



INCLUSION THROUGH COMMUNITY BASED REHABILITATION

**Lessons learned in Burkina Faso,
Ethiopia & Mozambique 2009 - 2011**



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Lessons learned in:

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Mozambique

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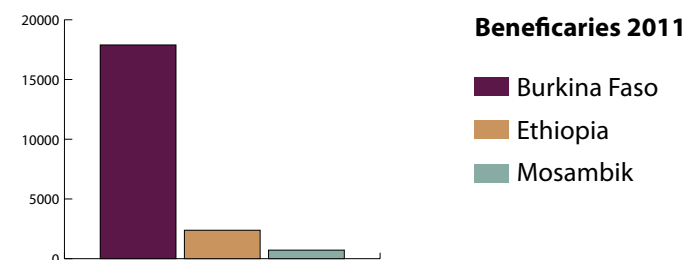
LIGHT FOR THE WORLD is a European confederation of national development NGOs committed to saving eyesight, improving the quality of life and advocating for the rights of persons with disabilities in the underprivileged regions of our world.



Introduction

The LIGHT FOR THE WORLD Community Based Rehabilitation (CBR) Framework brought together 14 CBR projects in Ethiopia, Burkina Faso and Mozambique between 2009 and 2011 to share experiences and learning. Between them, the projects reached 20,991 beneficiaries. Although the Framework has now ended, the individual projects continue to implement CBR activities with support from LIGHT OF THE WORLD. This report reflects the experiences of the projects during this period and the lessons learned that can provide invaluable learning for other CBR projects. It also provides a useful record of the projects' activities and outcomes, and enables future planning.

Figure 1: CBR Framework: Number of beneficiaries supported by the 14 projects



- In 2011, 17,894 people were assisted by the 7 CBR projects in Burkina Faso through home visits, livelihood training, education and medical referrals.
- In the single CBR project in Mozambique, a total of 716 people were assisted through home visits, medical referrals and other activities.
- In the 6 CBR projects in Ethiopia, 2,381 clients were assisted through various CBR activities.

Community Based Rehabilitation (CBR) is a holistic approach to community development, mainstreaming disability and building an inclusive society for all. The CBR projects in the three countries have developed a wide variety of activities and have used the WHO CBR guidelines to work towards the inclusion of persons with disabilities within their own communities. Collaboration and networking with other organisations to implement a comprehensive CBR strategy resulted in the greatest impact for both persons with disabilities and the community.

During a final workshop at the end of the three-year period, the CBR projects identified their achievements based on the four main goals of the CBR Framework. This report describes the experiences and lessons

learned based on the WHO CBR guidelines. It describes the lessons learned relevant to each domain of the guidelines and illustrates these with examples from the CBR projects. A number of other overarching themes such as sustainability, networking and future developments are also addressed so as to accurately and completely reflect all the experiences of the CBR projects during these three years.

Achievements of the CBR projects

Individual assistance through sustainable development structures:

- Improved medical assistance, e.g. orthopaedic operations
- Rehabilitation to improve functionality
- (self) Employment
- Emotional support
- Vocational training
- Access to micro-finance
- Physical accessibility
- Increased skills and capacity of family members to support persons with disabilities
- Support elderly persons with disabilities through community participation

Building networks of persons with disabilities:

- DPOs*, SHGs** and parents groups established
- National CBR network established and strengthened
- CBR committees established
- Advocacy group for implementation of the UNCRPD established
- Capacity building of DPOs
- Community based organisations introduce disability issues in their activities
- Cooperatives of parents of children with disabilities

Awareness raising for change in society

- Improved attitude towards persons with disabilities and reaching more people
- Persons with disabilities are not hidden
- Access to basic education/promote inclusive education at all levels
- Awareness raising for persons with disabilities and the community on the UNCRPD
- Mainstreaming of disability in university programmes
- NGOs and religious leaders start inclusive activities
- New constructions are accessible
- Improved nutrition for children with disabilities
- Improved road safety
- Sign language translators are giving support to deaf people in court

Developing supportive frameworks through advocacy and lobbying

- Include CBR as a national and provincial strategy
- Development of a policy on functional rehabilitation with the Ministry of Health
- Influenced the local municipality for inclusive education
- Local government officials are aware of the UNCRPD
- Established disability clubs in schools
- Disability included in training for health extension workers
- Contribution in general development, insurance, building construction and legislation
- Build capacity of parents to advocate for the rights of their children with disabilities
- Build capacity of DPOs in advocacy and lobbying
- Special needs education is part of teacher training

* Disabled people's organisations (DPOs)

**Self-help groups (SHGs)



The WHO CBR guidelines

The roll out of the CBR guidelines as part of the CBR Framework has supported the implementation of comprehensive CBR. The CBR projects have started to explore new aspects to their work such as livelihoods and the economic empowerment of persons with disabilities. Which aspects of the CBR guidelines projects chose to implement depended on local conditions and the availability of expertise. The social and livelihood domains of the CBR guidelines appear to have been the most useful in terms of implementation of CBR. The guidelines offer ideas on developing different activities and training for persons with disabilities as well as information sharing and awareness raising in the community.

CBR workers visit persons with disabilities at home and with them and their families, decide areas of the guidelines they should focus on.

“The CBR guidelines have given us new ideas for implementation, especially in the social domain. New initiatives have been developed like sports and recreation for children. Other projects have started supporting persons with disabilities who want to get married.”

Networking is essential to enable CBR projects to implement a wide variety of CBR activities and to include persons with disabilities (PWDs) in the various services provided by government and NGOs. Networking ensured that projects could share information and training and work together to raise awareness. It is clear that the guidelines cannot be implemented by individual CBR projects alone: networking and mainstreaming are vital to achieving the aims of CBR.

In most projects awareness raising was used to include disability prevention topics and care for a child with a disability, but also for other issues such as hygiene and sanitation, road safety, vaccination and good nutrition.

The CBR guidelines have been used by the projects as an implementation tool and to develop training modules for the implementation of CBR activities. It is important to organise training on the CBR guidelines for CBR workers, government leaders and other partners.

The CBR guidelines have proven to be a useful tool for CBR projects in addressing all of the needs of persons with disabilities to enable them to develop their potential and to point out service gaps. CBR managers set priorities for which activities to implement based on the immediate



Health: promotion, prevention, medical care, rehabilitation, assistive devices

Rehabilitation was often the first step for persons with disabilities to be able to access other aspects of CBR, such as training, education or livelihood activities. CBR projects reported that individual changes for persons with disabilities had a huge impact on broader social and other activities. Functional rehabilitation was an important factor for inclusion in schools, for example. Witnessing the growing capacity of persons or children with disabilities, allowed families and communities to realise that people with disabilities can learn new skills and take part in activities.

Home-based activities, where community workers passed on skills and knowledge to the person with disabilities, their family and within their direct environment, had a positive effect on the community. Rehabilitation and health care helped to improve the day-to-day lives of persons with disabilities. For example, through medical rehabilitation they have better opportunities for social inclusion. Results are most visible in the field of medical rehabilitation where improved functionality of the person with disabilities helped to show their potential and to change negative attitudes within the community.

The impact of rehabilitation was noticed through the changes in the lives of persons with disabilities and the awareness that they can work, go to school or perform day-to-day activities. This helped to change attitudes in the community. Changes in the personal situation of a person with disabilities, for example, improved mobility or independence, also helped to change the expectations of the family.

Health education and promotion both for the families of persons with disabilities and the whole community were the main factors in changing the attitudes of communities. This was done through sharing information with the community, for example, about:

- the causes of disability
- how to deal with a disability
- how to prevent disabilities and
- how to care and assist in the rehabilitation of persons with disabilities.



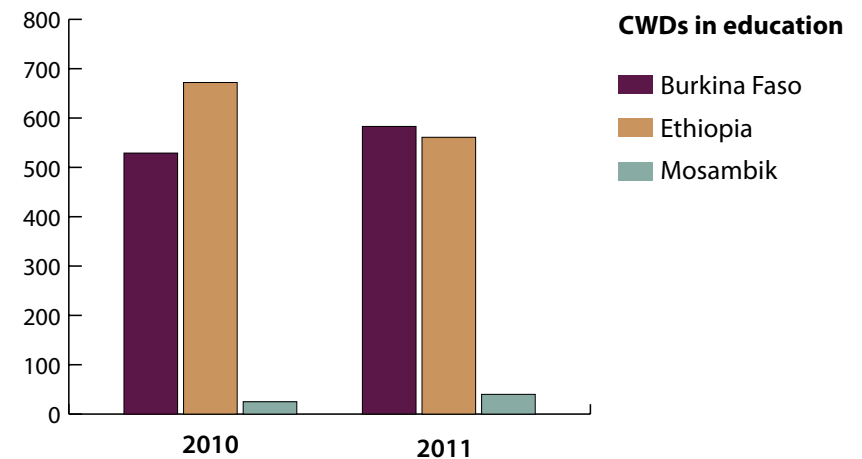
Education: early childhood, primary, secondary and higher education, non-formal, lifelong learning

In many African countries the opportunities for education are not the same for boys and girls: boys are often given priority to go to school and girls are kept at home to do household work. The opportunities for children with disabilities to go to school are even lower than for girls, and more often depend on the support and facilities available in their communities.

All of the CBR projects work on the inclusion of children with disabilities into schools – through inclusive education, special classes or special schools. In many projects the number of children with disabilities

included in schools increased as a result of the CBR interventions. The projects support the development of inclusive education but follow the twin track approach: inclusive education where possible and special where needed. There was a distinct change in many of the schools, with them becoming more aware and welcoming to children with a disability. However, there is a lack of teachers trained in inclusive education. Educational opportunities for children with disabilities were dependent on the availability of services and support at a local level. In 2010, the projects took care of 529 children with disabilities enrolled in education in Burkina Faso, 672 in Ethiopia and 25 in Mozambique. In 2011, the total of children enrolled in school and followed up by the CBR projects was 583 in Burkina Faso, 561 in Ethiopia and 40 in Mozambique (see Figure 2).

Figure 2: Number of children with disabilities in education 2010 and 2011



The CBR projects have been working with local schools to improve educational opportunities through awareness raising programmes, through supporting schools to become accessible and by training teachers to increase their understanding of inclusive education. Many schools have difficulty in finding materials in order to teach children with disabilities. The CBR projects help schools by either providing materials such as Braille paper, slates and stilers, or by linking them to organisations that can provide these materials. At the end of 2010, the projects were working in collaboration with 358 schools in Burkina Faso, 80 schools in Ethiopia and 5 schools in Mozambique.

In Mozambique, schools did not accept children with intellectual disabilities into the mainstream schools and, if they did, the children received so little attention that they could not learn. The CBR Organization OREBACOM* in Beira, Mozambique, started teaching children with intellectual disabilities in their office. They lobbied the local government to come and support their initiative. The teaching of the children is now being supported by the local government.

Limitations were found to the inclusion of children with severe disabilities and older children with disabilities into education. Schools do not have the facilities, education and support to accommodate children with severe disabilities and almost all governments have limitations for the maximum age children can enrol in school, therefore the CBR projects developed special programmes for these children.

Vision Community Based Rehabilitation Association in Ambo town in Ethiopia found that due to rehabilitation, children with more severe disabilities now participate more in the community and, like their peers, want an education. Although Ethiopia has ratified the UN Convention and

* Organização de Reabilitação Baseada na Comunidade em Moçambique (in English: Community Based Rehabilitation Organization in Mozambique)

the Ministry of Education is promoting inclusive education, in practice, schools do not accept children with severe disabilities. They do not have the means and knowledge to support these children in their education. “Sometimes it feels like our successes help us to show how much there still is to do in creating an inclusive society”, the Director remarked.

Inclusive education is an ongoing activity which involves both awareness raising in the community and local schools, training for teachers and lobbying for inclusive policies that are implemented at a national level.

The Garango CBR project in Burkina Faso is part of a comprehensive multipartner project for the inclusion of children with disabilities in the local schools, including the Ministry of Primary Education, the Municipality and the local office of the Ministry of Social Affairs. Each stakeholder makes contribution to the project and there is a sound basis of communication and information sharing.

All of the CBR projects in Ethiopia work with “disability clubs” in the schools. School children both with and without disabilities learn about disability, have discussions and organise events in the school that promote inclusion. Some of the school clubs are even involved in awareness raising in the wider community where the children go out to educate adults through traditional coffee ceremonies and by performing plays to raise awareness within communities.



Livelihood: skills development, self employment, wage employment, financial services and social protection

In Burkina Faso and Ethiopia the CBR projects are involved in livelihood activities. In Mozambique these activities are just starting to be implemented. Work has included skills teaching through vocational training centres, training people in business skills, saving, establishing saving and credit associations and providing loans (mainly through existing government and NGO initiatives), talking to employers and even using the justice system to get laws implemented and persons with disabilities employed.

Persons with disabilities face a lot of barriers to gaining paid employment and most of them remain in the informal sector of self employment without a fixed or reliable income. The CBR projects identified training opportunities for self employment and the inclusion of persons with disabilities in available training. After such training it is vital that persons with disabilities receive continuing support to find employment or to start their own business.

In Mozambique, NUDESMO, an organisation of young people with a hearing disability, has lobbied successfully to have people with hearing disabilities included as cleaners in the local hospital. Laws often exist but are not implemented so affirmative action is needed: laws alone do not change the world.

The CBR projects supported persons with disabilities to have equal opportunities for employment, including increasing access to formal education and training with recognised qualifications. Often the level of basic education to be accepted at vocational training centres is not enough. Employment chances are directly related to the level of education.

Lobbying and networking in collaboration with organisations of persons with disabilities have been used to improve the opportunities for persons with disabilities in training and employment. For example, the CBR projects helped persons with disabilities to fight for their rights and to lobby for services available to all.

In Ethiopia, the government gives contracts to self help groups and cooperatives to improve employment opportunities. In Mozambique, many people with a visual impairment have been trained as teachers and are posted by government in rural areas. The main challenge remains



Social: personal assistance, relationships, marriage and family, culture and arts, recreation - leisure and sports and justice

Many CBR programmes have developed sports and other activities for persons with disabilities.

The CBR Programme led by OREBACOM in Mozambique has a children's sports and games group which meets once a week. The CBR workers bring the children to and from sporting activities and games. Some of the children are accompanied by their brothers or sisters who join in the games.

In Beira, Mozambique, the disabled sports organization ADPPDS* organises sports activities for persons with disabilities such as wheelchair basketball, football or badminton for persons with a hearing disability or goal-ball for persons with a visual disability. ADPPDS and OREBACOM sometimes organise a joint sports day.

As mentioned earlier, the impact of CBR projects on communities can be seen through the changed attitude towards persons with disabilities and the inclusion of persons with disabilities in community activities. Improved knowledge in the community also reduced fear of rejection among persons with disabilities. In all three countries, CBR projects have been working with churches, mosques and their religious leaders to reach more people and use their regular services for awareness raising. In all the countries this has led to greater acceptance of persons with disabilities and inclusion in church services.

The CBR project in Gondar has been teaching church leaders about epilepsy. Many people with epilepsy will come to churches with holy water sources looking for a cure. After awareness raising from the CBR programme the church leaders now ask all children to bring their medical cards showing that they are taking their epilepsy medication. Only then can they take holy water.

Most of the CBR projects work with CBR workers from within the local community, which increases the impact of the project because the CBR workers understand the local culture and are part of the community. The CBR projects reported that at times it is easier to change behaviour than beliefs as beliefs are often strongly imbedded in culture and traditional practises. Changing harmful beliefs requires more time and evidence of the effect of CBR. Traditional and religious leaders are

* Associação Desportiva para Pessoas Portadores de Deficiência de Sofala (in English: Sports association for people with disabilities in Sofala)



Gender equality

Gender equality is an important aspect of CBR: as women with disabilities have a 'double' disadvantage which impacts on their opportunities to access education and employment, and for social inclusion. Most of the projects have not developed specific activities for women and girls with disabilities, but women and girls are given priority in the implementation of CBR activities, for example, vocational training or livelihood.

In Ethiopia negative attitudes of family and community to sending girls to school makes it difficult to achieve inclusive education for girls. The empowerment of women and girls is also problematic as many people feel that this undermines the expected role of women in the community or society.

Few women are included in organisations of persons with disabilities, even fewer are in their leadership. This results in men talking on behalf of women. Therefore, CBR projects should play a role in strengthening the role of women in leadership of disabled people's organisations.

In Mozambique there is a wide awareness of equality and the CBR project has 50% male and 50% female CBR workers. DPOs have many active women members who are involved in leadership. (In most DPOs when the president is a man the vice president will be a woman or vice versa). A huge plus for Mozambique is that it has active legislation for gender equality that is implemented.

There has been an increased sensitivity within the projects towards violence against children with disabilities. In CBR Projects in Burkina Faso, reports of maltreatment of children with disabilities has risen from 10 cases in 2009 to 103 cases in 2010. Most of the issues were addressed within the community and family. The maltreatment was mainly neglect and physical abuse.

Burkina Faso has a national policy and focus on the prevention of sexual abuse of girls. The abuse of women and girls is a serious problem that is generally not talked about. Often women are threatened to keep quiet and getting support can take a long time. They first have to go to the community leader, then the social affairs officer, then to the police. Women also need to be empowered to speak out. Burkina Faso has a policy to promote gender equality and women play an important role in society since the revolution of 1983. There is positive action such as food support for women, paying for girls' education and more girls are now going to school.

Finding solutions to sexual abuse of or violence towards children with disabilities is difficult. CBR projects should start with the family approach, because if they use the law alone they may achieve little change in reality. CBR workers have good contact with families and they often know when violence is happening, allowing them to give emotional support and to help change the situation.

In Ethiopia, special women officers help girls to talk about sexual abuse. These officers receive special training on how to deal with sexual violence.



Empowerment: advocacy and communication, community mobilisation, political participation, self help groups and DPOs

CBR is about achieving an inclusive society. Through CBR activities persons with disabilities have become contributing and active members of their communities and communities play an important part in this process. Communities now recognise the capacity of persons with disabilities and the contribution they can make to the community.

The CBR projects in the three countries involved the community most often in awareness raising activities. The focus of these activities was on improving the knowledge and well being of the whole community and

not just persons with disabilities. Community development was promoted through various CBR activities and initiatives, for example:

- Activities have been implemented that have supported and strengthened individual people with disabilities to realise their political, economic and social rights.
- The CBR projects played an important role in linking up persons with disabilities in the community with available rehabilitation or other services, for example, training, education or financial services.
- The CBR projects played an important role in building bridges between the community where persons with disabilities live and either local decision makers, local government offices or other institutions.

Strategies for lobbying and advocacy should use prominent people from sports, music, politicians and persons without disabilities to talk about disability, as well as persons with disabilities. Different media such as radio should be used in lobbying. CBR projects include persons with disabilities in national commemorative days such as the Day of the African Child, so that persons with disabilities are included in mainstream activities.

- The CBR projects are part of the local community and they have good connections to ensure that development plans mainstream disability.
- Participation of the community in all activities of CBR projects was important for ownership, responsibility and success of the CBR project.
- Self help groups were used by some of the CBR projects to address community development. Social inclusion was seen as an important aspect for the implementation of CBR

activities and had a positive effect on community development. In some projects, communities were involved in livelihood activities which created a direct benefit for the whole community.

In Ethiopia, some projects have a memorandum of understanding with the local government to support self help groups. The CBR projects have established and trained the groups, provided the start up capital and supported the groups to attain legal status. The responsibility for the loan is with the group not the CBR project – they have to repay the money to the local administration. In 1 region there are 5 self help groups with 20 members per group. These groups are either persons with disabilities or parents of children with disabilities. The success of these groups is possibly related to the fact that they are an extension of the traditional Idir system, which is well established in most regions of the country.

- The CBR projects achieved inclusion by leading through example in how they approach and work with persons with disabilities. They have included persons with disabilities as community workers, as they are often very valuable and motivated agents of change within a community. CBR programmes promoted the contribution of persons with disabilities in the community at all levels, political, social and economic.
- The CBR projects were effective in organising stakeholders to work together and to share knowledge, expertise and resources. This was measured by how persons with disabilities from the CBR projects were benefitting or included in community development programmes or activities.
- Promotion of the rights of persons with disabilities, better accessibility and inclusion in schools and social activities are some of the changes observed in the community.

- The CBR projects have shared their knowledge of the UNCRPD to promote equal rights.
- The CBR projects developed close relationships with the local DPOs. They either helped to develop them or they are partners of the CBR project. The DPOs were strengthened through training and capacity building, so that they can fight for the rights of their members. Support with stationary and minor office equipment has proved to be important as well.

In Mozambique, the CBR project actively involves the local DPOs in the implementation of its activities. They are partners in the CBR project and members of each organisation are community workers within the project. DPOs implement specific activities within the CBR project, for example, training in sign language. The DPOs are requested to contribute their specific knowledge and skills in the different areas of CBR, depending on their individual expertise.

- The CBR projects involved the community in fundraising and resources needed for the implementation of their activities. Most of the CBR projects worked with volunteers or people within the local community. This also helped the community to develop a sense of ownership, which is reflected in their participation and commitment to improving the lives of persons with disabilities.

In Mozambique, the CBR project worked together with community leaders to improve hygiene and sanitation in the community. They used both awareness raising of families of persons with disabilities about personal hygiene in the home, as well as organising a meeting to inform the community leaders about the waste problem in the community. After this meeting the community leaders organised a group of volunteers to



Sustainability

The CBR projects felt that the secrets to the success of their activities was the:

- Inclusion of persons with disabilities in their activities
- CBR training provided to project staff and
- Commitment of DPO and self help group members

The CBR projects can access alternative funds not only for persons with disabilities, but also for the sustainability of their organisation and to decrease their dependency on donor support. A key strategy is to diversify collaboration and sources of support as disability is a cross cutting issue that needs the involvement of all sectors from government

to NGOs. Sustainability does not only rely on money, but on collaboration between ministries and the government taking responsibility.

In Ethiopia, Cheshire services has started to raise funds locally through an annual fundraising walk, soliciting funds from local government and by renting out rooms in their building. One of the rooms is used as a sports centre by the community and the sports trainer is paid by the community.

CBR committees established in the CBR projects contribute to both the sustainability and implementation of CBR activities. They can contribute to the continuation of CBR work after phasing out of the CBR project. The strength of CBR projects is in their use of the resource of local people and volunteers. This is also one of their most important sustainability strategies. Where there is a broad basis of support for the CBR project, the local community is also prepared to help with fundraising and to share local resources. However, volunteers alone cannot make a CBR project sustainable, nor can or should they replace paid CBR workers. CBR workers are the catalyst for a CBR project and so they need to be careful not to overestimate what volunteers can do.

The Arba Minch Rehabilitation Center CBR project in Ethiopia has been providing CBR for over 15 years. Over the years they have phased out of certain areas and moved into new ones. They establish CBR committees in every district where they work. When the project phases out of that district the CBR committees continue to follow up on the work of the CBR projects. Once every few months the CBR committee will meet at the centre and the CBR project will try to help with problems the committee is facing in continuing the work.

LIGHT FOR THE WORLD, together with our CBR partners, has developed a training manual based on the CBR guidelines. In the training of trainers' workshop for this manual stakeholders from government and NGOs were invited as well as the CBR projects. This has created a move towards mainstreaming disability and the sustainability of the CBR projects.

In Burkina Faso, national-level CBR training will be facilitated through the LIGHT FOR THE WORLD office in collaboration with the Ministry of Social Affairs. The LIGHT FOR THE WORLD office coordinates follow up of the training with their own partners. It is important to use central government partners for national training so that they can take responsibility for implementation at regional levels.

The CBR projects played an important role in networking with both government and NGOs to promote the use and inclusion of the CBR strategy as a way of improving the lives of persons with disabilities, reducing poverty and mainstreaming disability in community development which will, in turn, foster better collaboration and understanding of the complexity of disability. A national CBR strategy is important for the implementation of the UNCRPD and the MDGs.

In Mozambique the newly founded CBR network is lobbying for inclusion of the CBR strategy in the national disability strategic plan. On a provincial level CBR activities have been included in the provincial plan of the Social Ministry for the next few years.

Mozambique has a national council for disability which includes representatives from ministries including Social Affairs, Finance, Health and the umbrella body for DPOs. This is replicated on a provincial level.

Persons with disabilities need services and most services are provided by government. Therefore, government needs to adopt a national CBR strategy to open the services to persons with disabilities. Governments should see it as their role to develop CBR and an inclusive society, and should be held accountable for policies and their implementation. Affirmative action is needed to get laws and policies implemented.

National CBR networks played a role in developing training and other resources for CBR projects as well as being instrumental in the sharing of information and awareness raising. A CBR network can increase the impact of CBR projects (especially on a national level), promote inclusion of the CBR strategy in national development plans and promote the use of the WHO CBR guidelines by CBR projects.

In Burkina Faso, the LIGHT FOR THE WORLD office with the project partner OCADES, is collaborating with other NGOs and the government to develop a national CBR strategy. The vision is that the government increases its involvement in the implementation of CBR. Catholic Education from the Catholic Church is participating by making their own schools inclusive of children with disabilities in collaboration with the CBR projects.



Networking with other CBR projects

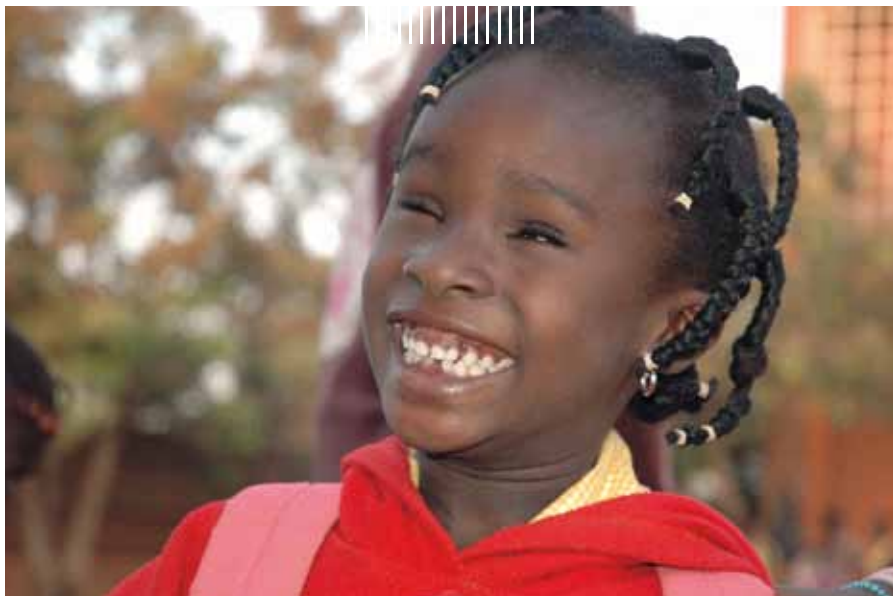
Sharing experiences with other CBR projects has proved useful for projects, for example, in developing knowledge and competence in CBR, to revise their activity plans, to develop the skills of their trainers, to prepare project proposals, to solicit for local resources, to have access to appliances and to strengthen activities for self help groups, DPOs and communities. Sharing experiences was also important to overcoming difficulties in the implementation of CBR.

The CBR framework programme has allowed CBR initiatives from the three countries to meet and share experiences. This has also resulted in a CBR guidelines training manual. Part of the meeting was also the 2010 African CAN CBR conference in Abuja with CBR initiatives from all over Africa attending and sharing their experiences.

Networking with other projects enabled the sharing of resources, especially in the area of training and competence in CBR. Sharing training, knowledge and skills in CBR also helped to develop the same level of competence in the different projects within a country.

The national CBR network plays an important role in strengthening and collecting available training resources in CBR in the country. Networking and regular contact with other CBR projects is a valuable aspect of implementation, especially on a national level and should be promoted to strengthen individual CBR projects.

The CBR projects in Burkina Faso have been contacted by CBR projects in Niger. With other CBR initiatives they have now taken the first steps towards establishing a CBR network for the African Franco-phone countries. This network aims to share experiences and materials in French.



Future developments from the CBR projects

The CBR projects plan to strengthen their activities for women and girls with a disability, for example, paying more attention to the inclusion of girls in school. The CBR projects could develop a strategy based on the social and political context of their projects to plan interventions for gender equality. CBR workers need more training to be able to support and empower women, and specific home-based activities for women and girls should be developed.

One of the challenges is to involve girls in activities as they often have to stay at home to help with the household work. Most projects mentioned activities and affirmative action that they would like to develop in

the future for equal opportunities for women and girls. The empowerment of women and girls with a disability is still much needed. One of the possible measures to create gender equality would be to teach boys Activities of Daily Living and other skills so that girls are not expected to do all the household activities and these roles become interchangeable.

Strategies to improve the accessibility of services for persons with disabilities are needed to achieve the goal of an inclusive society for all. The CBR projects aim to work with all stakeholders such as government, NGOs, employers, professionals, technicians (to make buildings accessible), the public sector, families, DPOs and community leaders. Awareness raising is an important strategy to achieve this goal and it includes sharing information, using media and providing training.

The projects have worked to change the attitudes of local responsible stakeholders, for example, the director of the school to make the building accessible.

At a national level CBR projects could work together to exchange and use available information to improve accessibility. The strategy to improve accessibility should be developed into action at national, regional and local levels. Information could be used by CBR projects and made accessible at a local level to avoid repetition.

In Burkina Faso, a disability guide is being developed for rural health clinics. They want to use big posters rather than books to inform people about the available services. CBR activities at times need to be implemented in the towns or places where services, such as schools or clinics, are located.



Monitoring and evaluation

Data about numbers of persons with disabilities reached, supported or rehabilitated are helpful for CBR projects to be able to both measure the impact of the project as well as to plan future activities. The impact is often not easy to measure, because CBR projects are targeting communities and other stakeholders such as organisations of persons with disabilities and not just persons with disabilities.

Indicators are an important part of monitoring as they enable projects to identify the impact of their work. They should be developed by CBR projects based on their objectives. Criteria for indicators need to be reli-

able, specific, measurable and objective. Indicators that are only related to activities do not give facts about results of the activities and the objectives. A baseline survey with facts about population, services available in the area, referrals and number of persons with disabilities identified is another useful monitoring and evaluation tool for CBR projects.

In Burkina Faso, the projects have data collection tools, fieldworkers have their objectives that they need to achieve and CBR managers get feedback to check if activities have been completed.

It is important that CBR projects can demonstrate their impact for donors, government and other stakeholders.

The questionnaires developed for the CBR framework have been collecting important data about the CBR projects that has been used for monitoring the development of the CBR projects. Often the staff of the CBR projects do not have the skills needed for monitoring and evaluation. Support to develop indicators is needed by many CBR projects to be able to develop the skills needed and to use monitoring and evaluation for the improvement of the implementation of their activities.

It is important that CBR projects look at the results of their activities for reaching more people. How is the training or information provided used to improve the situation of persons with disabilities?

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