Being truly inclusive, from the design and delivery of program activities to the hiring and promotion of staff, isn't only a moral imperative, it's good development. Research shows that "groups of diverse problem solvers can outperform groups of high-ability problem solvers" (Hong and Page) and culturally diverse networks increase the likelihood of generating new ideas (Chua, Roy Y.J.).

This document is **required reading** prior to the IREX staff training "Towards Meaningful Inclusion in International Development." It introduces key concepts and gives a brief overview of good practices that will be explored at the training to help advance the inclusion of:

- Persons with Disabilities
- Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQ)[1] People
- Women and Girls
- Youth
- Religious and Ethnic Minorities in international development.

It is important to note, however, that these identities don't exist in silos. People belong to multiple social categories, which can compound or mitigate barriers to their meaningful inclusion in development processes. Taking an intersectional approach means keeping these complex realities in mind throughout the project life cycle and actively seeking out—and acting upon—both the good practices outlined in this document and the direct input of people from underrepresented groups.

A Note on Identity-Based Violence (IBV): While IREX embraces Do No Harm principles as a core tenet of all of its work, they are particularly relevant to efforts to advance meaningful inclusion. Globally, one in three women will experience gender-based violence in her lifetime, and rates for persons with disabilities and LGBTQ people (where such data is available) are even higher. In addition to the good practices for each group described below, all IREX inclusion activities should strive to be IBV-sensitive. This entails recognizing the high likelihood of IBV survivors in any given intervention when designing online and in-person safe space protocols, training/advocacy/other content (including images), and MEL processes. The fundamental Do No Harm principle of voluntary self-identification must be upheld at all times, and in the event that an IREX-sponsored activity or platform contributes to a triggering event, referrals to professional support must be made available.

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[1] Several variations of LGBT, LGBTQ, LGBTQIA, etc. exist. For the purposes of this document, we employ LGBTQ as "queer" helps create space for identities that don't readily fall into "lesbian," "gay," "bisexual," or "transgender," such as people who are gender-fluid or gender nonconforming. There is a trend among certain NGOs to not use the I for "intersex" when organizations lack programming, expertise, or representation of intersex persons.

Inclusion Good Practices:

- Provide comprehensive accessibility that "ensures that physical, communication, policy, and attitudinal barriers are both identified and addressed."

- Make sure programs emphasize a rights-based approach versus employing a charity model.

- Realize that "disability is both a cause and consequence of poverty."

- Promote messaging that: "long-term economic advantages of including people with a disability far outweigh the initial, often one-off, costs of inclusion."

- Consider using the Rapid Assessment of Disability (RAD) questionnaire (see below) to gather demographic information.

- Consider providing accommodations for caretakers, especially for longer trainings, as needed.

Sources & Specific Tools:

- *Inclusion Made Easy: A Quick Program Guide to Disability in Development* (Part A: disability-inclusive development principles) (CBM) http://www.cbm.org/Inclusion-Made-Easy-329091.php
  - See especially: Disability-inclusive consultations and events (pg. 24-27)
- *Making Meetings and Events Accessible to Disabled People* (Disability Resource Centre) https://creativediversitynetwork.com/wp-content/uploads/2017/05/uniofcambridgemeetings.pdf
- *Disability Communications Tips* (USAID) https://www.usaid.gov/sites/default/files/documents/2496/Disability%20Communications%20Tips_508%20%281%29.pdf
- *Rapid Assessment of Disability* (RAD) http://dcidj.org/article/viewFile/174/155
- Brochure on Inclusive International Exchange (Mobility International USA) http://www.miusa.org/ncdebrochure
- *Disability Inclusion Scorecard* (Light for the World, Netherlands)
  - The score card specifically focuses on inclusion of persons with disabilities and gender inclusion, but the tool can easily be adapted to focus on inclusion of other groups as well. http://lab.light-for-the-world.org/publications/disability-inclusion-score-card/

Inclusion Good Practices:

- Consult closely with in-country LGBTQ organizations and activists about programmatic approaches and locally relevant terminologies to employ.

- Avoid unintentionally outing people (revealing their sexual orientation and/or gender identity) by having rigorous digital security and asking permission before taking or posting photos or publishing participants' names.

- Avoid language that assumes everyone is heterosexual and/or cisgender (see image).

When greeting others

Avoid:

ladies   gentlemen   ma'am   sir   girls   guys   etc.

Consider using instead:

"Thanks, **friends**. Have a great night."   "Good morning, **folks!**"   "Hi, **everyone!**" "And for **you?**"   "Can I get you **all** something?"

Why?
Shifting to gender-inclusive language respects and acknowledges the gender identities of all people and removes assumption.

Be mindful of language

Based on Toni Latour's "Hello there" cards (source: qmunity.ca)

- When possible, safe, and appropriate,[2] add categories beyond male and female when collecting demographic information by adding an option for "gender non-conforming" or acceptable term(s) in local language(s) [see 1st bullet]. Note that seven countries—Nepal, India, Pakistan, Bangladesh, Germany, New Zealand, and Australia—legally recognize a third gender.

- When conducting situational analyses or research on sexual orientation and gender identity issues in a given country, be sure to look specifically at what affects lesbian, bisexual, and transgender women and transgender/gender-nonconforming (GNC) people.
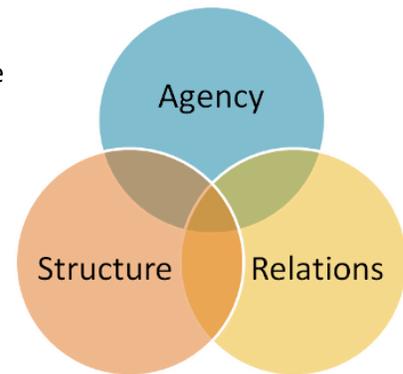
Sources & Specific Tools:

- *Toolkit for Integrating LGBT Activities into Programming in the E&E Region* (USAID) pdf.usaid.gov/pdf_docs/PA00K43Z.pdf
  - See: 10 Steps for Successful LGBT Development Programming (pg. 12-13)
- *Violence Against Women and Girls (VAWG) Resource Guide | Sexual and Gender Minority Women* (World Bank) http://www.vawgresourceguide.org/sites/default/files/briefs/vawg_resource_guide_sexual_and_gender_minority_women_final.pdf
  - See: Rapid Situational Analysis (pg. 7-8)
- *Best Practices for Asking Questions to Identify Transgender and Other Gender Minority Respondents on Population-Based Surveys* (Williams Institute) https://williamsinstitute.law.ucla.edu/research/census-lgbt-demographics-studies/geniuss-report-sept-2014/
- *Best Practices for Asking Questions about Sexual Orientation on Surveys* (Williams Institute) https://williamsinstitute.law.ucla.edu/wp-content/uploads/SMART-FINAL-Nov-2009.pdf

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[2] Consult with local NGOs and activists about what terminology to use, when, and in what formats. Donor desire, curiosity, or good intentions are not sufficient, as there are places where open use of terms like LGBTQ, gender nonconforming, etc. can put local LGBTQ people at risk of backlash.

Women & Girls

Inclusion Good Practices:

- Employ longer term, whole-of-community and whole-life-cycle approaches whenever feasible.

- Recruit, train, and involve males as champions of win-win approaches to gender equality, not just as supporters of women's and girls' empowerment.

- Provide mentors/advocates to supplement any leadership and technical skill trainings.

- In addition to building women's individual agency through training and mentoring, help reduce structural barriers (environment) and rigid social norms and relations they face with advocacy and outreach initiatives for institutional, social and normative change.

CARE's Women's Empowerment Framework looks at: Agency: her own aspirations and capabilities; Structure: the environment that surrounds and conditions her choices; and Relations: the power relations through which she negotiates her path.
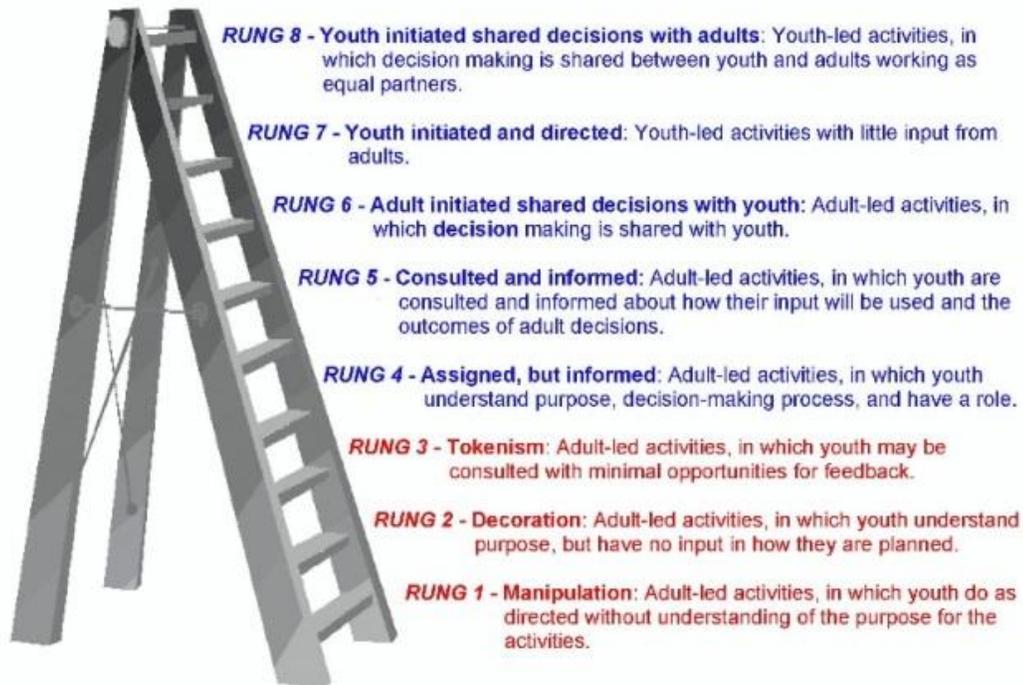
- As women tend to have less free time than men, are especially vulnerable to violence, and may have limited mobility, choose times and locations for activities that make women feel safe and are convenient (e.g., accessible by public transportation or do not require inter-city travel).[3]

- Have gender-balanced program teams and trainers when the need arises for single-gender engagement, especially around sensitive topics such as IBV.

- Consider providing child care or other accommodations, especially for longer trainings

Sources & Specific Tools:

- *Seven Steps to a Gender Analysis* (Jhpiego) https://gender.jhpiego.org/analysistoolkit/seven-steps-to-a-gender-analysis/
- *CARE Rapid Gender Analysis Toolkit* (CARE) http://gender.care2share.wikispaces.net/Rapid%20Gender%20Analysis%20in%20Five%20Steps:-1.%20Find%20Existing%20Gender%20Information
- *Guide to Gender Integration and Analysis* (USAID) http://pdf.usaid.gov/pdf_docs/Pdacp506.pdf
- *Integrating Gender throughout a Project's Life Cycle 2.0* (Land O'Lakes, TOPS, USAID) www.landolakes.org/resources/tools/Integrating-Gender-into-Land-O-Lakes-Technical-App
    - See: Approach to Gender Analyses (pg. 20-22), Reaching Women Without Alienating Men & Build Men's Support (pg. 34), Involving Men in Gender-Related Activities (pg. 37)
- *Gender Responsive Budgeting in Practice: A Training Manual* (UNFPA and UNIFEM). http://www.unwomen.org/en/digital-library/publications/2010/1/gender-responsive-budgeting-inpractice-a-training-manual

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[3] For example: "Trainings that involve women should be held during the day at times that are convenient for women (usually when children are at school), in locations close to their homes and that are cognizant of seasonal activities. They should not require extensive travel or overnight stays, whenever possible." Source: Land O'Lakes, TOPS, USAID. "Integrating Gender throughout a Project's Life Cycle 2.0." 2014.

Youth

Inclusion Good Practices:

- Understand and apply Positive Youth Development (PYD) principles:[4]

  - Focus on positive outcomes ("Use a strength-based approach")
  - Youth voice/engagement ("We engage young people as partners, create youth-adult partnerships, and listen to their expertise and perspective.")
  - Long-term, developmentally appropriate involvement ("Twelve-year-olds need different support and opportunities than 16-year-olds.")
  - Universal/inclusive ("All youth")
  - Community-based/collaborative

- Train local NGO partners in Positive Youth Development.

- Make sure youth and their families/guardians are informed and consent to activities.

- Move beyond tokenism and actively listen to youth, create safe spaces for them to communicate, and ensure their involvement at multiple levels of your activities (see Ladder of Participation below).

ROGER HART'S LADDER OF PARTICIPATION

RUNG 8 - Youth initiated shared decisions with adults: Youth-led activities, in which decision making is shared between youth and adults working as equal partners.

RUNG 7 - Youth initiated and directed: Youth-led activities with little input from adults.

RUNG 6 - Adult initiated shared decisions with youth: Adult-led activities, in which decision making is shared with youth.

RUNG 5 - Consulted and informed: Adult-led activities, in which youth are consulted and informed about how their input will be used and the outcomes of adult decisions.

RUNG 4 - Assigned, but informed: Adult-led activities, in which youth understand purpose, decision-making process, and have a role.

RUNG 3 - Tokenism: Adult-led activities, in which youth may be consulted with minimal opportunities for feedback.

RUNG 2 - Decoration: Adult-led activities, in which youth understand purpose, but have no input in how they are planned.

RUNG 1 - Manipulation: Adult-led activities, in which youth do as directed without understanding of the purpose for the activities.

Adapted from Hart, R. (1992). Children's Participation from Tokenism to Citizenship. Florence: UNICEF Innocenti Research Centre, as cited in www.freechild.org/ladder.htm

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[4] Source: Act for Youth. "Positive Youth Development 101: A Curriculum for Youth Work Professionals" http://actforyouth.net/resources/pyd/pyd_pyd101curriculum.pdf

Sources & Specific Tools:

- *Youth Participation Guide: Assessment, Planning, and Implementation* (USAID, FHI 360, Advocates for Youth, UNFPA, Y-PEER) http://pdf.usaid.gov/pdf_docs/Pnadc995.pdf
    - See: Implementing Youth Participation (pg. 3-4), From Youth Participation to Youth-Adult Partnerships (Background handout 2), Tips for Adults Working with Youth (Background handout 8), Group Self-Assessment Guide (IAPT Participant Handout 2)
- *Guiding Principles for International Youth Development* (AIYD) https://www.interaction.org/document/aiyd-guiding-principles-youth-development
    - See: Youth Engagement (pg. 16-19)
- *Guide to Cross-Sectoral Youth Assessments* (USAID, EQUIP3) http://www.equip123.net/docs/e3-CSYA.pdf
    - See: Developing an Assessment Framework (pg. 3-7), Democracy and Governance (DG) Indicators (pg. 15-16), and Engaging Youth and Learning about their Perceptions and Experience (pg. 33-37)

Inclusion Good Practices:

- Self-identification Principle: "Ensure that conditions are sufficiently secure for persons to feel comfortable about identifying themselves as members of a minority or an indigenous people. Make sure that persons not wishing to self-identify are not forced to do so, especially in situations where they may be at risk." (UNHCR)

- "Strategies should recognize the value of bicultural and multicultural identities of individuals and groups, as well as the difficulties confronted by those who live in two or more cultures." (Teaching Tolerance)

- "Facilitate the establishment of own-language training projects by minority and indigenous refugee communities. At the same time, minority and indigenous children need training in official host community languages to gain knowledge of majority communities and access to services and opportunities." (UNHCR)

- "Indigenous peoples' input should be taken into consideration for the collection and disaggregation of data. Participatory data collection methodologies should be encouraged." (Permanent Forum on Indigenous Issues)

- "Data should be collected in a sensitive manner. It should be explained … why data is being gathered and how it will be used. All information concerning identity should be anonymized and that fact should also be communicated." (UNDG)[5]

- "Provide translation into minority languages…as needed; this may include translation into local dialects, which may be particularly important for facilitating minority women's participation." (UNDP)

- "Use communication methods which ensure that illiterate minority men and women can participate." (UNDP)

- "[Disseminate] information through minority associations or in areas frequented by minorities (e.g., religious institutions), or through radio or TV advertisements in programmes that minorities watch or listen to." (UNDP)

Sources & Specific Tools:

- *Working with National or Ethnic, Religious and Linguistic Minorities and Indigenous Peoples in Forced Displacement* (UNHCR) http://www.refworld.org/pdfid/4ee72a2a2.pdf
- *Marginalised Minorities in Development Programming: A Resource Guide and Toolkit* (UNDP) http://hrbaportal.org/wp-content/files/UNDPMarginalisedMinorities.pdf
    - See: Box 22. Practical measures to facilitate the participation of minorities in local consultation (pg. 104) and Integrating Minorities in Programme Cycle (pg. 146-147)

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[5] UN Development Group. Guidelines on Indigenous People's Issues. 2008. http://www2.ohchr.org/english/issues/indigenous/docs/guidelines.pdf