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

<table>
<thead>
<tr>
<th></th>
<th>Task</th>
<th>Timing</th>
<th>Done (I)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>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.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>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.</td>
<td></td>
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<tr>
<td>3</td>
<td>Support staff/partners to nominate for training within an agreed TOR – trainings may have different sub-objectives and this will be important to address.</td>
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<tr>
<td>4</td>
<td>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&amp;ID materials, so that you can both be ready to combine/adapt as needed.</td>
<td></td>
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<tr>
<td>5</td>
<td>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&amp;E, gender etc. If necessary, arrange translation of materials into local languages.</td>
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</tr>
<tr>
<td></td>
<td>Task</td>
<td>Timing</td>
<td>Done (D)</td>
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<tr>
<td>6</td>
<td>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.</td>
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<tr>
<td>7</td>
<td>Organise support for participants as appropriate, for example:</td>
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<tr>
<td></td>
<td>▪ engage a sign language interpreter if any participants are deaf or hearing impaired</td>
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<td></td>
<td>▪ ensure that materials are accessible for people who have low vision or who are blind.</td>
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<tr>
<td>8</td>
<td>Organise the training venue, ensuring it is accessible for all participants.</td>
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<tr>
<td>9</td>
<td>Organise IT equipment or overhead projector, flip chart and stationery.</td>
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<tr>
<td>10</td>
<td>Organise for meals and refreshments as appropriate.</td>
<td></td>
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</tr>
<tr>
<td>11</td>
<td>Organise travel, accommodation and per diems for participants not local to the area.</td>
<td></td>
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<tr>
<td>12</td>
<td>Prepare name tags (or sticky labels), attendance list for signature and arrival arrangements.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>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.</td>
<td></td>
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</tr>
<tr>
<td>14</td>
<td>Print the information to be included in the Participants’ Folders.</td>
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<tr>
<td>15</td>
<td>Become familiar with the content of the course and think through examples to share with participants.</td>
<td></td>
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<tr>
<td>16</td>
<td>Prepare Participant Feedback Forms (Handout 11).</td>
<td></td>
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<tr>
<td>17</td>
<td>Organise certificates of attendance and completion of the course.</td>
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</tbody>
</table>

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

**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.

<table>
<thead>
<tr>
<th>Flip chart</th>
<th>Time (min.)</th>
<th>Process</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>09.15–09.35</td>
<td>08.55–09.15</td>
<td>08.45–08.55</td>
<td>Welcome and Introductions</td>
</tr>
<tr>
<td>08.45–08.55</td>
<td>08.30–08.45</td>
<td>08.30–08.45</td>
<td>Welcome and Introductions</td>
</tr>
<tr>
<td>08.30–08.45</td>
<td>08.30–08.45</td>
<td>08.30–08.45</td>
<td>Welcome and Introductions</td>
</tr>
</tbody>
</table>

### DAY 1

**Why We Are Here – Learning Objectives**

- Flip chart

  a. List on flip chart paper (it’s best to refer to again on Day 3).

  b. Trainer facilitates plenary group discussion by asking individuals what their personal objectives are for attending the training and writing their personal objectives on flip chart paper.

  c. Trainer facilitates plenary group discussion by asking individuals what their personal objectives are for attending the training and writing their personal objectives on flip chart paper.

  d. Trainer facilitates plenary group discussion by asking individuals what their personal objectives are for attending the training and writing their personal objectives on flip chart paper.

### Why We Are Here – Learning Objectives

- Introductory or icebreaking exercise to suit participants.

  - Ask each participant to 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.

  - In pairs, participants introduce themselves to their neighbour, and share what their favourite food is.

  - OR

  - In pairs, participants introduce themselves to their neighbour, and share what they want to share with the group.

- Words of welcome by a senior CBM official, Head of Partner Organisation, Trainer or all three.

- Approx. Time (min): 20

- Resource: Flip chart, PPT 1

- *Note: CBM Inclusive Project Cycle Management Trainers Manual 13*
## The Course Overview

### 'Learning Together'

**Training Objectives**

- **Content**
  - Trainer goes through the program overview. Consider ways in advance to make information accessible for all.

- **Process**
  - Facilitate to encourage use of journals (in Participants’ folder) as a personal learning tool.
  - Participants need to identify the tools, process and decisions needed at each stage (PDCM) and save materials to support disability inclusive practice.
  - For Day 1, participants will be expected to read CBM-funded programs.
  - Inclusion and disability awareness of the importance of and appropriate ways of monitoring changes in inclusion and quality over time.
  - Development of key inclusion concepts and tools.
  - Expectations to increase understanding of the relationship between disability and development.
  - For the 3-day workshops and if they could suggest any additional rules.
  - Ask participants if they are comfortable with the proposed rules for participation and if there are any additional rules.

### Approx. Time (min)

<table>
<thead>
<tr>
<th>Process</th>
<th>Resource</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>PPT 2</td>
<td>Folder: Intro to Journals pp 3, 4 PPT 2</td>
<td>09.35 – 09.45 Day 1</td>
</tr>
</tbody>
</table>
### Project Management Cycle

**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 each other.*

- **Facilitation:** to capture the groups’ knowledge. Mention that there is a glossary of terms in the Participants’ Folder.
- **Organisation:** This course is about identifying how to ensure inclusion in all the steps of the cycle.

_Facilitator 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:**

- **Reference to an overall strategy/plan which provides the basis for any new activity**
- **Implementation stage**
- **Approval and funding process**
- **Feasibility check with stakeholders**
- **Concept or initial idea**
- **Testing the idea with stakeholders**
- **Design process**
- **Implementation stage**

**Note:** Facilitation to then create a summary picture on a whiteboard or another large piece of paper, that includes the main stages including:

- **Reference to an overall strategy/plan which provides the basis for any new activity**
- **Implementation stage**
- **Approval and funding process**
- **Feasibility check with stakeholders**
- **Concept or initial idea**
- **Testing the idea with stakeholders**
- **Design process**
- **Implementation stage**

**Cycle management project:**

<table>
<thead>
<tr>
<th>Process</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>HO 1</td>
<td>30</td>
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</tbody>
</table>

© CBM Inclusive Project Cycle Management Trainers Manual / 15
<table>
<thead>
<tr>
<th>Time</th>
<th>Process</th>
<th>Resource</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.30-11.30</td>
<td>Why is inclusion in the project management cycle important?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.15-11.30</td>
<td>Present PowerPoint presentation and briefly discuss inclusion and how it affects people with disabilities.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.15-10.30</td>
<td>10.15-10.30</td>
<td>Tea break</td>
<td></td>
</tr>
<tr>
<td>10.30-11.30</td>
<td>Introduction to gender analysis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.30-12.15</td>
<td>Ready for next session</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

DAY 1

© CBM Inclusive Project Cycle Management Trainers Manual / 16
<table>
<thead>
<tr>
<th>Time (min)</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>DAY 1</td>
</tr>
<tr>
<td>60</td>
<td>Presentations and discussion. Two case studies to discuss in small groups. Allow time for how they have gone about this. If this is not possible find one or more case studies in the implementation of projects, describing inclusive practice by one or two organisations who have worked on projects.</td>
</tr>
<tr>
<td>0</td>
<td>Tea break</td>
</tr>
<tr>
<td>30</td>
<td>'Word Game', word game, notes for facilitator</td>
</tr>
<tr>
<td>90</td>
<td>Timing can be varied to suit local working hours and Muslim prayer times if relevant.</td>
</tr>
<tr>
<td>30</td>
<td>Present some information about the shift in development approaches from down/scientific approaches to participatory and inclusive approaches.</td>
</tr>
<tr>
<td>12.00-13.30</td>
<td>Lunch</td>
</tr>
<tr>
<td>14.00-15.15</td>
<td>Tea break</td>
</tr>
<tr>
<td>13.00-14.00</td>
<td>Lunch</td>
</tr>
<tr>
<td>13.30-14.00</td>
<td>Lunch</td>
</tr>
</tbody>
</table>

**Notes for facilitator:**
- 'Word Game'
- HO 3
- PPT 7, 8, and 9

**Resource:**
- Manual
<table>
<thead>
<tr>
<th>Time (min)</th>
<th>Process</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>15.15-16.30</td>
<td>Developing the questions at project initiation step</td>
<td>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 with disabilities; 2. Implementing projects that focus on specific priorities and empowerment of people (both women and men) with disabilities. In this workshop we are looking at how disability inclusion can be considered in both types of projects. Disability inclusion is relevant to both types of projects. In this pre-project analysis stage of a new project steps of the initial establishment of a local organisation, imagine you are a local organisation. 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 partner or to think of others.)</td>
</tr>
</tbody>
</table>
DAY 1
Developing the questions at the initial stages of a new project

Inclusion at project initiation step

<table>
<thead>
<tr>
<th>Process</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CBM is committed to a twin track approach.</strong> This means that a project analysis must include both an analysis of the needs and the potential for the impacted population and also an analysis of the potential for its stakeholders to benefit from the project.</td>
<td></td>
</tr>
</tbody>
</table>

**Plan for brainstorming:**
- Considered in both types of projects.
- Workshops are looking at how disability inclusion can be considered in both types of projects. In this workshop, we are looking at how disability inclusion can be considered in both types of projects.
- People (both women and men) with disabilities.
- Projects that focus on specific priorities and empowerment of people (both women and men) with disabilities.
- Ensuring that all development projects are inclusive of people with disabilities.
- The human rights of people with disabilities can be met in two ways:
  - From a donor funding opportunity or from a partner organization, from a donor funding opportunity or from a partner organization.
  - From a donor funding opportunity or from a partner organization.

**Pre-project analysis:**

Imagine you are a local organization.

**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 partner or from others.)

<table>
<thead>
<tr>
<th>Approx. Time (min)</th>
<th>Process</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>75</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Inclusion at project initiation step (continued)

<table>
<thead>
<tr>
<th>The Project:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- those who will need to work on the project</td>
</tr>
<tr>
<td>- those who will benefit</td>
</tr>
<tr>
<td>- those who have an interest</td>
</tr>
<tr>
<td>- women and men</td>
</tr>
</tbody>
</table>

A project is inclusive of people who should have a say e.g.: a project is inclusive of people who should have a say

- to ensure that the process to develop this idea into 5 ways to ensure that the process to develop this idea into

Then each group passes their idea to the next table. That table then

Each group to write up their idea and the five questions on a big sheet:

1. Get a short list of 5
2. For each group to write up the idea and the five questions on a big sheet
3. Get a short list of 5
4. For each group to write up the idea and the five questions on a big sheet
5. Get a short list of 5
6. For each group to write up the idea and the five questions on a big sheet
7. Get a short list of 5
8. For each group to write up the idea and the five questions on a big sheet
9. Get a short list of 5
10. For each group to write up the idea and the five questions on a big sheet

<table>
<thead>
<tr>
<th>Process</th>
<th>Resource</th>
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</table>

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Inclusion at project initiation step (continued)

Facilitator puts the papers on the wall and summarises the themes. Make special mention of the issues about asking questions that women and men might answer differently. Mention that specific tools are available for this purpose when needed. This is sometimes called 'stakeholder analysis' and refer to the fact that specific tools are available for this purpose when needed. Mention 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.
**Inclusion in Project Planning and Design**

**Objectives for Day 2**

- Review of Day 1

**Content**

- To introduce CBR practices in Province Y.
- To increase skills in wheelchair maintenance.
- To increase the participation of women and men with disabilities in microfinance opportunities.
- To increase capacity of a DPO to undertake systemic and individual advocacy.
- To improve the quality of community health care in District X.
- To increase skills in wheelchair maintenance.
- To introduce CBR practices in Province Y.

- Plan to brainstorm a list of objectives that could be found in a typical or real project design undertaken by CBM and/or its partners.

**Process**

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<thead>
<tr>
<th>Approx. Time (min)</th>
<th>Process</th>
<th>Resource</th>
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<tbody>
<tr>
<td>09.05-10.15</td>
<td>Inclusion in project planning and design</td>
<td></td>
</tr>
<tr>
<td>10.30</td>
<td>PPT 10</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>08.45-09.05</td>
<td>Review of Day 2</td>
<td></td>
</tr>
</tbody>
</table>
**Inclusion in Project Planning and Design**

Select from the list the same number of objectives as you have numbers of tables of participants. The Facilitator needs to make the objectives as clear and simple as possible – feel free to edit them a little. The Facilitator needs to make the objectives that list the same number of objectives as you have numbers of participants.

Allocate 1 objective per table and ask groups to discuss:

- 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)
- 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)

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.

**Process**

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<th>Process</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Inclusion in Project Planning and Design</td>
</tr>
</tbody>
</table>
Facilitator to make sure all participants can access the list of critical steps needed for inclusive design.

### Content

- Implementers, monitors, coordinators and reviewers.
- Give the role of people in project management, as decision makers, to ensure that consideration is taken (including budgeting the costs of being inclusive).
- Facilitator should be taken (including budgeting the costs of being inclusive).
- Facilitator to bring whole group together and create a summary list of critical steps.
- Facilitator to bring whole group together and ensure that all relevant people.

### Process

- 90 minutes
- Facilitator could use one of 3 techniques to stimulate discussion:
  - ask participants to think of what would be good questions to ask to
  - ask participants to think of what would be good questions to ask to
- Short presentation of the elements in a standard design process and design
- Short presentation of the elements in a standard design process and design

<table>
<thead>
<tr>
<th>Resource</th>
<th>Time (min)</th>
<th>Approx. Process</th>
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</table>

### Lunch

- 12:00–13:30
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?

<table>
<thead>
<tr>
<th>Time (min)</th>
<th>Process</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>Journal</td>
<td>15.00–15.15</td>
</tr>
<tr>
<td>15</td>
<td>Individual reflection</td>
<td>15.15–15.30</td>
</tr>
<tr>
<td>30</td>
<td>Appraisal and approval process</td>
<td>13.30–14.00</td>
</tr>
</tbody>
</table>

When the project is implemented, is it clear how people with disabilities, women, men etc. will be actively involved in making decisions, monitoring etc.?

Assume that you are on a panel (comprising people with disabilities, men and women) to consider whether a project proposal is to be funded.
<table>
<thead>
<tr>
<th>Resource</th>
<th>Approx. Time (min)</th>
<th>Process</th>
<th>Content</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>15</td>
<td>Wrap-up for Day 2</td>
<td>16.45–17.00</td>
</tr>
<tr>
<td></td>
<td>30</td>
<td>Implementation of inclusive projects</td>
<td>16.15–16.45</td>
</tr>
<tr>
<td></td>
<td>45</td>
<td>Appraisal and approval process</td>
<td>15.30–16.15</td>
</tr>
</tbody>
</table>

**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.**

Any housekeeping announcements.

Ask participants to complete their journals for today, writing down the main messages they want to remember.

For first session tomorrow, format is wide open – limited only by the volunteers imagination.

**DAY 2**

Wrap-up for Day 2

16.45–17.00

Implementation of inclusive projects

16.15–16.45

Appraisal and approval process

15.30–16.15

**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.

For first session tomorrow, format is wide open – limited only by the volunteers imagination.

**DAY 2**

Wrap-up for Day 2

16.45–17.00

Implementation of inclusive projects

16.15–16.45

Appraisal and approval process

15.30–16.15
### What is monitoring and evaluation?

**Objective Day 3**

- Review of Day 2
- Appraisal and approval process

<table>
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<tr>
<th>PPT 4</th>
<th>Approx. Time (min)</th>
<th>Resource</th>
<th>Process</th>
<th>Content</th>
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<td>20</td>
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</tbody>
</table>

Volunteer participants to lead. Trainer to support and comment on the presentation/activity. Helps bring class back to where we were.

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.

Find out about the 'starting' knowledge within the group about M&E concepts.

▸ 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 programme accordingly.

▸ 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.

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## DAY 3

### Content

**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.

Use this time to ask in small groups or in a plenary:

- 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?

If participants have a good knowledge about M&E concepts, then it is useful to confirm their understanding about the different purposes of M&E concepts.

### Process

<table>
<thead>
<tr>
<th>Approx. Time (min)</th>
<th>Resource</th>
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<td>15 to 18</td>
<td>PPT</td>
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</table>

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### Monitoring and Evaluation

Monitoring and evaluation is about collecting, analyzing, using, and sharing pieces of information. Each type of information has uses and limitations.

#### Content

1. The score you received in an exam you completed at the end of school (e.g., % or A, B, C)
2. A comment made by a work colleague about you
3. A report written by an overseas expert about an issue in your country
4. The minutes of a meeting attended by people from a community organization

#### Process

- In small groups, discuss the usefulness and limitations of the following 4 pieces of information.
- In plenary, ask people to think about what this means for the kinds of information that we need to collect, analyze, use, and share when we are looking at projects.
- Talk about the difference between quantitative and qualitative information.
- If there is time, ask the group to come up with some examples of both.

#### Tea Break

- **Tea break:** 10:15–10:30

#### Approximate Time

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<tr>
<th>Time (min)</th>
<th>Resource</th>
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<tbody>
<tr>
<td>09:35–10:15</td>
<td>PPT 19 to 21</td>
</tr>
<tr>
<td>10:15–10:30</td>
<td>Coffee break</td>
</tr>
</tbody>
</table>
CBM is interested in finding out about how its programs contribute to improved inclusion. They are interested in:

- Inclusion at the level of individuals
- Inclusion at the level of society
- Inclusion in organisations
- Changes in participation by people with disabilities

Facilitator to start plenary discussions on inclusion at individual level.

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 disabilities. This is defined as:

- Gained sense of self-worth
- Increased sense of autonomy
- Increased level of involvement
- Increased shared experiences

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.

CBM is interested in finding out about how its programs contribute to inclusion at individual level.
**Closing**

11.50 - 12.00

**Evaluation**

11.45 - 11.50

**Individual Reflection**

11.15 - 11.45

**Closing**

11.50 - 12.00

Head of Partner Organization, a senior CBM official and/or
Words of thanks by facilitators, a senior CBM official and/or

Complete participant feedback sheets.
Discuss with each other and the group whether the objectives have been met or not.

Discuss with each other and the group whether the objectives have been met or not.

To improve inclusion in the project cycle, participants to write down steps they could take back in their office. The beginning and think about whether they have been met or not.
To the list of objectives that were written up by participants at the beginning and idea they would like to learn more about. Refer back to the list of objectives that were written up by participants at the beginning.
Participants to complete their Journals, writing down the ideas 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.

Content

Words of thanks by facilitators, a senior CBM official and/or
Complete participant feedback sheets.
Discuss with each other and the group whether the objectives have been met or not.

Complete participant feedback sheets.
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To improve inclusion in the project cycle, participants to write down steps they could take back in their office. The beginning and think about whether they have been met or not.
To the list of objectives that were written up by participants at the beginning.
Participants to comment on their Journals, writing down the ideas that they have learned and areas that they would like to learn more about. Refer back to the list of objectives that were written up by participants at the beginning.

Process

15 15 30

30

30

30

30

Approx. Time (min)

15 15 30

30

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30

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

**DAY 3**

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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*


*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*