# Inclusive Project Cycle Management

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## Stage 1

*Insert Place • Insert Dates*

# Learning together

- Everyone participates
- Value each other's ideas
- No such thing as a 'dumb question'
- Email or mobile phones only during breaks
- Smoking in breaks and outside
- Respect each other by being on time
- Any others?

# Overall Training Objectives

▶ To contribute to participants' understanding about Inclusive Project Cycle Management.

▶ To provide introductory information for participants about the ideas, tools, processes and decisions relevant to each stage in the project cycle.

▶ To introduce CBM's interest in monitoring changes in inclusion.

▶ To provide information about how to access more specialized support about Inclusive Project Cycle Management.

# Objectives for Day 1

- ▶ To introduce or confirm understanding about concepts related to inclusive project cycle management.

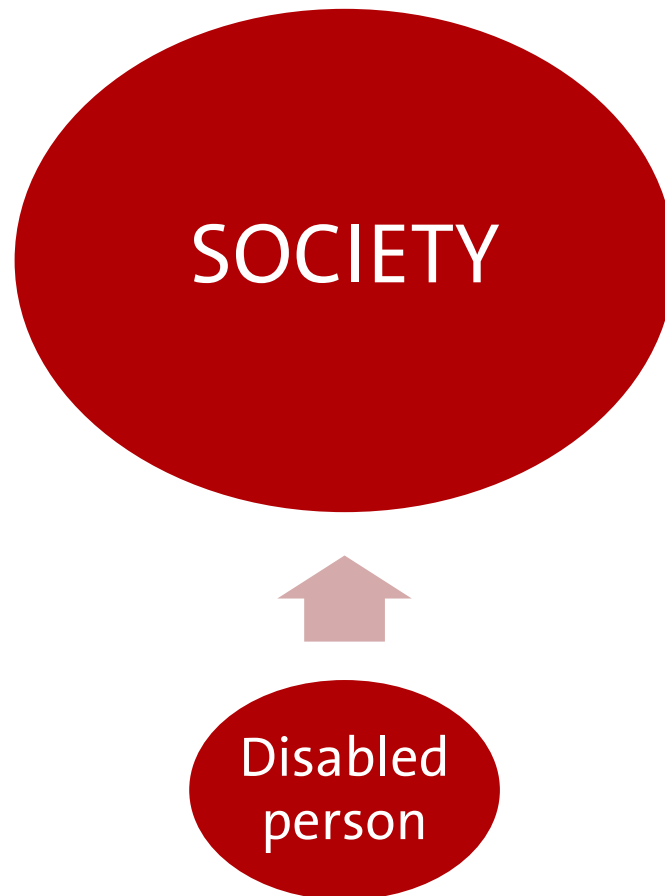- ▶ To introduce tools, processes and decisions needed at the stage of thinking of a new project.

# Project Management Life Cycle

# Why strive for inclusion?

- People with disabilities will be among the most vulnerable to any community problem.

- All people, regardless of gender, ability, ethnicity, location etc. have the right to participate in community, social and economic life.

- All people have the right to contribute to and benefit from development activities.

- Until relatively recently, people with disabilities have not been represented in development activities – the international Convention on the Rights of Persons with Disability means that this is no longer acceptable.

# Individual model:
# MEDICAL APPROACH

SOCIETY

Disabled person
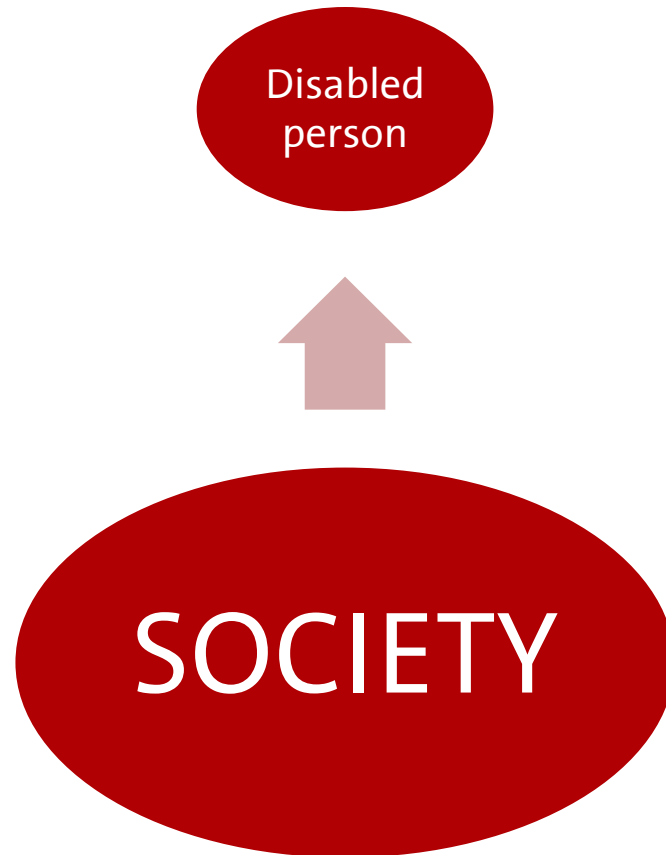
# Social Model: INCLUSIVE APPROACH

SOCIETY

DISABLED PEOPLE

# Objectives Day 2

▶ Ensure participants can identify the tools, processes and decisions relevant to design and implementation stages.

▶ Assist participants to be able to assess what makes strong inclusive practice at each of these stages.

# Elements in design process

- ▸ What are the key planning steps?
- ▸ Who is going to be involved in the planning process? How can we be inclusive?
- ▸ Where are we going to do the planning? Is it accessible?
- ▸ When will we do the design planning and how long will it take? Are we allowing time for all people to participate?

# Project design elements

▸ What are we trying to achieve and why? – setting goals, objectives and the rationale.

▸ What will the project actually include? – activities, tasks, inputs.

▸ Who is going to take responsibility for the project in terms of decision-making, implementation, collaboration, coping with the risks etc.?

▸ How will the project be monitored? e.g. how will we learn what is going well and what needs to be improved?

▸ How will the project be assessed? e.g. who decides what success looks like?

▸ How much will the project cost and who will pay?

# Project Implementation

- ▶ Employ skilled people to implement the planned activities, including people with disabilities.

- ▶ Brief all stakeholders regularly about what is happening in the project and what approaches are being followed, particularly the inclusive approach.

- ▶ Ensure people with disabilities are included on decision-making groups (Committees, Boards etc.)

- ▶ Ensure office and all activities are accessible and relevant to the local priorities.

- ▶ Work collaboratively with DPOs and other groups to raise awareness and achieve shared objectives.

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# Objectives Day 3

- ▶ Build on participants understanding about tools, processes and decisions needed at Project Review and Evaluation stages.

- ▶ Introduce CBM's interest in understanding changes in inclusion through Review and Evaluation.

- ▶ Provide an opportunity for participants to develop a personal action plan for inclusive work in own organisation.

# What is monitoring?

- Monitoring is an ongoing task of finding out:
  - whether plans are being implemented
  - whether the management of the project is going well
  - whether the project activities are starting to achieve the kinds of changes that were envisaged.

# Why do we monitor?

▶ To help us to learn about whether our work is useful and relevant or not.

▶ To help us find out how to do our work better.

▶ To be able to share information with others – our bosses and the people we work to assist.

# What is evaluation?

▶ Evaluation is the process of deep assessment about the quality and results of a project or program.

▶ Evaluations and reviews are usually undertaken once or twice in the life of a project or after it has finished.

# Why do we evaluate?

- To learn whether a project was the right approach to address a particular issue.
- To learn whether the project was well managed overall.
- To learn what worked well and why during implementation overall.
- To learn what changes occurred in the place/topic at the end of a project and whether the project contributed to those changes or not.
- To learn whether the project achieved its intended results.

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▶ We can find out answers to our M&E questions by:
  – Asking people who are involved in a project
  – Asking an expert to make a judgment
  – Assessing the quality of the project against internationally or nationally agreed standards
  – Analysing our own work as project managers to see what has changed over time.

# Different pieces of information

▶ Every piece of monitoring information has some value and some limitations

▶ Consider the following pieces of information and think about the usefulness and limitations of each one:

– The score you received in an exam you completed at the end of school (e.g. % or A, B, C)

– A comment made by a work colleague about you

– A report written by an overseas expert about an issue in your country

– The minutes of a meeting attended by people from a community organisation.

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# Quantitative and qualitative information

▸ Monitoring information can be collected and provided as:

- Numbers or percentages (quantitative information),
    - ▸ 150 children with disabilities now come to school, compared with 100 last year
    - ▸ 10% of women with disabilities would like to receive more information
- Stories, descriptions, analysis (qualitative information)
    - ▸ The community agreed that their attitudes to people with disability are more inclusive now that they have attended the training
    - ▸ Mary said the best thing that had happened as a result of the project was…

# Monitoring inclusively

▶ Deliberately and frequently collect information about the extent and nature of involvement by people with disabilities in all aspects of the project.

▶ Look for information that will tell you whether the expected outcomes are being achieved for all people, including people with disabilities and their representative groups.

▶ Regularly consult with stakeholders to get advice about how they see the project unfolding.

▶ Make communications about projects accessible for all.

# Monitoring changes in inclusion

CBM is interested in finding out about how its programs contribute to improved inclusion. They are interested changes in:

▶ inclusion at the level of individuals

▶ inclusion at the level of society

▶ inclusion in organisations

▶ participation by people with disabilities.

# Inclusion at individual level

CBM is interested in finding out whether there are changes in lives of individuals who are the poorest and most vulnerable people with disability, which includes:

- – gained sense of self-worth
- – increased sense of autonomy
- – increased level of involvement
- – increased shared experience.

▶ How would you try to find out about these kinds of changes?

▶ What pieces of information would be feasible to collect for your organisation or in your project?

# CBM's suggested questions

CBM 's potential questions for people about their self-worth could include:

- How would you describe yourself?
- What talents and abilities do you have?
- With whom do you spend time?
- How do you respond to situations (e.g. positive/negative incidences) within the family, community and workplace?
- In what type of social gatherings are you involved?
- How do you contribute to any decision making within the family, community or the workplace?
- Do you actively participate in the decision making process within the family, community and workplace? Do you ever take the lead?
- What is your role as a daughter, son, sister, brother, mother, father etc.?
- How are you active within your broader community, i.e. are you active in neighbourhood/environmental/volunteer (religious/community/society) activities?
- Are you taking the lead in these activities?

# Inclusion at the level of society

▶ CBM is interested in finding out whether there are changes in society about inclusion of people with disabilities, which includes:

- Increased **understanding** of the rights and responsibilities of persons with disabilities

- Increased **access** to opportunities and programs.

# CBM's suggested questions

CBM suggests the following questions can be asked about society wide attitudes and practices:

▶ What is disability?

▶ Are there persons with disability in your community?"

▶ Where do you see them in the community?

▶ Can you tell me what they do?

▶ What are the rights of a person with disability? Would you agree that a person with disability has the same right to work, to be a professional, or become prime minister or president?

▶ "Everyone has capacity." "Everyone must be treated equally." Do you think this also applies to persons with disabilities?

▶ How active are persons with disability in your regular activities?

# CBM's suggested questions cont.

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- How do you ensure that the voices, views *and* expertise (experience and knowledge) of persons with disability are heard, recognised and valued in your group?

- "Most persons with disability are excluded from basic services in my community"? If so, why?

- How do you address the above statement in your own life/group, what are you doing in order to ensure persons with disabilities access to your activities (services, programs, opportunities)?

- At what levels are persons with disabilities engaged in your work?

- Is any of these persons a spokesman/woman, leader, any other (key) role within your group?

- Who are the duty bearer and/or wider community you identified and how and on what do you advocate to these duty bearer and/or wider community?

# Inclusion in organisations

CBM is interested in finding out whether there are changes in organisations about inclusion of people with disabilities, which includes:

▶ Increased Inclusive policies and practices

▶ Developing formal linkages with other organizations in order to promote disability inclusion

# CBM's suggested questions

▶ What do you consider is your organisation's role and responsibility with regards to the rights of Persons with disabilities?

▶ Have you used this thinking in organisational statements or in planning?

▶ Have you begun inclusive planning? If yes, could you tell me about the process? How did persons with disabilities contribute to the pre-planning and planning process? Is there a final plan?

▶ Can you tell me how your organisation has developed inclusive policies?

▶ Have you revised organisational policies to be more inclusive of persons with disability, for example these might address hiring, employment, programs, partnership, contractors, facilities, materials, communications and public relations, to make sure they are inclusive of persons with disability?

# CBM's suggested questions cont.

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▶ Does the policy make explicit reference to persons with disabilities as holders of human rights? Does it seek to align with the UN Convention of the Rights of Persons with Disabilities or other human rights instruments?

▶ Does your organisation have organisational statement endorsing gender appropriate policy on inclusion of persons with disability in administration, governance and program? Has this statement been endorsed by the CEO/board/director? Is it publicised?

▶ How do persons with disabilities contribute to policy formulation?

▶ And many other questions about specific aspects of an organisation.

# Conclusion

- See Handout 8
- Discuss any experiences you have had in doing reviews or evaluations about inclusion
  - what have you learned from the experience.