

INCLUSIVE PROJECT CYCLE MANAGEMENT



Participants' Folder

STAGE 2

December 2012

Acronyms	3
Introduction	4
Course outline	7
Day 1 – Course materials	
To be added	
To be added	
To be added	
To be added	
To be added	
To be added	
Day 2 – Course materials	
To be added	
To be added	
To be added	
To be added	
Day 3 – Course materials	
To be added	
To be added	
To be added	
Personal journal	10
Glossary	14
References	18

Acronyms

CSO	Civil Society Organisation
HO	Handout
IPCM	Inclusive Project Cycle Management
M & E	Monitoring and Evaluation
MDG	Millennium Development Goal
PPT	PowerPoint
PLWHA	People living with HIV/AIDs
QUAL	Qualitative
QUAN	Quantitative
UNCRPD	United Nations Convention on the Rights of Persons with Disabilities

INTRODUCTION



This Inclusive Project Cycle Management (IPCM) training package has been developed for CBM staff and partner organisations worldwide.

The Participants' Folder contains the course outline, some handouts, a list of online references and a glossary of gender terms. Additional handouts will be provided to add to the folder, during the course.

Learning objectives

The objective of the training is to promote inclusion in CBM's work and the work of CBM's partners. It focuses on two particular aspects of inclusion – how to ensure people with disabilities and both women and men participate in and benefit from development activities.

Inclusion for CBM means:

- ▶ The practice of accepting, treating and including people equally in development work, regardless of different backgrounds such as ability, origin, age, race and ethnicity, religion, gender, sexual orientation, identity or other culturally and socially defined distinctions.

The idea of inclusion applies to both CBM as an organisation and workplace as well as to its funded activities. CBM wishes to work collaboratively with its partners to ensure that people with disabilities and both women and men participate in and benefit from all the programs undertaken.

Although training is to be the initial step, it is just one of many ways that CBM will become increasingly better at ensuring its programs are inclusive. Training for staff and partners is not sufficient in itself to bring about sustained changes in practice, particularly because inclusive practice involves changes in attitudes as well as new knowledge and skills. Therefore, CBM efforts will be made to provide ongoing support for staff and partners as they implement inclusive practices with ongoing mentoring. The underlying message is that disability mainstreaming is a 'journey' and that small steps will lead to the desired change.

Application of disability inclusion awareness requires a combination of knowledge, attitudes and skills. Through course activities, participants will become familiar with including disability inclusive behaviour in their daily work.

The training package includes four (4) stages to suit a variety of learners, with those new to this topic expected to start at Stage 1 and those with more experience expected to start at Stage 2. Those with senior responsibility for managing programs would be expected to complete Stages 3 and 4, if nominated.

Each training stage has its own specific learning objectives. It is expected that at the end of Stage 1, participants will be expected to:

- ▶ understand what is meant by Inclusive Project Cycle Management (IPCM).
- ▶ identify the tools, processes and decisions needed at the pre-project stage.
- ▶ identify the tools, processes and decisions relevant to project design and implementation stages.
- ▶ identify the tools, processes and decisions relevant to review/evaluation stages .
- ▶ assess what makes strong inclusive practice at each of these stages.
- ▶ develop a personal action plan for inclusive work in their own organisation.

Overall, participants who have undertaken the training will be expected to have:

- ▶ increased understanding of the connection between disability inclusion and development work for CBM and its partners.
- ▶ greater skills in the application of key inclusion concepts and tools in the project management cycle.
- ▶ deeper understanding of the importance of and appropriate ways of monitoring changes in inclusion and quality over time related to CBM-funded programs.
- ▶ knowledge about how to access more specialized support about Inclusive Project Cycle Management (IPCM) and more detailed reading materials to support disability inclusive practice.

COURSE OUTLINE

Time	Topic
DAY 1 – ADVANCED PROJECT MANAGEMENT CYCLE	
08.30–08.45	Registration
08.45–09.15	Welcome and Introductions
09.15–09.50	Why We are Here – Learning Objectives and Course Overview
09.50–10.15	Refresher: What is a project management cycle?
10.15–10.30	<i>Tea break</i>
10.30–12.00	Why is Inclusion in the Project Management Cycle important?
12.00–13.30	<i>Lunch</i>
13.30–15.00	Summary of disability inclusive development International commitment to inclusion Key principles of implementing disability inclusive development
15.00–15.15	<i>Tea break</i>
15.15–16.30	Debate
16.30–17.00	Wrap-up of Day 1

Time	Topic
DAY 2 – INCLUSION IN PROJECT PLANNING AND DESIGN	
08.45–09.05	Review of Day 1 Objectives for Day 2
09.05–10.15	Twin track approach
10.15–10.30	<i>Tea break</i>
10.30–12.00	Different degrees of disability inclusion
12.00–13.30	<i>Lunch</i>
13.30–14.45	Assessment of proposals for disability inclusion
14.45–15.15	Developing consultation skills
15.15–15.30	<i>Tea break</i>
15.30–16.00	Focus on decision-making in the Project Cycle
16.00–16.30	Appraising proposals
16.30–16.45	Individual reflection
16.45–17.00	Wrap-up of Day 2

Time	Topic
DAY 3	
08.45–09.05	Review of Day 2 Objectives for Day 3
09.05–10.15	Preparation and presentation of appraisals
10.15–10.30	<i>Tea break</i>
10.30–11.15	Implementing inclusive projects
11.15–12.00	CBM's monitoring and evaluation for inclusion
12.00–13.30	<i>Lunch</i>
13.30–15.15	M&E practice – continuation from before lunch
15.15–15.30	<i>Tea break</i>
15.30–16.30	Communicating accessible M&E information
16.30–16.45	Wrapping up
13.30–15.15	Closing

Inclusive Project Cycle Management

Stage 2

MY JOURNAL

Name:

Course Location:

Dates:

DAY 1

What new ideas have we discussed today?

What will be useful in future?

Other things I want to record...

DAY 2

What new ideas have we discussed today?

What will be useful in future?

Other things I want to record...

DAY 3

What new ideas have we discussed today?

What will be useful in future?

Other things I want to record...

Glossary

Term	Meaning
Disability	The interaction between long-term physical, mental, intellectual or sensory impairments and various barriers that may hinder the full and effective participation of people with disabilities in society on an equal basis with others.
Impairment	Problems in body function or structure, that may be long or short term, physical, sensory, neurological, intellectual, mental or physiological.
Persons with disabilities	Those who have long term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others.
Barrier	Those aspects of society that intentionally or unintentionally exclude people with disabilities from full participation and inclusion in society. Barriers can be physical, informational, legal, institutional, environmental, attitudinal, etc.

Term	Meaning
Built environment	That which is commissioned, designed, constructed and managed for use by people and that includes external and internal environments and any component, facility or product that is a fixed part of them.
Impairment	Problems in body function or structure, that may be long or short term, physical, sensory, neurological, intellectual, mental or physiological.
Inclusive design	A process whereby designers, manufacturers and service providers ensure that their products and environments address the widest possible audience, irrespective of age or ability.
Inclusion	Inclusion is the process whereby every person (irrespective of age, disability, gender, religion, sexual preference or nationality) who wishes to can access and participate fully in all aspects of an activity or service in the same way as any other member of the community.
Disability service providers	Agencies such as development NGOs, faith based organisations, disabled people's organisations (DPO), or private companies which provide services for persons with disability.
Quality of life	An individual's perception of their position in life in the context of the culture and value systems in which they live, and in relation to their goals, expectations, standards, and concerns. It is a broad-ranging concept, incorporating in a complex way the person's physical health, psychological state, level of independence, social relationships, personal beliefs, and relationship to environmental factors that affect them.

Term	Meaning
Medical/charity model of disability	Now considered outdated and disempowering, this conceptual framework for disability emphasises the impairment and functioning of the person as the central issue and focuses on treatment, cure and charitable assistance as methodologies for improving the lives of people with disabilities.
Social/cultural model of disability	A rights-based approach to disability that understands disability as a social construct, not an inherent quality. In other words, ‘disability’ is not something that people possess, nor is it inherent in a person or group; rather, it is the inability of society to recognise differences and remove barriers that inhibit the full inclusion and participation of people with disabilities. The social model emphasises the removal of societal barriers that exclude people with disabilities, including environmental, institutional and attitudinal barriers.
Project initiation	The first phase of the project cycle essentially involves starting up the project, identifying priority concern/issue, consulting relevant stakeholders and identifying a range of solutions.
Project planning and design	The second phase of the project cycle, essentially planning and designing purpose, scope, justification, possibly strategies and chosen solution.
Project implementation and monitoring	The third phase of the project cycle, starts project implementation by employing and training up a skilled team, setting up an office and carrying out the chosen solution. This phase involves managing time, cost, quality, change, risks, issues, supplies, service users and communication.
Project review and evaluation	The final phase of the project cycle is assessing whether the project and its funding have met the objectives and what the impact of the project is on initial need/concern.

Term	Meaning	What it means to me – in my language
Gender Sensitivity	Encompasses the ability to acknowledge and highlight existing gender differences, issues and inequalities and incorporate these into strategies and actions. .	
Quality of Life	An individual's perception of their position in life in the context of the culture and value systems in which they live, and in relation to their goals, expectations, standards, and concerns. It is a broad-ranging concept, incorporating in a complex way the person's physical health, psychological state, level of independence, social relationships, personal beliefs, and relationship to environmental factors that affect them.	
Sex	Identifies the biological differences between men and women.	
Sex-disaggregated data	For a gender analysis, all data should be separated by sex in order to allow differential impacts on men and women to be measured.	
WID	The Women in Development (WID) approach was developed in the 1970s with the objective of designing actions and policies for women as a special and separate interest group, in order to overcome disadvantage.	
Women's Empowerment	A process of transforming gender relations, so that women gain skills, confidence and ability to make choices and decisions about their lives.	

Useful inclusive project cycle management references

A range of resources have been developed to assist program officers implement disability inclusive approaches.

Practice manuals

[Inclusion Made Easy: A quick program guide to disability in development](#)

Inclusion Made Easy is designed for program staff in international development organisations. It is a brief, practical guide on how to ensure programs are disability-inclusive. It offers basic inclusion principles, practical tips and case study examples.

[Make Development Inclusive](#)

How to include the perspectives of persons with disabilities in the project cycle management guidelines of the EC.

[Travelling Together: how to include disabled people on the main road of development](#)

[VSO Practice Manual](#)

A Practical Guide to Mainstreaming Disability in Development projects: lessons learnt.

[Make PRSP Inclusive](#)

This handbook includes different strategies to promote the inclusion of people with disabilities in the World Bank's Poverty Reduction process.

Websites

[Ask Source resource library](#)

Resource library dedicated to disability inclusive development.

[Australian Disability and Development Consortium](#), ADDC.

[CBM Australia](#)

[Disabled People International](#) [Mobility International USA – MIUSA](#)

[Handicap International publications](#)

[International Disability and Development Consortium](#)