

Overview of the Capacity Building Component of the CCDRP

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Presentation Outline

- **Rationale for Capacity Building Component**
- **Introduction to each component:**
 - **Disability and International Development short course for inclusion in mainstream development studies and other allied courses (e.g. MPH) in both the UK and global South**
 - **Research toolkit for Disabled People's Organisations (DPOs)**
 - **Internship programme**
- **Conclusion: Key lessons learned**

Rationale for Capacity Building Component

- In international development research, policy and practice, disability had limited focus.
- There is increasing recognition that there is a need for robust evidence to support policy, campaigning and advocacy
- Within the CCDRP emphasis given to the process of empowerment as much as research outputs.
- Therefore, in the long-term, it is hoped that:-
 - More disabled people and disabled people's organisations in developing countries will be empowered to undertake and use their own research.
 - Multilateral and bilateral donor agencies will increasingly include a disability component in their mainstream policies & programmes.
 - Mainstream international development researchers will include disability in their teaching and research

Short Course on Disability and Development for integration into Mainstream Courses

- **Teaching on Disability is rarely included in mainstream international development and other allied courses**
- **Creation of a ‘stand alone’ short course which could be integrated into these courses**
- **The CCDRP team, in conjunction with Dr Mary Wickenden (UCL) developed learning objectives, a reading list, presentation, and teaching support materials based on teaching already undertaken at UCL**
- **The short course has been designed to be participatory and will challenge student’s own attitudes to disability as well as inform them about current research, theories and practices**

Short Course on Disability and Development: materials based on our existing approach at UCL

In the Institute of Global Health UCL all BSc and MSc students receive teaching on disability (3 hours) as part of core introductory modules on global health and development

MSc students can chose advanced disability modules:-

- Disability and Development
- Inclusive Child Development & Disability

30 hours teaching + private study + assessment

These modules are open to external students as stand alone courses

<http://www.ucl.ac.uk/global-health/education/msc-ghd/tabs/optional>



Short Course content: 10 sections

1. **Introduction: Attitudes to disability and difference**
2. **Definitions, concepts and models. Disability and Impairment, the WHO International Classification of Functioning, Disability and Health (ICF).**
3. **Aid, Human Rights and disability, the UN Convention on the Rights of Persons with Disabilities**
4. **Disability identification and statistics**
5. **Disability and poverty**
6. **Disability and Gender**
7. **Role of different organisations: Governments, NGOs , CSOs, DPOs**
8. **Service provision: Disability as a cross-sectoral issue and Community-Based Rehabilitation (CBR)**
9. **Disabled people in particularly vulnerable situations**
10. **Key messages, questions and reflections**

Short Course on Disability and Development in Mainstream Development Studies Courses

- **The short course has been presented to colleagues in the University of Nairobi, who have agreed to include it in the MPH from October 2013 onwards.**
- **Other universities who have expressed a keen interest in using this resource include:-**
 - **Tata Institute of Social Sciences, India**
 - **Kyambogo University, Uganda**
 - **Kathmandu Medical School, Nepal**

Research Toolkit for Disabled People's Organisations

- **Disabled People's Organisations (DPOs) exist in most countries, whose main aim is to promote and advocate for disability rights.**
 - **They often engage in policy dialogue with their own national governments as well and is bilateral and multilateral donor agencies.**
 - **In order to make their case, DPOs often need robust evidence and up-to-date research in order to make their case**
 - **However, in many cases, DPOs do not have the requisite technical skills to undertake the research themselves.**
- **Therefore, the toolkit that has been developed is very practical in nature, that focuses on how to use research, rather to undertake it.**

Capacity Building of Academic Institutions

- **Academic Institutions engaging in international development research, have - with some notable exceptions - not included disability within either their teaching or research activities**
 - Yet the World Health Organisation estimates the 1 billion people, (equivalent to 15% off the global population), have a disability.
- **By collaborating with other DFID-the research programme consortia, and from the findings from the inception phase workshops, it is clear that many researchers do not have any understanding of disability issues.**
 - Therefore it is important to build the capacity of mainstream researchers to understand why disability should be mainstreamed in their core teaching and research activities.
 - This deficit provides the rationale for the development of the disability module outlined above.
 - The CCDRP also demonstrated that inclusion is most effective when there is good collaboration between disabled people's organisations, researchers and other stakeholders

Internship Programme I

- **Internship programme as was of bringing these processes together in a supportive and applied environment**
- **Three research projects were undertaken in Uganda (x 2) and Kenya (x 1)**
- **These focused upon water and sanitation, education and agriculture.**

Internship Programme II

- **The overall objective of the internship programme was to enable young disabled people to undertake their own research project in collaboration with a DPO, NGO or a university**
- **The rationale for the internship programme was to provide a platform for young disabled people to undertake a discrete piece of research in the field of disability and international development.**
- **Three projects were selected to link with the research projects undertaken as part of the CCDRP.**
- **Once again, the success of the internship programme demonstrates that the process of undertaking research is just as important as the final research outputs.**
- **Presentation following will detail the internship process.**



Collaboration with SAFOD

- **The Southern African Federation of the Disabled (SAFOD) undertook a complementary research programme, (funded by DFID) to support the research capacity of southern DPOs and to undertake research on disability and development issues throughout Southern Africa**
- **Professor Nora Groce has been a member of their Consortium Advisory Group, (CAG) – providing strategic input into the direction of the programme**

Conclusion: Key Lessons Learned

- **Progress in the right direction - but still more to be done in this area:**
 - **For example, there is a need for indicators to monitor inclusion of disability in mainstream development research**
- **In conducting disability and international development research, the *process* is just as important as the research findings and policy implications:**
 - **Disabled people in developing countries need to be encouraged and equipped with the requisite skills to undertake their own research or commission others to do so.**
- **Unless the capacity of disabled people and development researchers is enhanced, then it is likely that disability issues will remain periphery in mainstream development policy and research.**