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Research and Data Collection for LGBTI Inclusion



Despite general progress in the acknowledgement of human rights and social inclusion of lesbian, gay, bisexual, transgender, and intersex (LGBTI) persons worldwide, these individuals still face patterns of discrimination and violence in numerous

countries and are often left behind by national and international development initiatives. This is contrary to the UN Sustainable Development Goals that commit to end poverty, reduce inequality and promote inclusive development for all people. Because the LGBTI-specific data needed to design, monitor, and evaluate development programs are drastically lacking, achieving inclusion for LGBTI people remains difficult. This is true around the world, even in high-income countries. As a result, challenges that LGBTI people face remain invisible.

To gain insights on this challenge and what can be done to address it, the TAAP Inclusion Team reached out to **Phil Crehan**, an independent consultant and social development researcher who, together with Dr. Lee Badgett, wrote the paper [Investing in a Research Revolution for LGBTI Inclusion](#) for the World Bank and UNDP.

Crehan shares that, currently, there is already a tremendous amount of knowledge as well as research and data on LGBTI people in numerous contexts around the world. This research is often qualitative and gathered through in-depth interviews, focus group discussions, and consultations, etc. However, when it comes to the large-scale, quantitative data that are often influential to inform or guide policy, there are numerous data and knowledge gaps. Specifically, there are gaps regarding the prevalence and nature of violence against LGBTI people; the extent of discrimination and its corresponding impact on essential opportunities in life; the impact of laws as well as the implementation of laws that seek to protect LGBTI people; and the relationship between discrimination and poverty—to name just a few.

Crehan examines four likely reasons for the LGBTI data and knowledge gap. First, financial support for research is limited. For example, perhaps as little as 5% of all global funds toward LGBTI issues specifically supports research ([Funders for LGBTQ Issues / Global Philanthropy Project, 2016](#)). Second, there are many methodological challenges to conducting research on sexual orientation, gender identity and expression, and sex characteristics (SOGIESC). In many contexts, for instance, sexual and gender minorities don't adhere to LGBTI identity-driven terms and yet experience stigma due to their identity, thereby challenging researchers to reexamine the categories they utilize. Third, not all research should be conducted if it might cause harm, endangers participants, or goes against the expressed wishes of the LGBTI community. Finally, LGBTI people are invisible in many contexts. Often this invisibility is in response to stigma or discriminatory laws—or perhaps just society's refusal to acknowledge them. Concurrently, invisibility stymies the ability to create an evidence-base that can be coupled with advocacy efforts to promote inclusion and rights.

We also asked Crehan how data would be useful for the inclusion of LGBTI people in development programs. He posits that it could – in some contexts - better inform the dialogue between development organizations and governments, and thus influence the portfolio to create specific programs for

LGBTI people. Data would help to assess the unique needs of LGBTI people. This would help identify the types of programs that would be more appropriate. Furthermore, data could inform the design of large sectoral loans and create LGBTI entry points – as some now do with other socially excluded groups – thus increasing LGBTI access to large programs that may better speak to their unique needs. Finally, having data may justify further data collection efforts throughout the project cycle. For example, having a baseline assessment on LGBTI issues may justify incorporating LGBTI people in to a program. In turn, this may prompt evaluators to disaggregate data by SOGIESC during an impact evaluation or in the monitoring and evaluation phase—which creates an evidence base for lessons learned about LGBTI inclusion in programs as well as how LGBTI inclusion may bolster overall program outcomes. This can be further justification to replicate in future programming.

As to strategies for closing LGBTI data and knowledge gaps, Phil Crehan and Dr. Lee Badgett note that funding should be increased for short, medium, and long term efforts to gather and analyze data specific to LGBTI issues; researchers can examine different methodologies that may allow researchers to surpass the limitations of more traditional or popular methods; and to invest in capacities and partnerships between governments, LGBTI civil society groups, academics, multilateral institutions, the private sector, and other stakeholders to create an infrastructure for LGBTI data collection and research.

As to a do-no-harm approach to data collection, Phil Crehan and Dr. Lee Badgett emphasize that “researchers should follow professional ethical guidelines and should respect the wishes, rights, and dignity of the community; ensure confidentiality at all times; promote participant safety and security; prevent re-traumatization; and ensure that teams in the field are fully trained in best practices of data collection, including informed consent, and sensitivity to the specific vulnerabilities of LGBTI people. Research findings should be presented with an understanding of how they might be interpreted in negative ways” (World Bank/UNDP, 2016).

For more information about the urgent need to fill the LGBTI data gap, check out [this video](#) featuring World Bank Senior Director [Edeljiasz- Vasquez](#) and Sexual Orientation and Gender Identity (SOGI) Advisor [Clifton Cortez](#).

Phil Crehan can be contacted here: phil.crehan@gmail.com or on Twitter (@PhilofDelphi)

Photo: World Bank. [Video Blog: To Fight Discrimination, We Need to Fill the LGBTI Data Gap](#). 1 March 2017.

"Everyday Inclusion Indicators" and Integrating Inclusion in Existing Cultural Assets



The TAAP Inclusion Team recently engaged with 23 emerging leaders from the Middle East and North Africa (MENA) who are participating in World Learning's MEPI-funded [Leaders for Democracy Fellowship Program](#) (LDF).

Through Inclusion 101 and Inclusion 201 workshops, Fellows explored where exclusion exists, what it feels like, why it matters, and the TAAP approach ways to applying inclusion sensitive approaches to programs.

The TAAP Inclusion Team tested a new inclusion awareness tool, the **Everyday Inclusion Indicators**. The Everyday Inclusion Indicators, modeled on the [Everyday Peace Indicators](#) Project, seek to build communities' awareness of what inclusion and exclusion look like from a bottom-up, community-focused level. A top-down indicator of inclusion might be the number of included and excluded people who have been elected to the parliament. Conversely, a bottom-up indicator might be a local person from a marginalized or excluded identity running as a candidate. Another example of a top-down indicator might be that the country is a signatory to the UN Convention on the Rights of Persons with Disabilities. A correlating bottom-up indicator might be a wheelchair ramp that helps applicants access the door to a job employment agency.

LDF Fellows were asked to develop and share localized perceptions of inclusion, marginalization and exclusion as visitors to Charlottesville, VA and Washington, D.C., collecting signs and examples of inclusion and exclusion they had observed while taking public transportation, visiting public buildings,

and spending 15 minutes on social media. Participants observed that the staff in their hotel in Charlottesville did not have a place to sit during their shift - so those who cannot stand for a long time could not get this job; in the gym, the machines are positioned so that people with disabilities can access them easily at the front of the building; in a city council meeting, the sign language interpreter was not provided by the council so a deaf person had to use their own translator, and on public transportation, there are people from many different races all in one place and signs in multiple languages can be seen on buses. The Fellows reflected on how the experience might have been different if they were from the local context. The LDF participants drafted every day inclusion indicators for their home country contexts, and explored how they might engage others in their context to be observers of inclusion and exclusion.

A high point of the 201 Inclusion Workshop was a session with [Najla El Mangoush](#), a practitioner of conflict resolution at George Mason University's Center for World Religions, Diplomacy, and Conflict Resolution. Najla introduced "Solha" to the group. Solha is a process used by traditional Libyan tribal leaders to embed a language of empathy, tolerance and mutual respect in leadership and negotiations. Najla's doctoral dissertation examines how Solha as a traditional form of restorative justice can lead to restoring relationships and building social cohesion in communities and tribes ravaged by conflicts. In this YouTube [video](#), Najla articulates how she is seeking to make the Solha approach inclusive - engaging women and youth and other ethnic and religious minorities. The approach was enthusiastically received by Fellows, who offered examples from their own context of cultural assets that could be leveraged to build inclusive solutions to sticky challenges.

Photo: Courtesy of World Learning. Naja El Mangoush with two LDF Fellows.

Inclusive Design for Engaging Youth as Agents of Change



By Shady Elfaham, World Learning Iraqi Youth Programs

Globally, youth comprise roughly 18 percent or 1.8 billion of the global population. Such a mind-boggling number of people can be a powerful resource

with the ability to be integrated and utilized as a positive force of change. As agents of change, youth can skillfully utilize their voice and actions to bring change to their communities from the bottom up. World Learning's suite of Iraqi youth programs includes exchanges for high school and undergraduate Iraqi students (Iraqi Young Leaders Exchange Program), an exchange for non-English speaking students (IYLEP-Arabic) and a program that exists entirely online (DYLEP). IYLEP-Arabic and DYLEP are intentionally designed to be more inclusive by reaching traditionally excluded and marginalized populations. The IYLEP-Arabic program is designed to attract students from rural areas as their English language skills are limited due to lack of financial resources or access to English language centers. The DYLEP program provides an opportunity for young women who might have restrictions to travel outside the country without their parent(s) to participate in a virtual exchange program.

IYLEP participants apply what they learned during workshops in the US and host communities across the U.S. to generate action plans, readdress dialogue and re-entry to their home country. In addition, each exchange is designed under the umbrella of an issue focus. For instance, the upcoming IYLEP-Arabic program will concentrate on the issue of IDPs and refugees reintegration into the society, whereas one of the English based IYLEP exchanges will focus on peacebuilding and reconciliation.

IYLEP program teams in DC and field staff in Iraq strive to use various outreach mechanisms to increase the participation of women/girls, people with disabilities, religious minorities or other marginalized groups. Through the efforts of field staff in four regions of Iraq and a large and active alumni network, World Learning utilizes school presentations, events at English Centers, local civic organizations, social media channels and simply word of mouth, to raise awareness of the programs and diversify the pool of applicants each year. For example, Iraqi parents are often hesitant to send their daughters or sons abroad, and World Learning field staff serve as an invaluable resource by providing information on the program and ensuring the safety of the students from start to end. Field staff provide special attention to recruiting in rural parts of the country so that students from all parts of Iraq have an opportunity to participate.

After participating in an IYLEP program, youth are enthusiastic about serving as agents of change in their own communities. Upon completion of the program alumni can apply for small grants from World Learning to fund local projects. Last year's alumni implemented the "Reading Corner" project under which

youth accumulated books of different subjects to establish small libraries and make literature accessible to visitors and patients in hospital settings. The initiative was started by three former participants (2 females and 1 male) from Sulimaniyah, Iraq who found a common interest – a love for reading. They provided the community with a platform to gain access to literature in various subjects and different languages. They see their project as planting the seed for awareness and community collaboration.

In another example of youth serving as positive agents of change, a group of students (5 female and 5 male) from Al-Diwanyah, Iraq celebrated International Peace Day by organizing a festival to raise awareness and remind the community at large of the importance of peace. More information about IYLEP's alumni projects and their impact can be found [here](#).

Photo: Courtesy of World Learning Iraq, Mayada Alsafi.

Update on TAAP'ing Inclusion in Mongolia

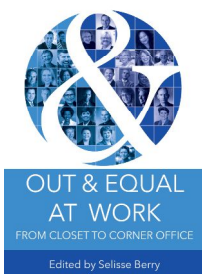


We're happy to report that the inclusion integration effort in our [Leaders Advancing Democracy](#) (LEAD) Mongolia program is progressing well. Our 2016 LEAD Mongolia Fellows are hard at work integrating the inclusion sensitivity in projects to address air pollution, youth unemployment and discrimination, community monitoring of the mining sector, and transparency in schools. We are happy to share this [summary of TAAP Interim Report](#). The

summary report outlines the first-ever TAAP Inclusion Analysis which served to identify key inclusion issues and identity-based constraints that need to be addressed in LEAD-Mongolia's activities relating to three core public policy challenges: environment and urbanization, unemployment and poverty alleviation, unemployment and transparency. The *summary* report includes highlighted findings and key recommendations for integrating inclusion measures from start to finish of the program design. If you are interested in reading the *full* TAAP Interim report for LEAD Mongolia, please email taap@worldlearning.org.

Photo: Among Mongolia's next generation of pro-democracy leaders is LEAD-Mongolia participant [Bolorsaikhan Badamsambu](#), who works with Mongolia's youth on civic education.

This Week's TAAP Staff Pick:



[Out & Equal at Work](#). As a follow up to last week's article, "LGBTI Inclusion: Translating Lessons in Leadership and Strategic Allies", we wanted to share this: "A major change is underway in today's workplace. Out & Equal at Work is a groundbreaking anthology that chronicles personal stories of LGBT and LGBT ally executive trailblazers who have conquered adversity and ushered in policies that affirm and support the LGBT community in the workplace."

Have an interesting article to share for TAAP Tuesday? Email taap@worldlearning.org

Photo: Cover of Out & Equal at Work.



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](#).



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