

VI. INTEGRATING SOCIAL ANALYSIS AND DISABILITIES INTO THE PROJECT CYCLE

Disability represents a critical dimension of social exclusion. Conducting social analysis to examine access to project benefits, and opportunities for voice and participation of those individuals with disabilities are therefore vital for more sustainable and inclusive project outcomes. Incorporating disability inclusive social analysis for at each stage or level of World Bank operations can offer important perspectives in upstream/macro-social analysis (the national, regional or sector level), sociological appraisal conducted as an integral part of project selection and appraisal, and social assessment for a particular project.¹¹⁷ This section provides a brief overview of the principal purposes, sources of information (inputs), and products of analysis at each of the three levels, with particular reference to the disability dimension of social analysis.¹¹⁸

Upstream/macro-level analysis at the country, regional or sector level is conducted by the Bank to assist in the development of the Country Assistance Strategy (CAS), City Development Strategies, or to support policy formulation and sector strategies. In the case of a CAS, a detailed overview of disability issues at a national level may be highly effective in integrating awareness of disability concerns with both public and private interests. Another important upstream analysis is the Country Gender Assessments (CGA), the principle means by which the Bank and borrowing countries participate in a collaborative process to analyze the gender dimensions of development, and to identify gender-responsive policies and actions critical for poverty reduction, economic growth, human well-being, and development effectiveness in the country. A wide range of other data sources or inputs may also inform this level of analysis, including Poverty Reduction Strategy Papers (PRSPs), Country Social, Poverty or Environmental Assessments, Economic and Sector Work (ESW), statistics from international data bases, existing client country documents and studies, and consultations with line ministries, NGOs and others. In order to inform analysis of disability, sources may include previous analytical work on disability at the country or sector levels, organizations of disabled peoples, NGOs that work with the disabled and others.

Project-level social analysis is undertaken by the Bank in the context of overall project identification and appraisal, for the purpose of sociological appraisal of likely project opportunities, constraints and impacts, and to assess whether the project's probable social development outcomes justify Bank support. Like macro-level analysis, it draws on a variety of sources, including upstream work, materials from partner agencies and in-country analysts, in order to evaluate the likely risks and benefits of a project, and whether the project offers scope to further the Bank's project-level social development goals of social inclusion, empowerment and security.

Social assessment is undertaken by the Borrower for the purpose of obtaining the views of stakeholders in order to improve the design of the project and to establish a participatory process

¹¹⁷ Chapter I of the *Social Analysis Sourcebook* addresses the various levels of social analysis in detail (World Bank 2003b).

¹¹⁸ The terms "social analysis" and "social assessment" have had relaxed definitions, and have been assigned a variety of meanings by different actors. In accordance with the definitions used in the *Social Analysis Sourcebook* (World Bank 2003b), this Guidance Note uses "social analysis" to refer to analysis conducted, at whatever level, to capture the social dimensions relevant to the wide range of investment operations supported by the Bank, and "social assessment" to refer specifically to the analysis that Bank borrowers undertake during project design to assess the social feasibility of the project.

for implementation and monitoring. Through a social assessment, Borrowers weigh the likely social benefits and costs of proposed projects.¹¹⁹ In many projects, social assessment provides a framework for beneficiaries to participate in the project's preparation, implementation and monitoring. Social assessments thus help involve and give voice to the poor. At the same time, they ensure that project objectives are acceptable to the range of people that the project intends to benefit. Social assessment is normally conducted before appraisal.

Project Identification and Design

The Project Concept Note (PCN) stage is a logical starting point for identifying disability issues related to a proposed project, since it must identify social issues related to the project area and propose steps that are critical for achieving the project's social development outcomes. The PCN must include indicators to monitor intended social benefits and development outcomes and risks. In addition, the Bank's social scientists and other specialists provide guidance for tailoring the project to achieve the social development outcomes during the process of PCN preparation and through the standardized PCN and safeguards review process.

A project team conducts a rapid social assessment to identify the range of social issues of the proposed project area, including the potential impact in the project intervention on disability issues, and also works to develop monitoring indicators of such project impact. A rapid social assessment is a shorter and an upstream version of an extensive social assessment. It primarily involves a review of existing data sources, but it may also incorporate fieldwork, depending on time and budget availability.

1. Convening Role. The PCN is drafted following extensive consultations with the government. In many instances, the consultation process also encompasses discussions with civil society, allowing a broad spectrum of stakeholders to participate in identifying relevant issues and to discuss potential development solutions. If disability issues are to be adequately included in the later phases of the project life cycle, it is important at this stage of consultations that:

- disability issues be identified and discussed during this consultation phase;
- any Country Assistance Strategy (CAS) or Poverty Reduction Strategy Paper (PRSP) documents be reviewed for references to disability issues that should be discussed;
- people with disabilities and their representative organizations be included in these consultations, not only to ensure that relevant disability issues are identified by staff with the necessary expertise, but because people with disabilities have the right to contribute to the development process on an equal basis with other citizens and members of civil society.

2. Precedent. Explicitly referencing disability in the PCN helps ensure that later project documents and activities do not fail to include disability. Although the PCN format does not lend itself to in-depth discussion of project issues, even a brief reference can contribute to the successful inclusion of people with disabilities and disability issues in later stages of the project life cycle.

¹¹⁹ The social assessment may be conducted directly by the Borrower itself, or by external consultants contracted by the Borrower.

Table 1: A Rapid Social Assessment requires attention to the following disability issues in the proposed project:

Social diversity and gender	Are there differences in needs among subgroups of the disabled (indigenous groups, religious or ethnic affiliation, socioeconomic strata)? Who are the most socially excluded disabled?
Institutions, rules and behavior	What are formal and non-formal institutions that prevent or promote PWD participation? To what extent do PWDs participate in formal and non-formal institutions? Are there any opportunities to promote PWD participation through the formal and non-formal institutions that are present in the project area? What other venues can the project promote for participation of the people with disability at local and national level?
Stakeholders	Who are the stakeholders in the project? Do they support or oppose the project? Does the project threaten the interests (actual or perceived) of certain stakeholders, especially the disabled? What are the potential conflicts among stakeholders that the project might induce?
Participation	Will people with disability participate formally in the project? Is there a likelihood of elite capture among the disabled?
Social risk	Are there any significant local, regional or national risks related to disability? What measures can be taken to minimize or avoid these risks?

The findings of the rapid social assessment feed directly into the selection and structure of the PCN components. The rapid social assessment also assists in planning a more detailed social assessment at the project preparation stage.

The Project Information Document (PID) is usually the first opportunity for those outside the Bank to learn about a project as it has been conceptualized and to contact the project team if they wish to bid for work or be involved in other ways. Referencing disability in the PID is thus an important means of alerting those with disability expertise to the existence of a relevant project. The earlier those disability experts are brought into a project, the more efficiently and effectively disability-related components of the project can be implemented.

Quality at Entry (QAE)

Another important opportunity for ensuring inclusion of disability issues in projects is the Assessments of Quality at Entry, which are carried out for a sample of new lending operations, chosen at random, in selected years, soon after Board approval. The purpose of a QAE is to: (a) maintain accountability for quality by providing real-time information to management and staff on the overall quality of operations at-entry and compliance with Bank safeguards and fiduciary policies; (b) identify systemic issues as a basis for improving development impacts and the quality of future operations; and (c) improve targeted learning in selected key areas of operational quality and disseminate assessment findings to appropriate units in the Bank.

The Quality Assurance Group (QAG) assesses quality at entry of Bank projects with respect to a few broad assessment questions:

1. Are we doing the right things? Are the project objectives worthwhile and are the risks commensurate with potential rewards?
2. Are we doing things right? Is the project likely to achieve its development objectives; and
3. Is the story line clear and coherent? Is the underlying logic and results framework clearly articulated?

Because the assessment focus is built around the above questions with quality evaluated along eight major dimensions below, and Bank inputs and processes, the QAE represents a point in which linkages between disability and the following dimensions can be further delineated. These dimensions include:

- Strategic relevance and approach
- Technical, financial and economic aspects
- Poverty and social aspects
- Environmental aspects
- Fiduciary aspects
- Policy and Institutional aspects
- Implementation arrangements
- Risk assessment and management

Project Preparation

Good baseline data on disability and social relations are essential both to identify disability issues and to assess the local “enabling environment” with respect to the project. Based on the social issues highlighted at the PCN stage, a detailed social assessment is conducted at the project preparation stage. The borrower is normally responsible for the social assessment, although the analysis may be conducted either directly by or in consultation with the World Bank.

Table 2: A Social Assessment requires attention to the following disability issues:

Social diversity and gender	Will the proposed project benefit PWDs? What are the specific benefits they will receive?
	Does the project seek to identify and respond to needs and priorities of the various subgroups of the project community (the poorer members of the community, ethnic and religious minorities, etc.)? Do common community needs exist that can assist in reconciling differences of interest?
	Will the project enhance the capacity of institutional and organizational structures to respond to the needs of PWDs?
	How do local cultural traditions and social expectations define gender roles for women and men with disabilities? In what ways do these roles differ?
	Are PWDs socially disadvantaged in areas such as power relations, decision-making and the ability to influence others?
	What is the proportion of households headed by people with disabilities? Are these households significantly poorer than households headed by non-disabled people?
	Are there differences in gender relations between subgroups of the community (indigenous groups, religious or ethnic affiliation, socioeconomic strata) that should influence project design?
Institutions, rules and behavior	What are the implications of the identified disability issues for project success, and for the contributions the project can be expected to make to social development goals, such as social equity and cohesion?
	What institutional arrangements, organizational structures and social norms support or constrain the productive activities of disabled people?
	Do people with disability participate equitably in leadership and decision-making processes in institutional and organizational social structures (such as legislative and governmental agencies at the national, regional and local levels)?
	How can the project strengthen or modify existing social structures and processes, and utilize existing organizational resources to increase youth inclusion and project sustainability?
Stakeholders	Can the project provide opportunities to create new organizations that promote engagement of people with disability?
	Does the project include people with disability as stakeholders? Do they support or oppose the project?
	What degree of influence are they likely to have on the project?

	Are there disability issues of specific relevance or importance to social subgroups (ethnic minorities, the extremely poor, gangs) that should be addressed?
	Does the project threaten the interests (actual or perceived) of certain stakeholders?
	How can the project avoid or minimize potential conflicts of interest, and promote social cohesion?
Participation	Are there stakeholders (DPOs, village committee, etc.) that might be expected to actively further the disability-related goals of the project? How can their contribution be secured? Are there stakeholders that might hinder the project goals on disability?
	Will people with disability formally participate in the project, not only as beneficiaries, but also as active participant in project design, planning and implementation?
	What specific project components will ensure their involvement?
	How can "project capture" by elite subgroups be avoided?
	How can the project be designed to strengthen the individual capabilities of people with disability? (by providing experience in leadership roles, project management, opportunities to work with governmental and administrative bodies and community-based groups)
	In what ways is the project likely to empower people with disability within the community? Does it offer them more opportunities in decision-making in community development, for example?
Social risk	Does the local, regional or national environment pose threats to project success in terms of addressing disability issues? (Such threats may include socioeconomic crises, physical disasters, civil conflict or unrest and so on). If they exist, how can disability issues specific to the crisis situation be addressed?
	Does the project pose potential threats to any stakeholder by altering power relations (the balance of power or decision-making patterns, access to resources etc.)? Can these changes lead to an increase in conflict? What measures can be taken to minimize or avoid these risks?

Integrated Safeguards Data Sheet (ISDS)

The Integrated Safeguards Data Sheet (ISDS) is a very important step for people with disabilities because it is the first opportunity to discuss and determine whether disability issues will be analyzed as part of the project design and review. Project actions and Safeguard Policies are particularly important to people with disabilities, given that environmental factors may either facilitate the access and participation of people with disabilities or constitute disabling barriers.

The identification of disabilities issues through the ISDS is vital for three reasons:

1. It is the initial analysis of project environmental factors, which include social issues for Safeguard Policies; this analysis leads to a potential assessment of impacts on people with disabilities and possible mitigations to help avoid or reduce such impacts.
2. It brings three Safeguard Policies into the project with direct relevance to potential disabilities issues: OP 4.01: Environmental Assessment; OP 4.10: Indigenous Peoples; and OP 4.12: Involuntary Resettlement.
3. Early identification of disability issues is extremely important for the purposes of project planning and design.

In addition, the Bank's Public Disclosure Policy offers a process for interacting with the public; NGOs, DPOs and other interested parties so that they may provide important input regarding disability-related aspects of a project.

Inspection Panel

Established in 1993 by the Executive Directors of the Bank, the Inspection Panel serves as an accountability mechanism for the World Bank (i.e., for the IBRD and IDA; the IFC has a separate oversight mechanism). According to the Panel’s website, its primary purpose is to “address the concerns of the people who may be affected by Bank projects and to ensure that the Bank adheres to its operational policies and procedures during design, preparation and implementation phases of projects.”

In complying with its relevant social safeguard policies and procedures (as further discussed below); the Bank may require the design and implementation of certain measures under Bank social policies (e.g., Indigenous Peoples, Involuntary Resettlement and Physical Cultural Resources). These measures may include a Resettlement Framework or Action Plan, or an Indigenous Framework or Plan. Whenever applicable, these policy instruments should identify and address people with disabilities in the context of the Bank-supported project in question. Failure to comply with such measures could lead to a Request for Inspection by affected parties (Panel rules simply require that two or more people, or a representative organization, file a Request for Inspection), and, possibly, to an investigation by the Panel to ascertain if the Bank followed applicable Policies and Procedures.

Environmental/Social Assessments (EA/SA)

The Environmental Assessment (EA), OP 4.01, has great relevance for people with disabilities because it provides an opportunity to review, evaluate and document project impacts on disabled people and identify possible mitigation measures where necessary. Additionally, it can provide an opportunity for the involvement of people with disabilities during assessment activities. It can also lead to legally binding requirements for the project through the Environmental Management Plan (EMP). The EMP is a formal requirement for Category A projects in accordance with paragraphs 7 and 20 of OP 4.01 and paragraph 12 of BP 4.01. For Category B projects, the need for an EMP is decided on a case-by-case basis.

The EA process is critical to disability issues for five key reasons:

1. At this point, actual project actions are reviewed for their potential impacts on people with disabilities and solutions to avoid (or mitigations to reduce) these impacts are developed.
2. Impacts and mitigations are documented.
3. The Bank’s Public Disclosure Policy offers a process for interacting with the public, NGOs, disabled people’s organizations (DPOs) and other interested parties that would have important input into disability issues.
4. Mitigations are made part of the EMP, to be implemented through the legal documents for the project during implementation and supervision.
5. Project costs for dealing with disability issues can be incorporated into the final project design and costs. (It should be noted that these costs need not be particularly substantial; the earlier that disability issues are incorporated into the planning stage, the lower these costs should be).

In accordance with OP 4.01, paragraph 2, the EA is a process whose breadth, depth and type of analysis depend on the nature, scale and potential environmental impact of the proposed project. In the context of disability issues, a significant impact on people with disabilities could mean:

- Any potential physical or social barrier from a project that results from the interaction of people with different levels of functioning and a given environment (e.g., a natural environment of air, water, land and/or human health and safety or other social aspects) that does not take these differences into account. In other words, people with physical, sensory or mental impairments are disabled not because of a diagnosable condition, but because they are denied access to education, labor markets, public services or the physical infrastructure of a society.
- Possible exclusion or barriers lead to poverty and more disability by increasing an individual's vulnerability to malnutrition, disease, unsafe living and working conditions or loss of livelihood.
- Lack of preventive measures or actions to avoid the possible occurrence of physical, sensory, neurological, psychiatric or intellectual impairments.
- Potential actions that themselves that may not have a substantial disabling effect, but when taken with other existing, planned or foreseeable project actions (whether financed by the Bank or other funding sources) have a substantial cumulative impact on vulnerable individuals or groups.

Significant effects need to be noted in a project EA, even if the actions can be mitigated to reduce or avoid their impact.

Project Appraisal

Social Assessment Inputs to the Project: The results of the social assessment on disability are discussed in section D.6 of the Project Appraisal Document (PAD) and summarized in one of its technical annexes. The possibility of conflict over resources, weak governance, etc. is discussed in section C.5 of the PAD on “Critical Risks” and “Possible Controversial Aspects.” If the appraisal stage does not involve a social assessment, then section E.6 of the PAD needs to state key social issues and how the project will address them.

The findings of the social assessment provide critical inputs to the Operational Manual (OM) of the project. The social scientist that implements the social assessment must participate in the preparation of the operational manual to ensure that the findings of the social analysis are incorporated in the OM.

Social Assessment Inputs to other Policy Dialogues: The youth issues that emerge from the social assessment can be reflected in policy dialogue between the borrower and the Bank. Combined with data on the project's macro-social context, the results of a rigorous social assessment can help to inform a stand-alone piece of ESW, or serve as an input into Country Assistance Strategy (CAS), or Poverty Reduction Strategy Paper (PRSP) exercises.

Failure to address disability issues within a Project Appraisal Document (PAD) and its associated technical annexes may result in inadequate coverage of disability issues in legal agreements and significantly inhibit the ability of the Task Team and client country to achieve the disability-related objectives envisioned for the project. Coverage of disability issues within a PAD should thus provide guidance and specificity regarding:

- The activities that will be undertaken;
- How these activities will be monitored; and

- Specifically, how people with disabilities will be involved and benefit as stakeholders in the project.

In order to provide this needed level of coverage, disability issues should ideally be mainstreamed throughout the various sections of a PAD. The sections and sub-sections of a typical PAD in which disability might be most appropriately discussed are indicated below:

Strategic Context and Rationale

- **Country and sector issues:** these sections address the full inclusion of people with disabilities as part of a client country's poverty reduction strategy, where the poverty reduction strategy might involve the removal of societal barriers which currently restrict the participation of people with disabilities.
- **Rationale for Bank involvement:** this section addresses how the Bank's actions related to disability are consistent with current trends and the actions and policies of other international agencies and major stakeholders that currently address disability in their work.
- **Higher-level objectives to which the project contributes:** incorporation of disability into the project may relate to achievement of CAS objectives, as well as client-country compliance with international obligations that stem, for example, from human rights and other treaties.

Project Description

- **Project development objective and key indicators:** if people with disabilities are, or are part of, the primary target group, a PAD should indicate what the principal outcome for people with disabilities would be and how progress toward achieving this outcome should be measured. (When considering issues of monitoring, due consideration should be given to ensuring that people with disabilities are themselves part of the project monitoring and evaluation process.)
- **Project components:** disability-related project components may be elaborated in more detail in this section, including greater coverage of people with disabilities as principal target groups, objectives, key inputs and outputs.
- **Lessons learned and reflected in the project design:** this section may be used to indicate how a project incorporates current best practices related to disability and development, as drawn from the Bank's prior work and that of other international actors. (People with disabilities and their representative organizations are, of course, an excellent source of information related to best practices that may be of relevance for the project.)

Implementation

- **Partnership arrangements:** an increasing number of development agencies have developed policies to address disability in their work; these policies may impact any joint financing conducted with the Bank.
- **Institutional and implementation arrangements:** in selecting institutions responsible for implementation, due consideration should be given to whether the institution has the capacity to address the disability issues specific to the project and whether additional institutions should be brought into the project to provide capacity in this regard. With respect to procurement, consideration should also be given to ensuring that the implementing institutions have access to appropriate accessibility standards so that procurement purchases do not inadvertently lead to

inaccessibility in, for example, project construction. Care should also be taken to ensure that people with disabilities are not excluded from participation in procurement bidding and acquisitions processes.

- **Monitoring and evaluation of outcomes/results:** project results indicators should capture progress made in achieving disability-related objectives both during implementation and after a project is completed. Care should be taken to ensure that the indicators chosen do not inadvertently solicit project implementation actions that perpetuate outmoded and paternalistic approaches toward disability issues. Additionally, people with disabilities themselves and their representative organizations should be involved in the project monitoring process and, where necessary, they—together with representatives from the other monitoring institutions—should be supported in improving their capacity to engage in monitoring.
- **Sustainability:** an important aspect of sustainability is the capacity of relevant actors to further the project objectives. In the case of disability, capacity building may be needed to facilitate the sustainable and effective engagement of important stakeholders, including government institutions that have traditionally ignored disability or utilized outmoded and paternalistic approaches to disability, people with disabilities, disabled people’s organizations and others.
- **Loan/credit conditions and covenants:** to the extent that any legal covenants are required to ensure implementation of disability-related project objectives, these should be referenced here.

Appraisal Summary

- **Economic and financial analyses:** in assessing the financial soundness of a project, it may be necessary to show how the costs associated with including people with disabilities relate to the costs associated with the exclusion of people with disabilities. In this regard, it may be helpful to provide calculations for both the short and long term, as the costs of inclusion often entail an initial cost, but the costs of exclusion continue for many years into the future.
- **Technical:** here again, it may be relevant to reference best practices and/or international standards relating to the inclusion of people with disabilities, as well as discuss how the technical design or approach of a project complies with, or deviates from, those standards.
- **Fiduciary:** cost-benefit analyses should be incorporated into the project design (e.g., a cost-benefit analysis of the utility of addressing accessibility in the early stages of construction projects).
- **Social:** see section above entitled “Environmental/Social Assessments.”
- **Environment:** see section above entitled “Environmental/Social Assessments.”
- **Safeguard Policies:** see section above entitled “Integrated Safeguards Data Sheet.”
- **Technical annexes:** the following technical annexes would be appropriate places to include more detailed information related to the situation of people with disabilities in a country, the steps undertaken by the Bank and others to improve their situation, detailed economic analyses and supporting data, and monitoring and supervision frameworks that encompass the disability components of a project:
 - Country/ sector/ program background
 - Major related projects financed by the bank and/or other agencies

- Results framework and monitoring
- Detailed project description
- Project costs
- Implementation arrangements
- Financial management and disbursement arrangements
- Procurement
- Economic and financial analysis
- Safeguard policy issues (especially emps, indigenous peoples action plan and involuntary resettlement plans)
- Project processing
- Documents in the project file
- Statement of loans and credits
- Country at a glance
- Map(s)

Given that the Quality Enhancement Review (QER) is considered the “definitive closure point” in the PAD drafting process, the elaboration of disability issues in a PAD should be completed in sufficient time for those references to be assessed in the QER.

Negotiation and Approval

If possible, the project social scientist or appropriate expert should participate in project negotiations to ensure that the agreements concerning critical social issues including youth issues in the proposed project are reflected in its legal covenants. The social scientist also needs to ensure that the agreements related to the rules and procedures for addressing youth issues have been included in its operational manual.

As the embodiment of the final terms and conditions of project implementation, the Legal Agreement sets forth the parameters of the responsibilities of the parties, including their responsibilities regarding the disability-related components of the project. The Legal Agreement, therefore, provides an opportunity to clarify and specify roles, definitions and standards that should be utilized in project implementation as it relates to the issue of disability.

Before addressing the relevant content of the Legal Agreement, it should be noted that the negotiations process also provides an opportunity to be inclusive of disability. Specifically, it may provide an opportunity to include the issue in discussions with government representatives who have responsibility for disability issues within their country, whether or not those individuals will have direct responsibility for project implementation. If a project is intended to have a positive impact on people with disabilities, then those responsible for addressing disability issues should be included, as the project will undoubtedly influence their larger program of work.

Effectiveness and Implementation

Once a project becomes effective, the operational value and relevance of social analysis increases. There are multiple examples of project interventions that appeared to have sound designs, but were unsuccessful in achieving their social development objectives. A social assessment conducted during project supervision will capture vital information about the socio-cultural impacts at different stages of the project. This provides continuous feedback on the process and outcome indicators established for measuring project performance, based on which midstream adjustments can be made on the implementation arrangements.

Procurement processes and outcomes have relevance in the project cycle for people with disabilities in two ways:

1. **Impact on project outcomes.** Especially where project implementation entails the purchase of goods and services, and/or the construction of buildings or infrastructure, procurement practices can have a huge impact on people with disabilities. Those engaged in the procurement of equipment and supplies will have the opportunity to choose between selecting items that promote accessibility for people with disabilities and those that do not. If projects are to avoid creating barriers to the inclusion and participation of people with disabilities in society, procurement specialists must be aware of both relevant accessibility standards and client-country agreements regarding accessibility so that the procurement process can support access for disabled people.
2. **Equal opportunity in contracts bidding.** People with disabilities should not be seen merely as stakeholders in the outcome of projects, but as active and equal participants in project implementation. The procurement process should therefore be made accessible to ensure that people with disabilities have equal opportunity to participate in procurement contract bidding processes. For example, meetings to discuss procurement bidding opportunities should be held in accessible locations and information related to the procurement process should be accessible to people with disabilities. It may also be necessary to conduct trainings for procurement specialists and task team members so that World Bank consultant hiring practices do not discriminate against disabled applicants. Finally, in co-financed operations, it is recommended that donors review and agree on any disability standards promoted by them.

Supervision and Monitoring

Inclusive development and disability social analysis is not, nor should it be, a one-time event in the life of a project. Analysis needs to be repeated at given intervals during the implementation phase in order to monitor the progress of youth-related project components and to verify whether the project continues to be responsive to the disability issues previously identified, or if new issues have been uncovered.

The objective of supervision activities is to determine whether loan proceeds have been used in accordance with the purposes of a loan. In the context of inclusive development, this means determining whether the loan agreement provisions most relevant to people with disabilities have been appropriately complied with. In order to accomplish this task, the tools, policies and guidelines utilized in supervision activities should ideally be inclusive of disability issues so that supervision activities automatically take disability-related issues into account. In this regard, readers are encouraged to consult the sections of this paper addressing the EA/SA, ISDS and PSR. Furthermore, in order to carry out the kinds of assessments called for in those documents, Bank staff must have access to accurate information regarding the nature and scope of implementation activities related to people with disabilities. As noted in several project life-cycle checklists, access to PSRs that are inclusive of disability issues, as well as information from local disabled people's organizations, can be invaluable in this regard.

Box 12: Project Considerations for Monitoring and Supervision of Disability Issues

- Emphasize disability issues in the Terms of Reference of supervision missions and encourage borrower agencies to do the same for their project staff. [see Annex 3]
- Assign budgetary and time resources for disability-focused activities.
- Establish clear, explicit and manageable objectives for actions addressing disability issues within the project context. Specify the steps that must be taken to accomplish each objective.
- Hold regular consultations with project staff to keep disability issues visible and to coordinate disability-related project activities. Provide training for project staff on disability issues if necessary.
- Involve project participants, especially people with disability in the process of monitoring and in developing indicators to assess implementation of disability-related objectives.
- Assess progress in accomplishing objectives on a regular basis.
- Build in flexibility during the implementation phase, so that project components can be modified to respond to disability issues. Flexibility also enables projects to test promising approaches and expand successful strategies.

Social analysis serves to monitor progress in addressing youth issues identified during project planning; to monitor youth participation; to track youth-related project components and activities; to identify successful strategies or processes; to flag problems as they occur; and to make the necessary changes as the project develops.

Table 3: The following indicators can be used to monitor the following dimensions of project program implementation:

Monitoring implementation of disability-related project goals specified in the project design	Do project component and activities correspond to disability-related goals included in project plans based on the expressed needs and priorities of people with disability?
	Have responsibilities involved in carrying out disability-inclusive activities been assigned to specific members of project staff?
	Remember that participation of the disabled does not necessarily imply participation by the disabled, but that opportunities for participation are offered to them depending on expressed need and priorities, and according to project plans.
Monitoring participation of people with disability	What proportion of the disabled is involved in project management, including in key decision-making roles?
	What proportion of beneficiaries are the disabled?
	Do participants (as managers, implementers and beneficiaries) include people with disability from ethnic and religious minorities, and from the poorer sectors of the community?
	What proportion of focus group participants have been the disabled? Have they actively participated in group discussions?
	Have DPOs participated in project activities and management?
Monitoring strategies on inclusive development and disability	Have arrangements been made to enable the disabled to attend project meetings and activities? (Work schedules accommodated; transport, child care and food provided as necessary)
	Have project components been made easily accessible and affordable to people with disability? For example, credit to enable participation in productive opportunities (by purchasing seed, livestock or alternative means of transport such as bicycles); compensation for lost earning opportunities as a result of providing labor for self-help construction projects.

	What potential disability-specific social risks identified during project planning have actually been encountered during implementation? What unforeseen situations involving risk have occurred? What measures have been taken to mitigate these risks?
Monitoring and addressing problems encountered during implementation	Have project activities negatively affected the disabled in unexpected ways? What measures have been taken to adjust activities accordingly, or to resolve conflicts that have occurred?
	Have necessary adjustments and changes been made to correct approaches and alter techniques, or to adapt project components, that were deemed unsuccessful or problematic by PWD stakeholders?

Mid-Term Review (MTR)

The mid-term review serves as an opportunity for project management teams to take a stock of project progress and assess the direction of the project intervention toward achieving its development objectives, including the social development objectives. Mid-term review involves two outputs: an independent evaluation and a MTR report.

Implementation Completion Report (ICR)

A comprehensive social analysis should be conducted at the time of project completion, in order to provide a full account of the implementation phase to evaluate project outcomes for youth, and to summarize lessons learned for future youth-responsive social analyses.

Participatory processes are also appropriate for evaluation of youth-specific project outcomes. Outcome indicators measure these changes in activities, capacities, access to resources, and levels of social risk that result from project activities. Definitive attribution of changes to project interventions can be difficult, due to the simultaneous effects of an enormous number of social, political and economic influences that may also result in changed conditions in project communities during the period of project implementation. However, drawing upon the direct experience of youth within the project community to assist in the definition and measurement of impacts can assess meaningful causalities and linkages.

By the time the ICR is drafted, the loan disbursement period has concluded and there is therefore little that can be done to further impact the implementation of disability-related project components. However, the ICR itself serves as an invaluable source of information, providing an historical record of the Bank's achievements in ensuring inclusive development for people with disabilities. Furthermore, the ICR can provide lessons learned to assist future projects in more effectively ensuring the full inclusion of people with disabilities.

Table 4: A disability-inclusive evaluation of the project outcomes requires attention to the following social dimensions of the project:

Evaluation of the implementation process	The questions that were asked for analysis of the implementation stage of the project need to be revisited during the project completion to evaluate the extent to which plans to integrate the disabled into project activities and processes were successful, and to identify factors that promoted or hindered this goal. In particular, lessons learned from analysis of the implementation process contribute to policy dialogue and to planning for future projects. Note that recognizing problems and failures, and identifying what project processes and components did not work well, can make as valuable a contribution to process analysis as listing successful approaches.
Evaluation of project outcomes and impacts for the disabled	<p>A comprehensive evaluation of disability-specific project outcomes and impacts need to be designed to address three major areas of interest: to what extent did the project promote the World Bank social development goals of social inclusion, cohesion and accountability; how effective was the project in addressing major cross-cutting disability issues; and what was the impact of the sector-specific disability-related project components.</p> <p>Have the intended project benefits been provided to people with disability, particularly to the disadvantaged or poorer men and women within the community?</p> <p>Did the project increase community capacity to work together to achieve common goals and reconcile differences of interest between the disabled and non-disabled?</p> <p>Did the project increase transparency, equity and responsiveness in institutional and organizational structures relevant to the interests of people with disability?</p> <p>How sustainable are the disability-related improvements likely to be after project completion? Were changes community-driven and supported, or motivated primarily by the project? What aspects of the local, regional or national environment are likely to increase or decrease the likelihood that these changes will be institutionalized within the project community?</p>
Evaluating project efficacy in addressing major cross-cutting disability issues	<p>Did the project alter power relations or enhance capacity of the disabled? In what ways? What specific outcomes can be identified at the institutional, inter-household and intra-household level?</p> <p>Did PWD's access to assets expand as a result of the project? For example: was land made available households headed by PWDs? Did household heads wit disability avail themselves of this opportunity? Did the percentage of the disabled receiving prenatal care increase after construction of local healthcare units?</p> <p>Did the project decrease gender disparities in income-earning ability among the disabled? For example: did projects providing educational grants to girls with disability increase the percentage of these girls completing high school education?</p>
Evaluating the impact of sector-specific youth-related project components	Disability-specific project components will naturally vary according to sector. Sector modules currently being developed for the Social Analysis Sourcebook, as well as existing sector-specific workbooks and guidelines for disability-inclusive social analysis can assist in the measurement of sector-specific outcomes.