of the effects of ILD on the individual and collective social participation of PWD
  - Identify areas of improvement of the ILD strategy implemented in Toliara

- Actions concerned by the evaluation
  Action areas of the SSO concerning:
  - Raising awareness of stakeholders
  - Support:
    - o Rehabilitation
    - o Social: personalized project
    - o Inclusive employment
  - Orientation:
    - o Inclusive education
    - o Municipal / devolved / judicial public services

- Scope of the work
  - Seven municipal districts (and in each district, the 5-7 neighborhoods and the areas within the districts beyond 7 neighborhoods)
  - The public services present in the seven districts
  - Specifically:
    o Education services and training
    o Healthcare services
  - Collaborative spaces dealing with disability
  - IMF
  - Companies

- Populations targeted by the SSO actions and concerned by the evaluation
  - PWD living in the seven districts of Toliara
  - PWD supported by the SSO starting in 2007
  - PWD supported continuously + PWD whose support was terminated
  - Four families of disability (motor, auditory, visual, mental)
  - Men / women
  - PWD of school age + adults
  - Users of healthcare, education, training, civil registry, etc., services

- Planned sampling
  - 10 PWD / disability family
  - 5 men + 5 women / family
  - random percentage of children and adults among the 10
    ➢ 40 people

- Work stages and calendar

STAGES	MARCH	APRIL	MAY	JUNE	JULY	AUGUST	SEPT.	OCTOBER

STAGES	MARCH	APRIL	MAY	JUNE	JULY	AUGUST	SEPT.	OCTOBER
		▩	▩					
		▩						
			▩					
			▩					
				▩				
					▩			
					▩			
							▩	▩
							▩	▩
							▩	▩
							▩	▩

2. For BORDEAUX (France)

- <u>Object of the evaluation</u>: transportation accessibility (mobility + attitude)

- <u>Difficulties encountered</u>
  - Accessibility: elected representatives and technicians do not know what this means
  - Accessibility through urban development: reducing barriers in the landscape is beneficial for accessibility and road maintenance
  - Difficulty in collaborative spaces: attitudes and behavior of other citizens
  - Market, with as a priority vision: aging population and loss of mobility, etc.

- <u>Scoping questions</u>

Have the initiatives to improve accessibility in the CUB territory since 2005 made the mobility chain operational (11 links)?

Do the actions (network equipment and improvements + driver and user training) make daily life and mobility easier? What has this changed in the lives of PWD?

How does the city associate improved accessibility in the city and city policy?

Hypothesis: more changes with respect to social roles

Appendice

- Scope
  - CUB (28 municipalities, including the three largest cities in Aquitaine: Bordeaux, Pessac, Mérignac)
  - CUB public transportation network (tram, bus, commuter parking, bike, train)
  - Regular service, adapted service

- Actions concerned by the evaluation
  - Technical: CIRRIS doc mobility chain (journey + orientation)
  - Social: training, support, consideration of resources (attitudes, relationships with staff and other users)

- Populations targeted by the actions and concerned by the evaluation
  - Three families of disability (mental = identity under construction; auditory: difficult to mobilize because unsuitable collaborative spaces)
  - Men / Women
  - People living and/or working in the CUB
  - People using regular services and/or adapted services

  - Four month evaluation period

The key elements of a local/territorial development dynamic are structured around three interdependent fundamentals which are:

- The stakeholders
- The territories
- The actions
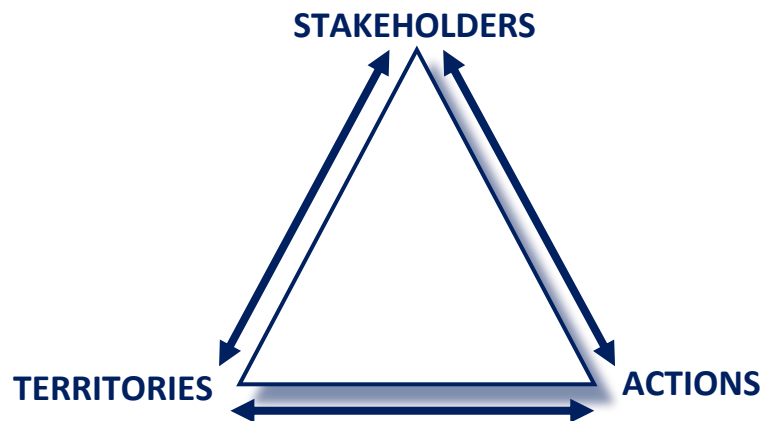
- ➢ What possible uses can be made of the territory (developed living space) by and for all people / by and for PWD?
- ➢ What cooperative practices are used by all / by DPOs and PWD?
- ➢ What inclusive practices are applied to DPOs and PWD by the territories in the participatory systems?
- ➢ How has the territory been made accessible (planning and services)?

TERRITORY SHEET
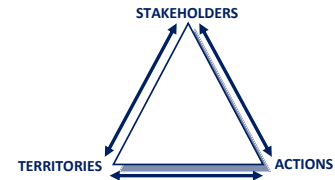
Here the term territory primarily concerns

The space in which the facilities and services used and frequented in daily life and work are located.

Response space:

Questions

- What are the **specificities of this space**? What are its primary advantages and drawbacks for daily life and professional life?

- What are the main **economic activities** here? What are the major companies present? Are they service providers in general, as well as specifically when it comes to consideration of disability?

- What are the main infrastructures created to facilitate circulation here? What are the main public services available here? Are the **infrastructures and services** physically accessible to all?

- Are there significant **conflicts**[10] here? What are they about? What influence do they have on improving the local situation in general, as well as specifically when it comes to consideration of disability?

- Would you say this territory is **open** to others? Why? Are there population categories that are discriminated against? If so, which ones and in what way? Have changes occurred in this area? What about specific consideration of the needs of women, including those that relate to disability?

---

[10] The term conflict here refers to relationships in which a disruption in communication has occurred: the parties in conflict are not collaborating and can no longer dialogue without tension, or even verbal and/or physical violence.

Appendice
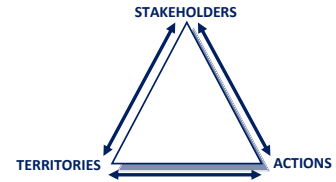
Here the term stakeholder concerns

Any stakeholder (public or private), including a civil society organization (formal or informal) that seeks to act in some way to try to improve/change a situation that it views as problematic at the local level.

Response space:

Questions

- What **stakeholders deal with disability issues** here? Whom do they represent? What are they working on? Why? How?

- How do you assess the **action capacities** of these stakeholders overall to move things forward? What are their strengths and weaknesses in general, as well as specifically in terms of taking into account the specific situation of women?

- Among the stakeholders who deal with disability issues, which are the stakeholders who play or have played a **driving role** in disability issues? Why do you consider these stakeholders to be drivers in this area? What are they working on? Whom are they working with?

- Do the various stakeholders who deal with disability issues conduct convergent actions? Are they **accustomed to working together**? Why? What has motivated them/motivates them to do so? In what situation(s) do they work together? What are the customs in terms of joint solution-seeking?

- Are the various stakeholders who deal with disability issues **used to working with the local authorities**? How? Are there pioneering experiences here in terms of collaboration with the local authorities, whether in the disability field or other areas? Why do you consider these to be pioneering experiences? What are the spaces for dialogue, collaboration and negotiation between the local authorities, civil society and residents? What are they working on? Who are the participants?

Appendice
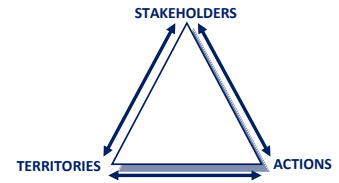
Here the term action concerns

Any public and/or private intervention conducted to transform in some way the situation of the resources (natural, material, human, financial, etc.) available at the local level.

Response space:

Questions

- In general, what are the important **public and/or private interventions** conducted here to improve the local situation? Who conducts them? Why do you see them as important?

- What are the social and economic development **priorities** here? What are the priorities specifically related to the situation of women?

- Among the public and/or private interventions conducted, are there interventions that contribute to **supporting/assisting PWD**? How do they improve the situation of PWD? Who conducts them? With whom? What in your opinion are their strengths and weaknesses in general, as well as specifically in terms of taking into account the situation of women?

- Is there a **disability policy** here? Who manages it? With whom? What priorities are the local authorities in charge of local development working on?

- Are there **public and/or private interventions that aim to mobilize, innovate and/or strengthen the action capacities of stakeholders who deal with disability issues**? Who conducts them? With whom? What in your opinion are their strengths and weaknesses in general, as well as specifically in terms of taking into account the situation of women?

Appendice

STAGES OF A PROJECT/ACTION	LEVELS OF ACCESS/COLLABORATION OF THE PROJECT OWNER WITH OTHER PROJECT/ACTION STAKEHOLDERS
PERCEPTION OF PROBLEM(S) Identification of need(s): define observations, situation, determine problem(s), needs, issues ⇩ **IDEA(S) TO CONDUCT A PROJECT** An idea + the desire to conduct an initiative + an intention ⇩ **EMERGENCE OF A PROJECT** Project owner, staff, sponsor ⇩ **PROJECT** Specifications and system ⇩ Choices: orientations, priorities, goals, initiatives, resources ⇩ **PROJECT ORGANIZATION** Definition of initiatives and activities ⇩ **PROJECT EXECUTION** ⇩ **EXECUTION TRACKING** ⇩ **EVALUATION OF RESULTS AND CHANGES**	EDUCATION/AWARENESS INFORMATION CONSULTATION COLLABORATION COORDINATION CO-PRODUCTION CO-DECISION

MARKERS FOR PARTICIPATION LEVELS

LEVELS	MARKERS
AWARENESS/EDUCATION	Developing action capacities
INFORMATION	Presenting the initiative
CONSULTATION	Giving their opinion on the initiative
COLLABORATION	Agreeing on the initiative
COORDINATION	Organizing such that each intervenes in the same initiative
CO-PRODUCTION	Collaborating in the technical execution
CO-DECISION	Making decisions together about the initiative

Appendice

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You can find these documents at the INDCP website *http://mhavie.ca*

You can also contact INDCP via email or phone.

✉ ripph@irdpq.qc.ca
☎ +1 418-529-9141, ext. 6202

Assessment of life habits

Short version

21 items

(LIFE-H 4.0)

VERSION FOR **ADOLESCENTS, ADULTS AND THE**
Information collection form

1 Name of the individual:

2 Date of birth: DD MM YYYY   /   /

3 Gender: ☐ female ☐ male

4 Check the individual's current level of education:

Secondary ☐   Does not apply ☐
Post-secondary ☐

5 Check the individual's current employment situation:

Permanent full time ☐   Permanent part-time ☐   Unemployed ☐
Temporary full-time ☐   Temporary part-time ☐   Does not apply ☐

6 Date of the evaluation: DD MM YYYY   /   /

7 The respondent is:

☐ the individual autonomously
☐ the individual with the support of a family member, significant other or professional
(father ☐   mother ☐   or other _____)

☐ a family member or significant other
(father ☐   mother ☐   or other _____)

☐ a family member or significant other with the support of a staff
(father ☐   mother ☐   or other _____)

☐ professional (name and qualification) _____

If the individual is not present, please explain why:
_____

8 The level of satisfaction of the person:

☐ satisfaction perceived by the respondent
☐ satisfaction of the respondent

9 Other relevant information:

Appendice

Instructions for respondents:
general guidelines

We ask that you read these instructions very carefully. This will allow you to familiarize yourself with the questionnaire and use it more easily.

In general, this questionnaire aims to collect information on the life habits accomplished by the individual in their environment (home, place of work or study, neighborhood, etc.).

Life habits are social activities. *They include daily activities* and *social roles* that ensure a person's survival and fulfillment in society throughout their lifetime. Achievement of life habits depends on the person's chronological age, the expectations of their environment, and cultural factors.

Daily activities	Social roles
communication	responsibilities
Mobility	interpersonal relationships
nutrition	community and spiritual life
physical fitness and psychological well-being	education
personal care and health	employment
Housing	recreation

For each of the life habits, you should indicate how the person generally achieves it in their daily lives. **This is the usual manner in which the person achieves it.**

Steps and format
of the questionnaire

For each of the life habits,
please follow these three steps

Step 1

serves to determine:
- **if the life habit is accomplished by the individual or by someone else**

or

- **if the life habit is "not accomplished"**

or

- **if the life habit "does not apply," go to the next life habit.**

Passez à l'étape 2

Step 2

serves to determine:
- **A** **the type of assistance used and the level of intensity of human assistance for its achievement**

and

- **B** **the level of difficulty.**

Passez à l'étape 3

Passez à l'étape 3

Step 3

serves to determine your level of satisfaction as a respondent (individual, family member, significant other or professional).

Questionnaire

Follow these three steps (check the appropriate boxes)	Step 1			Step 2							Step 3						
	This life habit is:			**A** Type of assistance used (1 or more responses, as relevant)							**B** Level of difficulty			Level of satisfaction			
						Human assistance * (only 1 response)							☺☺	☺	☹	☹
Note: Answers should refer to the usual manner in which the person achieves their life habits.	Accomplished (by the person or by someone else)	Not accomplished (Go directly to step 3)	Does not apply (Go to the next life habit)	Assistive device **	Adaptation **	No assistance	Light	Significant	Complete	Without or with little difficulty	With some difficulty	With great difficulty	Very satisfied	Satisfied	Dissatisfied	Very dissatisfied	

Note: For each of the instrument's 21 items, your response should reflect an overall appreciation of the achievement of the activities or roles *that apply* to your life situation.

Life habit	Accomplished	Not accomplished	Does not apply	Assistive device	Adaptation	No assistance	Light	Significant	Complete	Without or with little difficulty	With some difficulty	With great difficulty	Very satisfied	Satisfied	Dissatisfied	Very dissatisfied	#
Communicating information in different forms (spoken, written, physical, digital)	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	1
Accessing and understanding information in different forms (spoken, visual, written, digital)	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	2
Moving over short distances (enter, exit, within your home)	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	3
Moving around outdoors (street, sidewalk, intersections)	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	4
Moving around using transportation (as a driver or passenger)	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	5
Entering and moving around inside businesses and public and community services within your environment (restaurant, grocer, recreation center, medical clinic)	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	6
Preparing your meals	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	7
Eating your meals (at home, in a restaurant, etc.)	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	8

* **"Human assistance"** corresponds to any additional human support (physical assistance, supervision, reminders or prompts, encouragement, etc.) provided for achievement of a person's life habits, due to "their disabilities" or "the barriers present in their environment." **"No assistance"** must be checked, even if the person does not need human assistance.

Follow these three steps (check the appropriate boxes)	Step 1 — This life habit is:			Step 2 — A — Type of assistance used (1 or more responses, as relevant)			Human assistance * (only 1 response)			Step 2 — B — Level of difficulty			Step 3 — Level of satisfaction				
	Accomplished (by the person or by someone else)	Not accomplished (Go directly to step 3)	Does not apply (Go to the next life habit)	Assistive device **	Adaptation **	No assistance	Light	Significant	Complete	Without or with little difficulty	With some difficulty	With great difficulty	Very satisfied	Satisfied	Dissatisfied	Very dissatisfied	
Maintaining good physical fitness and mental health	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	9
Ensuring your personal care (hygiene, appearance, healthcare)	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	10
Dressing and undressing yourself (choosing and putting on your clothes including buttons, zippers, shoelaces, jewelry, etc.)	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	11
Using sanitation facilities (including sink, toilet and any other equipment needed for elimination, etc.)	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	12
Accomplishing activities related to your home (organization, cleaning, use of equipment)	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	13
Conducting your financial, civic and family responsibilities	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	14
Shopping and using the services in your environment	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	15
Conducting social, emotional or intimate relationships with others	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	16
Participating in activities and organizations in your environment (social or community groups, religious or spiritual practice)	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	17

Note: Remember that this concerns the usual manner in which the person achieves their life habits.

** **"Assistive device"** or **"adaptation"** must only be checked if the achievement of the life habit by the individual requires them. Assistive devices specific to mobility and communication should only be taken into consideration for the *Mobility* and *Communication* sections.

Appendice

Follow these three steps (check the appropriate boxes)	Step 1 — This life habit is:			Step 2 — A — Type of assistance used (1 or more responses, as relevant)			Human assistance* (only 1 response)			Step 2 — B — Level of difficulty			Step 3 — Level of satisfaction				
	Accomplished (by the person or by someone else)	Not accomplished (Go directly to step 3)	Does not apply (Go to the next life habit)	Assistive device **	Adaptation **	No assistance	Light	Significant	Complete	Without or with little difficulty	With some difficulty	With great difficulty	Very satisfied	Satisfied	Dissatisfied	Very dissatisfied	
Conducting activities related to your education (school, professional, etc.)	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	18
Conducting activities related to employment (job search, execution of tasks, etc.) Note: If you do not currently work and want to work, check "Not accomplished".	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	19
Conducting activities related to an unpaid occupation (voluntary work, day center, training course)	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	20
Conducting recreational activities (art, sports, hobby, outings, travel, etc.)	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	21

* **"Human assistance"** corresponds to any additional human support (physical assistance, supervision, reminders or prompts, encouragement, etc.) provided for achievement of a person's life habits, due to "their disabilities" or "the barriers present in their environment." **"No assistance"** must be checked, even if the person does not need human assistance.

APPENDIX VI: MEASURE OF THE QUALITY OF THE ENVIRONMENT

You can find these documents at the RIPPH website *http://mhavie.ca*

You can also contact RIPPH via email or phone.

✉ ripph@irdpq.qc.ca
☎ +1 418-529-9141, ext. 6202

Measure
of the quality
of the environment

Short version

Information collection form

1 Name of the individual:

2 Date of birth: DD / MM / YYYY

3 Gender: ☐ Female ☐ Male

4 Date of the evaluation: DD / MM / YYYY

5 The questionnaire is filled out via:

☐ self-administration

☐ interview

6 The respondent is:

☐ the individual

☐ a family member or friend

☐ professional (name and qualification)

Reference: Fougeyrollas, P. and Noreau, L. (2008). *Measure of the quality of the environment (MQE): Short version*, Quebec, International Network on the Disability Creation Process. Learn more at: *http://mhavie.ca*

Instructions

After each item, you will see a rating scale ranging from **barrier (-3)** to **accelerator (+3)** as well as a box for **"I don't know"** and one for **"Does not apply."**

Taking into account your own personal abilities and limitations, please indicate in general to what extent the following situations or factors influence your daily life.	Rating scale								
	Barrier				Accelerator				
	Major	Medium	Minor	No influence	Minor	Medium	Major	I don't know	Does not apply
Statement	-3	-2	-1	0	1	2	3		

✓ If the statement limits achievement of your daily activities or tasks, please check according to your own view: **"-1"** (**minor barrier**), **"-2"** (**average barrier**) or **"-3"** (**major barrier**).

✓ If the statement does not influence achievement of your habits, please check **"0"** (**no influence**).

✓ If instead the statement facilitates achievement of your daily activities or tasks, please check **"1"** (**minor accelerator**), **"2"** (**average accelerator**) or **"3"** (**major accelerator**).

✓ If the statement does not correspond to your situation or is not present in your environment, check **"Does not apply**."

✓ If you do not know if the statement has an effect on your life, check **"I don't know**."

Note: Some situations or factors such as the application of laws may have a general influence on your life. However, others such as residential support services, may influence your life on a daily basis.

Appendice

Questionnaire

Taking into account your own personal abilities and limitations, please indicate in general to what extent the following situations or factors influence your daily life.	Rating scale								
	Barrier				Accelerator				
	Major	Medium	Minor	No influence	Minor	Medium	Major	I don't know	Does not apply
1. Support from the people in your family	-3	-2	-1	0	1	2	3		
2. Support from people in your entourage and your friends	-3	-2	-1	0	1	2	3		
3. Attitudes of the people in your entourage (family, friends, colleagues)	-3	-2	-1	0	1	2	3		
4. Availability of jobs in your environment	-3	-2	-1	0	1	2	3		
5. The characteristics of your environment and of your working conditions	-3	-2	-1	0	1	2	3		
6. Your personal income	-3	-2	-1	0	1	2	3		
7. Insurance and financial compensation programs	-3	-2	-1	0	1	2	3		
8. Commercial services in your environment	-3	-2	-1	0	1	2	3		
9. Social health services (healthcare, residential support, rehabilitation)	-3	-2	-1	0	1	2	3		
10. Education services	-3	-2	-1	0	1	2	3		
11. The personal vehicle you use	-3	-2	-1	0	1	2	3		
12. Public transportation services	-3	-2	-1	0	1	2	3		
13. Radio and television (access, quality of information, subtitles, etc.)	-3	-2	-1	0	1	2	3		
14. Electronic communication services (telephone, fax, email, internet)	-3	-2	-1	0	1	2	3		

Appendice

Taking into account your own personal abilities and limitations, please indicate in general to what extent the following situations or factors influence your daily life.	Rating scale								
	Barrier				Accelerator				
	Major	Medium	Minor	No influence	Minor	Medium	Major	I don't know	Does not apply
15. Community organization services in your environment (cultural organizations, associations, religious, athletic and recreational organizations)	-3	-2	-1	0	1	2	3		
16. Physical accessibility of your home	-3	-2	-1	0	1	2	3		
17. Physical accessibility of the buildings you need to frequent in your environment	-3	-2	-1	0	1	2	3		
18. Accessibility of roads in your environment (streets, sidewalks)	-3	-2	-1	0	1	2	3		
19. Climate conditions	-3	-2	-1	0	1	2	3		
20. Light intensity	-3	-2	-1	0	1	2	3		
21. Noise or intensity of sound	-3	-2	-1	0	1	2	3		
22. Time allocated for executing a task	-3	-2	-1	0	1	2	3		
23. The objects you use (work or study equipment, furniture, household appliances, electronic devices)	-3	-2	-1	0	1	2	3		
24. Assistive devices (availability, use, maintenance)	-3	-2	-1	0	1	2	3		
25. Modes of participation in decision-making	-3	-2	-1	0	1	2	3		
26. Government policies and programs	-3	-2	-1	0	1	2	3		
27. Administrative regulations and procedures	-3	-2	-1	0	1	2	3		

Appendice

APPENDIX VII: SOCIO-POLITICAL PARTICIPATION INDEX

SOCIO-POLITICAL PARTICIPATION INDEX OF DISABLED PEOPLE'S ORGANIZATIONS (DPOs)

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This index serves to understand and summarize the impact of the participation of civil society organizations (DPOs) in collaborative spaces.

Participatory evaluation in five dimensions:

- The **presence of organizations** in such spaces;
- the quality of their intervention in these spaces,
- Their **participation in the different phases** of social control (planning, evaluation and monitoring);
- **Existence of projects, policies and programs** arising from these spaces and **meeting the demands of the DPOs**;
- Level of dialogue and **co-construction between public authorities and DPOs**;

SOCIO-POLITICAL PARTICIPATION INDEX OF DPOs

Each of these dimensions is assigned a value ranging from 0 to 4:

0: very significant weakening of the dimension
1: weakening (significant but not excessive)
2: stagnation
3: improvement
4: very significant improvement

The indicator ranges from 0 to 20.

An index of 10 indicates stagnating operation of these spaces for the organizations.

TABLE 1
Proposed sampling table for a given population

N	S	N	S	N	S
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	1000000	384

Legend:

N is the size of the population.

S is the sample.

Source: ROBERT V. KREJCIE, University of Minnesota, Duluth & DARYLE W. MORGAN, Texas A. & M. University (1970). Determining Sample Size for Research Activities. *Educational and Psychological Measurement, 30, 607-610.*

Appendice

This guide begins by presenting inclusive local development (ILD), which is a process that targets full social, economic, cultural and political participation within a territory. It potentially concerns all stakeholders in different ways: individuals, groups, associations, public institutions, businesses, media, funding bodies, families, etc. In addition to ILD, the guide includes definitions of the central concepts for planning and evaluating the effects of local actions on the participation of people with disabilities.

It also contains five tools for evaluating and planning actions. Designed using a self-evaluation approach, this guide is primarily intended for stakeholders in the field directly involved in ILD initiatives on a daily basis. These include, among others, people with disabilities, their families and the organizations that represent them, professionals and organizations working in the disability sector, service providers and other organizations working in the regular sector.

The geographic diversity of the stakeholders involved in creating this guide, and the consideration of a wide range of development contexts, makes it possible to use this guide in many different countries, whether in Europe, North or South America, Africa or elsewhere.

Véronique Garcia

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AN