

## CEDIL guidelines on impact evaluation that are sensitive to disability

These are simple recommendations on the inclusion of data on disability for researchers conducting evidence syntheses and primary studies.

### Evidence syntheses

We recommend the use of the PROGRESS-PLUS framework (O'Neil et al., 2014) which was designed for the consideration of disadvantaged groups in conducting systematic reviews of public health interventions. PROGRESS-PLUS includes the following groups: place of residence; race, ethnicity and language; occupation; gender and sex; religion; education; socioeconomic status; social capital, disability, sex orientation, age and an open category including any other vulnerable group (Kavanagh et al., 2008).

In particular, reviewers should disaggregate the result by disability status, among other disaggregations, report and interpret the results, appraising the literature, and identifying gaps.

### Primary studies

All studies should include a set of questions directed to assess the impact of interventions on disability. We recommend the use of the 6 short disability questions produced by the Washington Group on Disability Statistics (<http://www.washingtongroup-disability.com/washington-group-question-sets/short-set-of-disability-questions/>), expanded by 4 questions on mental health measuring anxiety and depression.

The short questions of the Washington group were designed for censuses and surveys and have a focus on functionings rather than impairments. They cover: seeing, hearing, walking, cognition, self-care and communication. They were designed to be adaptable to different cultural contexts with varying levels of resources. The Washington Group has provided guidelines on the translation and testing of the questions in the field, which can be found on the website above, and that researchers are recommended to use. The 10 recommended questions are reported in the Appendix.

Primary studies not including the recommended set of questions in their survey should explain their choice. Arguments for not including the questions may include: 1. When the expected sample sizes are too small to generate useful statistics, 2. When measurement for

practical or ethical reasons is not possible, 3. When aspects of disability (for example depression) are already a main focus of the research.

## Guidelines

The guideline for good evaluation practice will include the following recommendations:

- For evidence synthesis: disaggregate the evidence by relevant groups, with a specific focus on disability
- For primary studies: include the set of 10 questions in the survey instruments or explain the exclusion

## References

KAVANAGH, J., OLIVER, S. & LORENC, T. 2008. Reflections on developing and using PROGRESS-Pus. C2 Equity Update, 2.

O'NEIL, J., TABISH, H., WELCH, V., PETTICREW, M., POTTIE, K., CLARKE, M., EVANS, T., PARDO, J. P., WATERS, E., WHITE, H. & TUGWELL, P. 2014. Applying an equity lens to interventions: using PROGRESS ensure consideration of socially stratifying factors to illuminate inequities in health. *Journal of Clinical Epidemiology*, 67, 56-64.

WASHINGTON GROUP ON DISABILITY AND STATISTISC (2020), Short set of disability questions, available at <http://www.washingtongroup-disability.com/washington-group-question-sets/short-set-of-disability-questions/>

## Appendix

Washington Group 6 questions followed by 4 mental health questions. The standard disability cut-off for the 6 questions is 'a lot', while the standard disability cut-off for the mental health questions is 'daily' and 'a lot'.

### 1. Do you have difficulty seeing, even if wearing glasses?

- a. No -no difficulty
- b. Yes -some difficulty
- c. Yes -a lot of difficulty
- d. Cannot do at all

### 2. Do you have difficulty hearing, even if using a hearing aid?

- a. No-no difficulty
- b. Yes -some difficulty
- c. Yes -a lot of difficulty
- d. Cannot do at all

### 3. Do you have difficulty walking or climbing steps?

- a. No-no difficulty
- b. Yes -some difficulty
- c. Yes -a lot of difficulty
- d. Cannot do at all

### 4. Do you have difficulty remembering or concentrating?

- a. No -no difficulty
- b. Yes -some difficulty
- c. Yes -a lot of difficulty
- d. Cannot do at all

### 5. Do you have difficulty (with self-care such as) washing all over or dressing?

- a. No -no difficulty
- b. Yes -some difficulty
- c. Yes -a lot of difficulty
- d. Cannot do at all

### 6. Using your usual (customary) language, do you have difficulty communicating, for example understanding or being understood?

- a. No -no difficulty
- b. Yes -some difficulty
- c. Yes -a lot of difficulty
- d. Cannot do at all

### 7. How often do you feel worried, nervous or anxious? Would you say... [Read response categories]

- 1. Daily
- 2. Weekly
- 3. Monthly
- 4. A few times a year
- 5. Never
- 7. Refused

9. Don't know

**8. Thinking about the last time you felt worried, nervous or anxious, how would you describe the level of these feelings? Would you say... [Read response categories]**

1. A little
2. A lot
3. Somewhere in between a little and a lot
7. Refused
9. Don't know

**9. How often do you feel depressed? Would you say... [Read response categories]**

1. Daily
2. Weekly
3. Monthly
4. A few times a year
5. Never
7. Refused
9. Don't know

**10 Thinking about the last time you felt depressed, how depressed did you feel? Would you say... [Read response categories]**

1. A little
2. A lot
3. Somewhere in between a little and a lot
7. Refused
9. Don't know

## About CEDIL

The Centre of Excellence for Development Impact and Learning (CEDIL) is an academic consortium initiative Established in 2017 through funding from the UK Government's Department for International Development (DFID), the Centre of Excellence for Development Impact and Learning (CEDIL) supports innovation in impact evaluation for international development contexts.

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