

INCLUSIVE PROJECT CYCLE MANAGEMENT



Trainers' manual

STAGE 1

December 2012

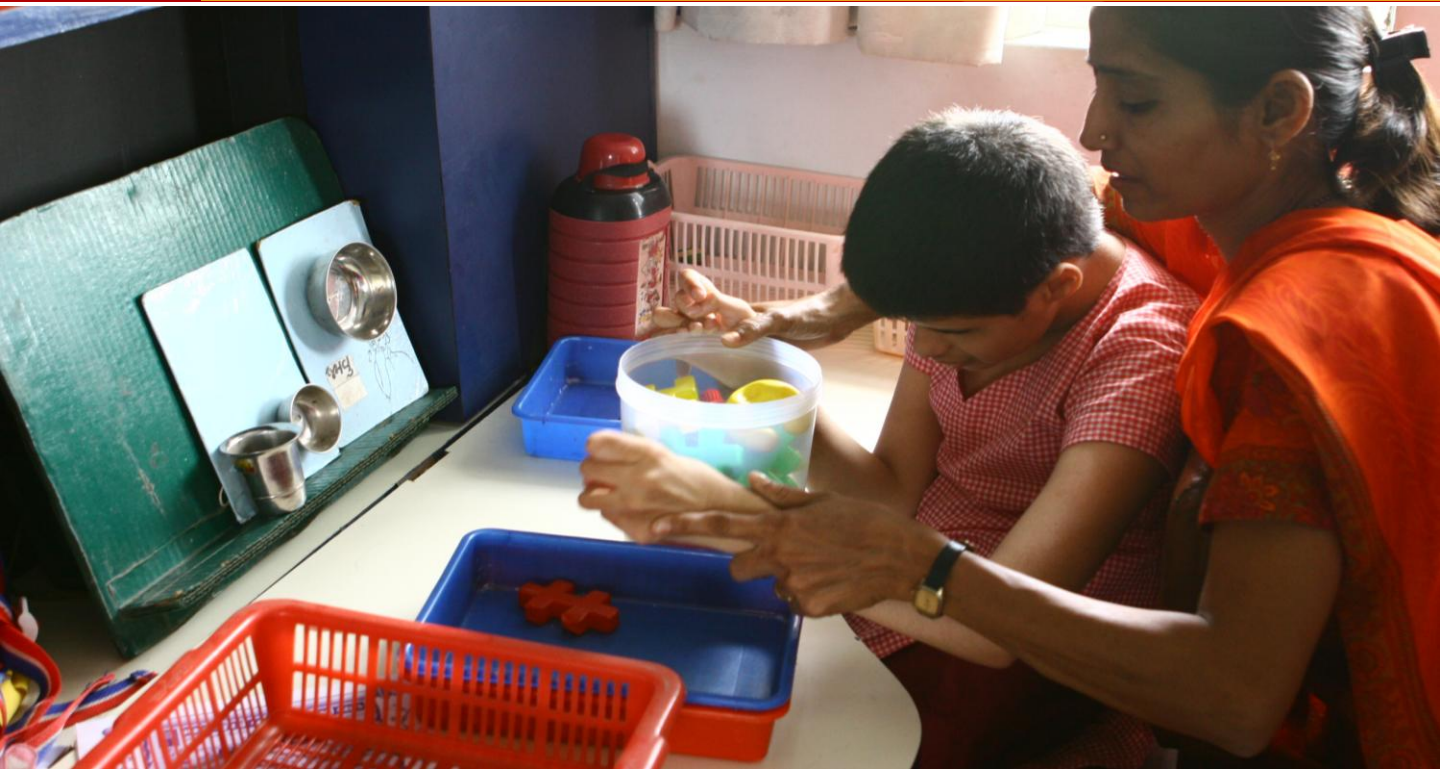
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Abbreviations and acronyms

CSO	Civil Society Organisation
HO	Handout
IPCM	Inclusive Project Cycle Management
M & E	Monitoring and evaluation
MDG	Millennium Development Goal
PPT	PowerPoint
QUAL	Qualitative
QUAN	Quantitative
UNCRPD	United Nations Convention on the Rights of Persons with Disabilities
UNCEDAW	UN Convention on the Elimination of All Forms of Discrimination against Women
WID	Women in Development

1. INTRODUCTION FOR TRAINERS



This Inclusive Project Cycle Management (IPCM) training package has been developed for CBM staff and Partner Organisations worldwide. The Trainers' Manual will guide CBM trainers. It contains the curriculum for the course and training resources for trainers to help them deliver the course. The training will be successful if the trainers make sufficient planning time to prepare in advance and to respond to partners training needs. Different contexts and different partners may require different emphasis on areas that may be a challenge. This training material is not suggested as a prescriptive manual but as a suggested framework that can be added to and deepened as required. This means adapting the course to the local context and training needs and competencies of partners. In particular, it would be good to supplement or replace case studies included in the course with local case studies (refer Handout 8) and to have participants draw on their own examples.

In addition to the Trainers' Manual, there are also Participant Folders. There is a small amount of information to be included in the folders at the beginning. Participants will receive extra course materials during the three days to complete their folders (Handouts).

Learning context and 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. 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 specialised support about Inclusive Project Cycle Management (IPCM) and more detailed reading materials to support disability inclusive practice.

Training principles

The training package of Stages 1 to 4 has been designed in accordance with the following training principles:

- ▶ **Training will be strengths-based:** This means that trainers will deliberately value the knowledge and skills that participants already have (their strengths) and use these as the basis for helping participants to move to a higher level of strengths.
- ▶ **Training will be learner centred:** In other words, the training has been designed around the participants' learning needs and own lived experience.
- ▶ **Relevant and engaging content:** The design has aimed to bring together international ideas and local relevant case studies. As CBM operates worldwide, it is best for case studies from each local country or region to be used to replace those provided here. Before the training is delivered in each country or region, the organisers should develop local examples, preferably in consultation with the local disability advocacy organisations and/or local inclusive disability trainers (if they exist and are available) who will co-deliver the course.
- ▶ **Ongoing reflective practice supported and modelled:** Reflection is a key part of learning – in other words, we gain more when we spend time thinking about what we have learned and how we can make it relevant to our work. In this course, each day, we will have time for reflection.
- ▶ **Learning challenges the ideas that we have 'taken for granted':** The roles that women and men play and their behaviours are largely based on cultural values. The course is designed to encourage reflection on how cultural values influence the roles and rights of women and men. The course focuses on the understandings, skills and behaviours that will enable CBM workers to apply internationally agreed ideas about equality of access, justice and decision-making.

Learning approach

The training assumes that participants bring their own experience as a basis for learning, and that the learning which happens during the three days builds on this experience and shapes future behaviour. The approach helps people to link up models and international ideas about gender inclusion with practical skills relevant to CBM's work. Participants will then learn how to adapt the models to their specific situations.

The 4MAT approach

Diagram 1 illustrates this approach. The diagram is a circle divided into four quarters. Participants start at Quarter 1, which is labeled 'meaning'. The key question in Quarter 1 is "why" – in this case, we ask "why is gender inclusion important?" Then, moving in a clockwise direction, the training process focuses on Quarter 2, which is labeled 'concepts'. The question is "what" – we ask "what is gender inclusion and how is it relevant to my work?" Continuing in a clockwise direction the training process moves to Quarter 3, which is labeled 'skills'. The key question is "how" – in this case, we ask "how can we apply ideas about gender inclusion to our day to day work?" Finally, in Quarter 4 the training provides an opportunity to think about the question "if" – in this case, we mean "if I am working on a particular project or task, how would I adapt my learning to this task?" So Quarter 4 is labeled 'adaptation' and the model suggests that people should be encouraged to work out how to adapt their learning to their particular job or location.

This model is known as 4MAT and it is a method for helping anyone learn anything. It has been used in thousands of teaching settings for over 25 years. This approach recognises that people learn in different ways and includes four elements that contribute to learning :

- ▶ reflection
- ▶ drawing on each person's experience to think about big ideas
- ▶ action
- ▶ experience

Diagram 1: The Learning Approach



SOURCE: 2005, Bernice and Dennis McCarthy, *Teaching Around the 4MAT® Cycle: Designing Instruction for Diverse Learners with Diverse Learning Styles*, Corwin Press

Four stage training package

Training on inclusive project cycle management is provided in four stages to suit people at different levels of their capacity development and in different roles. Participants could be nominated for or select particular stages and depending on their interests, roles and existing skills would not be required to attend all stages. Not all CBM staff and partner staff need the same level of expertise or understanding to undertake their roles. Supported practical learning (Stages 3 and 4) is particularly beneficial for those with significant responsibilities in IPCM. The four stages are summarised as follows and detailed below:

- ▶ **Stage 1 – Introduction to Inclusive Project Cycle Management** (2.5 days) is intended as an introductory learning opportunity for CBM staff and partner agency staff. This introductory workshop will cover the key elements of IPCM which all those working on CBM-funded activities are expected to understand and apply.
- ▶ **Stage 2 – Advanced Inclusive Project Cycle Management** (3 days) is intended for those with more direct and senior responsibility for project cycle management and will provide the opportunity for specific skills development. Participants are expected to either have completed Stage 1 or already have demonstrated good foundational knowledge of IPCM.

- ▶ **Stage 3 – Supported Individual Project Work** (back at own office) is intended for those wishing to achieve higher skill levels with either local or long-distance support from an experienced coach or mentor. Participants will be able to work on their own current project in order to consolidate theoretical learning in a practical way. Each participant would be allocated a coach (who could work with up to 5 participants) and would receive up to 9 hours of coaching over a 3 month period.
- ▶ **Stage 4 – Project Reflection and Course Completion Workshop** is intended for individuals who have completed their project and coaching sessions. This stage is critical to the effectiveness and sustainability of learning achieved in earlier stages. It involves a short re-gathering of participants who have completed their project, about 4–6 months after they commenced Stage 3. They will present their project reports to the rest of the participants and participate actively in discussion and reflection about the combined reports. Participants would receive an appropriate Certificate of Completion.

Structure of this Manual

Following this Introduction for Trainers, this manual includes the materials (a planning checklist; a copy of the program with explanatory notes; course materials for each day; Powerpoint slides and handouts) for

Stage 1: Introduction to Inclusive Project Cycle Management

The PowerPoint presentations and the handouts have been included only in this manual, not in the Participants' Folder for each stage, so that participants do not read ahead. Trainers can make their own decision regarding timing and format for distribution of the PowerPoint files to participants – either in the form of printed handouts or electronically at the end of the training. Printed copies of the handouts will be needed. It is suggested that these only be handed out during the session in which they are required. Participants can add them to their folders, so that at the end of the three days they have a complete set of course materials.

Planning checklist

Trainers will need to plan the training in order to maximise its benefit. The following table presents a brief checklist to guide your planning:

	Task	Timing	Done (□)
1	Decide who will be the facilitators for this workshop. Do you consider that it would be a good idea to have a co-facilitator from a local organisation (maybe an existing CBM partner) who has expertise in inclusive disability issues in your region or country and who can work with you to plan for and deliver this training? The co-trainer could be a person with a disability, have previous experience in training on IPCM and/or can bring some examples to share for learning purposes. They may be able to work with CBM and partners after the training to help people as they apply their learning. Also, consider inviting one or two people who have worked on development projects in an inclusive way (e.g. not projects which are aimed exclusively for people with disabilities) – they will be asked to make short presentations at 2pm on the first day. They could come from any relevant organisation.		
2	Decide who the target audience is for the training (staff of CBM and/or partners and/or others). Take gender considerations and power relations into account when planning training and getting the best dynamic for inclusion and reflection. Ensure that people with disability are part of the training as a resource and think of dynamics between different sectoral partners for the best way to create a positive and meaningful learning experience.		
3	Support staff/partners to nominate for training within an agreed TOR – trainings may have different sub-objectives and this will be important to address.		
4	Meet with co-facilitator for briefing and exchange and together be fully familiar with the contents of this Manual and the Participants' Folder, including the learning journal for participants, the PCM and D&ID materials, so that you can both be ready to combine/ adapt as needed.		
5	Adapt the training materials to local priorities by identifying and including local case studies (substitute Handout 5) and add any relevant local references about disability issues. Draw upon or combine with other training resources to supplement on areas that may need additional focus – such as M&E, gender etc. If necessary, arrange translation of materials into local languages.		

	Task	Timing	Done (□)
6	Draw upon existing local statistics/ reports which can be used in the workshop. For example, the known number of people in local governance area with a disability or female and male students in the local schools and colleges, who have disabilities.		
7	Organise support for participants as appropriate, for example: <ul style="list-style-type: none"> ▶ engage a sign language interpreter if any participants are deaf or hearing impaired ▶ ensure that materials are accessible for people who have low vision or who are blind. 		
8	Organise the training venue, ensuring it is accessible for all participants.		
9	Organise IT equipment or overhead projector, flip chart and stationery.		
10	Organise for meals and refreshments as appropriate.		
11	Organise travel, accommodation and per diems for participants not local to the area.		
12	Prepare name tags (or sticky labels), attendance list for signature and arrival arrangements.		
13	Print training materials and Feedback Form. There are 11 Handouts and three sets of PowerPoint slides, all included in the Table of Contents of this manual as well as the starter information in the Participants' Folder. Make sure these are in accessible formats appropriate to participants' requirements.		
14	Print the information to be included in the Participants' Folders.		
15	Become familiar with the content of the course and think through examples to share with participants.		
16	Prepare Participant Feedback Forms (Handout 11).		
17	Organise certificates of attendance and completion of the course.		

Training materials include PowerPoint presentations. If no data projector/beamer is available, the slides can be printed separately as overhead transparencies or as handouts to each participant. Much of the training takes place without PowerPoint so that learning can be more interactive.

2. COURSE OUTLINE – TRAINER’S VERSION

The following course outline is for Trainers only. A simpler version of this table containing information from Columns 1 and 2 has been prepared for participants. It has been included in the Participants’ Folder.

	Content	Process	Approx. Time (min)	Resource*
DAY 1				
08.30–08.45	Registration.			
	Welcome and Introductions			
08.45–08.55	Welcome.	Words of welcome by a senior CBM official, Head of Partner Organisation, Trainer or all three.	10	PPT 1
08.55–09.15	Introductions.	Introductory or icebreaking exercise to suit participants. <i>For example:</i> Ask each participant to introduce themselves, including sharing what is their favourite food. OR In pairs, participants introduce themselves to their neighbour, and say one thing about themselves that they want to share with the group. Then each person introduces their neighbour to the group.	20	
09.15–09.35	Why We Are Here – Learning Objectives.	Trainer facilitates plenary group discussion by asking individuals what their personal objectives are for attending the training and writing a list on flip chart paper (nb. this will be referred to again on Day 3).	20	Flip chart

	Content	Process	Approx. Time (min)	Resource *
DAY 1				
09.35–09.45	<p>The Course Overview</p> <p>‘Learning Together’</p> <p>Training objectives</p>	<p>Trainer goes through the program overview. Consider ways in advance to make information accessible for all.</p> <p>Ask participants if they are comfortable with the proposed rules for the 3-day workshop and if they could suggest any additional rules.</p> <p>For the course, participants who have undertaken the training will be expected to have:</p> <ul style="list-style-type: none"> ▶ 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. <p>For Day 1, participants will be expected to:</p> <ul style="list-style-type: none"> ▶ understand what is meant by Inclusive Project Cycle Management (IPCM), and ▶ to identify the tools, processes and decisions needed at the initiation stage. <p>Facilitator to encourage use of Journals (in Participants’ Folder) as a personal learning tool.</p>	10	<p>PPT 2</p> <p>PP 3, PP 4</p> <p>Folder: Intro to Journals</p>

	Content	Process	Approx. Time (min)	Resource*
DAY 1				
	Introduction to Project Management Cycle			
09.45 –10.15	What is a project management cycle?	<p>Small groups of participants to draw a project cycle on a large piece of paper, writing down as many of the steps or stages as possible. Ensure that the pictures are described for people with vision impairment. For those who do not have a great deal of existing knowledge, try to organise groups so they can learn from listening to those with some prior knowledge. If the majority have no prior knowledge, then ask them to guess what would be involved in the life of a project, using their own language, and then when giving feedback, say things like “this stage is normally called the design stage” or “most organisations call this the implementation stage”.</p> <p>Facilitators to place the pages up on the wall where they are most accessible. Facilitator to then create a summary picture on a whiteboard or another large piece of paper, that includes the main stages including:</p> <ul style="list-style-type: none"> ▶ reference to an overall strategy/plan which provides the basis for any new activity ▶ concept or initial idea ▶ testing the idea with stakeholders ▶ design process ▶ feasibility check with stakeholders ▶ approval and funding process ▶ implementation ▶ monitoring ▶ review/evaluation. <p>Facilitator to affirm the group’s knowledge. Mention that there is a glossary of terms in the Participants’ Folder. Mention that this course is about identifying how to ensure inclusion in all the steps of the cycle.</p>	30	HO 1

	Content	Process	Approx. Time (min)	Resource*
DAY 1				
10.15–10.30	<i>Tea break</i>	Trainer to display the cycle on the walls of the training room ready for next session	15	
Introduction to Gender Analysis				
10.30–11.15	What does 'inclusive' mean? What are the barriers to inclusion?	Small group discussions about the meaning of 'inclusive', with a focus on the equality of all people in terms of their right to development. (Alternatively, facilitators might want to use the Development Game, developed by TearFund.) In small groups ask the group to write (on sticky notes) obstacles faced by people with disabilities in terms of them participating in social, community and economic life. Write one obstacle on each note. After 10–15 minutes, bring the group together and facilitate a paste up of the notes in themes under three headings: environmental, institutional and attitudinal. Explain that the notes are like bricks building a fence or barrier to inclusion. Encourage discussion on what has been learnt. Facilitator to note that the term 'inclusive' can be used generally to refer to all people, regardless of their gender, age, ethnicity etc. or it can be used more specifically to address the inclusion of people with disabilities. In this course, the focus is mainly on ways to ensure the inclusion of women, men, girls and boys with disabilities.	75	HO 6
11.15–11.30	Why is Inclusion in the Project Management Cycle important?	Present Powerpoint Presentation and briefly discuss	15	PPT 6

	Content	Process	Approx. Time (min)	Resource*
DAY 1				
11.30–12.00	History of changes in perspective and practice in development from welfare to rights approaches.	Present some information about the shift in development approaches from top down/scientific approaches to participatory and inclusive approaches. Ask participants in plenary to talk about which approach is dominant in their organisation and what this approach looks like in their organisation.	30	HO 3 PPT 7, 8 and 9
12.00–13.30	<i>Lunch</i>	Timing can be varied to suit local working hours and Muslim prayer times if relevant.	90	
	Inclusion in the Activity Cycle			
13.30–14.00	Words and meanings	Play a game that matches up words and meanings related to the activity cycle.	30	Notes for facilitator 'word game'
14.00–15.00	Case studies	Presentations by one or two organisations who have worked on inclusive practice in the implementation of projects, describing how they have gone about this. If this is not possible find one or two case studies to discuss in small groups. Allow time for questions and discussion.	60	Need to ensure there are either speakers or written case studies
15.00–15.15	<i>Tea break</i>		15	

DAY 1	Content	Process	Approx. Time (min)	Resource*
Inclusion at project initiation step				
15.15–16.30	Developing the questions at the initial stages of a new project (pre-project analysis)	<p>CBM is committed to a twin track approach. This means that the rights of people with disabilities can be met in two ways: 1. ensuring that all development projects are inclusive of people (both women and men) with disabilities and 2. implementing projects that focus on specific priorities and empowerment of people (both women and men) with disabilities.</p> <p>Disability inclusion is relevant to both types of projects. In this workshop we are looking at how disability inclusion can be considered in both types of project.</p> <p>Plenary brainstorm:</p> <p>Imagine you are a local organisation.</p> <ul style="list-style-type: none"> ▶ Where might ideas for a new project might come from? (The facilitator might suggest one source as a way of encouraging participants to think of others e.g. from community visits, from a DPO, from analysis of research findings, from another location, from a partner organisation, from a donor funding opportunity or from participants in another activity). 	75	HO 4 (after the session, not before)

DAY 1	Content	Process	Approx. Time (min)	Resource*
Inclusion at project initiation step				
15.15–16.30	Developing the questions at the initial stages of a new project (pre-project analysis)	<p>CBM is committed to a twin track approach. This means that the rights of people with disabilities can be met in two ways: 1. ensuring that all development projects are inclusive of people (both women and men) with disabilities and 2. implementing projects that focus on specific priorities and empowerment of people (both women and men) with disabilities.</p> <p>Disability inclusion is relevant to both types of projects. In this workshop we are looking at how disability inclusion can be considered in both types of project.</p> <p>Plenary brainstorm:</p> <p>Imagine you are a local organisation.</p> <ul style="list-style-type: none"> ▶ Where might ideas for a new project might come from? (The facilitator might suggest one source as a way of encouraging participants to think of others e.g. from community visits, from a DPO, from analysis of research findings, from another location, from a partner organisation, from a donor funding opportunity or from participants in another activity). 	75	HO 4 (after the session, not before)

DAY 1	Content	Process	Approx. Time (min)	Resource*
	<p>Inclusion at project initiation step (continued)</p>	<p>Split the participants into groups: Facilitators to ask groups to:</p> <ul style="list-style-type: none"> ▶ think up several ideas for a new project and select one that they agree to work on ▶ work out how they would find out whether this new project is actually important enough, feasible enough and relevant enough to proceed (remember to look for existing information as well as ask questions about any new research that may be needed) ▶ think of the 5 most important questions they would ask to know whether to proceed or not (if you think of more, then negotiate to get a short list of 5) <p>Each group to write up the idea and the five questions on a big sheet of paper.</p> <p>Then each group passes their idea to the next table. That table then discusses 5 ways to ensure that the process to develop this idea into a project is inclusive of people who should have a say, e.g.:</p> <ul style="list-style-type: none"> ▶ women and men ▶ those who have an interest ▶ those who will benefit ▶ those who will need to work or need to change as a result of the project. 		

	Content	Process	Approx. Time (min)	Resource*
DAY 1				
	Inclusion at project initiation step (continued)			
		Facilitator puts the papers on the wall and summarises the themes that emerge about how the process can be made inclusive. Mention that this is sometimes called 'stakeholder analysis' and refer to the fact that specific tools are available for this purpose when needed. Make special mention of the issues about asking questions that women and men might answer differently.		

	Content	Process	Approx. Time (min)	Resource*
DAY 2				
08.45–09.05	Review of Day 1	Volunteer participants to lead. Trainer to support and comment on the presentation/activity. Helps bring class back to where we were.	20	
	Objectives for Day 2	Ensure participants can identify the tools, processes and decisions relevant to project design and implementation stages Assist participants to be able to assess what makes strong inclusive practice at each of these stages.		PPT 10
Inclusion in Project Planning and Design				
09.05–10.15	Inclusion in project planning and design	Plenary to brainstorm a list of objectives that could be found in a typical or real project design undertaken by CBM and/or its partner – e.g.: <ul style="list-style-type: none"> ▶ to improve the quality of community health care in District X ▶ to increase capacity of a DPO to undertake systemic and individual advocacy ▶ to increase the participation of women and men with disabilities in micro-finance opportunities ▶ to increase skills in wheelchair maintenance ▶ to introduce CBR practices in Province Y. 	10 30	

	Content	Process	Approx. Time (min)	Resource*
DAY 2				
	Inclusion in Project Planning and Design			
	Inclusion in project planning and design (continued)	<p>Select from that list, the same number of objectives as you have numbers of tables of participants. The Facilitator needs to make the objective statements as simple and clear as possible – feel free to edit them a little for training purposes (e.g. don't have more than one objective in one sentence, or two levels of objectives in one sentence, or an objective that is too vague or too specific).</p> <p>Allocate 1 objective per table and ask groups to discuss:</p> <ul style="list-style-type: none"> ▶ all the questions that could be asked at the stage when the project is being designed ▶ what steps that need to be taken to ensure all relevant people are included in the process of working out what a project will do (the design) <p>Each group to share their top 3 questions and top 3 steps. Facilitator to pull together whole group to endorse that it is important to ask very many questions in order to analyse the context and the way that a project will work and that there are many different ways to ensure inclusion</p>	30 30	Flip chart paper

	Content	Process	Approx. Time (min)	Resource*
DAY 2				
10.15–10.30	<i>Tea break</i>		15	
10.30–12.00	Designs (continued)	<p>Short presentation of the elements in a standard design process and design document (no more than 20 minutes)</p> <p>Facilitator could use one of 3 techniques to stimulate discussion:</p> <ul style="list-style-type: none"> a) ask participants to think of what would be good questions to ask to find out if they needed to design a new project b) make 6 groups of participants, and allocate one of the 6 design questions on Powerpoint 12 to each group c) make 4 groups and get them to think about the questions to ask under the headings “what?”, “why?”, “who?” and “how much?” Ask each group to think of ways that each of these steps/questions could be inclusive of all relevant people. <p>Facilitator to bring whole group together and create a summary list of critical steps that need to be taken (including budgeting the costs of being inclusive) to ensure that all relevant people will be included in developing a design that is inclusive in implementation. Make sure that consideration is given to the role of people in project management, as decision makers, implementers, monitors, beneficiaries and reviewers.</p>	90	PPT 11 and 12
12.00–13.30	<i>Lunch</i>	Facilitator to make sure all participants can access the list of critical steps needed for inclusive design.	90	HOS (after session not before)

	Content	Process	Approx. Time (min)	Resource*
DAY 2				
Appraisal and approval process				
13:30–14:00	Appraisal and approval	<p>Assume that you are on a panel (comprising people with disabilities, men and women) to consider whether a project proposal is to be funded. In groups of 3 or 4, work out which general questions you would ask if you wanted to assess whether a project proposal is inclusive? e.g.</p> <p>Who has been involved in developing this project?</p> <p>Have the designers considered all aspects of participation by all the key stakeholders in this project and have they appropriately budgeted for all aspects of inclusion?</p> <p>When the project is implemented, is it clear how people with disabilities, women and men etc. will be actively involved in making decisions, implementation, monitoring etc.?</p> <p>Create a full list of all questions that could be asked and confirm that asking these questions is very important to ensure that projects should not proceed unless they are properly considered and will be inclusive.</p>	30	
15:00–15:15	Individual reflection		15	Journal
15:15–15:30	<i>Tea break</i>		15	

	Content	Process	Approx. Time (min)	Resource*
DAY 2				
Appraisal and approval process				
15:30–16:15	Video or radio documentary about an inclusive project	After viewing a documentary or listening to a radio program (consider how to make the selection accessible to all) about an inclusive project which has been implemented, discuss in pairs what could be learned from that case study about ways to maximise inclusion during project implementation. Suggestions include the CBR project of Arariwa-Cusco, CCBRT or CORSU – CBM may have other suitable materials.	45	
16:15–16:45	Implementation of inclusive projects	Mention lessons learned from other projects (PPT 13) In plenary, ask participants for their experiences of what has worked well in terms of inclusive implementation of projects. Refer to HO 7 – list of steps that can be taken during implementation.	30	PPT 13
16:45–17:00	Wrap-up for Day 2	Call for at least two volunteers to prepare overnight a recap of Day 2 for first session tomorrow. Format is wide open – limited only by the volunteers' imagination. Ask participants to complete their journals for today, writing down the main messages they want to remember. Any 'housekeeping' announcements.	15	

	Content	Process	Approx. Time (min)	Resource*
DAY 3				
	Appraisal and approval process			
08.45–09.05	Review of Day 2	Volunteer participants to lead. Trainer to support and comment on the presentation/activity. Helps bring class back to where we were.	20	
	Objectives Day 3	<ul style="list-style-type: none"> ▶ To enable participants to identify the tools, processes and decisions relevant to the review and evaluation stages ▶ To enable participants to assess what makes strong inclusive practice at these stages ▶ To provide an opportunity for participants to develop a personal action plan for inclusive work in their own organisation. 		PPT 14
	Project Monitoring and Evaluation (M&E)			
09.05–09.35	What is monitoring and evaluation?	<p>Find out about the ‘starting’ knowledge within the group about M&E concepts.</p> <ul style="list-style-type: none"> ▶ If knowledge about M&E concepts is non-existent or very low, then it will be beneficial to spend more time on understanding these concepts before moving on – the facilitator should be prepared to re-arrange the program accordingly. 		

	Content	Process	Approx. Time (min)	Resource*
DAY 3		<ul style="list-style-type: none"> ▶ If knowledge about M&E concepts is moderate, then it is useful to confirm that there is shared understanding about the different purposes of M&E (i.e. for learning, for improving and for proving) and the different levels of M&E (i.e. monitoring regularly at the level of activities and outputs; occasional reviews to see whether higher level results are being achieved) ▶ If participants have a good knowledge about M&E concepts, then place more emphasis on becoming familiar with CBM's indicators, on applying knowledge to real-life case studies and considering different approaches to evaluation. <p>Use this time to ask in small groups or in a plenary:</p> <ul style="list-style-type: none"> ▶ What is monitoring and why do we need to monitor projects? ▶ What is evaluation and why do we need to evaluate projects? ▶ What are the different ways of finding out how projects are going and whether they are successful or not? <p>Then confirm group's knowledge with PP slides.</p>	20	PPT 15 to 18

	Content	Process	Approx. Time (min)	Resource*
DAY 3				
09.35–10.15	Different kinds of information and different ways of finding out	<p>Monitoring and evaluation is about collecting, analyzing, using and sharing pieces of information. Each type of information has uses and limitations. In small groups, discuss the usefulness and limitations of the following 4 pieces of information:</p> <ul style="list-style-type: none"> ▶ 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. <p>In plenary, ask people to think about what this means for the kinds of information that we need to collect, analyse, use and share when we are looking at projects.</p> <p>Talk about the difference between quantitative and qualitative information. If there is time, ask the group to come up with some examples of both, that are relevant to the projects they work on.</p>	40	PPT 19 to 21
10.15–10.30	<i>Tea break</i>		15	

	Content	Process	Approx. Time (min)	Resource*
DAY 3				
10.30–11.15	M&E and inclusion	<p>CBM is interested in finding out about how its programs contribute to improved inclusion. They are interested in:</p> <ul style="list-style-type: none"> ▶ inclusion at the level of individuals ▶ inclusion at the level of society ▶ inclusion in organisations. ▶ changes in participation by people with disabilities <p>Facilitator to start plenary discussions on ‘inclusion at individual level’, noting that we have information about the other levels, too. (Depending on the skill level of the group and the time available, you can use slides 22–25 or 22–31 which cover society level and organisational level inclusion questions).</p> <p>Facilitator to say that CBM is interested in finding out whether there are changes in lives of individual people who are poorest and most vulnerable people with disability. This is defined as:</p> <ul style="list-style-type: none"> ▶ gained sense of self-worth ▶ increased sense of autonomy ▶ increased level of involvement ▶ increased shared experience. 	45	<p>PPT 22 to 31 (Use only those slides that are relevant to the knowledge and skill level of the group)</p> <p>HO 8</p>

	Content	Process	Approx. Time (min)	Resource*
DAY 3				
		<p>Mention that CBM has already put a lot of time into thinking about how to collect the answers to these questions. Refer to slides with the lists of questions.</p> <p>Refer to list of approaches to consider when reviewing projects for inclusiveness. If there is time, ask participants to read the Handout (8) and talk about any experiences they have had in doing reviews or evaluations about inclusion and what they learned from the experience.</p>		
11.15–11.45	Individual reflection	<p>Participants to complete their Journals, writing down the ideas that they have learned and areas they would like to learn more about. Refer back to the list of objectives that were written up by participants at the beginning and think about whether they have been met or not.</p> <p>Participants to write down steps they could take back in their office to improve inclusion in the project cycle.</p>	30	
11.45–11.50	Evaluation	<p>Discuss with each other and the group whether the objectives of participants have been met or not.</p> <p>Complete Participant feedback sheets.</p>	15	HO 9
11.50–12.00	Closing	<p>Words of thanks by facilitators, a senior CBM official and/or Head of Partner Organisation.</p>	15	

*Key: PPT=PowerPoint slides (or adapt for overhead projector); HO = Hand Out

Glossary

Disability	The interaction between long-term physical, mental, intellectual or sensory impairments and various barriers which 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.
Built Environment	That which is commissioned, designed, constructed and managed for use by people and which includes external and internal environments and any component, facility or product that is a fixed part of them.
Inclusive Design	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.
Inclusion	A signal that helps to measure gender-related changes.
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.

Medical/charity model of disability

Now considered outdated and disempowering, this conceptual framework for disability emphasizes 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 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 recognize differences and remove barriers that inhibits 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.

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](#)