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TAAP Celebrates its First Year!
We are delighted to be celebrating the one-year anniversary of the Transforming Agency, Access and Power (TAAP) Inclusion Initiative, a systematic analytical approach to integrating inclusion by “tapping” in to the voices, skills and experiences of all people, including those marginalized and excluded from power. Since the launch of the TAAP Inclusion Community of Practice last December, the scope of the TAAP Initiative has expanded from a methodology for “inclusivizing” a context analysis to developing an approach for achieving inclusion integration throughout six phases of the program cycle.

The TAAP Approach and Toolkit is now actively being developed and vetted. We are planning group discussions with technical specialists in January-February 2017 and look forward to piloting TAAP with 2-3 partner organizations in Spring 2017. We will report in the next TAAP Tuesday newsletter on the status of World Learning’s Leaders Advancing Democracy (LEAD)-Mongolia, the current pilot project for rolling out the TAAP Approach and Toolkit. Please keep submitting ideas and feedback for TAAP. We are grateful to have you on this inclusion journey with us!
Universal Design for Learning: Representation, Engagement, and Participation

World Learning’s STEAM (Science, Technology, Engineering, Art, and Mathematics) Resource and Training Center in Algeria is an industry-led initiative that strengthens the innovation, critical thinking and communication skills of the Algerian workforce via direct training of youth, targeted training of teachers and community education forums and events. The Boeing Company, DOW Chemical, Anadarko Petroleum and the U.S. Embassy are supporting the STEAM Center.

The TAAP Inclusion Team had the chance to interview Leah Bitat and Mohamed Abdelaziz about the use of Universal Design for Learning in the STEAM Center program. Here is a preview of the interview. You can find the entire interview with lesson plan resources in its entirety here.

1. How would you describe UDL and what specific components of it is being integrated in to the teacher training? Can you provide examples of how UDL is incorporated into teacher training modules?

Universal Design for Learning (UDL) is a lens that instructors use to plan for learner variability. This framework is based on the neuroscience of learning that creates one classroom for all learners by providing multiple opportunities in three main axes: receiving information (representation), building interest in
learning (engagement), and demonstrating knowledge and skills (participation). Teachers-in-training learn to design activities in each of the three areas that accommodate for learning differences in a diverse student body, assuring a high-impact lesson for all learners.

The Algiers STEAM Center Teacher Training modules were designed to incorporate UDL as a core framework to demonstrate the methodology in action while developing a new understanding of inclusive educational strategies. Teachers experienced UDL directly as it formed the framework for their own instruction as well as the lessons they were required to develop during their coursework: peer-led microteaching presentations, lesson-plan development, and peer-feedback assignments. Teachers needed to demonstrate competency in the following areas:

- Building interest of the learners [Engagement]
- Offering options for perception and physical action per learning styles: Visual, Auditory, Kinesthetic, and Tactile [Representation, Participation, Engagement]
- Sustaining student effort and strengthening working memory [Engagement]
- Offering options to build understanding [Representation, Participation]
- Construct deep understanding and stimulate long-term memory [Engagement, Participation]
- Offer options for expression and communication [Participation, Engagement]
- Promote self-directed learning [Engagement, Participation]

**Example 1: Teacher Preparation.** Khalil Benkhoris is an English language graduate, and a primary school educator for various subjects. Khalil has learned a multitude of teaching methods but was unfamiliar with UDL until he joined the STEAM teacher training sessions. In his lesson plans and during his microteaching presentations, Khalil took his previous teaching skills and adopted UDL principles to infuse them into his lesson designs. Khalil is skilled at building engagement in his lessons. He often starts his lesson with a provocative discussion to build his learners’ interest, then moves on to a KWL exercise (what do you **K**now, what do you **W**ant to know, and later, what did you **L**earn?) to activate background knowledge. To build participation options, he has pause-and-reflect events during the session to allow his learners a chance to act on the new information, encourage the content to move from short-term memory to working memory and then to long-term memory. Khalil likes to use visuals and videos to engage his students and increase retention of
the oral information. In representation, Khalil is careful that any written text isn’t cluttered and colors are easily seen. He also allows his students discussion time in small or large groups in the form of peer-to-peer “Think-Pair-Share” interactions. Khalil has had success facilitating math operations by using chant and dance calculating activities where he caters for auditory, kinesthetic, visual and tactile learners. At the end of the class, Khalil’s students can present their learning using flipcharts, skits, computers when available (and even robots at the STEAM Center), interacting in a gallery walk format.

Read the entire interview here.

*Photo Courtesy of World Learning Algeria’s STEAM Program*

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**Can Climate Change Encourage More Inclusive Societies?**

*(Courtesy of Suzanne Simon, Ph.D, SIT Graduate Institute)*

It seems counterintuitive to suggest that climate change might encourage more inclusive and democratic societies. “Climate change” typically evokes images of natural calamities - rising sea levels, parched deserts, angry monsoons – for which the proposed solutions typically come from the natural sciences, engineering, or related fields. However, there is an increasing body of literature that argues that climate change has disproportionately negative impacts on populations already marginalized within their respective societies. These societal exclusions are invariably based on identity as defined by culture, gender, ethnicity, race, class, religion or other factors. In other words, a particular community’s vulnerability or resilience in the face of climate change is
as much – if not more - a function of social factors as it is of environmental events.

The increasing recognition that development as it has been practiced may not be sustainable, combined with our collective climate dilemma, has produced a new area of study referred to as “sustainable adaptation” or “adaptive development.” As one may infer from the terms, this broadly defined field seeks to combine sustainable development with climate change adaptation. “Adaptation” refers to the actions and practices that communities, societies or nation-states take in order to adapt to climate change, while “mitigation” refers to local, national or international efforts to reduce greenhouse gas emissions.

Within this broad and frequently technocratic field, there are some researchers who argue that building up the adaptive capacities and resilience of particular communities in the face of climate change requires that we examine and understand existing mechanisms of social inequality and exclusion. These exclusion mechanisms are also the “weak links” within any given society that prevent that group of people from becoming as resilient as possible. If you picture a society as a block of Swiss cheese, the hollowed parts are what resilience specialists would refer to as the “weak links.” They are also the hollowed parts through which tsunami waves blast if or when disaster strikes. Social mechanisms that exclude certain sectors of society from full participation in both society and adaptation planning make the entire societal unit weak and less resilient in the face of climate change. Moreover, it is now widely recognized that climate change has a multiplier effect on existing inequalities and conflicts. Communities that are already vulnerable to drought or to monsoon will experience droughts and monsoons as increasingly devastating and difficult to recover from. Similarly, communities whose resources are drained by ethnic conflict with a neighboring group or tribe will find more of their resources drained as conflicts become inflamed or prolonged by climate related events. The untouchable Dalit caste of a small village in Nepal’s Humla region is already vulnerable because they do not have the same access to aid resources and NGOs as their higher caste neighbors. When drought or monsoon strikes, they weaken and become even more vulnerable to both future environmental catastrophes and exploitation and exclusion by the more powerful neighboring caste. If a mayor in a coastal city of the Philippines wants to enhance the adaptive capacities of that city, the city’s engineers might consult with marginalized migrant communities that they otherwise ignore. If coastal flooding involves the flooding of latrines, that is a public health hazard that could affect all in this particular city. In all of these cases, the TAAP
Inclusion Initiative of “tapping into voices, knowledge, skills and experiences of all people” would provide critical opportunities for adaptive development because it is the knowledge and the voices of the marginalized that are most important to building resiliency throughout a community.

Adaptation theorists with an eye toward the social causes of vulnerability are clearly pointing to a dynamic that exists among all populations, as well as a model and methodology that can be used to build resilience from the inside out of any particular society. The most resilient societies are those in which there is the greatest amount of vertical and horizontal integration that is inclusive of all sectors of society, regardless of gender, caste, class, ethnicity or religion. The mechanisms that many adaptation theorists and the TAAP Initiative recommend for increasing climate change resilience are also mechanisms that would encourage more inclusion at the grassroots, which is where most vulnerable groups are located. Participation, democratization, dialogue, consultation, and local knowledge collection are all methods used to enhance adaptive capacities. Following TAAP Development Hypothesis, if agency, access and power were addressed throughout adaptation and development planning, one would have a society that is both more inclusive and more resilient. It therefore behooves the more advantaged sectors within a particular community or society to reach out to the otherwise excluded, and in that effort one might see the seeds planted for more inclusive and participatory democracy at the grassroots.

*Photo: World Bank Flickr, 2016.*

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**World Learning and Partners Lead Global Call for Action for Disability Inclusion**

World Learning’s CEO Donald Steinberg led a group of InterAction Disability Inclusion Award winning organizations to collaborate on a Global Call to Action for Disability Inclusion, released earlier this month. While recognizing and appreciating the progress made in inclusion, the Global Call to Action provides specific recommendations for funding requirements and processes, programming, and organizational practices to advance the full participation of
people with disabilities in development programming and policies.

Specific recommendations in funding requirements and processes include set country level priorities with input from disability community, specify inclusion of persons with disability in solicitations, and require all budgets to include reasonable accommodations. Programming recommendations include mainstream disability inclusion into all programs, encourage implementing partners to meaningfully engage with Disabled People’s Organizations, and ensure disability inclusion in monitoring and evaluation of programs. For organizational practices, the Global Call to Action recommendations awareness raising, hire more staff with disabilities, and embed disability experts within various sectors/regions. The Global Call to Action also provides best practices from endorsing organizations.

World Learning convened the group that includes Trickle Up, International Foundation for Electoral Systems, Habitat for Humanity, Mercy Corps, World Vision, HelpAge USA, InterAction, USICD, Handicap International, and Mobility International USA. In coming months, World Learning will lead additional outreach efforts to promote pathways to inclusion. Stay tuned!

Photo: Sorin Petculescu, Ploiesti, Romania, April 2015, Motivation Romania Foundation.

The Important Role of Non-Discrimination Policies in Advancing Our Common Humanity

In the last edition of TAAP Tuesday we highlighted USAID’s new non-discrimination
policy and focused on how the policy permits USAID to halt funding for organizations it deems to be excluding LGBTI groups from receiving services. Some readers raised valid concerns that focusing on one of the many identities vulnerable to/susceptible to discrimination takes away from TAAP’s universal approach to inclusive development. We want to emphasize our excitement that, as USAID Administrator Gayle Smith noted in launching the new policy, “USAID is turning practice into policy by instituting a new rule that explicitly prohibits contractors from discriminating against any foreign aid beneficiaries on the basis of any factor - including race, religion, disability, sex, sexual orientation, and gender identity.”

Related to this, we’d like to share a link to the UN Report 2016 Report on the World Social Situation, which notes that “While discrimination is decried around the globe and there are legal obligations and guidelines to fight it, much work remains to be done to achieve a world free of discrimination and prejudice. Continued efforts to capture the extent, manifestations and effects of discrimination are a necessary step towards realizing this goal.” The report argues that policies and strategies must be coupled with three imperatives in order to effectively address the structural causes of exclusion and social injustice. These include:

1. Establishing a universal approach to social policy, complemented by special or targeted measures to address the distinct obstacles faced by disadvantaged, marginalized or otherwise excluded social groups;
2. Promoting inclusive institutions, which includes recognizing the role that institutions play in either perpetuating exclusion or promoting
inclusion;
3. Promoting equal recognition through anti-discrimination laws and their effective enforcement, encouraging tolerance and challenging exclusionary attitudes and behaviors are all avenues for creating more inclusive cultural and social institutions.

It is through holistic approaches that inclusive development practitioners and advocates will be able to engage and develop all of humanity.

*Photo: Cover of the report "Leaving No One Behind", United Nations, 2016*

Happy Holidays and best wishes for 2017 from the TAAP Inclusion Team. We will be taking a break the week of January 3rd, but we will be back with a new edition of the newsletter on January 17, 2017.

**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*. New to TAAP? Read past newsletters and learn more by clicking *here*.