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World Learning Europe Expands TAAP Community of Practice

Participants from a broad range of not-for-profit organizations including Leonard Cheshire, WaterAid, Voluntary Service Overseas, Sightsavers, Catholic Development International (CAFOD), Womankind and ChildHope gathered in London on June 20th and 21st to participate in TAAP Inclusion workshops. The events, which were co-hosted by Michele Turner, World Learning Europe's Executive Director and Jennifer Collins-Foley, Senior Advisor, Inclusive Development at World Learning, Inc., engaged participants on components of the draft TAAP Toolkit and on some of the most common inclusion challenges encountered in the international development arena. These include the meaningful integration of marginalized and excluded people people in program leadership and design; building the confidence and capacity of development practitioners to integrate inclusion in development projects (especially those impacted by intersecting identities that serve to “power down” their participation, dignity and access to resources); strategies for intentionally addressing power imbalances and promoting equality; and creating a common understanding of inclusion practices at an organisational level to enhance the quality of international programmes' design and delivery.

Participants shared valuable feedback and recommendations, including to the development of an adapted “Power and Influence Matrix” that the TAAP team is applying as a stakeholder mapping exercise. More on this in future TAAP newsletters!

For more information about World Learning Europe's work, please visit: www.worldlearning.eu or follow them on social media: <https://www.facebook.com/worldlearningeurope/> and <https://twitter.com/worldlearningeu>.



Investing in an Inclusive Information Ecosystem

in Mozambique

Sousa Camanguira's life changed dramatically when he lost his hearing after contracting meningitis at the age of 5. In Mozambique, as a rule deaf and hearing impaired children are excluded from the school system, but Sousa learned to sign and resumed school. The teachers at Sousa's school did not use sign language and forced deaf children to use oral language as a form of punishment. As a result, it took Sousa 13 years to complete elementary school (through grade 6), repeating every grade multiple times.

Access to information as a great equalizer

Fortunately, civil society organizations in Mozambique are working to ensure the benefits of education, employment, health and civic engagement are available to persons with disabilities. When Sousa turned 18, he began working at a deaf organization, ASUMO, teaching deaf children sign language and speech therapy in hospital; he quickly realized access to information is a key component of fostering equal opportunities for children with disabilities.

Inspired by deaf TV programming that he saw in South Africa, Sousa decided to establish TV Surdo (Deaf TV) in Maputo. This initiative found support from the [Media Strengthening Program](#), an initiative implemented by IREX and funded by USAID in Mozambique. The TV Surdo team received technical training on video shooting and editing, photography, professional journalism, and TV production.

As a result, multimedia platforms extended access to information and promoted inclusion of people with hearing impairments in society in Mozambique. As Sousa recalled in this [USAID mini-documentary](#), "I used to ask my mother to explain to me what people were talking about on TV, but she would say she would do it later. And later became forever." At present, TV Surdo provides the only inclusive programming for people of all hearing abilities to access information together, with local and national reporting in sign language and oral speech. In addition to broadcasting on a private TV channel in Mozambique, TV Surdo has an active presence on social media, including [Youtube](#), [Twitter](#) (@tv_surdo), and [Facebook](#), allowing for greater distribution and impact. "These publications help deaf people to feel that they have equal opportunity to access information. This allows deaf people to be informed, which did not happen before, showing progress," Sousa says.

Sousa is now a leader in the media and deaf community in Maputo and is an advocate for equal opportunities for disabled people. "We cannot accept that the deaf community lives with a closed mind, uninformed about what happens. We also need to be included," Sousa explains. He believes in a future where young people with hearing impairments can participate fully in Mozambican society, not only for his own daughters, but for all.

The Media Strengthening Program (MSP) is implemented by IREX with support from USAID. MSP provides support to Mozambican professional and community journalists and their media platforms to provide high quality information to all citizens. It also seeks opportunities to support inclusive development in partnership with sustainable media organizations, such as TV Surdo.

Photo: Courtesy of IREX, 2017.



Social Inclusion at the Crossroads of Population Ageing, Gender and Social Innovation

A recent report from UNESCO examines the [Current State of Research on Social Inclusion in Asia and the Pacific](#). The report identifies barriers and boosters for engaging older persons in policymaking and social innovation, especially older women, in advancing inclusive development in the five sub-regions of the Asia Pacific.

Why do we care about population ageing? According to the report, “Countries in the Asia Pacific are undergoing population ageing accompanied by declines in both fertility rates and mortality rates. Population ageing has several significant consequences. An ageing population places a greater burden on a country’s resources and the healthcare system. In addition, the old-age dependency ratio rises, resulting in greater pressure on the younger generation to provide for the growing older population.”

Another significant challenge of population ageing is that older persons are often left out of policy making decisions, making them some of the most vulnerable citizens. Older women are especially vulnerable due to the feminization of aging (i.e., women are living, on average, longer than men), increased risk of chronic illness and disability, and cultural constraints which lead to a

lack of adequate savings and lower education levels for women. Effects of climate change, domestic violence, and urbanization also have large negative impacts on women in this age group.

New data collected for the report can help countries in this region to understand and meet the needs of older persons and their allies in order to prevent poverty, create better policies and programs, improve healthcare, educate and teach skills for employment, contribute to positive cultural practices, and engage with younger generations so that people across the spectrum of age can thrive.

Kate Bunting, CEO of HelpAge USA, notes that: “Older people are regularly left out of aid programs; marginalized on the presumption that they can’t contribute. We need to confront this injustice and work to ensure that older people are included in the design and implementation of development programs.”

By engaging a population that is often overlooked, a more inclusive project can be created. The report suggests incorporating linkages between ageing and structural factors into policy and programs by using participatory qualitative research, a bottom-up approach, and social media and phone technology. We’ll be incorporating these strategies into Phases 2 and 3 of the TAAP Approach, Inclusion Analysis and Inclusive Design. If you have practical examples of how to do this, we’d love to hear from you!

Photo: Courtesy of UNESCO



Promoting Inclusive Spaces for STEM Fields and Agricultural Sciences

(Courtesy of Jenna Shelton, member of the 2017 cohort of the [USICD Youth in International Development and Foreign Affairs internship program](http://uscd.wordpress.com), who USICD has placed at the International Medical Corps for her internship. This article will also be posted at USICD's blog site at <http://uscd.wordpress.com>)

Although people with disabilities have the capability to be doctors, engineers, agriculturalists, and chemists, there are few people with disabilities in these science-heavy areas. The absence of disabled people in Science, Technology Engineering, and Mathematics (STEM) is a symptom of the all too frequent inaccessible experiential learning opportunities in STEM fields. How do people with disabilities access and thrive in STEM opportunities if training and field spaces cannot provide inclusive accommodations? In *Addressing the Inaccessibility of Research Spaces at UC Berkeley: Fostering Participation of People with Disabilities in STEM Fields*, Jenna Shelton, a former student at UC Berkeley and a disability rights advocate, explores the lack of people with disabilities in science-based fields on UC Berkeley's campus. She attributes the lack of people with disabilities to the exclusive built environment of science field spaces on college campuses as well as negative attitudes of disability within scientific fieldwork and practical sciences.

The project started when Jenna, then a junior at UC Berkeley studying agriculture and environmental sciences, could not find an inclusive accommodation for an agro-ecology course. Since she started gardening in a wheelchair at age six, she knew that inclusive accommodations in agricultural spaces were possible. After her request for inclusive accommodation received considerable pushback from the university, she led efforts to survey research spaces for accessibility with disabled student researchers. While the research team focused on surveying agricultural research spaces, the team also collected testimonials from students with disabilities who have faced barriers to accommodations in other STEM fields. With the information collected, Jenna wrote a policy analysis on why inaccessibility in STEM fields and agricultural sciences is a problem on UC Berkeley's campus and how it can be addressed through a combination of universal design using environmental sustainability and training on inclusive accommodations for professors. Some recommendations include integrating raised garden beds and braille into the spaces, creating accessible pathways for cane and wheelchair users, and training professors on integrating inclusive accommodation in their work.

While this project was conducted on a very local scale, it can also be applied to global issues of accessibility in agriculture. Disability is not uncommon in agricultural work. Farmworkers who become disabled often face difficult decisions in how to provide for their families. Thus, implementation of inclusive accommodation in sustainable farming on a global scale can support the livelihoods of disabled farmers as well as environmental health. "Agricultural sciences within our global food system is a prime example of how people with disabilities have been excluded. People with disabilities are not seen as farmers. If farmers become disabled, they lose their livelihoods. It is time that we implement inclusive design and social structures that allow people with disabilities to access opportunities and participate in a global society," says Shelton.

To learn more about Jenna Shelton's work visit [here](#).

Photo: An agricultural research space at UC Berkeley. The narrow rows and rocky terrain make it difficult for people with physical impairments to navigate.

This Week's TAAP Staff Picks:



1- [Constructive Resilience and Women's Peacebuilding Movements](#) This report comes out of a recent global forum organized by the [U.S. Civil Society Working Group on Women, Peace and Security](#). The forum gathered women peacebuilders from around the world to discuss efforts to prevent and counter violent extremism. A common set of themes emerged from the forum: 1) Build bridges not trenches: look for ways to rebuild trust and social cohesion amongst people on conflict areas. 2) The capacity to resist and recover from extremism must come from within local communities. 3) Meaningful alternatives are crucial: merely condemning extremism is not enough, we need to offer alternatives to conflict-inciting discourse. 4) Long-term commitment and vision are not optional.

2- [Unpacking Privilege](#) The Canadian NGO Media Smarts has created a lesson kit called Unpacking Privilege to help students understand the concept of privilege and reflect on their own privilege (i.e., rights or advantages given to some people but not others). While the kit is designed for grades 7 to 12, it resonates with older audiences as well. The lesson kit includes an explanation of what privilege is and a checklist comprised of twelve questions ranging from "I can look at the media and see people from my group widely represented as heroes, role models, leaders, news anchors, television hosts and experts" to "the revelation that a character is a member of my group is never a cause for shock or used as the butt of a joke". The lesson then concludes with a list of ways people can be aware of their privilege and work to make discriminatory systems visible and call them in to question. To check your privilege complete the exercise [here!](#)

3- [Inclusion Begins with I](#) Check out this new video which is one company's journey to explore the question of inclusiveness.

4- [Highlighting an Inclusion Champion: Prudence Nobantu Mabele](#) We'd like to share this moving tribute to Prudence Nobantu Mabele, a human rights trailblazer.

Photo: Courtesy of U.S. Civil Society Working Group on Women, Peace and Security



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.

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