

A Theory of Change for Realising Disability Inclusion

Citation: Evans, C. (2024). A Theory of Change for Realising Disability Inclusion in British Council Higher Education and Science Programmes. Eleanor Glanville Institute, University of Lincoln; inclusivehe.org. A British Council commissioned resource.

Realising Disability Inclusion

Disability inclusion is defined as ‘the extent to which organisations support persons with disabilities (PwD) to have equal access to learning and equal opportunities to do well compared to their peers without disabilities’ (Evans & Zhu, 2022).

Overview

Approximately 1.3 billion people experience significant disability, representing 16% of the world’s population ([World Health Organisation \(WHO, 2023\)](#)). Disability intersects with many variables (e.g., sex, age, gender identity, sexual orientation, religion, race, ethnicity, economic status) affecting persons with disabilities (PwD) in a myriad of ways. The United Nations’ (UN) 2030 Agenda for Sustainable Development and its 17 sustainable development goals (SDGs) pledge to leave no one behind and recognise disability as an issue that cuts across all SDGs ([WHO, 2019](#)). However only seven out of 169 targets specifically address disability inclusion and only 10 of their 231 indicators explicitly require disability data disaggregation. The [United Nations Development Programme](#) (UNDP) argue it is time for global and country level policy commitments to engage more actively to advance disability inclusion ([UNDP, 2023](#)).

In 2023 the British Council worked with over 200 countries reaching 600 million people (British Council; this would have included approximately 96 million persons with disabilities (PwD)).

British Council’s commitment to equality, diversity, and inclusion is embedded within its strategic priorities to: ‘Be one British Council with an attractive culture... Our people and our partners experience a culture that promotes excellence, respect, inclusion and diversity’ that ensures ‘inclusive and equitable quality education and promote[s] lifelong learning opportunities for all...and inclusive education reform’ (British Council Corporate Plan, 2023-25, p.10, 18).

The focus of this document is on how a generic EDI theory of change can be used to support disability inclusion (Figure 5). This EDI theory of change can be used to support inclusion for all, and especially for disadvantaged and underrepresented groups.

Applying the EDI Theory of Change to Disability Inclusion

The fundamental theories drawn upon to support disability inclusion (DI) and represented in the EDI theory of change model include self-advocacy and self-determination theory, and information processing theories on self-regulation (strategies developed to realise goals) given the impact of these constructs on enhancing access and successful outcomes for all individuals and especially for persons with disabilities. In supporting self-advocacy, the importance of shared organisation responsibility for inclusion is highlighted in the

model, and the importance of systems, structures and processes working in alignment to reduce the load on persons with disabilities in the development of a shared advocacy approach (see Figure 5). Key to this is better awareness of individual differences, and high quality training to support implementation of inclusive approaches in practice, with ongoing monitoring and evaluation to ensure inclusivity is being realised for all. Relevant concepts include anticipatory design – i.e., designing environments that enable all to be able to get into them – which links to notions of universal design. The key feature of our approach is how we support individual self-regulatory skill development and ensure that systems, structures and processes enable persons with disabilities to realise their potential by having equal access and equal opportunities to do well.

Disability Inclusion Goals

In applying this theory of change to disability inclusion (DI) **aspirations** include but are not limited to:

- Establishing the British Council as a thought leader in DI.
- Strengthening the UK's international reputation for DI.
- Building greater awareness of, and support for, DI with all global partners/stakeholders in support of equal access and equal opportunities for PwD.
- Building a strong international consortium to support advancement of DI policy and practice.
- Fully embedding DI within all British Council's programme offer.
- Building a strong research base: Enhancing DI research to enable better understanding of the experiences of PwD.
- Advancing understanding and development of inclusive research cultures with partners.
- Ensuring all programmes (online, and face-to-face) and documentation are fully accessible to PwD.
- Promoting disability inclusive leadership at all levels within the British Council.
- Building representation of PwD at all levels within HE and Science programmes and across the British Council.
- Ensuring all colleagues have access to and are engaged in high quality DI training (awareness and practice).
- Fully embedding DI within all British Council structures, systems, and processes including human resource processes and key aspects of practice (e.g., recruitment assistance).

Disability inclusion in the EDI theory of change acknowledges the **interactional** nature of disability (Shakespeare, 2014) (i.e., the interaction of a person's disability [inherent and/or acquired] within societal, cultural, and contextual contexts that pose barriers and affordances. Disability is **intersectional** in that it is but one factor impacting an individual that works in combination with other individual factors and situational contexts (e.g., gender, race, ethnicity, sex, gender, religion, social class, location, etc.).

Disability inclusion is **situated** in that it involves a person with disabilities, in a specific context; but it is also dynamic in that the nature of disability and contextual conditions will change both over the short and/or longer term along with peoples' perceptions of their own disabilities (Figure 1). The interaction of individual and contextual variables in impacting behaviours is important to understand, especially in relation to supporting the agency and autonomy of individuals (Bandura, 1991, 1986, 2001). Individuals

influence the contexts they are in and are influenced by them. A key question for disability inclusion is the extent to which environments enable PwD to have equal access to them and equal opportunities to do well. It is important to understand the nature of social, cultural, economic, and political factors impacting those with disabilities in a specific context, how these factors change over time and in different contexts, and what leverage is possible to enhance DI within the potential constraints of legal and associated regulatory processes. Disability policies, laws, standards, and actions plans that are implemented by different countries and regions are available at the [United Nations' website](#) and [World Health Organization's MiNDBank](#). Progress in realising disability in relation to sustainability goals for different countries can also be found in [international disability alliance reports](#).

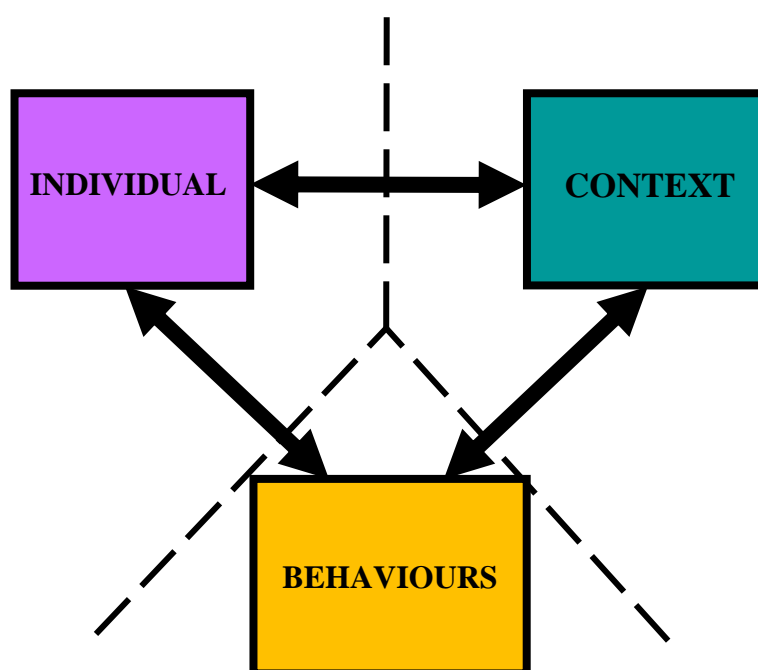


Figure 1: Triadic relationship between individual and their context

Figure one depicts three boxes representing the individual (PwD), the context(s) the PwD engages with, and resultant behaviours. These areas are all shown as interrelated, in that actions in one area impact the other two.

The context of disability inclusion operates at a variety of scales (individual, local, national and global). Frameworks to support change that many countries align with transcend national boundaries (e.g., [Convention on the Rights of Persons with Disability \(CRPD\)](#) and the [Disability Inclusion Strategy](#); both were adopted by the United Nations).

Underpinning Theoretical Concepts

Central to the realisation of disability inclusion in the EDI theory of change is supporting the **self-advocacy** of persons with disabilities (PwD) including knowledge, beliefs, and behaviours.

Self-advocacy refers to: ‘the ability to assertively state wants, needs and rights, determine and pursue needed supports and to obtain and evaluate the needed support with the ultimate goal of conducting affairs independently’ (Pfeifer et al., 2021, 20). Self-advocacy includes self-awareness, self-efficacy (belief in one’s ability), and the self-regulation skills to support the development of self-advocacy (including cognitive, metacognitive and affective self-regulatory skills).

Self-advocacy and autonomy, and related self-determination constructs are predictors of participation in higher education among persons with disabilities (PwD), and they are seen as critical in impacting student success (Kutscher & Tuckwiller, 2019). Pfeifer et al. (2020) found that self-advocacy is influenced by agency; individuals who demonstrated agency tended to describe more forms of self-advocacy. Self-determination theory (SDT) highlights the interaction between individual’s perceptions of autonomy and control, their goal orientation/motivations, affect, locus of control (whether an individual feels outcomes are within one’s control or not), and expectancy of success (Deci & Ryan, 1995).

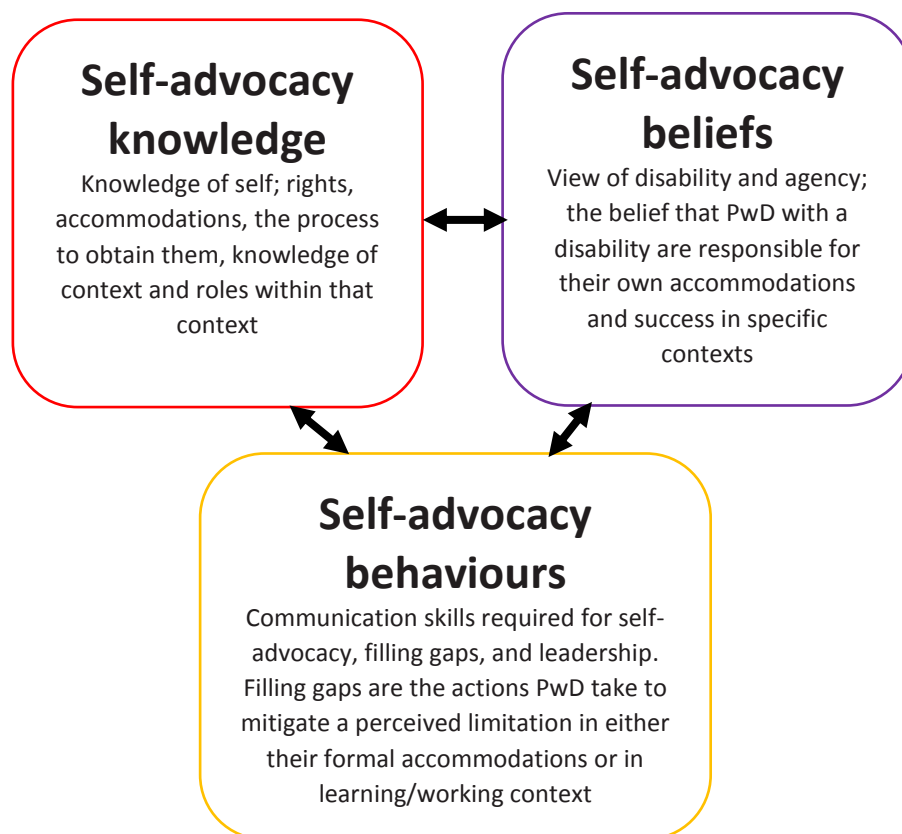


Figure 2: Adapted from the self-advocacy model of Pfeifer et al. (2020)

Figure 2 shows three main dimensions of self advocacy: self-advocacy knowledge, self-advocacy beliefs, and self-advocacy behaviours in three interconnected boxes to demonstrate the interrelationships between them.

Self-advocacy comprises knowledge of self, and in relation to the context, confidence in one’s abilities, including one’s ability to take control of events to successfully achieve goals (Moriña & Biagiotti, 2021). Autonomy, agency and relatedness are central here and defined as follows:

- **Autonomy** is the ability to act free of outside influences by being able to make choices based on what one desires without undue constraints. Stakeholders can limit PwD ability to be autonomous, for example, through inflexible programme structures and barriers to accommodations/supports (Easterbrook et al., 2019).
- **Agency** often used interchangeably with autonomy, refers to being in control of one's actions reflecting self-causality (Bennett et al., 2023). Agency is mediated by contextual and cultural influences such as activities, situational circumstances, and socio-cultural constraints, and opportunities.' (Bandura, 1999, p. 6).
- **Relatedness** referring to the need to have meaningful relationships with others. Relatedness is linked to the extent to which environments are inclusive and welcoming (e.g., promoting respect, trust, fairness, co-construction, safety, etc.). It is also closely connected to perception of belonging (i.e., feeling connected to others as part of a specific community of learners). Autonomy, agency, and relatedness are known to impact motivation and wellbeing.

To realise disability inclusion the importance of shared advocacy is seen as essential. This is where an organisation and individual collaborate to facilitate access and equal opportunities to do well for all PwD (Hewett et al., 2021; Kim & Kuschter, 2020). Achieving mutual accommodations requires a (i) commitment to inclusive approaches, (ii) adjustments – where it is necessary for organisations to make adjustments to meet PwD needs to overcome barriers which cannot be overcome through inclusive approaches; (iii) supporting the personal agency and adjustments of the PwD – i.e. where the individual makes their own adjustments, drawing upon (and developing) their existing skillset (iv) providing focused self-regulatory advocacy training, (vi) building a disability inclusive environment (see the 12 core themes advocated in the Disability Inclusion Institutional Framework (Evans & Zhu, 2022; Hewett et al., 2020).

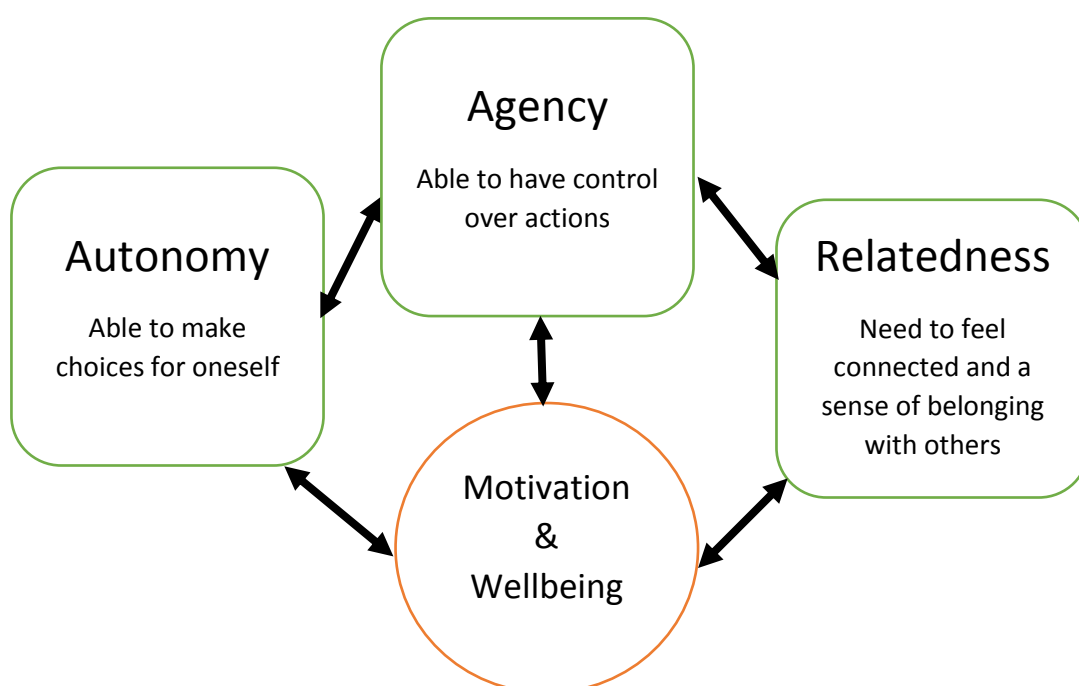


Figure 3: Relevant self-determination theory constructs

Figure 3 shows three interconnected constructs (autonomy, agency and relatedness) and their influence on motivation and wellbeing. These three constructs are depicted in three boxes which are shown as being interconnected and linked in a two-way relationship with an individual's wellbeing and motivation (shown as a circle).

Over time, the need for additional accommodations for PwD is significantly reduced as DI is embedded throughout all systems, structures and processes. In this way, organisations can support PwD through a process of mutual accommodations (Hewett et al., 2021; Kim & Kuschter, 2020).

Shared advocacy

Shared advocacy refers to 'Mutual accommodations undertaken by an individual and an organisation to support independence and agency, which minimise the need for further adjustments through integrated, inclusive, and anticipatory design' (Evans, 2024)

Shared advocacy takes account of the interactional nature of disability (Shakespeare, 2014), acknowledging that persons with disabilities are disabled by their bodies and by the environment (structural barriers to inclusion – e.g., negative societal attitudes, physical and economic barriers to access; exclusionary practices inherent in systems and processes etc.).

In drawing on Figure 2 as a useful framework, it encapsulates organisational awareness of statutory responsibilities towards PwD (*knowledge of rights*), organisational commitment to inclusion and valuing of diversity (*Beliefs*), and organisational *behaviours* in realising this.

The concept of shared advocacy: shared responsibility for DI draw on a number of key constructs including:

- Bandura's (1991, 1986, 2001) research on the interaction of individual and contextual variables in impacting behaviours;
- Individual differences and participatory pedagogies research (Evans & Waring, 2009; Waring & Evans, 2015; Scott et al., 2014).
- Developing environments that support the ability of individuals to regulate for themselves (e.g., Evans (2016, 2022) [Equity, Agency, and Transparency Assessment](#) (EAT) Framework; Evans & Waring's Self-regulatory Assessment and Feedback (SRAF) Pedagogies (2023, 2024).
- Universal design concepts from design of buildings to enable all to access, and later translated to pedagogical design (CAST, 2024).

Note: For more information on self-advocacy, shared advocacy, and related constructs, please see the [Guide on Self-Advocacy](#) on the [inclusive.org](https://www.inclusive.org) website which explains some of the theoretical constructs in more detail.

Achieving Disability Inclusion

Achieving full disability inclusion requires an integrated organisation approach (see Evans and Zhu's (2022) [Disability Inclusion Institutional Framework](#) (DIIF)). In their framework, Evans and Zhu outline 12 interconnected dimensions of disability inclusion which aim to promote self- and shared-advocacy through focusing on shared ownership, empowerment, and independence.

1. **Shared Ownership** – achieved via:

- Developing shared responsibility for DI.
- Visible and distributed leadership of DI where diversity is valued, supported, and celebrated.
- Ongoing monitoring and evaluation to ensure alignment to agreed DI principles.

2. **Empowerment of PwD** –achieved via:

- Effective and inclusive infrastructure (e.g., effective communications, high-quality awareness training, appropriate supports; inclusive recruitment/promotion processes; fully accessible environments).
- Anticipatory approaches - Planning by PwD for PwD- where cultures of inclusion empower engagement of PwD in the shaping and delivery of services.

3. **Independence** – achieved via:

- Promoting agency
- Supporting acquisition of essential skills to advocate for oneself.
- Building inclusive environments that support equal access and equal opportunities.

For more on the DIIF framework, see the handbook on the inclusivehe.org website, https://inclusivehe.org/wpcontent/uploads/2022/08/disability_inclusion_institutional_framework_international_2022-2.pdf,

The [disability inclusion themes](#) and

[Principles underpinning disability inclusion](#)

Creating the Conditions for Disability Inclusion

The EDI model of change focuses on four core areas of activity to support disability inclusion (DI) in practice. These activities take place mindful of **creating the conditions for success** which include, but are not limited to:

- The adoption of an integrated approach to DI across an organisation and programmes (e.g., the Disability Inclusion Institutional Framework).
- Addressing values and beliefs about disability inclusion.
- Understanding of policy and strategy in specific contexts and appropriate leverage of change approaches to advance DI in EDI policy agendas.
- The importance of building inclusive partnerships and valuing the inputs of all participants which includes PwD centrally involved in research, design, and delivery.
- Supporting better understanding of the lived experience of PwD, the intersectionalities involved, and the complexities inherent within specific contexts.

- Ensuring sustainable practices that are embedded within local contexts, and supported by networked communities to support the sharing of good practice.

Activities to Support Disability Inclusion

In the EDI theory of change, the four key areas of activities to supporting realisation of DI include: Enhancing Awareness; Ensuring Access: Embedding Inclusive Design; and Ongoing Monitoring and Evaluation, and can be applied at organisation, programme, team and individual levels.

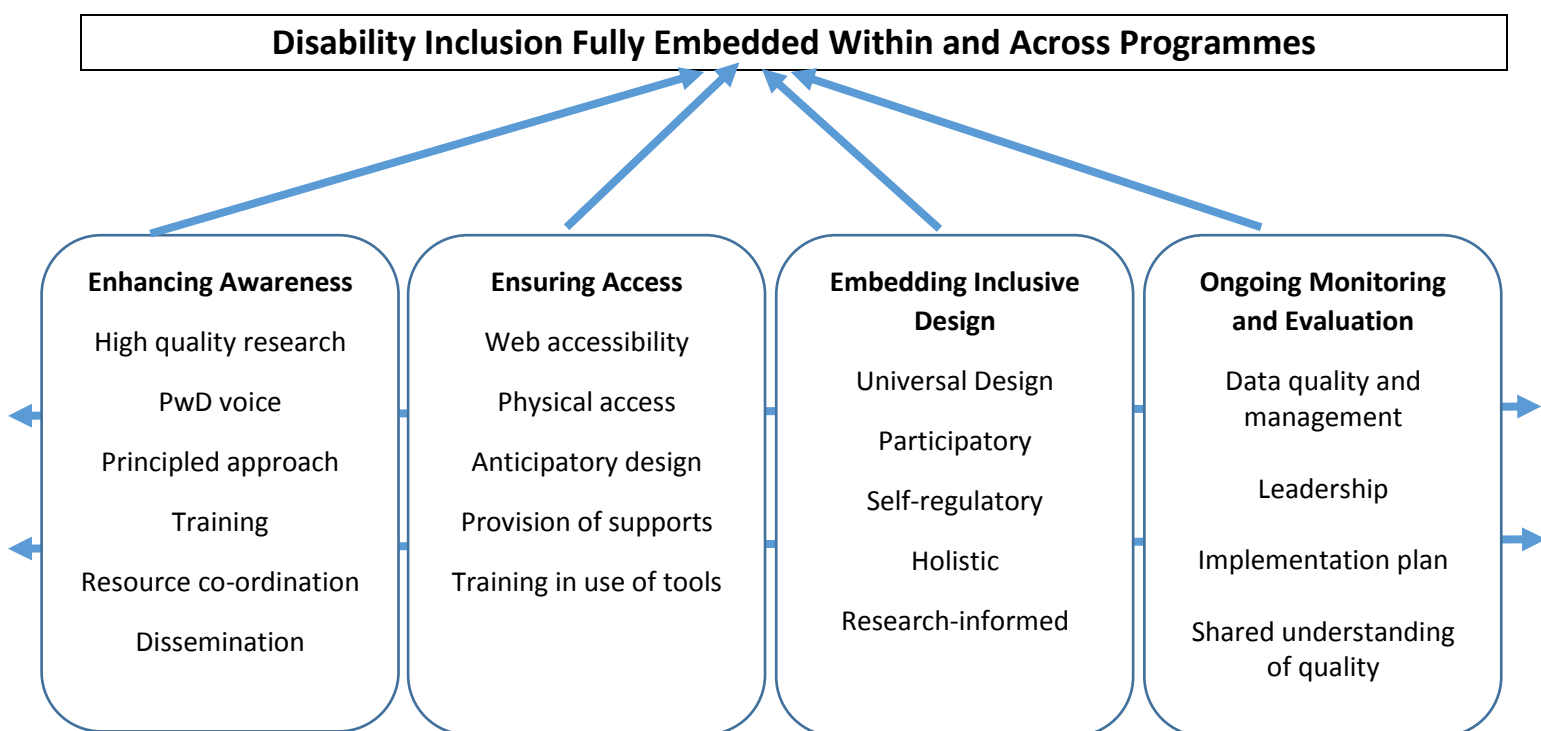


Figure 4: Key activities to support disability inclusion

Figure 4 provides a summary of key themes relevant to each area of activity and the interrelationships between them in realising disability inclusion. Further details of what these themes may comprise is provided in the following text.

Enhancing Awareness

Includes activities to support understanding of DI and its integration into all working practices. For example:

- The production and dissemination of high quality research on PwD to include intersectionalities and in specific cultural contexts.

- Engaging directly with PwD to support anticipatory approaches to DI.
- Open dialogue around the language of DI and fundamental principles underpinning approaches with colleagues and partners.
- Training in how to apply understandings of DI.
- Embedding DI approaches across all activities to impact engagement activities (grant calls, HE fairs, global webinars, online and face-to-face conferences; module delivery; online information; insight and engagement briefing reports).
- Co-ordination of resources to create an inward and outward facing directory of core materials.
- Embedding DI information to support international student transitions into UK agent training; Study UK modules to support understanding of DI support in the UK.
- Embedding DI within internal policies and practices as a means of inclusion and also awareness raising (e.g., Support recruitment and progression of colleagues; EDI contributions valued in the promotions process).

Ensuring Access

Relates to physical access both online and face-to-face to all resources, activities and events. It also relates to understanding of specific cultural and physical contexts. For example:

- Ensuring Web Content Accessibility Guidelines ([WCAG 2.1](#) or equivalent) are followed.
- Ensuring the way in which resources are organised enable access to them from a cognitive (information processing perspective) – i.e., clear signposting of key information, clear organisation and minimizing duplication of materials, links to information to provide concrete examples of complex concepts, making any requirements explicit.
- Ensuring for face-to-face events that full consideration has been given to the holistic experience of PwD (For example, on boarding and registration access; dietary needs, information on accessible accommodation, physical access to buildings and use of materials within rooms; assistive technologies to ensure access to information etc.).
- Ensuring that DI considerations are integral to grant calls (e.g., ensuring accessibility is built into all elements of the grant call to include – access to materials, submission portal, timelines, support requirements etc.).
- Ensuring all staff have access to accessible tools and know how to use them such as accessibility features in teams, and word documents (using this link [making your word documents accessible to people with disabilities](#)).
- Access is embedded to support the lived experiences of staff through all areas of activity (e.g.,

recruitment portal; negotiating supports such as Access to Work; supports needed in transitioning into new roles; ensuring suitability of equipment etc.)

Embedding Inclusive Design

Universal design is one approach to supporting inclusion, whereby the aim is to design environments and resources so that anyone can access them, rather than designing for a specific learner. CAST created the [Universal Design for Learning](#) (UDL) framework and [UDL Guidelines](#), to make learning more inclusive. Other approaches may use adaptive approaches such as UDL, and adapted design whereby the environment is also modified to support the needs of specific learners. Evans (2016, 2022) in designing [Equitable, Agentic and Transparent Assessment](#), The EAT Framework, in higher education was interested in how learning environments can be devised to empower learners to activate change in them, with an emphasis on self-regulation skills. For example, through supporting learners' abilities to manage themselves in specific contexts to achieve their goals by creating inclusive environments through a collaborative, participatory approach.

Relevant frameworks include the EAT Framework mentioned above and Evans and Waring's (2024) self-regulatory approach that highlights the high level skills that all learners need to acquire to be successful in an environment (i.e., knowing what strategy to use and using it well). This includes the concept of **agentic engagement** (Evans, 2016, 2022), the ability to be able to influence an environment and leverage change in it to make it more accessible; this is central to the concept of self-advocacy.

This self-regulatory approach evolved from Evans and Waring's (2009) Personal Learning Styles Pedagogy which has five interrelated facets that can easily be adapted to DI:

- (i) Understanding the lived holistic experience of those with and without disabilities.
- (ii) How to use learning tools most effectively to support individual learners – requiring an understanding of specific disability needs.
- (iii) Optimising conditions for learning by being sensitive to the needs of a learner which includes consideration of metacognitive, cognitive and affective needs, integration into a community and the building of networks of support.
 - **Metacognitive skills development** – '*Choosing the right strategies and using them well*' requires exposure to the range of strategies relevant to the context, opportunities to practice and apply in a range of contexts, along with opportunities to support network development and learning how to utilise cues in the environment to support one's learning.
 - **Cognitive skills development** focuses on supporting an individual/team processing capability and how through the design of learning environments it is possible to reduce cognitive load on individuals/teams through simplifying design features, and teaching colleagues strategies to enhance working memory capacity.
 - **Emotional skills development** includes a focus on self/shared-awareness and beliefs in supporting agency, ownership, and belonging in context, and building of network support. Emphasis is also on the valuing and supporting of diversity at all levels within an organisation.

- (iv) Design of learning environments to ensure ‘housekeeping’ is attended to (e.g., full access to resources), and emphasis on self-regulated learning development.
- (v) Supporting learner autonomy and voice through focusing on the centrality of the person with disabilities as a co-constructor of knowledge, with control over the learning process (see Waring & Evans, 2015 for more information on this approach).

Within the context of the British Council’s Higher Education and Science programme development inclusive design examples include:

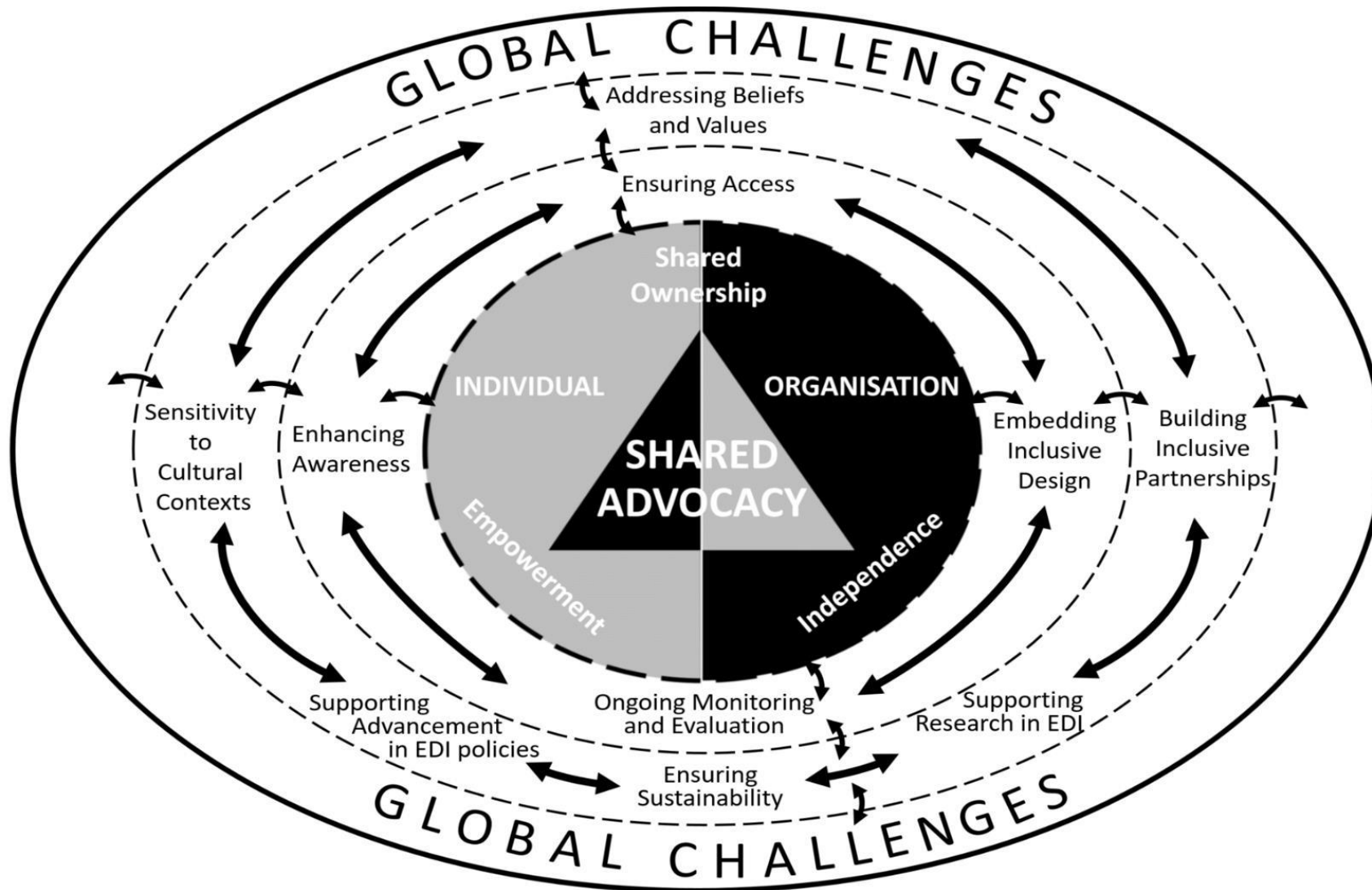
- Embedding DI in the research call process (e.g., planning and launch of call, support and development via monitoring and evaluation of the progress of the grant project).
- Designing research calls that support the development and promotion of inclusive research cultures (engaging PwD centrally in research and promoting research into DI. To also include development of inclusive assessment panels (composition of the panel and inclusive working practices), and inclusive criteria embedded within overall criteria for award of research grants).
- Addressing gaps in research on PwD and in specific areas of practice and regions.
- Supporting the development of inclusive communities of practice and network building:
 - Development of an early career fellows’ network for successful grant holders and teams in the UK.
 - Connecting successful grant award winners across grant calls to further DI (e.g., Disability Inclusion Partnerships; Research Collaboration Partnerships).
 - Building an international consortium on DI.
- Focusing on impact and sustainability in research grant calls about how DI practices are being embedded into daily practice and how they will be supported post the duration of a grant award.
- Ensuring inclusive design elements are embedded in workshops, conferences, and online events as identified in awareness and access concerns.
 - Ensuring all colleagues can participate fully through anticipatory design.
 - Ensure engagement of PwD in leading DI events.
 - Ensuring reach and scale in terms of opportunities to build DI with partner around the globe.
- Providing training and mentoring support to support colleagues in developing inclusive practice and engaging PwD in the development and delivery of this.

Ongoing Monitoring and Evaluation

This considers how monitoring and evaluation is embedded within systems, structures, policies and processes, and used in an iterative way to ensure agile and dynamic change. For example, the need for:

- Clarity about starting points and baselines for DI. What data do you have on DI? How consistent does data collection need to be across programmes?
- Capturing of meaningful data? What are the key metrics you need to capture? What are the best methods to do this? How are PwD engaged?
- Strong leadership within and across programmes to maximise learning opportunities and synergies while also recognizing the specific needs and foci of programmes.
- SMART goals and clear milestones (specific, measurable, attainable, resource-related, and timely).
- Clear lines of responsibility to enable lessons learnt from ongoing monitoring and evaluation to be used iteratively to inform progress.
- Effective inclusive design of processes, and effective oversight of projects to maximise potential for positive impact.
- Shared understandings of quality: How is quality / impact being defined within and across programmes? What does good look like? What is the intended reach (target audience)? What level of change is being looked for? Is understanding of quality shared across all partnerships?

Figure 5: Creating the Infrastructure to Support a Holistic Approach to Equity, Diversity and Inclusion (EDI)



Written description of Figure 5

Figure 5 provides a visual depiction of an overarching equality, diversity, and inclusion (EDI) theory of change model that has been used to support the realisation of disability inclusion. The model can also be used to support inclusion of other under-represented and disadvantaged groups. Disability is intersectional and cuts across many other individual difference characteristics making a generalised theory of change model useful.

At the centre of the diagram is a **triangle highlighting the underpinning theoretical framing of the theory of change – a focus on shared advocacy** (organisation and individual responsibility in realising disability inclusion (DI) (see document [Theory of Change MA03 Core concepts: Self-advocacy](#)). Self-advocacy and autonomy, and related self-determination constructs have been identified as predictors of participation and success in higher education among those with disabilities (Pfeifer et al., 2020). The premise is that these constructs are central to the inclusion of all persons.

At the **three points of the triangle** the following three elements are highlighted: The importance of (i) shared ownership of DI, and (ii) empowerment of individuals, to support (iii) independence through effective self-management and regulation of oneself and one's environment. These key elements are derived from Evans and Zhu's Disability Inclusion Framework (2022) that considers the importance of 12 interrelated elements of practice important in impacting inclusion.

The **central triangle of our model is encased within a circle** that highlights the **co-responsibilities** of individuals and organisations to enable shared advocacy to be realised.

Outside of our central circle, the **second circle** of the EDI theory of change model highlights **four key actions** required to realise DI, these include:

1. **Enhancing awareness of DI needs** (e.g., through research, training, resources).
2. **Ensuring access** (e.g., physical access and online access to contexts – assistive technologies).
3. **Embedding inclusive design** (e.g., those activities that not only allow equal access but equal opportunities for all to thrive - related constructs – universal design; anticipatory design).
4. **Ongoing monitoring and evaluation** (e.g., how do we know what we are doing is inclusive across all aspects of our activities and where is the oversight of this?).

The **third outer circle of** our EDI theory of change highlights **6 key considerations** in implementing inclusive practice: (a) the importance of addressing beliefs and values, (b) the importance of sensitivity to context, (c) the need to ensure advancement of EDI policy in impacting practice, (d) investing in research on EDI, (e) ensuring inclusive partnerships that are (f) sustainable.

The **outermost circle** making up our model draws attention to **global challenges** impacting the realisation of inclusive environments while also acknowledging the importance of facilitators and barriers to inclusion from individual and organisational perspectives.

All areas depicted in this model are interrelated in supporting the realisation of inclusion for all.

Creating Your Theory of Change

A theory of change helps to focus your goals and to consider the ways of achieving them. It challenges you to think about the assumptions you are making and what has informed them. A theory of change should be simply expressed and not overly complicated.

Aims

What are the core aims of your project?

- What is your rationale? Why the focus on this area? What evidence are you drawing on?

Enablers

What support and resources are available or need to be secured to realise your project aims?

- What are the specific context demands that you are working with?
- How well do you understand the needs of other stakeholders in this work?

Focused Actions

What are your immediate priorities (year 1) and what are your longer term priorities to achieve your aims (years 2-3)?

- How do you know the areas you are focusing on are the right ones? What has informed your judgement?

Methodology

What approaches are you using to realise your aims?

- What is the evidence base for their effectiveness, and within the contexts you are working in?
- What flexibility is built in to revise approach if needed?

Outputs and Outcomes

What are the key outputs and outcomes you are aiming to achieve?

- How will you measure the impact of your work (i.e., Did it reach those it was intended for (reach)? What does quality look like?
- What types of impact are you valuing and measuring?

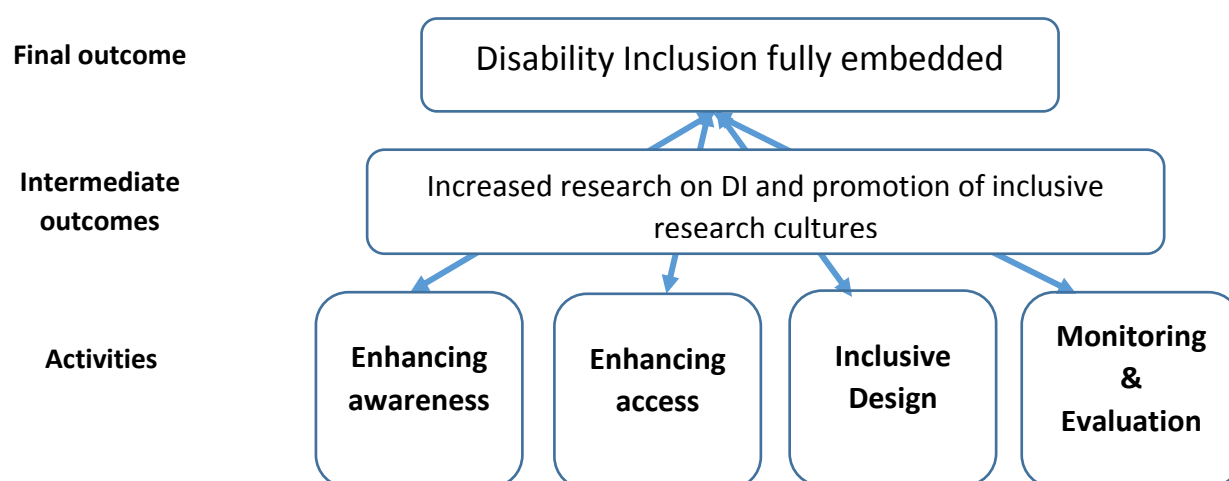
Clarifying your Disability Inclusion Focused Theory of Change

A theory of change should be focused and simple; this is not saying that realising change is not complex. It is saying the steps towards achieving change need to be specific and very clear. Theories of change can be explained in narrative, diagrammatic and tabular formats:

(i) As a **narrative** in the shape of a few sentences. Such as:

Our focus is on X, because (why is it important). We are taking the following actions (which are?) to try to achieve our aim (which is?) because the evidence (what evidence, and what is the quality of this evidence?) suggests that by doing Y (?) this will lead to Z (?).

(ii) As a **diagram or flow chart** that summarises the key steps you intend to take to address goals.



(iii) As a **logic chain diagram**

Aim(s)	Overarching goals
Outcomes	Impacts both immediate and longer-term
Outputs	Products of the work to support realisation of aims
Enablers	Contextual affordances and also limitations
Activities	Activities to drive attainment of goals (e.g., related to enhancing awareness; ensuring access; embedding inclusive design; ongoing monitoring and evaluation).
Inputs	Resources to support activities – research already undertaken; staff knowledge and experience; partnerships; work already in place

Key Considerations in Developing your Disability Theory of Change Initiatives

What is your starting point?

Drawing on the FCDO (2022, p. 34) equalities work that looks at the development of EDI on a continuum from equality awareness to equality transformation, where would you place your stage of disability inclusion development?

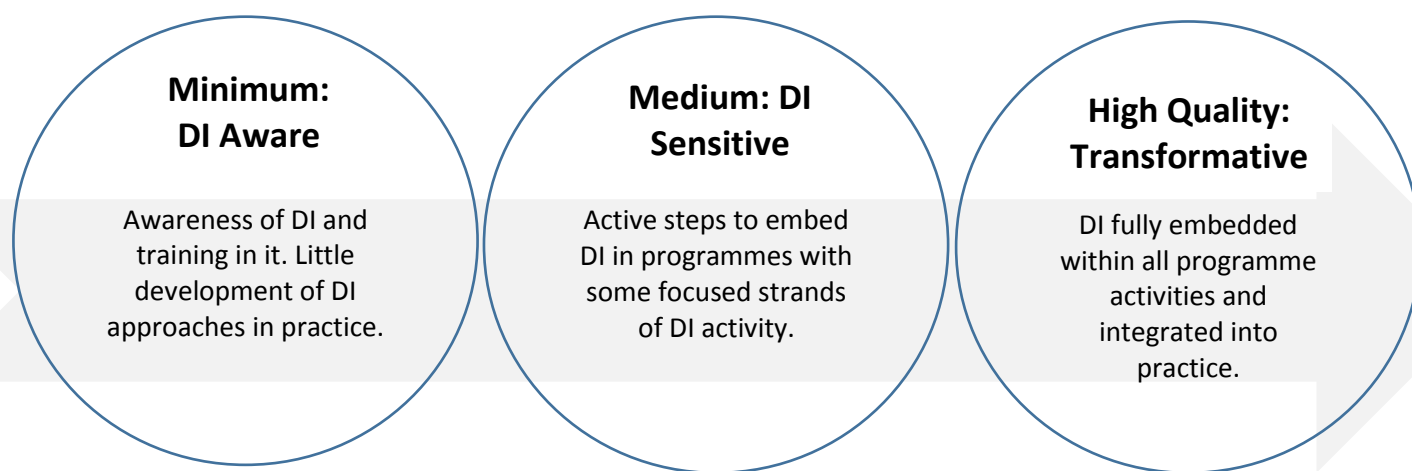


Figure 6: Stages in the development of disability inclusion adapted from FCDO EDI model

Figure 6 portrays three circles indicating stages in the development of moving to full embedding of DI. These stages involve evolution from awareness of DI to starting to develop in practice, and to finally embedded throughout all activities and realising the transformation power of inclusive environments

What would transformative (full embedding of DI) look like in your programme? Outline your vision for this?

Considerations in thinking about your vision

- **What would transformative DI provision look like in terms or representation of PwD?**
(Percentage of PwD in programme teams; PwD representation in leadership roles
Engagement of PwD centrally in projects; Engagement of PwD across all regions/
partnerships etc.).
- **In what ways would DI be embedded within projects?**
(DI integrated into the lifecycle of all stages of project deliverables; focus specifically on DI and inclusive cultures in projects).
- **What would accessibility look like? How is it built into every aspect of design and delivery?**

(How DI is addressed in online platforms, in documentation, in-house events; recruitment and selection processes).

- **What would the DI knowledge base look like?**
(How has information on DI being captured and shared effectively including DI knowledge of local contexts?).
- **What would DI engagement look like with internal and external stakeholders?**
(number of projects, partnerships, training activities, embedded of information in websites, training resources etc.).
- **How would you effectively capture metrics of the impact of the work you do, both internally and with wider stakeholders?**
(e.g., How can the actions you take support enhancements to the lived experience of PwD? Confidence of team to operate in local markets through increased awareness of DI; impacts on understanding of DI through generation of high quality work; specific local impact on enhancing DI in specific contexts; development of effective DI partnerships; increased engagement of PwD; increase in inclusive practice and effectiveness of systems and processes to support DI etc.).

A strategic approach to disability inclusion

Where are your efforts best focused; which strategy (ies) is/are most appropriate in each instance? Things to consider, for example, include:

- (i) quick wins and those areas that require longer term investments
- (ii) focusing attention on areas of greatest need versus a more diffuse approach
- (iii) ways of influencing (hard push vs soft nudge)
- (iv) best done as individual programme team or in collaboration with others

A key consideration with DI is where the greatest inroads can be made, and where change needs to be managed more cautiously. In navigating DI approaches careful consideration needs to be given to the contexts in which you are working, the different stages of development of work with different partners, the remit of work with organisations, priorities, and resources.

For example, in areas where you have stronger control a hard push is possible. For example, in promoting research on DI and in making funding contingent on demonstrating inclusive practice. A nudge, on the other hand, is more about gentle influencing in contexts where you may have less control over initiatives (e.g., directing colleagues to inclusive resources and providing examples of successful approaches in related contexts; coaching models where more experienced partners work on projects with those less experienced in DI). There are many different variants along the 'hard to soft leverage with DI work.

Less is more

A focused, less is more approach is preferable in developing your theory of change and contingent actions. In using the EDI theory of change model, it serves as an organising framework in which to focus efforts. There are many different ways in utilising this model.

For example when looking at the four core activities it is possible to focus on one goal and aim for depth by focusing on the one thing across all activities as part of an integrated approach.

Table 1: Focusing on depth – e.g., Embedding DI in research project grants

Enhancing awareness	Ensuring access	Embedding inclusive design	Ongoing monitoring and evaluation
Commissioning research on ‘gaps’ in DI research	Making sure all stages of the grant call are inclusive Ensuring all outputs of the project are accessible	Funding contingent on engaging PwD centrally in research	Ensuring the voice of PwD is heard at all stages in the research process. Clarifying what high quality research looks like and inclusivity as central to this.

Table 2: Focusing on breadth – e.g., Tackling different elements of DI

Enhancing awareness	Ensuring access	Embedding inclusive design	Ongoing monitoring and evaluation
Focused resources aligned to the needs of different stakeholders	Workshops on making tools accessible	Developing case studies of good design of events – supported by workshops to better understand what anticipatory design is	Developing systematic ways to capture data effectively so as to be able to use in an agile way to inform practice.

Providing guidance to project teams about what good looks like

Ensuring that guidance for projects that you are working on are explicit about what you are looking for to support transformative disability inclusion. An example from a project bid on disability inclusion partnerships by the Going Global team is provided below.

Table 3: Guidance to stakeholders on what good looks like in context of a DI project

Levels of Integration of DI	Descriptors
Insufficient consideration of disability inclusion in project design	The specific issues affecting those with disabilities are not identified at the project design stage. Persons with disabilities are not represented in the project team. There is little consideration given to the nature of disability and intersectional characteristics in impacting how those with disabilities may be impacted in different education and research contexts.
Lack of alignment between project ambitions and project activities to support disability inclusion.	The needs of persons with disabilities are identified in the project design but are not addressed centrally in the project activities.
Disability inclusion integrated into project design	<p>A robust analysis has been undertaken to understand the different barriers and facilitators facing those with disabilities in research and education contexts. Approaches to data analysis are appropriately fine-tuned (e.g., Data is explored meaningfully through data disaggregated by type of disability and relevant intersectional characteristics such as gender, age, ethnicity, etc.)</p> <p>Specific solutions to support disability inclusion are outlined clearly in the project activities and outcomes. Activities focus on ways in which to promote disability inclusion in research and education.</p>
Transformative disability inclusion approaches	<p>Projects demonstrate a holistic approach to disability inclusion. The core project team includes colleagues with disabilities. Projects capture the voices of those with disabilities in their design, and in their engagement of persons with disabilities in the projects.</p> <p>There is an attempt to challenge the root causes of disability discrimination, and for specific groups by exploring key barriers and facilitators to disability inclusion.</p> <p>Activities might focus on institutional approaches to support disability inclusion mindful of wider societal and cultural challenges. Projects might focus attention on very specific and focused interventions aimed at enhancing disability inclusion.</p> <p>Activities contribute to the research and education base to support better understandings of DI. There is comprehensive evaluation of the impacts of projects on the extent to which initiatives/ interventions have made a difference: Key questions considered include: What is the scale of impact and on whom? What factors facilitated progress and what impeded it? What lessons were learnt that would be useful for others considering similar approaches? What learning and actions are being taken forward and how are they being embedded in a manageable way?</p>

Milestones

Table 4: Milestones document

Focus	Activity Area 1- 4	Specific action	Lead/core personnel	Intended Outputs	Intended Outcomes	Timeframes

Table 4 above provides a simple milestones chart to support disability inclusion priorities to be achieved over short (proximal) or longer terms (distal).

It is important to also consider facilitators and barriers and especially ‘windows of opportunity’ that may present themselves. In sum, plans needs to have a degree of agility to make best use of opportunities as they arise, and to reset when certain initiatives are not working as intended.

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