***

***

   >> ALESSIA ROGAI: Good afternoon to everyone. Thank you
very much to be here today. I am Alessia Rogai and I am the
knowledge management and coordinator of the project Bridging the
Gap. For those who didn't attend last session, maybe know a
little bit less about the project Bridging the Gap. This
project is a European funded initiative coordinated by FIIAPP,
Ibero-American Foundation for Administration and Public
Policies, in partnership with three agencies, European agencies
for development cooperation, Spanish, Italian and Austrian
Development Agencies and two international NGOs, the
International Disability and Development Consortium and the
European Disability Fund. The initiative aims to contribute to
the socioeconomic inclusion, nondiscrimination of Persons with
Disabilities through more inclusive, equality and accountable
institutions and policies.
   The framework of knowledge management strategy developed
within the project, web-based training cycle to regularly

explore the different issues taken in to consideration by the project action. The webinars are prepared and conducted by global and field experts selected by the Bridging the Gap team. The sessions are prepared to be as much as possible interactive, repeatable and shareable. And each webinar is conducted in English, French and Spanish in separate sessions.

   The first session of this training cycle was Introduction to the UN Convention on the Rights of Persons with Disabilities. The second session was the Sustainable Development Goals and their references to disability. And the third session was Disability Inclusive Development. For those who missed them you can find the videos there, recording of the first three sessions together with the transcriptions and the learning materials on the project -- on our project website on Facebook and prepared pages and also on our Youtube channel. And you can find the links here also in the chat box in awhile.

    Today we have this fourth session of the training cycle and it is entitled Inclusive and Accessible Project Cycle Management. It is a really important topic, especially for those who works on managing projects, programs planning and implementing activities such as in monitoring and evaluating project phases, et cetera. Managing project is a daily activity developed in so many different sectors that the consideration on the disability dimension in the project cycle contributes to the quality of life of everyone in every sector and in every country. The general political and legal framework on disability is given by the UN Convention on the Rights of Persons with Disabilities that is for the Article 32 promotes inclusion of disability perspective in all development policies and programs. And in turn in their implementation mechanism. Building a Human Rights based approach, requires to take in to consideration several aspects like if rights participation, accessibility, but also raising awareness and capacity development. The session today is intended as an introduction, learning opportunity that covers key elements of inclusive cycle management to be understood and applied by the development predictors and any other stakeholders. This is Ola Abu Alghaib, the director of global research. Ola takes the lead in implementing the ambitious strategy for to become the global partner of choice in disability and while significantly growing advocacy initiatives with key actors. Ola represents Leonard Cheshire Disability as a global member, one of the Bridging the Gap project partners but also the disability development group and together 2030 global initiative. She is also board member of the Disability Rights Fund. She has been a member of the advisory bodies to support governments and social policy reform and recently involved in providing technical expertise around

effective reforms towards the inclusive social protection policies. Last but not least Ola represents IDDC in the project Bridging the Gap in our steering Committee. Before starting just a couple of technical tips. The webinar is live captioned and you can find the link to follow the live captioning here in the chat box as well as you can find also the link of -- to our communication channels. I give the floor to Ola. Thank you very much. Sorry, can you turn on the mic? Thanks.

>> OLA ABU ALGHAID: Oh, sorry. Thank you, Alessia, for the kind introduction and thank you everyone for taking the time to be with us today. I am very enthusiastic to see the high number of people attending this session and I hope you find it useful for you in your day-to-day jobs of translating the commitments of what does it mean to have an inclusive project cycle management.

Maybe to start with just to discuss why we think it is important to have an inclusive and accessible project cycle management for disability. And the answer is very simple, it is that all our day-to-day development and points and practices rely on such mechanism to define where we want to go towards our commitments, whether it is a Government ministry or a practitioner on day-to-day work or it is a program led by development actors or a donor who wants to put forward commitments to change realities on the ground in our most marginalized communities. It is very timely and important to discuss thoroughly what would that look like when it comes to disability in terms of inclusive practices. Maybe to start with I know Alessia touched upon the CRPD as a framework and the supporting mechanism to this principle. But I would like to come back to that specifically, explaining that 12 years ago in the Convention drafting took place, there was a lot of discussion and agreement globally on the importance of defining an Article that looks at international cooperation.

And the reason behind that is due to the learning from the previous practices that without the right resources, and without the right support we actually will fail in terms of putting that global ambition in to realities. And that's why today we are celebrating more than 176 countries ratifying and adopting the Convention and putting those commitments and principles in to practice, we are also celebrating that there is an increased high volume of commitments from global development actors, supporting disability and development practices. And a lot of that comes to the fact that Article 32 in the Convention spells out very clearly the importance of international cooperation. And it is very important to come to that Article and explain a bit in details what -- how did the Convention envision that would look like. So it is not just a matter of putting money in

on the table to support disability, it is really ensuring that there is coordination and collaboration so there is no duplication between actors working in supporting programs and to support disability inclusion.

But also there was the importance around capacity building and capacity building and understanding what does inclusive practice look like, is not just a matter of others understanding but also it is within the space of those donors of trying to have a deeper understanding what would that look like. Because project cycle management is a requirement also by donors for grantees to follow a certain type of structure of management and reporting and monitoring and evaluation. And if disability is not seen as a cross-cutting vision on all of that with clear understanding what do we mean when we say this project is inclusive to disability. There has to be a deeper understanding around that because if we fail from the beginning around this, then the whole steps in the future to take that program forward will fail completely. Also the Article talks about facilitating research and understanding the evidence side of again what works around this effective international cooperation when it comes to disability and development. And, of course, this issue of assurance that equity is also a key principle when addressing those issues and when supporting them in targeted countries.

Another relevant and key success and achievement framework for us when we look at inclusive practices, inclusive projects or program cycle management is the drafting and adoption of the Sustainable Development Goals. The Sustainable Development Goals spells out very clearly that ambition is by 2030 no one is left behind in terms of core issues that are of principles for each individual human being anywhere around the globe. And for this process to happen without inclusive practices this is not going to be achieved because we can't rely only merely on saying disability specific programs will solve the problem. Mainstream development thinking is very key here to ensure that whatever we are working around in any country across the globe whether it is water and sanitation, whether it is health prevention programs, whether it is social justice issues, disability should come in as a predeterminate and we need to make sure it is built in across all the steps of the cycle to ensure we are equally addressing the issue equally ensuring we are capturing that change.

And, of course, we know that inclusive practices are important specifically for Persons with Disabilities additional to other marginalized groups because there is a clear evidence out there about the connection between disability and poverty. We know that disability causes poverty and poverty could cause further analysis and impairments that could leave individuals

with permanent disabilities. And to come out of that vicious
circle development interventions need to step in more fiercely
to ensure that poverty is addressed and when we are looking at
poverty programs disability is addressed. Programs related to
poverty elevation they don't look consistently to disability and
how those programs are sensitive, are directed to influence
members in the households that have certain impairments. And I
have been involved in massive research that looked in to those
practices. So this is again why we need to look more in details
about our program cycle management in a way that looks in to
disability because without that, we are leaving millions of
people behind. We are failing to equally serve and address the
needs of every individual in the communities we want to serve.
     So defining inclusive development, of course, there are many
interpretations out there. What do we mean by that? But in
principle it is the equality of opportunity and equality of
impact on individuals. I don't want to complicate it with all
these lines and lines of interpretation but for me as I said
every individual has the right. Every citizen out there has the
right to have equal access to all relevant services and have the
right to be equally benefitting from those services to the
directions where he or she sees their life wants to be. And
this is again a very basic question that we need to have in mind
in any moment we are thinking or designing or strategizing
future development interventions. Are we really thinking
equally to target audiences where disability is at stake. What
do we need to do to ensure they are equally accessing those
programs, what do we need to do to ensure they are equally
benefitting from those programs. And, of course, the core
principles that looks across the whole program cycle are four
principles for me. It is the attitude, because remember the
power lays on the individual. If I am a program manager, if I
am a senior person alt the donor space, if I am a policymaker
who wants to start designing these programs, this is where the
starting point of decision making, whether the disability comes
in to the discussion or not. Attitude and behavior and
assumptions about disability are key because that direction and
that's why it is a core element to consider organizationally
when we are looking in to being an inclusive practice and
organizational structure. The way we communicate about
disability differs and the way the more rights-based we are, the
more inclusive we are, the better it is that is reflects in to
our understanding and behavior and attitude and that's again a
key principle to look in to when we consider inclusive
development practices. The third principle is, of course, the
accessibility. How far did I look at the accessibility
considerations in my program design and implementation. And

monitoring and evaluation. We will talk about that later in
details. But the center of all this discussion and if we missed
that, we have missed the whole understanding of this inclusive
practice is the participation of the people at stake. We have
to acknowledge that for many people still they don't understand
what do we mean by including people with disabilities in to
inclusive practices. They don't understand disability. They
think it is too complex. They think it requires, you know,
expensive resources. It needs certain expertise that those
organizations can't afford. And this whole wrong assumption can
be solved through one simple principle which is the consultation
and the active participation of people with disabilities on
those processes. The simple thing you go and ask people. If
I'm designing an education program I don't understand the
barriers related to students with disabilities, talk to parents
about it and I talk to other actors and then I can sense it.
But the relevant actors on this are people with disabilities and
their representative organizations. The Convention was very
clear stating that engagement of DPOs in the process and whole
relevant processes related to them is a key principle. We can't
ignore that. And this is something that we can't put on the
side of any discussion when it comes to program or project cycle
management. Also one key thing to consider as well as one of
the relevant frameworks and the question and still it is
debatable in many spaces, what do we do around disability? Do
we design disability specific programs or do we just include
disability within the wider mainstream interventions? And there
was a clear answer to this question many, many years ago which
is the confirmation of the twin-track approach that states
clearly we need to look at both sides of the story. We need
within the mainstream programs we need to ensure that disability
is a cross-cutting thing but also allocation specific
interventions that brings and ensures the active engagement the
equal access to people with disabilities in that mainstream
program. But also sometimes we need to design those disability
specific programs where -- because there are some specific
programs that are tailored to the needs of people with
disabilities but still are equally important but when it comes
to mainstream development interventions, we need to look at both
sides of the twin-track approach. We need to ensure, for
example, if I'm leaking in to again coming back to the example
of education program in certain countries, the whole program
needs to ensure reach, and impact of learners with disabilities.
But to ensure that happens we need to ensure that, you know,
there are programs interventions, supporting parents
understanding about the rights of their children, engaging those
students with disabilities with their nondisabled peers to

advance their self-esteem, working on the community around this, advancing teachers' understanding on disability. So these are still seen a bit of disability specific interventions but without them we can't ensure that all the planned cross-cutting interventions for all students will be useful and equally impactful to students with disabilities.

Another question comes to mind for us is who is responsible. Who do we put accountable anywhere to say that they are in charge of delivering inclusive programs or inclusive development practices? It is actually everyone. Because it is the disability specific organizations. It is the mainstream service providers. It is the government. It is the development actors. It is the disability persons organizations or DPOs themselves because they also -- their practices and their way of work can show a good evidence about how inclusive they are in terms of, you know, incorporating within their own programs and advocacy efforts, the rights of all types of disabilities whether it is on their own or networking with other DPOs. It is the idea of this unification of and deeper understanding of all the issues related to all members with disabilities.

And when it comes to, you know, that we know that access to services for persons with services entails quite a complex, you know, collaboration and coordination and engagement of different actors in that process to make it happen. We know in many countries still most of the Government services towards disability are either subcontracted to national or local NGOs or they are laying or centralizing one ministry in many cases. Ministries of social affairs and that on its own could, you know, risk the fact that if a Government right now, for example, is defining its national action plan around the Sustainable Development Goals which will translate in to development programs, and again the risk is because disability is not well mainstreamed across all the ministries, then the design of the action plans and all related programs will miss disability and that's where the risk, for example, lays starting at national level. But equally the case is also for all these major mainstream players that work around and gender that works around children, services and rights that works around, you know, as I said like Human Rights and social justice issues, again all these services. If they don't consider disabilities as a core principle will be missed and many people will be out of that cycle. Why we think that disability is complex and troubling? One of the key issues that we know for a fact is let's say one of you is thinking to design a program that looks at in to disability, one of your first starting points of challenges is how to define disability. Who do I need to consider to target or reach in my program that I can consider as a person with a

disability. And we know that this is a global challenge because even when drafting the UNCRPD there was a huge debate whether do we define disability or not. If we define it what kind of (inaudible) do we need to put out there. And in the Convention Article 1 didn't come up with a definite definition but it gave some insight around who do we mean when we say Persons with Disabilities. And, of course, there was a clear confirmation that it has -- the interaction between the individual physical impairment and the environment and the level of interaction actually and the barriers that are put out there is actually determines the level of disability you are experiencing. But translating that in to national policy thinking and practice point of view, many Governments and many development intervention designers are still struggling with that point. We know there are frameworks out there like the use of the Washington Group questions to help us get an understanding about the prevalence of disability. There are learnings now merging that this can be a good tool as well to be used for you to understand if you are a mainstream organization. To understand the population you want to work with, and the percentages of disability in that population. Beyond that you need to do further deeper understanding, for example, if you are working on women rights programs and services, okay. Washington Group questions could tell you that the prevalence of females with disabilities is 6% in this community. But that's not enough for you. Because you need to understand more about this through this 6% where are they, what's their situation, who from them I can target and what's relevant to my program. There are levels of understanding that we need to put in place to ensure that, you know, this effectiveness of reach and impact for our, you know -- if I use the client or customer or beneficialist in your own programs.

     Another challenge that we have in mind and we all know about is the fact that we know, the evolution of thinking about disability changed across the years but still in many cases we are still struggling and we are moving from one approach or model to another. We know that things started and continue to be the case in many -- even at policy debates and discussions, disability is still stuck around the medical model which is looking at the individual more from the lens of the physical impairment and that is a core challenge because if we stick to that model or approach, that means Persons with Disabilities are out of any other social or development interventions. That they are more central around disability medical programs and they are out as I said on anything that relates to their other social and political rights and social economic rights. We know that, you know, the Convention and the SDGs brought the confirmation about

the Human Rights and the linkages. In practice we can see many programs that are development programs that are so badly designed in a way that takes you back to even the charity model. We have on the ground and I'm sure you will all speak to my point, that still we see programs on the ground that are looking at disability only in occasions where they are distributing, you know, these food boxes or clothes or hearty functioning assistive devices and they remember disability where it is close to occasions where it is serving the poor or serving the marginalized and nothing beyond that. And that is where again there is a huge risk about and interlinkages between attitudes and assumptions and the actual practice that people designing these programs. And in many cases it may be of good intention but because it wasn't framed well around the rights principles, still the interpretation of it fails to respond to what we are talking about.

So coming more concretely, so what do we need to look at. So I'm that person who wants to look at considering disability in my practice. What are the key principles I need to look at. I mentioned earlier the issue about participation and participation of Persons with Disabilities needs to be across the whole cycle. So from the thinking around what kind of intervention I'm going for or a program till the end of that cycle which is going to the evaluation and reflection and learning for future programs and interventions, the second principle is accessibility. You can design the most beautiful program that on paper looks great and it should be addressing everyone's concerns and needs, if you miss the disability principle, you immediately exclude people with disabilities. And I'm sure again many of you have seen that in practice where, for example, there are huge promising programs where from the consultation phase they would invite you in to meetings where the meetings space is not accessible. So starting with that principle to the high level of spectrum of interventions where they don't consider disability. So I have seen in the fields once like humanitarian response where they would distribute food to people in that refugee camp and the food carts they were distributing and they were so high and for many people with disabilities it wasn't possible. So it is actually putting them at risk and harm the other way around. The issue of environment and capacity building again to ensure that people have active voice and engagement in those programs we need to give them the right information the skills, the knowledge. So when they are around the table they are actually able to speak what they believe needs to be happening in that program and respond to them and their members' needs. Without that equality of opportunity and impact will not be achieved. A first principle

is what we call antidiscrimination or assurance of when we talk about equality of and equity actually more of the correct, on disability we know that disability is not as mentioned -- we know that there are certain types of disabilities and each type of disability would require certain additional needs that we need to consider. So without considering that, without considering the additional barriers first by females with disabilities and girls with disabilities we are again excluding high level of number of people with disabilities who we from the beginning thought we would be reaching out to. The access to information for me is a very, very key principle as well. Again on paper you could design the best program on the earth but actually if you miss the chance of ensuring that people know about this program, you will fail to reach them, because we need to have this transparency but also this accessible access to information where people know they have a right to this program, they know they can access it. And know how to maneuver the system in a way to gain from this opportunity that was designed in a way to be reaching them and impacting them. And the last for me which is -- but it is also equally important is the do no harm. Because in some programs we assume we are inclusive, we assume we respond to everything but actually we need to be careful. We are not putting people at risk. People are disabilities specifically and one example is that we are working on programs that support inclusive education for girls with disabilities. And we have learned so many years ago is without the clear component in the program, to ensure that there are clear protection mechanisms for those girls from violence could put them at risk even on way to school, in the school setting itself and that is something to be considered if I want to ensure that I am responsive, but equally benefitting everyone on designing or aiming to design the program for.

     We talked at the identification phase which is sort of my starting point to design a program. We said it is a core thing to have Persons with Disabilities in that stage. We also said we have to be careful how to identify people with disabilities. There are so many tools out there. It is just a matter to ensure that I have that in mind when I am doing this baseline assessments to ensure did we have questions related to disabilities. Are we asking the right people. Did we ask the specific considerations around the needs that people with disabilities have to be equally targeted, to have a deeper understanding. We need to consider also in that space where are my implementing my program because if I'm implementing my program in rural areas it is not equally but I am implementing it in urban areas. I can't assume if I design a program around say social protection, and transport is at stake I need to

understand the enabling environment. Are they present for
Persons with Disabilities to reach those services that would
provide support or not. And if they don't exist then the
identification and assessment would help me to have those
considerations in mind. And also when I come to this design
phase, I need to think who the external environment but also the
internal environment. What I mean by the internal environment
who from my team is going to manage the program. Do I think
that that they have the right understanding around disability or
do I need to build in capacity building to them because they are
the ones that who will be ensuring effective implementation. So
I need to input that in my thinking and in the design phase.
Financing is another key component about design to ensure that
it is inclusive program. Because if I don't consider again the
additional types of activities I want to do that are related to
disability, additional costs related to disability that people
with disabilities needs to pay to reach equal levels of service
to others, that will be missed. And that -- and then I will not
be able to consider that. Coming back to the example of, you
know, meeting spaces, if I don't consider disability in the
costing of those meeting spaces I will end up with a very
limited budget that will not allow me to hire venues where
people with disabilities can come. This is a very key principle
to look at it across the program, specifically when designing
the interventions but also when I am financing or allocating the
financial resources to that design. And I also need to think
about partnership. We talked about engaging with DPOs across
the program cycle but again how do I want to ensure that
effective partnership and this empowerment and inclusive access
to awareness can play a core role around that. So considering
partnership with DPOs in that inclusive development practice is
key from the beginning for me to get that deeper insight.
    When it comes to implementation phase, again we have
considered all the things on paper but now when it comes to
practice, at my early stage of implementation I need to have
this reminder to myself, to my teams, to the partners who are in
charge of about the implementation about disability. So okay,
on each of those types of interventions how are we going to look
in to facility. It is equally we are looking at gender issues
and equality around that. This would require an informed
discussion from the beginning and continuous reflection around
that across the implementation with -- to generate learning and
hopefully the expectation from donors is also to have the
flexibility for you to adapt your interventions if they are not
working for Persons with Disabilities within that space. And
that is key and we know that unfortunately not all donors allow
that. But that's a key consideration also to keep in mind in

case we want to consider that.

Within the monitoring practices, again there are different ways and modalities of monitoring. But we know that we want to capture qualitative data that would give me this reflection from the individualized experience can I can be captured with people with disabilities through consultations with the DPOs, consultations with individuals themselves, having case studies, have stories of people, reflection. Having clear accountability and feedback to allow them that is very accessible, that's also a challenge. You would have a nice accountability mechanism but actually in my case it is not accessible to users with disabilities. And also equally around the space we know at the design phase across all the program design we have defined indicators that will determine my successful failure in that program and we need to make sure that disability is cross-cutting and we sometimes need to build in disability specific indicators that will help generator learning or understanding, close or far from my ambition or target from people with disabilities. We know that using the Washington Group questions will help me get -- to apply understanding of how many people did I reach but it is not enough. You need further questions in those surveys to have a deeper understanding did people actually access the activities, what they think about it, what worked. What were the barriers, et cetera. And when it comes to evaluation which is the last pillar or block in the program cycle management, of course, in that one it is very key again to have a dynamic participatory evaluation process that we can generate the learning and the recommendations moving forward not just criticizing the failures but how can we improve our practice in the future around our development interventions.

This for me were the key principles that I wanted to share with you today. But I am more than happy to take questions in relation to what I discussed.

>> ALESSIA ROGAI: Well, thank you very much Ola. Now we can start with some questions. I am really sure -- I am sure you have lots of questions for Ola. You can type the questions here in the chat box and I will read them one by one or you can virtually raise your hand and I give you -- you can give the question directly to Ola. In case there is some problem with the connection just -- I suggest you to text your question in the chat box.

So to make some question to Ola, take this opportunity. I have already one -- first question from Sefia. Ask how can we manage the participation and the right of persons at initial stage of our development program in a rural area where there is social barriers or misunderstanding towards people with

disabilities. Thanks, Ola to answer this question.

>> OLA ABU ALGHAID: As you know consultation and participation of all community actors in program design is essential in this -- it is a precondition for all development practices. As I said earlier there has been always a challenge as you said like do we actually engage community members with disabilities. Do we actually look in to their specific rights and needs in our thinking and in many cases it is missed. Now how do we do it in practice? First of all we need to understand like let's say it is a program around water sanitation is, where disability comes in to the picture and the first thing is if there is no representative body in that community, it is a village. It is in a remote area that there are no structures in place, I am sure there are people with disabilities living in that community. And usually community leaders or religious figures or, you know, heads of municipalities and schools would know those members. And the essential thing is to have them around the table. And to have them around the table on two streams, remember when I discussed about the twin track, we need to engage them in the wider discussion and specifically have a Focus Group discussion with them. Say the whole community agreed that infrastructure for the schools is very key. So, of course, they will be agreeing with that but then come to them and say so what does that mean for students with disabilities. When I'm talking about vocational training, Senators, there may be certain areas of interest for that community to advance the skills of young people to be able to advance their opportunities in the labor market but when it comes to disability I need to meet with those potential employees to understand why they are not there and to ensure they are equally engaged in the programs. You define whether you want to work and second key important point is to ensure disability is part of that consultation process. You are doing the consultation disability part of it and you have this discussion around disability within the mainstream discussion but have a specific one with those members to understand what did you miss or what you need to include to ensure there are equal basis in your program design.

>> ALESSIA ROGAI: Thank you very much, Ola. We have another question from Egagu that asks disability inclusive development programs lack staff (inaudible). How to match disability knowledge with development knowledge? How.

>> OLA ABU ALGHAID: Now life is easier. It is much easier than many years ago. If you go in the thinking before development comes to mind when you want to change the realities of citizens and whatever context you want to work with, more to ensure that they are enjoying the quality of life they want to achieve, but, of course, from that discussion disability was

missed. And to bring those two words together as I was discussing earlier, the global thinking evolved and it is now a great success. *** how to translate in to community and local level, that's local ambition down to the actually day-to-day program design and delivery is a core thing. As I said for me individually working for now more than 20 years in development practices looking at disability specific believe me it is all about the understanding and the knowledge of the individuals. That's why I really believe the role of DPOs in those context is very key. Because many people may not know how to look in to disability. They may have good intentions and they may not do it. Or many in a few cases they may want to keep ignoring disability because it is easier for them. On both scenarios, you know, you need to if you are a disability organization to put that pressure. You need to put people accountable. There are so many frameworks out there that they signed off on, we need to say to them, you can't -- it is not an accepted term any more that you look in to development to the disability. And if you need the knowledge, we can offer it to you. Because as you said we need to bring the two words together and the only way to bring the two words together is to develop partnerships and provide information and guiding people and this is the advice. But also to put people accountable. If you know in your community that there is a planning for 30 million programs and on certain area of interest to disability that disability is missed you need to go there, you know, put people accountable and say I'm sorry it is not acceptable. Where is disability from this program. If we are -- you are missing hundreds of thousands of people. And we know also we need data. And data around disability is still unfortunately lacking or lacking progress. More evidence you generate as disability organizations around where things are working and where they are not, it is not always having mistake and things are not working. Take it and put it out there to ensure that people that it didn't cost much to have an inclusive employment program or a (inaudible) program. So bring that evidence out there to use it as a way to inform change and ensure that you are building this positive collaboration as well.

    >> ALESSIA ROGAI: Thank you very much, Ola. I don't have -- I don't see any other questions. I really invite our participants to make some questions to take an opportunity to have Ola here and her time today to really deep in to this important topic. So have another question from Danielle. A question to Ola. What are the main operation tools to support the mainstreaming of the disability concept with a development so it doesn't become an extra care to pay but it may support more inclusive action. Very interesting question. Thank you

very much. I give the floor to Ola to answer. Thank you.

        >> OLA ABU ALGHAID: In terms of tools there are so many
out there and it depends -- where you think the missing
understanding is. You need to have this honest discussion with
those development actors is where they -- what do they need to
learn more to understand. Whether it is -- for example, if they
have a certain thematic area of focus, say a health practitioner
or a health services provider, then we come to them with
starting -- I always advice you to start with the Convention
because the Articles of the Convention is sort of our
data -- the starting point of discussion, what needs to be in
place in policy and programs. You take that and you explain it
to people. Now, of course, that's not enough. And in many
cases people will think it is so abstract. You need to take
that post principles and explain a bit. Another tool is
actually a basic one which we miss many times is, you know, the
etiquettes of communicating to people with disabilities.
Explaining the importance of attitude when communicating around
people with disabilities and all the details about accessibility
requirements many people don't know. They don't know that I
don't like to be pushed from behind from my Chair because they
think it is a good intention to support the move forward. These
are small things but it is breaking the barrier between what we
think the other side that see disability as a big complex
sponsor and coming to it with different approaches. When it
comes to policy design issues and program design issues, so, for
example, about assessment of who from the population are people
with disabilities, understanding what I need in place to have an
inclusive education practice and what I need to have in place to
have a social protection scheme that is inclusive that is
massive information out there, we are today in a much better
position as I said because there are so many guidance notes and
policy papers that can tell you. And they are so tangible and
practical that you can provide to those actors and explain to
them. If you can't explain to them you can advise them who to
go to bring them direct expertise and information you need. But
you are a central person because you don't know how much you
know until you interact with other side because the other side
doesn't know anything. And actually anything you tell them will
be very useful.

        >> ALESSIA ROGAI: Thank you, Ola. I don't see any other
questions. I really invite you to make some questions but also
to share with us maybe, raising your hand and sharing with us
your view or your experience on that. I IGF you just some
seconds more.

    We don't have any other question. I don't know if you Ola
want to conclude or stress some more times until towards end of

the session.

>> OLA ABU ALGHAID: For me thank you again for giving the space to discuss this. And as Alessia said there are interesting links for you to look at in the announcement for the webinar to have a deeper understanding that could inform your needs for tools and information. But my final advice to you is I come back again there are a lot of information out there that you can use. You don't need to invent the wheel. What you need, if you are a disability organization or a DPO member, be out there and be proactive to engage with those development actors that you think are core influencers around the situation of Persons with Disabilities in your community. Because you need to address them at the right moment as we discussed in program design and management. It is all at the -- the importance is the consultation phases that I understanding and the design. If we miss the design opportunity we missed the whole thing. So it is good to have a deeper understanding about development of action plans for the Government, development action plans for relevant donors and actors in your country and context. Base that's where you can start. How are you going to look in to disability and offer your support because that's the only way you will ensure it will happen.

>> ALESSIA ROGAI: Thank you very much, Ola. So well, if you don't have any other question, we can say that we are at the end of this third session about inclusive and accessible project cycle management. Again I would like to thank you, Ola, a lot for your participation for having given your time to us today. I would like to say thanks to the audience. I sincerely hope that today's session clarified some doubts about this important topic.

  Just a couple of last things, just a couple of last things. The webinar training cycle issues a certificate of attendance only to those whom will attend at least 75% of the webinars and respond to the satisfaction survey. 75% of the training course corresponds to 9 out of 12 webinars. You will receive a survey to the recordings and learning materials in a follow-up mail at the end of each session. The next session will take place the second week of December 2018. And it will be about inclusive and accessible communication, another important topic that I really recommend you to not miss.

So well, thank you very much again. Thank you to Ola, to everyone. Really looking forward to seeing you at the next session. Thank you Ola. Bye.

>> OLA ABU ALGHAID: Bye-bye.

                              ***

        This text, document, or file is based on live transcription. Communication Access Realtime Translation