

Advanced Inclusive Project Cycle Management



Stage Two

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?

Objectives

- ▶ Ensure participants have an advanced understanding of what is meant by Inclusive Project Cycle Management (IPCM).
- ▶ Can identify the tools, processes and decisions needed at the initiation stage.

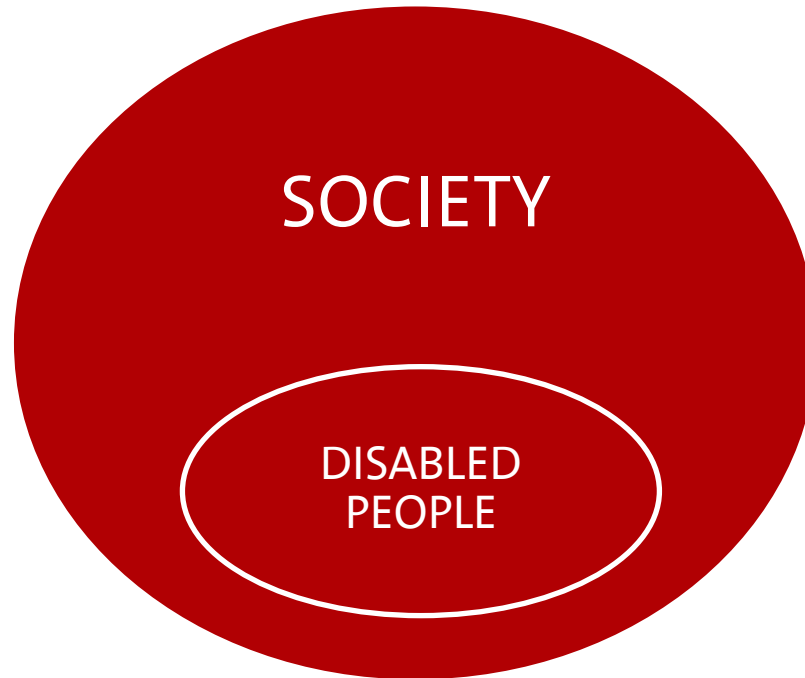
Project management life cycle



How do we understand 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.

Social model: INCLUSIVE APPROACH



International commitments to inclusive development



- ▶ The United Nations Convention on the rights of Persons with Disabilities aims to promote, protect and ensure the full and equal enjoyment of all human rights and fundamental freedoms by all people with a disability, and to promote respect for their inherent dignity.
- ▶ Article 32 of the Convention requires state parties to ensure that international cooperation, including international development programs, is inclusive of and accessible to people with a disability.

Key principles of implementing disability inclusive development

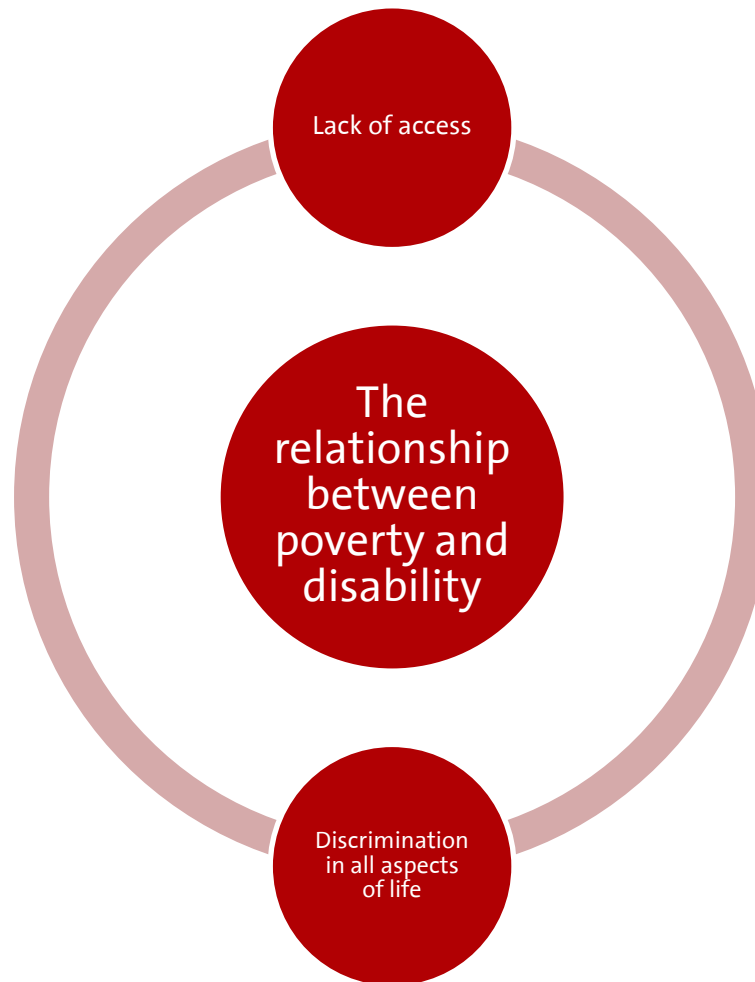


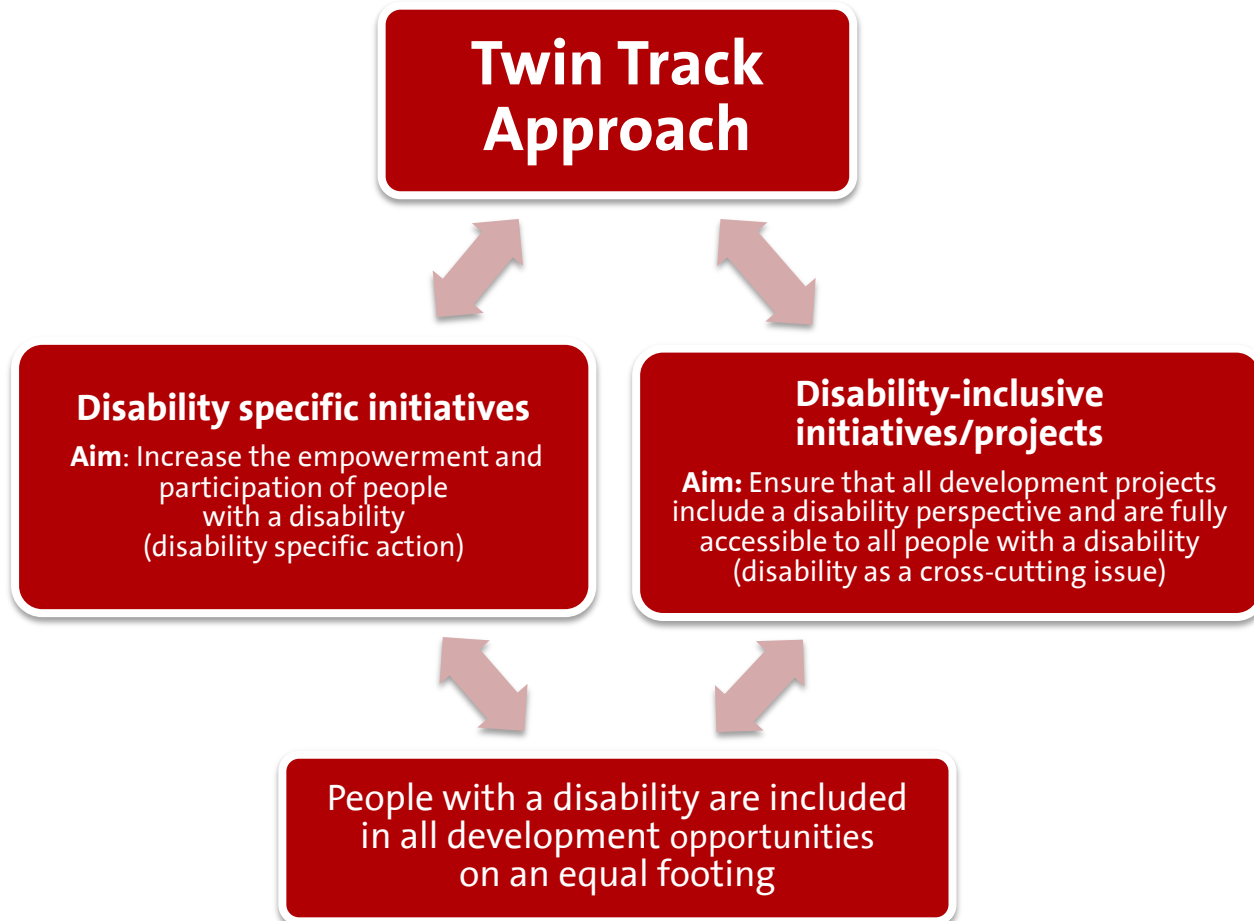
- ▶ Awareness
- ▶ Participation
- ▶ Comprehensive Accessibility

Objectives day 2

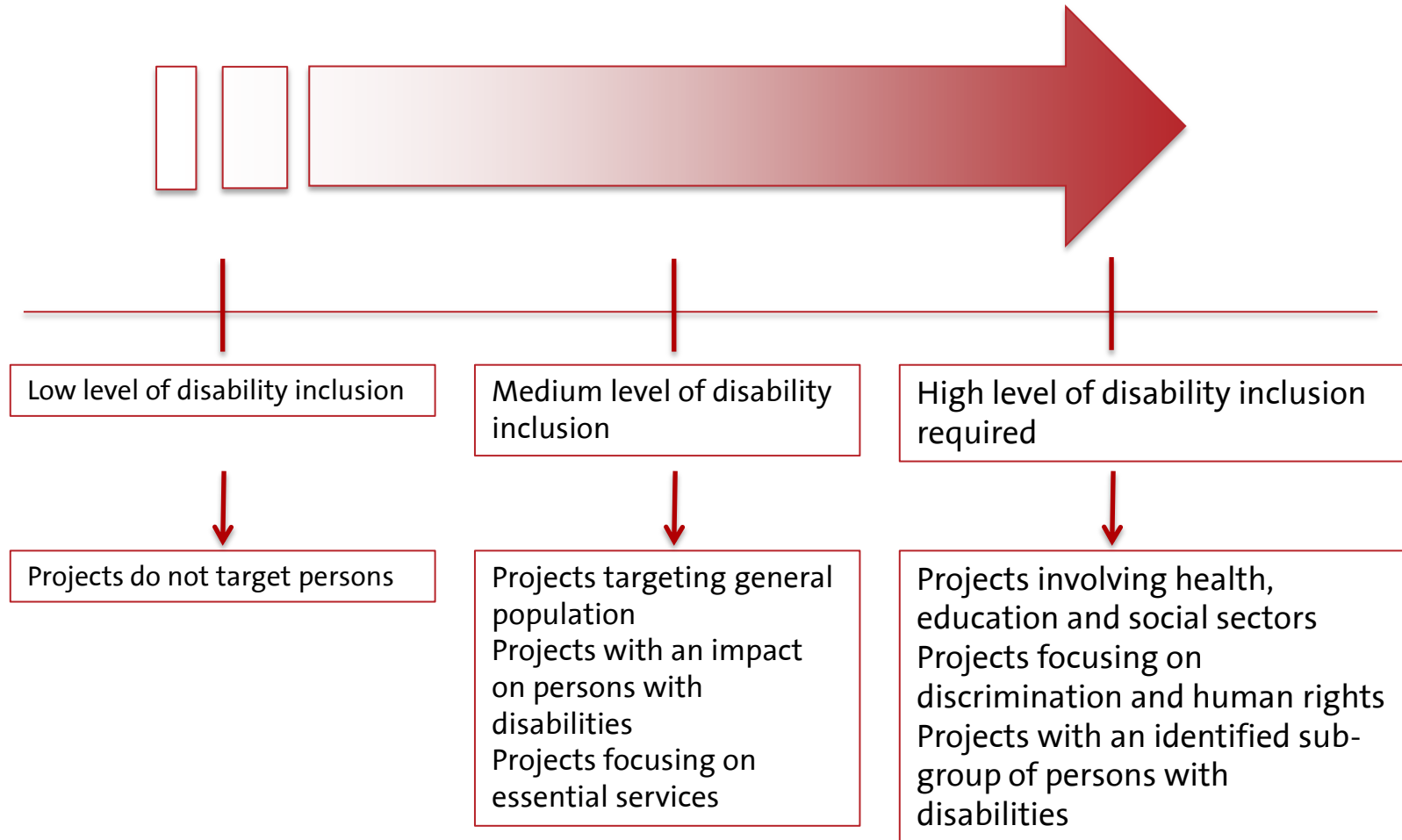
Participants will be able to

- ▶ Describe the concepts of inclusive development,
- ▶ Assess what makes strong inclusive practice at each of the entry points in the project management cycle
- ▶ Understand the twin track approach to disability inclusive development.





Different degrees of disability inclusion



Six strategies to help make general development programs and organisations inclusive



1. Raise awareness and build knowledge regarding disability (share information about; prevalence, exclusion, poverty, MDG link, effectiveness)
2. Comprehend, respect and talk about the rights for people with disabilities
3. At an absolute minimum, consult with people with disabilities and their organisations, then work towards their participation in decision making, where appropriate aiming for control.
4. Partner with disability stakeholders, recognise strengths and capacity, and where appropriate identify opportunities to develop it further
5. Identify and address barriers experienced by people with disabilities, especially attitudinal, economic, physical and institutional
6. Consider specifically women and children with disabilities

Six strategies to help inclusion for NGOs working primarily with people with disabilities



1. Enable people with disabilities to be in decision-making, leadership, planning and implementation roles in relation to organising community interactions, including how to structure consultations to maximise participation by all people.
2. Identify how to include people who otherwise do not participate in community processes – e.g. young and old, women and men.
3. Support and encourage people (young and old, women and men) with disabilities to be active in consultation processes with their whole communities.
4. Focus on the strengths and capacity of groups and individuals – what they can do and what has worked well in the past.
5. Encourage people with disabilities to undertake consultations, record findings, undertake analysis, prepare reports and communicate/distribute findings.
6. Enable people with disabilities to undertake monitoring of consultations.

Monitoring and Evaluation

In M&E, there are:

- ▶ Different purposes for monitoring and evaluation
- ▶ Different processes between monitoring and evaluation
- ▶ Different ways of monitoring, depending on what kinds of information is sought and other factors
- ▶ Different tools for evaluation depending on the context and issues being assessed
 - CBM already has some tools for this purpose

Elements of M&E work

Two key elements of M&E work:

- ▶ Developing an M&E plan, system or framework which includes details about:
 - What questions will be asked and to whom?
 - What information will be collected and analysed?
 - What tools will be used to collect and analyse the data?
 - Who will be responsible for M&E tasks?
 - How will we use this information?
- ▶ Implementing the steps to generate relevant information about a) progress of a project and b) the results or changes that occurred, connected to the project.

Inclusive M&E

Both writing the M&E Plan and implementing the M&E steps need to reflect inclusive thinking and practice

- ▶ Same principles apply as for other steps in cycle, e.g.
 - Awareness about disability issues (to inform questions and relevant indicators)
 - Consultation with people with disabilities about their experiences of the project/program and changes
 - Accessibility of consultations, findings etc.

Quantitative and qualitative information

- ▶ Monitoring information can be collected and provided as:
 - numbers or percentages (quantitative information), e.g.
 - ▶ 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), e.g.
 - ▶ 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 specifically 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

CBM processes for M&E

- ▶ CBM currently has a number of regular project M&E processes in place, including:
 - Project visits by Program staff from other offices to understand validation, progress and issues arising.
 - Preparation of 6 monthly narrative and financial reports that explain activities that were undertaken to achieve the objectives, what worked, what failed, lessons learnt, adjustments in plan and projection of the plan for the next 6 months.
 - Occasional reviews/assessments/evaluations undertaken during implementation, often with in-country or external consultants.
 - Collection of gender-disaggregated statistics about numbers of people using services/trained etc. :
 - Annual budgeting, regular financial accounts statements and occasional audits

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. CBM has identified elements of inclusion at this level includes:

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

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. CBM is particularly interested in finding out if there is:
 - 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.

- ▶ 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. CBM is particularly interested to find out if there are:

- ▶ 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.

- ▶ 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.

CBM's M&E approach to understanding changes in levels of inclusion



- ▶ Group activity
 - Select some questions from List A, B or C
 - Working in pairs, practice asking the questions to the other person in your pair while the rest of your small group listens
 - The person answering the question can refer to their own experience of a person, a society, an organisation or a project
 - Discuss the value of the question and whether the answers would be helpful to understanding any changes in the level of inclusion