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## IFES Pilots Intersectionality Assessment Framework

The International Foundation for Electoral Systems (IFES) has developed a new assessment framework to identify intersectional barriers and opportunities related to political participation of people with multiple social identities, such as gender, disability and age. The tool is adapted

from the IFES Monitoring, Evaluation and Survey Research team's **Participatory Assessment Methodology**, which has been implemented in countries around the world. This methodology seeks to generate focus group data through democratic, collaborative, and participant-led means. Participants may be asked to work in groups to identify and present key information that they then analyze, categorize and prioritize in different ways. Participants may also be asked to take open "votes" on opinions and priorities that are immediately tabulated and visualized to guide open discussions on results. This methodology emboldens even the quietest of participants to think for themselves and voice their opinions, as opposed to more traditional group interviews where a handful of participants may monopolize the conversation. The result is a rich mix of qualitative and quantitative data, and a preliminary, stakeholder-led analysis of the information gathered.

In many countries, marginalized populations, including women, persons with disabilities, LGBTI persons and people from ethnic or religious minorities experience systemic discrimination, and in some cases, physical or psychological violence that undermines their political rights. Although barriers to political participation by discrete marginalized groups are often well-documented, there is virtually no analysis of the intersecting challenges or common goals between the actors in each area. The intersection of different social identities compounds barriers to meaningful participation; however, how such barriers manifest at individual and societal levels is not fully understood.

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*"We, as women have disadvantages, firstly because we have physical disabilities, secondly because of our gender, and third because men do not understand that we have a right to participate in political life. In my opinion, this country isn't prepared for women to assume a political position."*

*- Young woman with a disability participant in focus group discussion*

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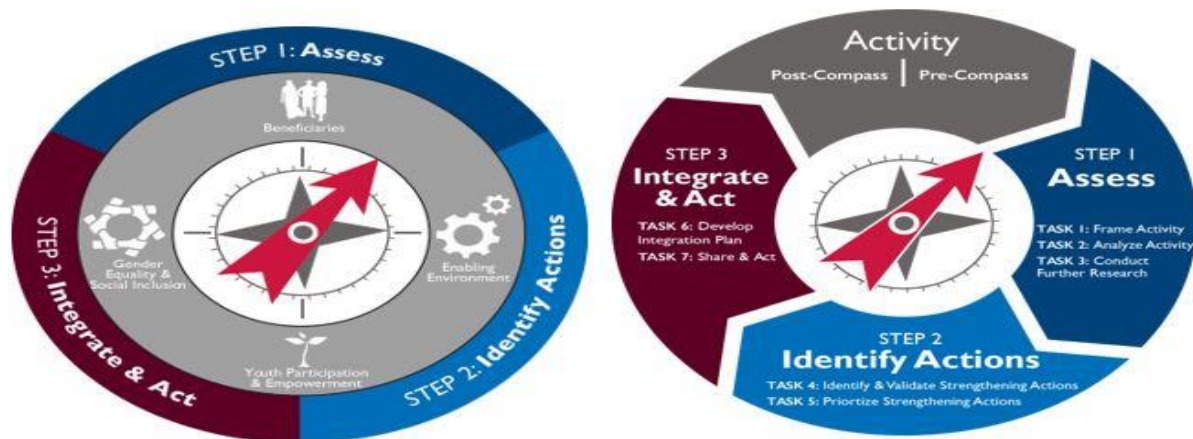
The IFES *Intersectionality Assessment Framework* is a participatory methodology which can be tailored to focus on different aspects of political participation, such as leadership, political violence and access to elections. The methodology allows people who identify with multiple social identities to share ways they currently participate civically and politically, prioritize identified solutions to barriers, and share their opinions in a targeted survey. The framework also involves key informant interviews with relevant government and civil society stakeholders. With USAID support, IFES piloted the framework in January 2018 to gauge barriers to political leadership for youth with disabilities in the Dominican Republic. An assessment report will be

published this spring highlighting findings. Results indicate that youth with disabilities experience legal, physical, attitudinal and informational barriers to participation in political life.

These barriers are compounded for young women (with and without disabilities) who also encounter barriers resulting from societal norms that inhibit their participation in political life. Interestingly, youth without disabilities identified nepotism and clientism as the main reason they do not participate more actively in political life, whereas youth with disabilities did not mention this issue. Young men and women with disabilities were less likely to identify themselves as a leader in their community compared to adults with disabilities and young people without disabilities. These findings will be used to develop a tailored leadership curriculum which will be implemented with Dominican youth with disabilities this summer.

The *Intersectionality Assessment Methodology* is currently being contextualized for use in Armenia with a focus on political engagement of women with disabilities and will be trialed again in Tunisia in May 2018, with a focus on women with disabilities and people with low literacy. IFES will refine the methodology based on learning from these pilots in Latin America, Europe and North Africa. For any questions, please contact IFES Senior Access and Inclusion Specialist, Virginia Atkinson, at [vatkinson@ifes.org](mailto:vatkinson@ifes.org)

*Photo: Young men with disabilities participate in a focus group discussion, IFES, 2018.*



## New Youth Compass Has a Gender and Social Inclusion Lens

MSI's [Youth Compass](#) is a first of its kind guide to strengthen the design and implementation of youth activities. Developed under USAID's Youth Power Action, it increases implementers' abilities to achieve intended results of a youth activity, bring those results to scale and sustain them. The Youth Compass provides a strategic process for analyzing a youth activity's weaknesses, opportunities and gaps in knowledge; identifying and prioritizing actions to

**strengthen the activity; and integrating those actions into the activity. Such actions can include expanding target beneficiaries to ensure inclusivity of marginalized groups, adding a complementary positive youth development approach or adapting interventions that allow young women and men to equally access and benefit from the intervention.**

“Like TAAP, the Youth Compass recognizes the importance of gender equality and social inclusion, as well as the participation and empowerment of marginalized groups, particularly youth and women. Not only does our tool possess dedicated areas to these areas, but it promotes the informed involvement of these groups in the implementation of this tool’s strategic process,” note MSI’s Youth Compass authors Ramon Balestino and Jess Ngo.

**Informed by the key development approaches of positive youth development, cross-sectoral coordination, and gender equality, the Youth Compass’ conceptual framework highlights four areas that the youth activity is both measured against and strives to attain: *Beneficiaries, Enabling Environment, Youth Participation and Empowerment, and Gender Equality & Social Inclusion*. While gender equality and social inclusion make up one of the Youth Compass’s individual areas, their principles cut across all other areas.**

**The Youth Compass is a highly adaptable tool that can be used during any stage of a program cycle. It can also be applied in multiple development scenarios, including preventing/countering violent extremism, humanitarian assistance and post-conflict.**

Notes a Youth Compass pilot participant from Jordan, “**The guide can be used in different formats to maximize the impact of youth activities. The information/questions provided might be given as guidelines to any activity that has a youth component (maybe before finalizing any proposal or within the RFP) to enhance any future design of any activity adopting the PYD approach.**”

*Graphic 1: Youth Compass Strategic Process and Conceptual Framework, 2018.*

*Graphic 2: Youth Compass Steps and Tasks, 2018.*





## Does International Development Have a Diversity Problem?

Quantum Impact, a diversity and inclusion non-profit, recently released its' first ever "[Realizing Diversity. Accelerating Impact: State of Diversity in Global Social Impact](#)" report. The researchers found that overall, two out of three organizations do not have gender-balanced leadership teams and that four out of five organizations do not have a representative proportion of people of color on their leadership teams. Boards of directors have even less representation of both women and people of color. They also found that the stories of women and people of color highlight several reasons why this leadership gap exists, including issues related to recruitment, promotion, and creating workplaces that feel safe. Findings revealed that of the 200 organizations surveyed, women comprise 75% of entry-level positions, fewer than 45% are represented at leadership levels. They found that 20% of the more than 200 organizations that were surveyed had no women leaders. Furthermore, 80% had no leaders of color.

The report urges international development leaders to take a critical look at who is empowered to create social change, not just *how* to create social impact. The report highlights 6 key recommendations for organizations to better address issues of diversity and inclusion:

1. **Use data** – It is essential to understand the current state of diversity in the field of social impact to make more informed decisions
2. **Change the organizational culture** – While it's important to celebrate individual wins for gender and social equality, addressing the systems that keep these inequities in place requires more than training. Authors urge for policy change, such as blind resume reviews, revised performance evaluations and salary negotiations practices

3. **Beyond Recruitment – organizations should provide support at every point of the professional journey**
4. **Generate data – Practices like posting online reviews, storytelling and other forms of data collection help potential employees find organizations that value diversity and inclusion.**
5. **Reflect on your own leadership – Create a language around discussing the implicit biases in the workplace, and seek consultation and programming to better incorporate diversity principles into the organization**
6. **Live the values of social impact – Donors specifically should prioritize grant awards to organizations getting serious about diversity and inclusion**

**Sarah Grausz, Co-founder of Quantum Impact** notes that “Change is a series of small adjustments. When we think about how we show up ready to work each day, we have the agency to consider different options and to select the one that will achieve the most benefit for the most people. Knowing our choices begins with understanding the biases we have and that our institutional policies have, and then deciding how to intentionally integrate supports and structures to enable multiple ways of working, viewpoints, and identities to contribute meaningfully in program design and implementation. When we do this routinely, we grow more sensitive to our tendencies and reflexive thinking patterns, and more capable of designing well-conceived programs that are created to sustain diversity and inclusion.” Quantum Impact’s research provides evidence about inclusion gaps as well as stories about factors that contribute to gender inequality - persistent and institutionalized pay gaps, harassment, micro-aggressions, and biases. More evidence that international development, which the report interchangeably refers to as “global social impact”, is impossible without changing the systems that keep the voices of women and people of color silent.

*Photo: [www.wocintechchat.com](http://www.wocintechchat.com)*



LEAD Mongolia: Mother Entrepreneurs Project

## Inclusive Pathway for Families in Remote Mongolia

TAAP Tuesday newsletter readers know that World Learning's USAID-funded **LEAD-Mongolia program** piloted a **TAAP Inclusion Analysis in August 2016** as a first step in integrating inclusion sensitivity in all aspects of the project's life cycle. As a result, LEAD Mongolia Fellows are incorporating social inclusion concepts into their projects and articulating how they're pushing for more inclusive practices in their day-to-day work. LEAD Fellows projects have focused on advocating for inclusive hiring practices in Mongolia, combating stigma of persons with disabilities, supporting social entrepreneurship of aspiring business owners from marginalized communities, and even promoting an inclusive approach to transparency in education in schools. To date, 72 percent of Fellows strongly agree that LEAD contributed to their increased understanding of social inclusion issues in Mongolia, and 79 percent report that they have discussed plans to introduce more inclusive practices at work or are already implementing more inclusive activities.

A group of LEAD's up-and-coming anti-poverty advocates are working with a community of mothers of children with disabilities in remote northern Mongolia to build a business where mothers can work while their children attend a specialized daycare center. The "**Mother Entrepreneurs Lead**" project recognizes that many women are forced to choose between childcare and earning a livelihood for their families. The project team is working with 15 families with children with disabilities to provide essential job readiness skills and helping the mothers to start a bakery shop. The team's dream is to empower these mothers to start a business, earn an income for their families and create a network of support for mothers of children with

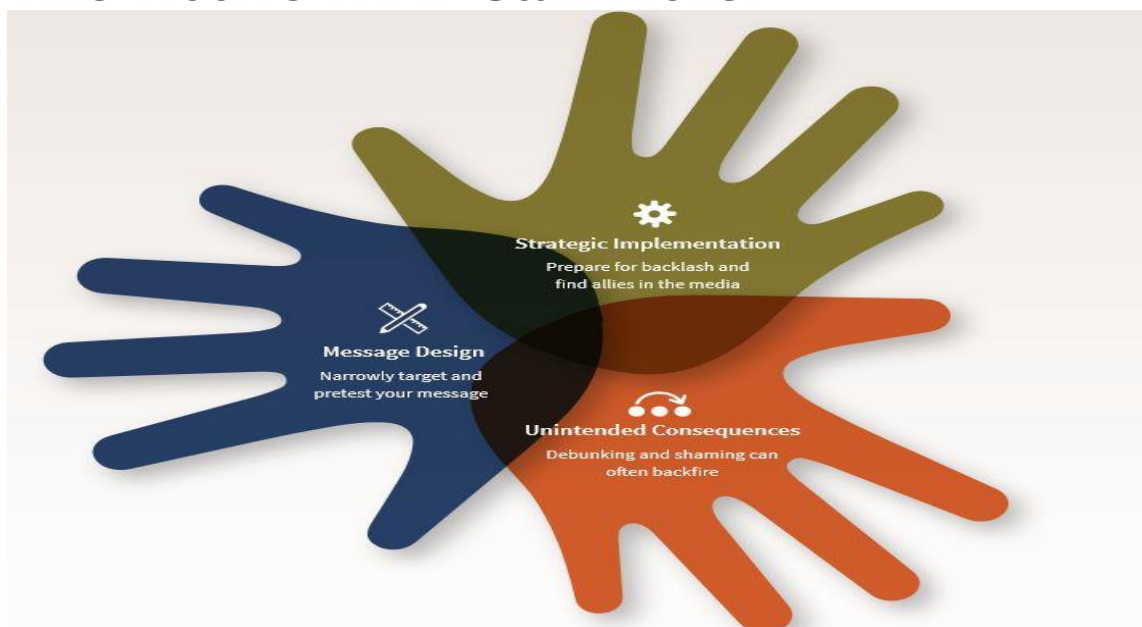
disabilities. One of the participants, S. Munkhtuya lives with her husband and three children in Ulaangom, Uvs. Her eldest son is 6 years old. There is no development center for children with disabilities in Uvs, so Munkhtuya hasn't been able to work as she cares for her son full-time. The stigma against persons with disabilities in remote areas of Mongolia remains strong. The LEAD Mongolia Fellows learned from the results of the TAAP inclusion analysis that unemployment and poverty is very high among these families.

(The team is fundraising for the project through a [gofundme.com](https://www.gofundme.com) campaign to raise funds needed to start-up the business and provide training activities for the mothers.

Check out this video: <https://www.youtube.com/watch?v=RyFCa14hyjk>.)

Graphic: Courtesy of LEAD Mongolia: "Mother Entrepreneurs Project", 2018.

## This Week's TAAP Staff Picks:



## USAID's New Materials Highlight Elements of Effective Human Rights Campaigns

A new USAID Democracy Human Rights and Governance (DRG) Learning Agenda literature review addresses questions about human rights awareness campaigns, including: What makes human rights awareness campaigns successful? Why do many campaigns fail? What are the unintended negative consequences of both successful and failed campaigns? Findings highlight the benefits of strategic implementation and collaboration with media, pre-tested message design, and careful consideration of unintended consequences. See this [infographic](#) and [literature review](#) for additional information.



Infographic: USAID's Report "Making Human Rights Campaigns Effective While Limiting Unintended Consequences", Heger Boyle, Elizabeth, et al. (2017).

## New Social Inclusion Video Blog and Paper from the World Bank

Check out this video blog Promoting Social Inclusion to Achieve Zero Discrimination (<https://blogs.worldbank.org/sustainablecities/promoting-social-inclusion-achieve-zero-discrimination>) with Ede Ilijasz-Vasquez and Maitreyi Nordia Das, and working [paper](#) on discrimination: All in My Head? : The Play of Exclusion and Discrimination in the Labor Market.



## Got Inclusion?

We want to hear from you! Please share your inclusion activities, success stories, upcoming events, and intriguing resources. Send to [TAAP@worldlearning.org](mailto:TAAP@worldlearning.org).

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