

# **Phase 2 - Leave no one behind!**

Mainstreaming Disability  
in Humanitarian Action

## **Promising Practices**

From the external project evaluation  
conducted by

**HESSE**  
*Consulting Group*

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## 1. General Information

<p><b>Name and location of the project</b></p>	<p>Phase 2 – Leave No One Behind, Germany</p>
<p><b>Duration of the project</b></p>	<p>09/2018 – 31/12/2021 (40 months, including 4 months no-cost extension).</p>
<p><b>General objective of the project and expected results</b></p>	<p><b>Overall Objective</b></p> <p>Persons with disabilities enjoy equal and meaningful participation, safety, and protection in international humanitarian action, both in general and in German-funded assistance in particular.</p> <p><b>Expected Results</b></p> <ol style="list-style-type: none"> <li>1. Support for the development of the global IASC Guidelines on Inclusion of Persons with Disabilities in Humanitarian Action and sharing good practices on disability mainstreaming in global coordination mechanisms.</li> <li>2. Capacity and awareness-building activities for humanitarian actors in Germany and their local partners at the field level on both an operational and organisational level to mainstream disability and the inclusion of persons with disabilities in humanitarian action.</li> <li>3. Collaboration with two German universities and applied research to strengthen the evidence base for disability inclusive programming and coordination of humanitarian action.</li> </ol>

Persons with disabilities are estimated to represent 15 per cent of the world's population<sup>1</sup> and are among the most marginalised people in crisis-affected communities<sup>2</sup>. In disasters, their mortality rate is two to four times higher than that of persons without disabilities<sup>3</sup>.

Hence, there is a need to focus on including persons with disabilities in various aspects of humanitarian actions such as disaster preparedness, response and recovery.

Handicap International Germany (HI), Christoffel-Blindenmission (CBM) and the Institute for International Law of Peace and Armed Conflict (IFHV) at Ruhr University Bochum implemented together the project “Phase 2 – Leave No One Behind!”. The project's activities brought awareness on disability inclusion in humanitarian action, supported the development of the IASC Guidelines on Inclusion of Persons with Disabilities in Humanitarian Action, built capacities of German NGOs and their local partners, strengthened inclusion of persons with disabilities in academic curricula and events, and enhanced the evidence base through applied research.

## 2. Promising Practices

The following promising practices were identified during the evaluation at the end of the project.

1. Virtual Accessibility
2. Strengthened operational and programmatic capacities
3. Inclusion in academia
4. Building evidence for disability inclusion and strengthened awareness
5. Development, publication, translation and dissemination of IASC Guidelines.
6. Coordination, partnership and management

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<sup>1</sup> WHO and World Bank, World Report on Disability (2011)

<sup>2</sup> Report of the United Nations Secretary-General for the World Humanitarian Summit, One Humanity, Shared Responsibility

<sup>3</sup> Katsunori Fujii, 'The Great East Japan Earthquake and Disabled Persons', in Disability Information Resources, Japan

**2.1. Virtual Accessibility**

<p><b>Specific objective and expected results in relation to the good practice</b></p>	<p>Capacity and awareness-building activities for humanitarian actors in Germany and their local partners at the field level on both an operational and organisational level to mainstream disability and the inclusion of persons with disabilities in humanitarian action.</p>
<p><b>What particular aspect of the project does this good practice address?</b></p>	<p>Virtual Accessibility</p>

The Covid-19 pandemic had a significant impact on the project activities because face-to-face meetings had to move to an online format to meet the social safety requirements of the government. as the activities were based on face-to-face meetings and trainings. The project coordination and activities had to be changed and adapted to suit the restrictions phase. The project team mastered digital accessibility and provided guidance to others. modified.

**What is the problem being addressed?**

Significant activities under result 2 and 3 were trainings and guest lectures. Due to Covid 19, travelling, face-to-face trainings and meetings became impossible. The project team had to adapt trainings to a digital mode, ensuring interactive sessions in an inclusive, accessible, digital teaching-learning environment. Conversion of face-to-face training to digital mode needed detailed planning to adapt the content to suit virtual delivery. Group activities and sessions that involved practical physical action had to be modified.

**What happened?**

Digital accessibility became critical in the pandemic situation. The project team sourced suitable online tools for interaction and digital accessibility that allowed project coordination through virtual meetings and centralised document storage and sharing. The online collaboration software Padlet and CryptPad allowed the training sessions to be interactive and engaging. Even those who are not technically savvy could use these platforms. The project team effectively used live captioning for accessibility and other virtual technology such as a Padlet for interactive

learning. In a survey analysis of the trainings, the participants appreciated the interactive sessions and accessibility.

The project team gained expertise in digital accessibility and provided technical assistance for accessibility to other organisations for their conferences and workshops. One of the project team members stated, "Learning and implementing online accessibility was challenging initially, but later the team became adept at it and could train others".

## What changed?

The project team ensured accessibility in virtual training and conferences. Ensuring accessibility was not only to include persons with disabilities, but also to showcase how accessibility can be provided in such a virtual environment. Such a practical demonstration gave confidence to the participants that inclusion is possible with proactive planning. The project partners organised tool kits and training for digital accessibility.

Organisations sought the project team's expertise to support in their conferences. The organiser of the Humanitarian Congress at Berlin (2021) succinctly states, "The expertise provided by the project made the congress accessible to many, it widened the group of people who participated. The project team helped us ask the right questions to assist those who needed it. When there is a limited budget, we need to prioritise which accessibility feature to include; for example, live captioning will be useful for many while sign language might reach fewer participants".

## How?

The project team was agile and adapted to the Covid-19 situation by scanning for available tools, appropriate software and services to provide and ensure accessibility. The technical and project implementing team discussed, debated, and reworked the training contents, group exercises, games, and other training activities to suit virtual delivery.

The changes called for proactive planning for potential Covid-19 scenarios to continue providing capacity building activities. The agility of the team, support from senior management and approval from donors made these adaptations possible.

Apart from sourcing tools and adapting training content, the team had to be skilled users on meeting/conference software and accessibility to deliver the training.

**Recommendations**

The software, accessibility and reasonable accommodation cost and the budget available will always be a critical concern. It is essential to consider specific requirements for reasonable accommodation and what will benefit a maximum number of participants within a given budget.

**2.2. Strengthened operational and programmatic capacities**

<p><b>Specific objective and expected results in relation to the good practice</b></p>	<p>Capacity and awareness-building activities for humanitarian actors in Germany and their local partners at the field level on both an operational and organisational level to mainstream disability and the inclusion of persons with disabilities in humanitarian action.</p>
<p><b>What particular aspect of the project does this good practice address?</b></p>	<p>Strengthened operational and programmatic capacities</p>

The project team conceptualised, developed, and implemented trainings and technical support to build capacity among NGOs in Germany and their partners in the field.

**What is the problem being addressed?**

The project "Leave No One Behind", in its 1st phase, had built awareness about inclusion. Building awareness will not be sustainable if the humanitarian workers do not have sufficient skills to promote inclusion in practice. Hence, there was a need to build capacity, strengthen existing skills and, where needed, add new ones.

**What happened?**

There were two streams of capacity-building activities, i.e. trainings and, coaching and technical support.

In November 2018, the project team conducted an online pre-needs assessment among seventeen German NGOs working in humanitarian action. The Phase 2 LNOB trainings were designed based on the needs expressed in the survey.

The project conducted the following trainings:

1. In-house -training (>4 hours) – DiPCM

2. In-house awareness sessions (<4 hours)
3. Disability-inclusive Disaster Risk Reduction (DiDRR) (face-to-face)
4. Disability-inclusive Project Cycle Management (DiPCM) (face-to-face)
5. Disability-inclusive Primary Health Care in Humanitarian Action (DiPHC) (online)
6. Online webinar – Inclusion of Persons with Disabilities in Humanitarian COVID-19 Response.
7. Meaningful Participation of Persons with Disabilities in Humanitarian Action (online)
8. Regional Trainings East Africa Disability-inclusive Project Cycle Management (DiPCM) (online)
9. Regional Trainings Central and Southeast Asia Disability-inclusive Project Cycle Management (DiPCM) (online)
10. Disability-specific inputs by HI or CBM in the trainings of other actors (e.g., GTO, THW, VENRO)

The project had to change its trainings and technical support from physical to virtual mode due to Covid-19 restrictions. The project procured suitable tools to enable accessible trainings, including group sessions and scenario work.

In addition, to the above-mentioned trainings, the project provided in-house trainings for German NGOs and state-actors, i.e. the German Federal Foreign Office. The project had also effectively introduced and delivered inputs on inclusion in the trainings by VENRO, THW and GTO et al. within the WASH network.

As part of the second stream of capacity building, HI and CBM provided technical advice and coaching to German NGOs, such as arche noVa, German Red Cross, Caritas Germany, ADRA, and Ärzte der Welt. The technical support comprised in-house trainings and targeted support e.g. support the organisations in adapting their policies, their tools and project proposals to make these more disability-inclusive.

## **What changed?**

The trainings and technical support have increased awareness of humanitarian actors about the vulnerable situations that persons with disabilities are exposed to in crises and the need to plan for their meaningful participation, access to humanitarian action and protection proactively. As some of the training was virtual and needed no travel, it



allowed those who usually do not have the opportunity to travel to participate. The participants of the trainings confirmed increased confidence in programming for inclusion and have started using the knowledge, tools, and best practices for their work. Some examples they reported were

- One of the significant results of the capacity building initiatives was ensuring disability aggregated data. Most of the evaluation participants stated that they have started collecting disaggregated data with the Washington Group of Questions. The German Red Cross (GRC) in Bangladesh reported that disaggregated data had become an integral part of their planning and implementation after the training. When GRC Bangladesh implemented a Covid-19 response project, they collected data about persons with disabilities in each household and prioritised them in the distribution of relief materials. World Vision Bangladesh gave orientation to their staff in charge of sponsorship programme to be conscious and collect data on children with disabilities for their sponsorship programme.
- Citizens' Disaster Response Center Foundation, Philippines and German Red Cross (GRC), Bangladesh reviewed their tools to ensure inclusion. When GRC reviewed their Early Action Protocol and Evacuation protocol, they reviewed it with an inclusion lens. “Seeing tools and processes with an inclusion lens has become part of our work”, states staff of GRC Bangladesh. Arche Nova, Germany, reviewed Equality, Inclusion and Diversity Policy for inclusion.
- NGOs in Germany and the Central and Southeast Asia region participants reported discussing inclusion at the management and partner levels. CDRC, Philippines, plans to orient 16 of its partners on disability inclusion and further train its staff in 2022.

## How?

The project team developed trainings based on the humanitarian actors' needs through a pre-needs assessment survey and in line with the IASC Guidelines and the four must do actions upon their launch. Experienced humanitarian workers from HI and CBM delivered the trainings. Examples and case scenarios from the field increased the effectiveness of the trainings. Participants also learned from the lived experiences of persons with disabilities, as they were also resource persons in the trainings.

Participants were able to understand the situation of persons with disabilities in crises and the need for proactive planning to protect them. The project team ensured accessibility both in face-to-face and in online trainings. Ensuring accessibility was not only to include persons with disabilities but also to showcase how organisations can provide accessibility in such a virtual environment. Such a practical demonstration gave confidence to the participants that inclusion is possible with proactive planning.

**Recommendations**

- When training is planned for capacity building, it is essential to have experienced professionals to deliver them. Examples and case scenarios from the field are vital.
- Advanced planning and preparation are needed when several resource persons provide the trainings. The facilitators of the trainings should ensure coherence of the sessions of guest speakers with the main focus of the trainings.

**2.3. Inclusion in academia**

<p><b>Specific objective and expected results in relation to the good practice</b></p>	<p>Collaboration with two German universities and applying accompanying research to strengthen the evidence base for disability inclusive programming and coordination of humanitarian action.</p>
<p><b>What particular aspect of the project does this good practice address?</b></p>	<p>Inclusion in academia</p>

The project designed and delivered study modules on the inclusion of persons with disabilities in humanitarian courses for the Ruhr University Bochum and the AKKON University.

**What is the problem being addressed?**

Compared to the past, there is increased awareness on the rights of persons with disabilities. However, this increased awareness is not enough. Many of the courses on humanitarian action do not have a focus on the rights of persons with disabilities and on addressing risks they face in crises and actions needed to protect their rights. There is a need to

introduce/ strengthen modules on inclusive humanitarian action to provide necessary skills to future humanitarian actors and update skills of existing humanitarian actors.

## What happened?

The project strengthened and built on existing relationship with Ruhr University Bochum and established a collaboration with AKKON University. Together with IFHV staff, and two other external guest lecturers, the project team effectively integrated inclusive humanitarian action in project incorporated inclusion in the "program and project design" module of the NOHA Masters programme on International Humanitarian Action of Ruhr University. The project team also delivered guest lectures on "Inclusive Humanitarian Action".

At AKKON University, the project team provided guest lectures on "Inclusive Humanitarian Action" in the SPHERE module of the Bachelor of Arts programme "Emergency and Crisis Relief ". The project team member, who developed the modules and provided the guest lectures, confirmed the quality and the students' kindled interest in inclusion.

## What changed?

It was important to provide future humanitarian workers the knowledge and understanding of different types of barriers, risks, needs and capacities of persons with disabilities and key actions to provide a more inclusive humanitarian response. The project team members who supported the syllabi development and delivered the lectures were staff from project who are experience in inclusive humanitarian action. This enabled a knowledge exchange between practitioners and academia. At the IFHV, the module is now also included in the courses for professionals at the Academy for Humanitarian Action (AHA). The students graduating from these courses have a heightened awareness and skills on disability inclusion.

The AKKON University sees inclusion as an essential cross-cutting aspect. Inclusion is embedded in the academia, a professor interviewed reported the need for incorporating inclusive approach in other humanitarian projects.

Students have shown interest in doing internships/ working as student assistants with NGOs involved in humanitarian action and writing their bachelor or master thesis on this topic. The integration of inclusion in humanitarian courses has ensured inclusive practices among future humanitarian workers.

**How?**

The project team achieved inclusion in academia by establishing and strengthening relationships with universities/ academic institutions. Taking responsibility for supervision and delivering lectures helped to build the university's human resource. Providing access to experienced humanitarian workers ensured direct knowledge transfer from the field.

**Recommendations**

Staff experience in inclusive humanitarian action provided guest lectures, ensuring the exchange of information from the field. Interaction with experienced staff should be continued even after the universities have faculty staff with skills to teach inclusion. Continued interaction will facilitate practical knowledge exchange. This may inform theory building that can then be tested in the field. This interaction of practice and theory can enrich courses on humanitarian action.

**2.4. Building evidence for disability inclusion and strengthened awareness**

<p><b>Specific objective and expected results in relation to the good practice</b></p>	<p>Collaboration with two German universities and applying accompanying research to strengthen the evidence base for disability inclusive programming and coordination of humanitarian action.</p>
<p><b>What particular aspect of the project does this good practice address?</b></p>	<p>Building evidence for disability inclusion and strengthened awareness</p>

The project contributed to building an evidence base that enables decision-makers, humanitarian organisations and the scientific community to make appropriate choices and informed decisions, replicate good practices and expand scientific knowledge on the inclusion of persons with disabilities.

**What is the problem being addressed?**

Scientific articles in humanitarian research "share a common concern: how to shift from a more informal, descriptive, and anecdotal approach to a more formal, rigorous, methodologically grounded, analytical, and

transparent approach to generating and using evidence in conditions of upheaval, conflict, or disruption"<sup>4</sup>. Hence, there is not much research available and/or it lacks scientific rigour, as it tends to be more informal, descriptive or anecdotal. Further, scientific research has "to move beyond taking stock of inputs and outputs, [and needs] to measure outcomes and impacts. Therefore, there is a need for systematic collection and aggregation of evidence that also considers the role of interventions in the broader socio-economic context<sup>5</sup>, and that is relevant and accessible to multiple stakeholders in order to build a significant knowledge base. Scientific evidence on the inclusion of persons with disabilities in humanitarian action is particularly scarce. More good and promising practices need to be documented in order to learn from them, replicate efforts and to inform the decisions and planning of humanitarian actors, as well as the work of other scientific researchers.

## What happened?

The project team strengthened the already existing relationship with the International Law of Peace and Armed Conflict (IFHV) at Ruhr University Bochum (Germany). The IFHV became a project partner in project Phase 2.

The IFHV became a project partner in the Phase 2 - Leave no one behind! project and was responsible for the accompanying applied research. The research conducted by the IFHV was supported and informed by the technical expertise of global and field specialists on inclusive humanitarian action. Within the framework of the Phase 2 - Leave no one behind! project, the researchers accomplished the following:

- Completed and published research on Rohingya refugee response in Cox's Bazar, Bangladesh
- Published an article, "Strategic partnerships and disability-inclusive humanitarian action: the Rohingya refugee response in Bangladesh" and a blog post
- Participated in events and workshops, and provided evidence on disability inclusion in humanitarian action.
- Carried out and submitted a literature review, and developed the project's Theory of Change

- Designed a second field study in South Sudan, and conducted the research mainly in virtual mode due to COVID-19. The report was finalised in December 2021

## What changed?

Due to the project's initiative, the literature reviews, the research reports, and articles based on Cox's Bazar's research and South Sudan added to the knowledge base. The applied research, which resulted in articles, blog posts, reports and a literature review, provided much-needed scientific rigour for information on disability inclusion in humanitarian action.

The review effectively highlights gaps where more research is required.

These published reports/articles/ reviews of the literature are one of the initial attempts in this sector, will be cited by others and form a basis for further research, bring inclusion into academic discourse, and add to the body of knowledge. The field-based research reports, papers, and articles published effectively created attention for inclusion in humanitarian action and highlighted further research needs.

## How?

Despite some challenges in conducting research, the project team has effectively collaborated in conceptualising and conducting research in the field. The researcher gained access to Cox's Bazar, Bangladesh through partners of HI and CBM, to collect data. For the virtual research in South Sudan, the partners helped in focus group discussions and connected the researcher with local partners.

Evidence-based action research capitalising on HI and CBM's partner's contacts in the field had been promising and paved way for more such collaborations. The research was field based, focusing on stakeholders' perspectives and the involvement of persons with disabilities added to its integrity and credibility.

## Recommendations

Partner organisations in the field, international NGOs and universities collaborating for research should invest time and effort to plan logistics and clarify expectations to avoid potential issues later.

## 2.5. Development, publication, translation and dissemination of IASC Guidelines

<p><b>Specific objective and expected results in relation to the good practice</b></p>	<p>Support for the development of the global IASC Guidelines on Inclusion of Persons with Disabilities in Humanitarian Action and sharing good practices on disability mainstreaming in global coordination mechanisms.</p>
<p><b>What particular aspect of the project does this good practice address?</b></p>	<p>Development, publication, translation and dissemination of IASC Guidelines.</p>

One of the result areas of the project was to support the development and dissemination of the IASC Guidelines for Inclusion of Persons with Disabilities in Humanitarian Action. The guidelines provided to the humanitarian actors a framework for inclusion of persons with disabilities.

### What is the problem being addressed?

Persons with disabilities are a heterogeneous group, they enjoy the same rights and freedoms as persons without disabilities but still experience difficulties in exercising their rights. In a humanitarian crisis, they are often marginalized and excluded, which increases their vulnerabilities.

Humanitarian organisations are aware of these risks but often do not have the knowledge, expertise and experience to ensure their inclusion. There is a need for practical guidelines to facilitate the inclusion of persons with disabilities.

### What happened?

The IASC Guidelines were prepared with the involvement of more than 600 stakeholders from the humanitarian and disability sectors, which included many organisations of persons with disabilities from around the world<sup>4</sup>. The Guidelines place the rights and needs of persons with disabilities at the centre of humanitarian action. The project team funded, supported, and facilitated stakeholder meetings.

The project supported/ worked closely with the co-chairs of the Task Team for the finalisation of the Guidelines, and with the DRG co-chairs for the dissemination, translation and operationalisation

<sup>4</sup> IASC Guidelines, foreword, page X

The project team processed the review by OPDs/ persons with disabilities and coordinated the formulation of an Easy to Read (ETR) version (pending approval from Inclusion International). They translated the Guidelines into French and Spanish, published and disseminated it in December 2020 and January 2021 and supported the Disability Reference Group (DRG) to disseminate the IASC Guidelines in events at global level.

The Disability Reference Group (DRG) is now working on seven e-learning modules, face-to-face trainings and online training packages on inclusive humanitarian action. The project had initiated, financed, and supported the development of these modules.

## What changed?

With growing awareness of the rights of persons with disability, the Guidelines were the right step towards facilitating the inclusion of persons with disabilities in all sectors and phases of humanitarian action.

Organisations that did not have the know-how to include persons with disabilities now have the IASC Guidelines to revert to.

By providing recommendations to different stakeholders such as donors, humanitarian country teams, cluster leads, and programmers, the Guidelines have helped to change the attitude of humanitarian actors and organisations. Many participants (staff from NGOs involved in humanitarian action) who participated in the evaluation of the project indicated that the Guidelines help them to include persons with disabilities in their programming. “I refer to the must-do actions in the Guidelines” was repeatedly stated in focus group discussions (FGDs). The participants expressed a heightened awareness of the need for collecting disaggregated data, analysis and its usage. They now ensure it in every step of their humanitarian action.

## How?

The project included IASC Guidelines in the capacity building of German NGOs and their local partners. The principles and recommendations helped participants to practice inclusion. They provided the necessary guidance to those who lacked knowledge on inclusion. Internationally accepted IASC Guidelines provided a framework that ensures similar approaches and techniques across all humanitarian actors.



### Recommendations

- In its development and the principles of the IASC Guidelines, the involvement of persons with disability was central. Despite difficulties that may arise, the involvement of persons with disability should be ensured.
- The application and use of the Guidelines in the capacity building of humanitarian actors is important. there is a need to operationalise the guidelines with quick references, checklists, and tool kits.

### 2.6. Coordination, partnership and management

<p><b>Specific objective and expected results in relation to the good practice</b></p>	<p>The promising practice relates to smooth coordination and implementation to achieve the overall objective.</p>
<p><b>What particular aspect of the project does this good practice address?</b></p>	<p>Coordination, partnership and management</p>

Handicap International Germany (HI), Christoffel-Blindenmission (CBM) and the Institute for International Law of Peace and Armed Conflict (IFHV) at Ruhr University Bochum implemented the project. Coordination among these partners was needed for the smooth and effective implementation of the project.

### What is the problem being addressed?

HI and CBM are well established professional non-governmental organisations working towards realising the rights of persons with disabilities worldwide. The inclusion of persons with disabilities is a primary aim of both organisations. Although they share the same purpose, both have slightly different approaches to achieving it. HI works with local, national and international organisations and public bodies; however, it also directly implements programmes. CBM only works in a partnership model and does not directly implement any project. The third implementing partner, IFHV, is an academic institution that collaborated in this project for conducting applied research and to incorporate inclusion in academic curricula. Partnership with IFHV brought in scientific nuance. The administrative processes of IFHV is different from NGOs. There are differences in processes for financial clearance, procedures for

implementing, and regulations for approvals that had brought difficulties in administering the project.

## What happened?

HI and CBM considered their common interest in mainstreaming disability in German humanitarian action to collaborate in this project. For mainstreaming disability, both organisations need to address the humanitarian organizations. The expertise of both organisations that is complementary, and capacity building activities were divided depending on the organisation's interest and expertise, while still working closely with the respective organisation to comment/provide feedback, and share learnings/experiences.

The collaboration with IFHV resulted in the inclusion in humanitarian courses and an increased evidence on inclusion in humanitarian action. Strategic alliances of the three partners were meaningful as they combined and shared their resources and expertise to further their cause of inclusion while ensuring their independence and identity.

## What changed?

HI, CBM and IFHV receive funds from GFFO for various projects. HI, CBM can be a competitor in the same sector, especially for funding for inclusion related projects. However, the strategic alliance in this project has brought a win-win situation by adding value to all the three organisations involved in promoting inclusion. The project had raised the profile of the organisations as leads and resources for inclusion within the NGO sector and academia. IFHV has become a lead institute for research on disability inclusion in humanitarian action. HI and CBM have established themselves as a professional resource for inclusion among German NGOs. The project team gained expertise in various project related aspects e.g. data collection, partnerships with OPDs, adaptation of tools, providing digital accessibility in trainings, and their proficiency is sought to provide technical advice to other organisations.

## How?

In the two phases of the project LNOB, all three organisations have demonstrated good cooperation and further strengthened it through the establishment of the following structures for coordination:

- The Steering Committee (STC) consists of the senior management from each partner to govern the project. The senior members of the

organisations made critical decisions, resolved conflicts, and provided backing and validation of project products, e.g. evaluation report, and validation of recommendations of the project coordinator and project team.

- Project Progress Team consists of representatives from all three partners. The project progress meetings, coordinated by the project coordinator, kept all the members updated on the project activities. Information regarding all three result areas was collected from project partners and presented in the meetings.
- Technical Team composed of technical experts from Handicap International and CBM. Technical Team's role was to organise the content of the trainings and ensure their coherence. They played a crucial role in aligning technical aspects, strengthened the coordination by integrated content and practices. The technical committee also discussed and developed the monitoring framework for the project, which ensured the appropriate collection of data and its analysis.

## Recommendations

- Time spent on understanding other organisations' cultures is vital. A retreat-like workshop will bring in this understanding to define roles, responsibilities and contractual or other obligations.
- It is essential to allocate adequate time and human resources for the various coordination structure for its effective functioning.