



VERA VAN EK
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Towards Inclusion

A GUIDE FOR ORGANISATIONS AND PRACTITIONERS

‘As we embark on this great collective journey, we pledge that no one will be left behind. Recognizing that the dignity of the human person is fundamental, we wish to see the goals and targets met for all nations and peoples and for all segments of society. And we will endeavour to reach the furthest behind first.’

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About Towards Inclusion

Inclusive development aims to create societies that value and enfranchise all marginalized groups, including vulnerable girls, women and persons with disabilities. It thus contributes to equality of opportunity and equitable relations for all people around the world. It addresses a major issue: development organizations are reluctant to include certain types of people in their activities because they are afraid of bringing in additional issues that need to be dealt with.

Such organizations need to integrate an inclusive approach into their programs and projects. This series focusses on gender and disability issues but its lessons can be adjusted to specific settings so as to accommodate any marginalized groups. Inclusion can be achieved without having any kind of policy but to achieve sustainable change gender and disability considerations need to be integrated into systems, policies and structures.

A good initial step is to link concerns for various population groups with the core approach of the organization. It can thus be helpful to create a vision statement such as: 'This organization's vision is an inclusive society for all, where no one is left behind and all individuals and groups participate equally in the cultural, social, political and economic environment'. Such a statement makes it clear that the organization is committed to addressing gender and disability as, otherwise, at least half of the population will not be taken into consideration.

This publication consists of three parts. It aims to establish the rationale for inclusion and provides technical advice and tools for putting theory into practice. It is intended to be used as a reference during organizational and program/project development with a focus on gender responsiveness and disability inclusion as well as a tool to support good practice in implementation. Users may include senior management and board members who wish to steer their organizations towards becoming more inclusive. It is not assumed that they will have prior knowledge of gender and/or disability, although familiarity with inclusive approaches is useful, as the document does not seek to repeat information about inclusion in a broader sense.

This first part guides the reader through the process of assessing whether or not the organization is ready to change towards becoming a more inclusive organization. The second part introduces the ACAP framework, which sets up a way of approaching inclusion via focus on the areas: Access, Communication, Attitude and Participation. It then demonstrates how the framework can be applied to projects and programmes. The third part provides guidelines for the people who will guide organizations through the process of change towards becoming inclusive of persons from marginalized groups.

The contents of this publication are based on in-depth study of existing toolkits, practices developed over Mission East's 10 years of work in Nepal, and experience gained by ICCO Cooperation Nepal and Light for the World with local partner organizations. It is, however, still a work in progress, intended to be improved and upgraded with new knowledge. Readers are strongly encouraged to provide feedback and stories about their experiences in inclusive development to the following e-mail address: feedbackACAP@gmail.com

An accessible version of this publication is available upon request or at www.lightfortheworld.nl, www.miseast.org or www.icco-cooperation.org.

Acknowledgements

Creating this publication was only possible because of the dedication and commitment of the organizations involved, including senior management, project staff, and personnel at all other levels. We would especially like to thank Paulien Bruijn of Light for the World Netherlands for her valuable input, which has helped shape the final product. We also would like to thank Alex Ramos-Peña and Nishi Shrestha of Mission East Nepal for their constructive critique and ongoing support. Pepijn Trapman, Bidyanath Bhurtel and Sabina Thapa of ICCO Cooperation, and Heinz Greijn from the Partos working group also made essential contributions to the final documents. Murali Padmanabhan helped in testing tools and provided practical feedback on early drafts.

A special appreciation is due to Mags Bird of Mission East who has been a sounding board during several review stages. Her tireless efforts and positive attitude have been essential for the finalization of the first two parts. The former Mission East Nepal Country Representative Christophe Belperron's professional approach and continuous challenges, combined with extensive practical work in remote and inaccessible areas, was key to the development of the second part, "Guidelines to ACAP".

A big thank you goes out to Judith Baart from Light for the World, and the countless hours spent editing, organizing and revising the document, so that all our different ideas are now brought together into one whole.

Lastly, the concept "Towards Inclusion" evolved over several years through numerous interactions with girls and women, boys and men, with and without disabilities, including the most remote, poor and mountainous ones. Without them sharing their lives, their opportunities and challenges, "Towards Inclusion" would not have been developed.



PART 1

Organizational Readiness for Inclusion

Everything starts with attitude change. People belonging to marginalized groups, including girls and women as well as persons with disabilities, can only be welcomed and included in projects and organizations if we really believe in their capabilities. Awareness training for (program) staff and senior management is essential for creating this attitude. Once the staff is aware of the capabilities, needs and rights of people from marginalized groups, it is often not difficult to open up development projects to persons from these groups. Money should not be a major challenge; inclusion does not cost too much extra if you incorporate it into existing structures and activities.

But it does take time before organizations are willing and able to fully commit to inclusion. The management needs to feel the urgency to end exclusion and commitment from staff at all levels is needed. There can be a lot of resistance at the beginning, so it is essential to spend sufficient time raising awareness amongst management and staff.

But before this, you need to assess how ready the organization is to undertake a program of inclusion. This document provides practical guidance on how to determine where an organization stands in regards to inclusion. It includes insights into domains that may need to be addressed: Governance, Management Practices, Human Resources, Financial Resources, Accessibility and External Relations. The resulting analysis of where the organization stands within the different domains means that an action plan can be developed to start the change process

In this part of Towards Inclusion, we provide six steps and corresponding tools with which you can assess an organization's readiness for inclusion. These steps will allow the organization to analyse its current position and better understand what is needed to reach the best possible level of inclusion.

The steps are:

1. determine whether inclusion is relevant for the organization;
2. understand the organization's current approach;
3. perform an organizational self-assessment on inclusion;
4. identify actions that can be taken to take to become stronger in gender/disability inclusion;
5. identify what stakeholders need to be involved in the process;
6. and build the capacity needed to take the actions decided upon.

1

determine whether inclusion is relevant for the organization;

2

understand the organization's current approach;

3

perform an organizational self-assessment on inclusion;

4

identify actions that can be taken to take to become stronger in gender/disability inclusion;

5

identify what stakeholders need to be involved in the process;

6

and build the capacity needed to take the actions decided upon.

STEP 1.

Relevance

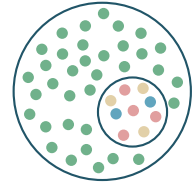
Is the organization's program relevant from a gender/disability perspective?

Before assessing organizational readiness for inclusion, the organization should first assess whether its program is of relevance from a gender and disability perspective. This can be an eye opener that helps the organization see clearly that its program is indeed of relevance and that therefore being inclusive is of great importance.

(See Tool 1. Checkpoint 1)

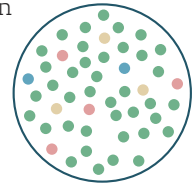
Integrated/sensitive approach:

This involves the design and planning of services and facilities that respond to the particular needs of women and/or persons with disabilities. These services/ facilities are inserted into mainstream programs and budgets, but are destined for women and/or persons with disabilities only. An example could be the introduction of special classes for children with disabilities in the mainstream schooling environment and under the same educational administration.



Inclusive/transformational approach:

The gender and/or disability dimension is flexibly included in all aspects and stages of an activity as a central element. This approach requires maximum integration throughout the planning and programming process, and appropriate adaptation of mainstream facilities and services so they can adequately serve men and women and both persons with disabilities and those without disabilities. It also implies full and effective involvement of women and persons with disabilities as equal partners in the planning and running of operations. A specific support service component may sometimes be needed to empower members of marginalized groups. For instance, a pupil who is deaf can follow the same curriculum in the same classroom as his/her peers with the help of a sign language interpreter and/or appropriate technical aids.



STEP 2.

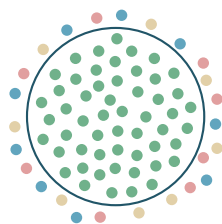
Approach

What approach does the organization currently use in its portfolio?

The four main approaches used in gender-and disability-relevant programs and projects can be reviewed to determine how the organization deals with these issues at the moment.

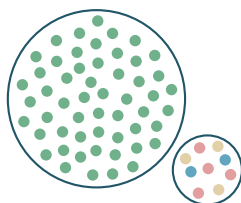
Gender and/or disability-specific approach:

Girls, women and/or persons with disabilities represent the only target group for planned action and the activity addresses their specific needs. Medical and physical rehabilitation projects are common examples of this approach.



Component approach:

A separate gender and/or disability-specific component is attached to a mainstream activity. For example: community-based rehabilitation projects may be introduced into healthcare development programs as components with separate administrations, staffs and facilities.



(See Tool 2. Framework for Action, which offers the organization a good overview of their current approaches.)

STEP 5.

Stakeholders

What partners could play a role in gender and disability relevant projects?

A holistic approach to gender responsiveness and disability inclusion may require that various partners with diverse expertise get involved in the organization's work. The management team can identify key organizations (on-going partners or new allies) they can engage for further action. A single woman-led or gender organization by itself usually cannot ensure the inclusion of girls and women. A single Disabled People's Organization by itself usually cannot ensure inclusion of persons with disabilities. Other partners and networks are important to ensure full inclusion. The stakeholder analysis will especially review:

- levels of engagement and readiness;
- expertise available.

(See Tool 5: Stakeholder analysis)

STEP 6.

Capacity

Building internal capacity

Once the approach, model, process, M&E system and resources are identified and the action plan is clear, the organization can start the mainstreaming process. A crucial step will be capacity building with regard to inclusion, for example via a workshop on the ACAP (accessibility, communication, attitude, participation) framework.

(See Tool 6. Outline Curriculum Workshop: Creating an enabling environment which provides an example of such a capacity building workshop as inspiration. The exact needs for training programmes, workshops or other capacity building activities can be determined on the basis of the priorities previously identified in the action plan.)



Moving ahead

There are many theories on how organizations change and how one can plan and manage a change processes. Kotter's eight-step change model is a possible roadmap (see box). This is based on the understanding that organizational change does not take place overnight, but requires hard work. Careful planning and the building of a solid foundation are vital to making implementation easier and will improve the chance of success. Impatience and unrealistic expectations can create pitfalls for change agents. Having worked through this toolkit, we anticipate that your organization will have understood the relevance of inclusion, identified what is going well and which areas need some work, and developed an action plan for change.

Now the work on improving your inclusive approach can begin in earnest!

KOTTER'S STEPS TO ORGANIZATIONAL CHANGE

1

Create urgency

2

Form a powerful coalition

3

Create a vision for change

4

Communicate the vision

5

Remove obstacles

6

Create short-term wins

7

Build on the change

8

Anchor the changes in the organization



TOOL 1.

Checkpoint¹

Checkpoint 1 is a simple instrument for assessing whether the organisation's program addresses basic needs and may therefore be relevant to girls and women and persons with disabilities.

Tick the box if the organisation works on the following areas.

- Design and construction of the built environment, particularly public buildings, facilities and housing**
- Development of infrastructure, including a transport system, telecommunications, water supply and sanitation amenities**
- Development of small-scale industries and enterprises**
- Urban/rural/community development**
- Development of health care and social services systems facilities**
- Human resources development:**
 - pre-school, primary and secondary education
 - higher education
 - adult education
 - vocational training
 - public education campaigns
- Income generation, with special emphasis on improving the situation of the poorest segments of society**
- Training of policy, programme and project personnel**

If a development program and/or activity includes one or more of the above elements, then the activity is relevant to girls and women and persons with disabilities.

1. Adapted from: Wiman, R. (ed) 1997 *Disability Dimension in Development Action. Manual on Inclusive Planning*. United Nations.

Framework for Action²

This tool is meant to assess the current situation of the organization with regard to the approaches currently used. It is advisable to use the following coding system to fill out the Framework for Action.

The approaches reflected in the Framework for Action at all levels and stages of the development process will give the organization a good overview of their current approaches.

CODES: NEVER: - SOMETIMES: +/- CONSISTENTLY: +

| APPROACH | (A) Gender and Disability specific approach Women and/or persons with disabilities as target group | (B) Component added gender and/or disability-specific component added | (C) Integrated approach within mainstream program but for women and/or persons with disabilities only | (D) Inclusive approach Gender and/or disability dimension fully integrated with appropriate adaptation of mainstream services |
|--|---|--|--|--|
| ACTIVITY LEVEL | | | | |
| I. Conceptual Values, Objective and Approach | | | | |
| II. Policy Formulation (a) National (b) Regional (c) International | | | | |
| III. Program Design | | | | |
| IV. Project Planning | | | | |
| V. Operational Level | | | | |
| VI. Monitoring and Evaluation | | | | |

2. Adapted from: Wiman, R. (ed), 1997 *Disability Dimension in Development Action. Manual on Inclusive Planning*. United Nations.

Score Card³

The aim of the score card is to get insight in the current situation, whether the organisation is inclusive to persons from marginalized groups, and to look for strengths and opportunities for change in terms of making the organisation inclusive. The tool provided below has been adapted to measure for disability inclusion and gender inclusion, but can be easily adapted to measure the same for other groups.

Requirements of the facilitator

The facilitator needs to a) have a good basic understanding of the organisation already, b) be able to manage group dynamics, and c) be able to bring the reflection discussion to a practical level of concrete action planning. It is important that the facilitator prepares the assessment well. This means that before conducting the score card, the facilitator is aware of/informed about:

- National policies on inclusion
- Existence of a mainstreaming committee/ inclusion focal point within the organisation
- The accessibility of the organisation’s website
- Results of an accessibility audit, where carried out
- Whether there is an existing action plan for inclusion within the organisation

Involve staff

The checklist needs to be used as a guided self-assessment. A facilitator takes the people through the various areas and questions, and ask the group to rate themselves in level 1 to 4. The assessment takes about 2-3 hours per organisation.

Make the scoring participatory and interactive

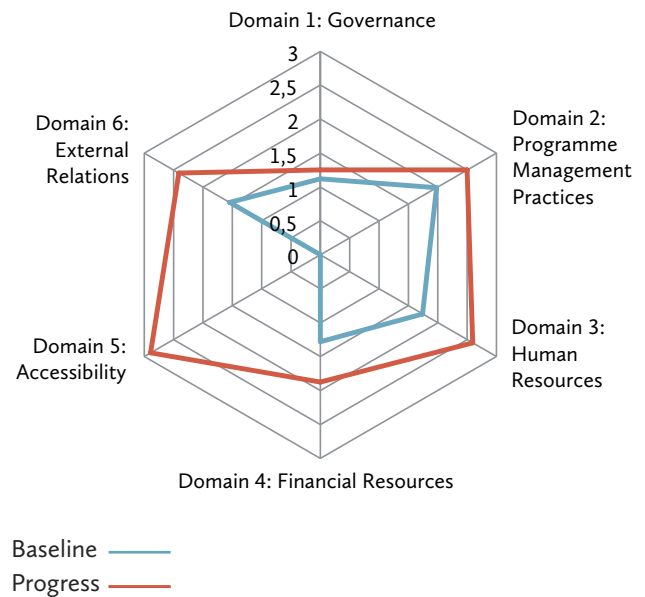
Although the tendency may be that people want to rate their organisation in level 4, the fact that the levels have specific information may reduce ambivalence. As much as possible references should be requested to provide evidence in terms of organisational plans and concrete events and experiences.

Reflection on the finding and action planning

The most important part is not to have all organisations score level 4 (the highest possible scoring), but to jointly reflect on the scores and draw out areas of strength and areas that need attention. The areas of strength and areas of attention will then lead to an action plan.

Improving inclusion is a process

It is important to see improving inclusion at the organisation as a process. Insisting on full disability



inclusion from the start can be overwhelming to the organisation and might be met with resistance due to concerns about the cost. Start with prioritizing the most urgent, impactful or easily to do tasks that would address an immediate concern of the organisation. A similar assessment after 1 to 2 years does help to assess what progress has been made in improving disability inclusion (See page 14 Disability form and page 20 Gender form).

Strength and weaknesses analysis

The reflection discussion needs to highlight the strengths & weaknesses to identify the barriers that need to be taken away, as well as bank on the good practices that are already there. The discussion should culminate in an action plan.

Action plan

The action plan is to ensure that concrete actions are planned. Make sure that somebody is appointed to monitor the progress of the action plan, and informs the facilitator about the progress being made and also to be able to continue the dialogue.

| No. | Identified actions | Due date | Person responsible |
|-----|--------------------|----------|--------------------|
| | | | |
| | | | |
| | | | |
| | | | |

3. Adapted from the Disability Inclusion Score Card as developed by Light for the World, and the Inclusion Marker as developed by Vera van Ek

Disability form

| | |
|-----------------------------|--|
| Name of organisation | Baseline Progress Final |
| Who were present | |
| Name of facilitator | |
| Date of assessment | |
| Date of assessment | |
| Date of assessment | |

| Checklist | | |
|---|--|---|
| | Level 1 | Level 2 |
| Domain 1: Governance | | |
| Are the strategic and operational documents disability inclusive? Are the vision and mission supportive to work on inclusion, and does the organisation have a written policy on inclusion? | Disability or inclusion of persons with disabilities is not included in our strategy documents, or in our sectoral policies. | Inclusion of persons from marginalised groups is mentioned in the strategy documents and sectoral policies, but not specifically worked out. |
| Is there a mandate from the director/higher management to promote and monitor the inclusion of persons with disabilities in the programme? | Promotion and monitoring mandate from director/higher management on disability inclusion either non-existent or unclear. | Promotion and monitoring mandate from director/ higher management on disability inclusion exists but is either not clearly linked to inclusion policy, or is not easily actionable. |
| Domain 2: Programme Management Practices | | |
| Is monitoring data collected on disability? | Disability data is not collected in any programme. | In less than half of the programmes disability data is collected. |
| Are project, monitoring and evaluation formats disability inclusive? | Disability is not mentioned in planning, monitoring and evaluation formats. | Disability is mentioned in some planning, monitoring and evaluation formats. |
| Do persons with disabilities participate in all Planning, Monitoring and Evaluation phases? | Persons with disabilities are not involved in the design, planning, monitoring and evaluation of programmes. | In less than half of the programmes persons with disabilities are consulted in the design, planning, monitoring and evaluation. |
| Are staff encouraged to work on the inclusion of person with disabilities? | Staff are not encouraged to work on the inclusion of persons with disabilities. | It has been mentioned once or twice to work on the inclusion of persons with disabilities. |
| What is the percentage of beneficiaries with disabilities that is participating in regular projects? | The number of beneficiaries with a disability in regular programmes is negligible. | 1-3% of the beneficiaries in our regular programmes are persons with disabilities. |
| Domain 3: Human Resources | | |
| Is the human resource policy disability inclusive? | No human-resource diversity policy available in the organisation. No actions taken to employ persons with disabilities. | Diversity policy available in the organisation, but disability is not mentioned there. |
| In how far does your organisation use affirmative action to enable persons with disabilities to work as employees, board members, consultants and volunteers? | No affirmative actions to enable persons with disabilities for employment are in place. | Some affirmative actions to enable persons with disabilities for employment are in place. |

| | | Baseline | Progress | Final |
|--|---|----------|----------|-------|
| Level 3 | Level 4 | Score | Score | Score |
| Inclusion of persons with disabilities from a rights-based perspective is mentioned in the strategy documents and worked out in some policies. | Inclusion of persons with disabilities from a rights-based perspective is a crosscutting issue in our organisation and worked out in all our strategy documents and sectoral policies. | | | |
| Coherent inclusion promotion and monitoring strategy has been developed and is linked to the policy; strategy is mostly known but doesn't drive day-to-day behavior. | Clear, coherent medium- to long-term inclusion strategy on disability that is both actionable and linked to overall policy; strategy is universally known throughout the organization and consistently helps drive day-to-day behavior at all levels of the organization. | | | |
| | SUBTOTAL DOMAIN 1 | | | |
| Disability data is collected in all programmes. | Disability data is collected in all programmes, and is disaggregated by type of disability. | | | |
| Disability is mentioned in majority of planning, monitoring and evaluation formats. | Disability is included in all relevant planning, monitoring and evaluation formats, including the annual report of the organisation. | | | |
| In more than half of the programmes persons with disabilities are consulted in the design, planning, monitoring and evaluation. | Persons with disabilities are involved in the design, planning, monitoring and evaluation of all programmes. | | | |
| Staff are sometimes encouraged/ reminded to work on the inclusion of persons with disabilities. | Staff members are regularly encouraged to actively work on the inclusion of persons with disabilities. | | | |
| 4-5% of the beneficiaries in our regular programmes are persons with disabilities. | 6% or more of the beneficiaries in the regular programmes are persons with disabilities. | | | |
| | SUBTOTAL DOMAIN 2 | | | |
| Disability is mentioned in human-resource diversity policy. | Disability is mentioned in human-resource diversity policy and affirmative actions (for example, placing job announcements in disability networks) are taken to employ persons with disabilities. | | | |
| Affirmative actions to enable persons with disabilities for employment are in place, but not yet always followed. | Affirmative actions to enable persons with disabilities for employment are in place, functional and with support system well established. | | | |

| Checklist | | |
|--|--|---|
| | Level 1 | Level 2 |
| Domain 3: Human Resources (continued) | | |
| Are persons with disabilities working in the organisation? | No staff, board members or volunteers with a disability in the organisation. | At least 1% of staff, board and volunteers consist of persons with disabilities. |
| Are persons with disabilities employed in decision-making positions? If so, in how far does it show a proportional representation? | No representation of persons with disabilities in decision-making positions. | Some representation of persons with disabilities but not yet on decision making positions. |
| Is disability orientation to staff organized? | No orientation is so far given to staff of the organisation on the rights of persons with disabilities and inclusion in regular programmes. | Some staff received a one-off orientation on the rights of persons with disabilities and inclusion in regular programmes. |
| Does your organisation/personnel have expertise on disability rights and inclusion and/or does the organisation have access to/make use of external disability expertise? (e.g. inclusion specialist; disability focal person) | No disabilities expertise/focal person within the organisation. No external support requested at all. | Disability expertise exists within the organisation, but is limited. Only a few people within the organisation are aware of this expertise. Available expertise is rarely used. Occasionally external support is requested. |
| Domain 4: Financial Resources | | |
| What budget is allocated for inclusion? (i.e. reasonable accommodation, training & awareness raising, capacity building on inclusion) | No budget is allocated for inclusion of persons with disabilities in our programmes. | 0-1% of budget is allocated for inclusion of persons with disabilities in our programmes. |
| Domain 5: Accessibility | | |
| Is the office accessible? | The organisation's office building and meeting rooms are not accessible to persons with disabilities. | The meeting rooms and toilets are accessible to persons with disabilities. The workspaces are not accessible. |
| Are events/community meetings accessible? | Accessibility is not taken into account when events are organised by the organisation. Only by change a small proportion of the events are somewhat accessible to persons with disabilities. | Accessibility is sometimes taken into account when events are organised by the organisation, with up to 50% of the events being accessible to persons with disabilities. |
| Are project activities accessible to persons with disabilities? Are activities held in accessible locations to the maximum extent feasible? Are adaptations implemented to make activity locations accessible? Has project staff been educated in barrier free approaches? | No project activities are conducted with accessibility in consideration; project staffs are not aware of barrier free approach in project planning. | Few project activities are conducted with accessibility in consideration; few project staffs have knowledge on barrier free approach in project planning. |
| Are accessible transport options available to the project location to the maximum extent possible? | No consideration on safe and accessible transportation. | Little consideration on accessible transportation. |
| Is the website and information accessible? | The website and other information sources are not accessible. | The website is tested for accessibility and is partly accessible. Newsletters and information are made accessible on demand. |
| In how far are staff members trained to use, arrange for and produce materials and communications in alternative formats as applicable? | none of the staff members are trained to use, arrange for and produce materials and communications in alternative formats as applicable | sensitization to staff members are given to use, arrange for and produce materials and communications in alternative formats as applicable |

| | | Baseline | Progress | Final |
|---|--|----------|----------|-------|
| Level 3 | Level 4 | Score | Score | Score |
| Affirmative actions to enable persons with disabilities for employment are in place, but not yet always followed. | At least 5% of staff, board and volunteers consist of persons with disabilities. | | | |
| There is a representation on management level in decision-making position, but not yet proportional. | A proportional representation of persons with disabilities can be seen on all levels. | | | |
| Majority of staff received a one-off orientation on the rights of persons with disabilities and inclusion in regular programmes. | Staff regularly receives orientation on the rights of persons with disabilities and on inclusion in regular programmes. | | | |
| Disability expertise exists within the organisation. Many people in the organisation are aware of this expertise and they frequently use it. Regular external support is requested. | Disability expertise exists within organization; many within organization and partner organizations are aware of such expertise; it is regularly used within the organization and also extended to other partners on request. Whenever needed external support is requested. | | | |
| | SUBTOTAL DOMAIN 3 | | | |
| 2% of budget is allocated for inclusion of persons with disabilities in our programmes. | 3-7% of budget is allocated/available for inclusion of people with disabilities in our programmes or projects. | | | |
| | SUBTOTAL DOMAIN 4 | | | |
| The meeting rooms, toilets and part of the workspaces are accessible for persons with disabilities. | The whole office, including all workspaces, meeting rooms and toilets, are accessible to persons with disabilities. | | | |
| Accessibility is taken into account when events are organised. The majority are accessible to persons with disabilities. | All events organised by our organisation are accessible to persons with disabilities. | | | |
| Most project activities are conducted with accessibility in consideration; at least 50% of project staffs have knowledge on barrier free approach in project planning. | All project activities are conducted with accessibility in consideration; All project staffs have knowledge on barrier free approach in project planning; when needed, reasonable adaptations are done to make activity location accessible. | | | |
| Due consideration on accessible transportation. | Consideration on accessible transportation is automatic and part of program. | | | |
| The website is tested for accessibility and is fairly accessible. The option of getting newsletters and information in an accessible format is actively communicated. | Website is fully accessible and newsletters/brochures are available in accessible formats. Key information is available in easy read format. | | | |
| some staff members are trained to use, arrange for and produce materials and communications in alternative formats as applicable with external support | staff members are trained to independently use, arrange for and produce materials and communications in alternative formats as applicable | | | |

| Checklist | | |
|---|---|--|
| | Level 1 | Level 2 |
| Domain 5: Accessibility (continued) | | |
| Is sign language interpretation available? | No accommodation is made for people in need of sign language interpretation. | Sign language interpretation is sometimes available. |
| Domain 6: External Relations | | |
| Does your organisation collaborate with DPOs, disability service providers and/or (inter)national networks on disability inclusion? | There is no collaboration with disabled people's organisations, disability service providers (including government) and (inter)national networks on disability inclusion. | In less than half of the programmes collaboration takes place with disabled people's organisations, disability service providers (including government) or (inter)national networks on disability inclusion. |
| Are rights of persons with disabilities part of advocacy? | The rights of persons with disabilities are not included in the organisation's existing lobbying and advocacy activities. | The rights of persons with disabilities are included in some of the organisation's existing lobbying and advocacy activities. |
| Does your organisation address disability in promotion, fundraising and communication? | Persons with disabilities are not mentioned in promotion, fundraising and communication content. | Persons with disabilities are hardly mentioned or specifically mentioned as a charitable target group in promotion, fundraising and communication content. |
| Is disability orientation with local partners/community groups organized? | Inclusion of persons with disabilities is not discussed with local partner organisations. | Inclusion of persons with disabilities is discussed with local partner organisations. |

| | | | Baseline | Progress | Final |
|---|--|--------------------------|----------|----------|-------|
| Level 3 | Level 4 | | Score | Score | Score |
| Sign language interpretation is available on demand. | Sign language interpretation is always provided as an option. | | | | |
| | | SUBTOTAL DOMAIN 5 | | | |
| In more than half of the programmes collaboration takes place with disabled people's organisations, disability service providers (including government) and (inter)national networks on disability inclusion. | All programmes collaborate actively with disabled people's organisations, disability service providers (including government) and (inter)national networks on disability inclusion. | | | | |
| The rights of persons with disabilities are included in the majority of the existing lobbying and advocacy activities. | The rights of persons with disabilities are included in all existing lobbying and advocacy activities of the organisation. | | | | |
| Persons with disabilities are sometimes mentioned in promotion, fundraising and communication content, and where mentioned or pictured are depicted positively and equitably. | Persons with disabilities are proportionally and positively represented in promotion, communication and fundraising content (i.e. people with disabilities are seen in pictures, case studies, reports etc.) | | | | |
| The organisation is offering orientation on the rights of persons with disabilities and on inclusion of persons with disabilities to local partner organisations | The organisation is systematically offering orientation on the rights of persons with disabilities and on inclusion of persons with disabilities to their local partner organisations. | | | | |
| | | SUBTOTAL DOMAIN 6 | | | |

Gender form

| | |
|-----------------------------|--|
| Name of organisation | Baseline Progress Final |
| Who were present | |
| Name of facilitator | |
| Date of assessment | |
| Date of assessment | |
| Date of assessment | |

| Checklist | | |
|--|---|--|
| | Level 1 | Level 2 |
| Domain 1: Governance | | |
| Is gender equality integrated in the strategic and operational documents? Are the vision and mission supportive to work on gender equality, and does the organisation have a written policy committing to gender equality? | Gender equality is not included in our strategy documents, or in our sectoral policies. | Gender equality is mentioned in the strategy documents and sectoral policies, but not specifically worked out. |
| Is there a mandate from the director/higher management to promote and monitor gender equality in the programme? | Promotion and monitoring mandate from director/higher management on gender equality either non-existent or unclear. | Promotion and monitoring mandate from director/ higher management on gender equality exists but is either not clearly linked to inclusion policy, or is not easily actionable. |
| Domain 2: Programme Management Practices | | |
| Is monitoring data collected on gender, and gender analysis built into our monitoring procedures? | Gender disaggregated data is not collected in any programme. | Gender disaggregated data is collected in our programmes, but no analysis on gender (e.g. power relations, project impact on different genders) is carried out. |
| Are planning, monitoring and evaluation (PME) formats gender sensitive? | Gender is not mentioned in planning, monitoring and evaluation formats. | Gender is mentioned in some planning, monitoring and evaluation formats. |
| Do women participate in all Planning, Monitoring and Evaluation phases? | Women are not involved in the design, planning, monitoring and evaluation of programmes. | In less than half of the programmes women are consulted in the design, planning, monitoring and evaluation. |
| Are staff encouraged to work on the inclusion of gender? | Staff are not encouraged to work on the inclusion of gender. | In less than half of the programmes women are consulted in the design, planning, monitoring and evaluation. |
| Is the programme's impact on female beneficiaries equitable in relation to male beneficiaries? | The number of female beneficiaries in regular programmes is negligible and the equity within the programme is not properly monitored. | The number of female beneficiaries is comprehensive, but the benefits and impact of the programme on them is not evaluated separately. |
| Domain 3: Human Resources | | |
| Is the human resource policy gender inclusive? | No human-resource diversity policy available in the organisation. No actions taken to employ women. | Diversity policy available in the organisation, but gender is not mentioned there. |

| | | | Baseline | Progress | Final |
|--|---|--|----------|----------|-------|
| Level 3 | Level 4 | | Score | Score | Score |
| Gender equality from a rights-based perspective is mentioned in the strategy documents and worked out in some policies. | Gender equality from a rights-based perspective is a crosscutting issue in our organisation and worked out in all our strategy documents and sectoral policies. | | | | |
| Coherent gender equality promotion and monitoring strategy has been developed and is linked to the policy; strategy is mostly known but doesn't drive day-to-day behavior. | Clear, coherent medium- to long-term inclusion strategy on gender that is both actionable and linked to overall policy; strategy is universally known throughout the organization and consistently helps drive day-to-day behavior at all levels of the organization. | | | | |
| | SUBTOTAL DOMAIN 1 | | | | |
| Gender disaggregated data is collected in our programmes, and in some projects an analysis on gender (e.g. power relations, project impact on different genders) is carried out. | Gender disaggregated data is collected in all our programmes, as well as gender analysis. | | | | |
| Gender is mentioned in the majority of planning, monitoring and evaluation formats. | Gender is included in all relevant planning, monitoring and evaluation formats, including the annual report of the organisation. | | | | |
| In more than half of the programmes women are consulted in the design, planning, monitoring and evaluation. | Women are involved in the design, planning, monitoring and evaluation of all programmes. | | | | |
| Staff are sometimes encouraged/ reminded to work on the inclusion of gender. | Staff members are regularly encouraged to actively work on the inclusion of gender. | | | | |
| The number of female beneficiaries is comprehensive and they occupy equitable positions. Impact of the programme on female beneficiaries is monitored. | The number of female beneficiaries is equal to male beneficiaries, and the programme impacts them in a similar way. | | | | |
| | SUBTOTAL DOMAIN 2 | | | | |
| Gender is mentioned in human-resource diversity policy. | Gender is mentioned in human-resource diversity policy and affirmative actions (for example, placing job announcements in women's networks) are taken to employ women. | | | | |

| Checklist | | |
|--|---|--|
| | Level 1 | Level 2 |
| Domain 3: Human Resources (continued) | | |
| In how far does your organisation use affirmative action to enable women to work as employees, board members, consultants and volunteers? | No affirmative actions to enable women for employment are in place. | Some affirmative actions to enable women for employment are in place. |
| Are women working in the organisation? | No female staff, board members or volunteers in the organisation. | At least 15% of staff, board and volunteers consist of women. |
| Are women employed in decision-making positions? If so, in how far does it show a proportional representation? | No representation of women in decision-making positions. | Some representation of women but not yet on decision making positions. |
| Is gender orientation (gender assessment, training, sensitization session) to staff organized? | No gender orientation is so far given to staff of the organisation . | Some staff received a one-off gender orientation. |
| Does your organisation/personnel have expertise on gender equality and inclusion and/or does the organisation have access to/make use of external gender expertise? (e.g. inclusion specialist; gender focal person) | No gender expertise/focal person within the organisation. No external support requested at all. | Gender expertise exists within the organisation, but is limited. Only a few people within the organisation are aware of this expertise. Available expertise is rarely used. Occasionally external support is requested. |
| Domain 4: Financial Resources | | |
| What budget is allocated for inclusion? (i.e. reasonable accomodation, training & awareness raising, capacity building on gender inclusion) | No budget is allocated for inclusion of women in our programmes. | 0-1% of budget is allocated for inclusion of women in our programmes. |
| Domain 5: Accessibility | | |
| Is the office safe and accessible? | Girls, boys, men and women cannot reach, enter, move around and use the facilities in the office building; no separate (male/female) toilets available; location and route to location is not considered safe and does not allow for both male and female presence. | Girls, boys, men and women can with great difficulty reach, enter, move around and use the facilities in the office building; no separate (male/female) toilets available. Location and route to location are safe for some persons, but not all. |
| Are events/community meetings safe and accessible? | Girls, boys, men and women cannot reach, enter and access events/community meetings; no separate (male/female) toilets available; location and route to location is not considered safe and does not allow for both male and female presence. Timing of event and travel time is inconvenient to women and girls. | Girls, boys, men and women can with great difficulty reach, enter and access events/community meetings; no separate (male/female) toilets available. Location and route to location are safe for some persons, but not all. Convenience of time of event and travel time for both men and women is considered, but no action taken to adapt where necessary. |
| Are project activities equally accessible and safe to girls, boys, men and women? Are activities held in accessible locations to the maximum extent feasible? Are adaptations implemented to make activity locations accessible? Has project staff been educated in barrier free approaches? | No project activities are conducted with equality in consideration; project staffs are not aware of barrier free approach in project planning. | Few project activities are conducted with equality in consideration; few project staffs have knowledge on barrier free approach in project planning. |

| | | Baseline | Progress | Final |
|---|---|----------|----------|-------|
| Level 3 | Level 4 | Score | Score | Score |
| Affirmative actions to enable women for employment are in place, but not yet always followed. | Affirmative actions to enable women for employment are in place, functional and with support system well established. | | | |
| At least 30% of staff, board and volunteers consist of women. | At least 50% of staff, board and volunteers consist of women. | | | |
| There is a representation on management level in decision-making position, but not yet proportional. | A proportional representation of women can be seen on all levels. | | | |
| Majority of staff received a one-off gender orientation. | Staff regularly receives gender orientation. | | | |
| Gender expertise exists within the organisation. Many people in the organisation are aware of this expertise and they frequently use it. Regular external support is requested. | Gender expertise exists within organization; many within organization and partner organizations are aware of such expertise; it is regularly used within the organization and also extended to other partners on request. Whenever needed external support is requested. | | | |
| | SUBTOTAL DOMAIN 3 | | | |
| 2% of budget is allocated for inclusion of women in our programmes. | 3-7% of budget is allocated/available for inclusion of women in our programmes or projects. | | | |
| | SUBTOTAL DOMAIN 4 | | | |
| Girls, boys, men and women can, but with some difficulty reach, enter, move around and use the facilities and toilet in the office building. | Girls, boys, men and women can reach, enter, move around and use the facilities in the office building and separate toilets are available. The location and route to the location is safe, and allows for both male and female presence. | | | |
| Girls, boys, men and women can, but with some difficulty reach, enter and access events/community meetings. Location and route to location are safe, but not for all persons. Convenience of time of event and travel time is considered during the planning process. | Girls, boys, men and women can reach, enter and access events/community meetings and separate toilets are available; location and route to location is considered safe and allows for both male and female presence. Timing of event and travel time is convenient to both men and women, boys and girls. | | | |
| Most project activities are conducted with equality in consideration; at least 50% of project staffs have knowledge on barrier free approach in project planning. | All project activities are conducted with equality accessibility in consideration; All project staffs have knowledge on barrier free approach in project planning; when needed, reasonable adaptations are done to make activity location accessible. | | | |

| Checklist | | |
|--|--|--|
| | Level 1 | Level 2 |
| Domain 5: Accessibility (continued) | | |
| Are safe and accessible transport options available to the project location to the maximum extent possible? | No consideration on safe and accessible transportation. | Little consideration on safe and accessible transportation. |
| Is communication accessible to men and women, boys and girls by being gender-sensitive and non-violent? | Gender-sensitive and non-violent communication is not considered. | Some encouragement is given to focus on gender-sensitive and non-violent communication. |
| Domain 6: External Relations | | |
| Does your organisation collaborate with women's rights organisations and/or (inter)national networks on gender equality? | There is no collaboration with women's rights organisations and/or (inter)national networks on gender equality | In less than half of the programmes collaboration takes place with women's rights organisations and/or (inter)national networks on gender equality |
| Are rights of men and women, boys and girls, part of advocacy? | The rights of men and women, boys and girls are not included in the organisation's existing lobbying, advocacy or networking activities. | The rights of men and women, boys and girls are included in some of the organisation's existing lobbying, advocacy or networking activities. |
| Does your organisation address gender in its communication strategy and fundraising efforts? | Gender is not mentioned in promotion, fundraising and communication materials. | Gender is hardly mentioned or women are specifically mentioned as a charitable target group in promotion, fundraising and communication materials. |
| Is gender orientation with local partners/community groups organized? | Gender equality is not discussed with local partner organisations. | Gender equality is discussed with local partner organisations. |

| | | Baseline | Progress | Final |
|--|--|----------|----------|-------|
| Level 3 | Level 4 | Score | Score | Score |
| Due consideration on safe and accessible transportation. | Consideration on safe and accessible transportation is automatic and part of program. | | | |
| On-off encouragement to actively work on gender-sensitive and non-violent communication. | Staff members are actively encouraged to work on gender-sensitive and non-violent communication. | | | |
| SUBTOTAL DOMAIN 5 | | | | |
| In more than half of the programmes collaboration takes place with women's rights organisations and/or (inter)national networks on gender equality | All programmes collaborate actively with women's rights organisations and/or (inter)national networks on gender equality | | | |
| The rights of men and women, boys and girls are included in the majority of the existing lobbying, advocacy or networking activities. | The rights of men and women, boys and girls are included in all existing lobbying, advocacy or networking activities of the organisation. | | | |
| Gender is sometimes mentioned in promotion, fundraising and communication materials, and both men and women are mentioned or pictured are depicted positively and equitably. | Gender is proportionally and positively represented in promotion, communication and fundraising materials (i.e. both men and women are seen in pictures, case studies, reports etc.) | | | |
| The organisation is offering orientation on gender equality and on inclusion of men and women, boys and girls to local partner organisations | The organisation is systematically offering orientation on gender equality and on inclusion of men and women, boys and girls to their local partner organisations. | | | |
| SUBTOTAL DOMAIN 6 | | | | |

Pointers for Inclusion⁴

Gender responsive and disability inclusive organizations have the following.

- **A gender/disability-disaggregated data system that provides accurate information on the situation of women and men in the organization that can be the basis of appropriate responses to their concerns.**
- **Rules to guarantee the use of non-sexist and non-insulting language**
- **Gender/disability-friendly organizational values/structures**
- **Regulations to prevent sexual harassment and gender-based violence**
- **A large pool of highly competent, diversely skilled and strongly motivated women and men, including women and men with disabilities**
- **Minimal gender-related brain-drain and reduced turnover**
- **Maximum resources for training**
- **Great credibility as gender-responsive and disability-inclusive organizations**
- **An acceptance of the legal mandate for being gender responsive and disability inclusive**
- **Internal policies and guidelines for compliance**
- **Clear functions, roles and responsibilities for each member**

To be regarded as a gender-responsive and disability-inclusive organization, the following practices must be maintained.

Governance

1. Strategic plans and policies to govern work at all levels are developed with active involvement of both women and men, including those with disabilities
2. Guidelines and action plans ensure that these strategic plans and policies are implemented
3. The vision, mission and objectives of the organization include gender responsiveness and disability inclusiveness, and address the most marginalized
4. A gender and inclusion policy is developed with the involvement of women and men, including women and men with disabilities, and it is actively implemented so all staff are familiar with it
5. Leadership is democratic and participatory. All men and women are encouraged to actively participate and share ideas, questions, feedback etc.
6. At least 33% of the staff is female⁵. There is equitable allocation of tasks and responsibilities that does not follow stereotypical norms
7. Both women and men understand international/national gender responsive and disability inclusive policies and are able to adapt them to the local context
8. The organization is outcome-oriented with a clear monitoring and evaluation process that addresses gender responsiveness and disability inclusiveness in its outcomes
9. Affirmative action is taken to engage women and persons with disabilities in the exercise of governance. If needed, a working group/ad hoc committee should be set up at board level to advise on gender and disability mainstreaming

Management Practices

1. Leadership is participatory and democratic at all levels
2. In a gender and disability responsive management system, felt needs of staff are addressed rather than perceived needs
3. Each stage of the project cycle is gender responsive and disability inclusive; both women and men (with disabilities) are involved at each stage, including in decision-making positions
4. Staff members are able to articulate and operationalize gender and disability issues in the management system

5. Focal persons for inclusion are appointed and given clear mandates
 6. Disaggregated data is collected and staff is aware of the number of female beneficiaries and persons with disabilities and how they benefit from the interventions
 7. Monitoring and evaluation is gender and disability responsive and carried out by both women and men (with disabilities) to ensure their perspectives are consulted during the process
 8. A systematic gender and disability responsive monitoring and evaluation system is in place and it includes qualitative, quantitative and participatory data collection and analysis
 9. Individual interviews are planned as essential aspects in monitoring and evaluation activities
 10. A gender and disability-sensitive code of conduct is in place
 11. Guidelines for handling cases of sexual harassment and gender-based violence are developed
3. Transparent allocation of gender and disability-inclusiveness budgets occurs for each project
 4. The positions of gender and disability focal persons are budgeted for

Accessibility

1. Equitable access to and control over resources is guaranteed
2. Office/projects are accessible from a gender and disability perspective, e.g. safe (if in doubt, transportation should be provided), with spacious well-lit separate toilets, means of communication and information, physical access and transportation
3. A gender-and-disability friendly work environment is created with mutual respect and trust
4. Flexible working hours are allocated when needed
5. Staff is trained on barrier-free approaches, barriers being attitudinal, environmental and institutional
6. Documents are accessible to all in appropriate languages, unnecessary jargon is avoided, and audio, Braille, or large-script text provided where needed.

Human Resources

1. At least 33% of the staff at all levels is female, from senior management to grassroots level⁶
2. The organization takes steps to build capacity amongst women and persons with disabilities and enable them to take on higher decision-making positions at all levels
3. Human resource policy has concrete guidelines to recruit women and persons with disabilities, including career planning for women and persons with disabilities
4. Female staff and staff with disabilities are part of the human resource management process, for instance human resource planning, recruitment & selection of employees, training of employees and retaining of employees
5. The human resource department has guidelines concerning positive discrimination in the form of flexible working hours, maternity leave, transportation arrangements, training, and support personnel for staff with disabilities
6. All persons have equal opportunities for promotion. Promotion criteria are based on service delivery and opportunities for growth
7. Internship places are created for persons with disabilities and include career development plans so as to build the capacity of this target group to work at senior management level and in decision-making positions

Financial Resources

1. Gender responsive and disability inclusive budgeting is in place, e.g. to cover maternity/paternity leave, child care, locum in cases of pregnancy, transportation, security, sign language translators, support personnel, etc.
2. A budget is allocated for capacity building for female staff and staff with disabilities

External Relations

1. Active and participatory networking with gender-and-disability-focused organizations is pursued
2. Exchanges of experiences and challenges on gender and disability inclusion is an agenda point
3. Joint action plans for gender and disability inclusion are developed
4. Guidelines on how to include women and persons with disabilities, including women with disabilities, in leadership positions are developed for partner organizations
5. Fundraising efforts are made in coordination with local stakeholders to ensure that resources available in other intervention areas include gender and disability components
6. Updated information is disseminated to all stakeholders about gender and disability responsive project intervention.

4. Adapted from: Guidelines for Civil Society Organizations to mainstreaming Gender and Disability into their development activities, Mission East Nepal 2013-CISU 04
5. Target is based on the Nepal context and needs to be contextualized to other countries, where different targets may exist.
6. Refers to situation in Nepal

Stakeholder Analysis

The stakeholder analysis is a tool for mapping different levels of interest and influence held by stakeholders regarding the issues addressed by the program/project, and specifically with regards to inclusion. It can be employed by program/project staff along with other stakeholders. The goal is to get an overview of the main stakeholders who are important to the program or project, and understand whether they will support or oppose the inclusive approach.

The first step is to fill in the grid below. This may be familiar in project practice but the next step adds inclusion analysis. All key stakeholders should be identified and involved from the beginning of the project management cycle to ensure their participation and help establish a sense of ownership. A stakeholder analysis helps to identify those stakeholders (individuals, groups or organizations) that might benefit from, contribute to, or influence a program and/or project. There are many different tools that can be used: the grid below is just one.

| | | Interest in Inclusion | |
|------------------------|------|---|---|
| | | Low | High |
| Influence on Inclusion | Low | <p>A (SCORE 1) Low influence and low interest - requires only minimal effort and involvement.</p> | <p>B (SCORE 2) High interest and low influence - should be kept informed. They may be in a position to influence stakeholders listed under C and might strengthen your inclusion efforts.</p> |
| | High | <p>C (SCORE 3) Low interest and high influence - can be powerful in affecting the desired change. They must be informed, but project managers should carefully consider how and when to approach them. In some cases it may be strategic to involve them in the inclusion process, in others only to engage them after the outcomes and the inclusion process have been designed by the team.</p> | <p>D (SCORE 4) High interest and high influence - are the key stakeholders. They must be informed and it would be wise to involve them in the inclusion process.</p> |

| Stakeholders | Role in inclusive development, DRR and emergency action | Stakeholder group influence over project cycle | | | | | Link up for |
|--------------|---|--|---------------------|----------------|--------------------|-------------------------|-------------|
| | | Situational analysis | Design and Planning | Implementation | Monitoring/ Review | Evaluation and Learning | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |

The second grid will outline the role the stakeholders play in inclusive development, Disaster Risk Reduction and/or emergency response, at what stage they should become involved and what specific actions they should be connected with.

Example

This example shows an assessment of the roles of identified stakeholders at different stages of a particular project .

| Stakeholders | Role in inclusive development, DRR and emergency action | Stakeholder group influence over project cycle | | | | | Link up for |
|--------------------------------|--|--|---------------------|----------------|--------------------|-------------------------|--|
| | | Situational analysis | Design and Planning | Implementation | Monitoring/ Review | Evaluation and Learning | |
| Disabled People's Organization | Lobbying and advocacy for the rights of persons with disabilities | Yes | | Yes | | Yes | <ul style="list-style-type: none"> • Identification of persons with disabilities • Training of staff • Lobbying of local government |
| Women-led organization | Ensure the program/project employs a gender lens | | Yes | | Yes | Yes | <ul style="list-style-type: none"> • Gender analysis • Gender data • Awareness-raising in the communities |
| Government agency | <ul style="list-style-type: none"> • Ensures access to basic services for people from marginalized groups • brings laws and legislation into line with relevant international treaties | | Yes | Yes | | | <ul style="list-style-type: none"> • Disability and gender data • School curriculum development • Teacher training |

Outline of workshop curriculum: creating an enabling environment⁷

Rationale

The ACAP framework was designed in the conviction that inclusion is the key to successful development and fits well into the definition of “Inclusive societies approach” defined by DFID⁸ as an approach that leaves no one behind by ensuring opportunities for all, “a world where no-one is left behind, and where all women and men, girls and boys have equal opportunity to realize their rights, achieve their potential and live in dignity, free from extreme poverty, stigma, discrimination and violence” This includes supporting inclusive economic, political and social institutions, tackling the structural barriers that keep some people from accessing opportunities and tracking progress across different population groups. Success is defined as reducing poverty to zero and achieving development outcomes across all economic and social population groups.⁹

This workshop is to support the development of the participants’ increased competencies to address marginalization, i.e. the exclusion of people belonging to disregarded groups from development activities, including the formulation of policies.

Objectives

At the end of the workshop the participant is able to:

- understand exclusion-inclusion dynamics and the impact it has on development actions;
- measure levels of inclusion and plan follow-up action to increase the level of inclusion;
- understand and apply the ACAP framework with its accompanying tools to ensure inclusion throughout relevant development activities;
- and formulate an action plan with clear milestones to achieving increased inclusion of people from marginalized groups.

| Workshop Structure | |
|---|--|
| Day 1 | Day 2 |
| <p>BLOCK 1. FROM EXCLUSION TO INCLUSION</p> <ul style="list-style-type: none"> • Welcome and introduction • Domains of exclusion • Barriers to inclusion • Transition to inclusion | <p>BLOCK 5. INCLUSIVE PROJECTS</p> <ul style="list-style-type: none"> • Recap • Group work on case study |
| Tea/ coffee | |
| <p>BLOCK 2. INTRODUCTION TO ACAP</p> <ul style="list-style-type: none"> • Why four drivers of inclusion? • What is ACAP? • ACAP and empowerment | <p>BLOCK 6. INCLUSIVE PROJECTS CONT.</p> <ul style="list-style-type: none"> • Group work on case study |
| Lunch break | |
| <p>BLOCK 3. THE INCLUSION SCORE CARD</p> <ul style="list-style-type: none"> • Measuring levels of inclusion • How to use the scoring grid with case studies | <p>BLOCK 7. REALITY OF INCLUSIVE PROJECTS</p> <ul style="list-style-type: none"> • Presentation on practical application of ACAP tools |
| Tea/ coffee | |
| <p>BLOCK 4. ACAP AND THE PROJECT CYCLE</p> <ul style="list-style-type: none"> • Introduction to the project cycle • ACAP and the project cycle • 4 case studies | <p>BLOCK 8. BEYOND THE WORKSHOP</p> <ul style="list-style-type: none"> • Action plan formulation • Post workshop activities • Conclusion |



Target group

Crucial staff partners able to propel the inclusion process: country representatives, program/project managers, staff with key roles in the organization, inclusion focal points.

Supporting documents

- Workshop manual
- Guidelines to ACAP
- Tools attached to the Guidelines to ACAP
- Case studies

Workshop content

The workshop will guide the participants through the different aspects of exclusion and inclusion, from theoretical framework to practical exercises, as well as the sharing of and learning from experiences of like-minded organizations/agencies. The ACAP framework is introduced for working towards inclusion for all and not only for certain groups, after which the participants will practice using tools for rolling out ACAP over the different stages of the project cycle.

Learning from experiences by organizations with a proven track record of successful transformation and the development and implementation of inclusive program/projects will open the door to creative use of the lessons of the workshop. At the end, participants should set priorities for change and design an action plan which should define what steps will be taken, when and by whom in order to move towards a more inclusive approach in their work.

Workshop methodology

The workshop guarantees optimal participation of participants by following the Brain Based Learning Principles in line with the Adult Learning Cycle. Wherever possible, participants will be encouraged to learn from and work with each other. In the manual different methods are described, including:

- speed dating;
- videos and case studies;
- group work, discussion and feedback sessions;
- use of tools and presentations;
- and action plan formulation.

The action plan formulation and its follow up will contribute to more sustainable outcomes of the workshop.

7. Adapted from: Mission East Nepal, ICCO Cooperation Nepal & Light for the World (2016), Curriculum Workshop: Creating an enabling environment; accessibility, communication, attitude, participation.
8. Source: DFID 2015 internal scoping paper
9. Source: Carter, B. (2015). *Benefits to society of an inclusive societies approach*. (GSDRC Helpdesk Research Report 1232). Birmingham, UK: GSDRC, University of Birmingham



PART 2

Guidelines to ACAP

The ACAP framework was designed in the conviction that inclusion is the key to successful development. We aim for an inclusive society, meaning one where all individuals have equal opportunity to dignified lives in which they can realize their rights, where no one is left behind, and where all groups of people are free from stigma, discrimination, or poverty linked to their identity, ability or origin. Such an approach includes supporting inclusive economic, political and social institutions, tackling the structural barriers that keep some people from opportunity and tracking progress across different population groups. Success implies getting to zero on poverty and achieving development outcomes across all economic and social population groups.¹⁰

The ACAP Framework provides a simple way of thinking about inclusion, breaking the concept of inclusion down into four elements. Addressing these four elements in any project or programme is a systematic way of working towards inclusion.

ACAP stands for:

- **Accessibility**
- **Communication**
- **Attitude**
- **Participation**

In Guidelines to ACAP, we offer a systematic approach to the application of the different elements of the ACAP framework at all stages of the project cycle.

These guidelines and tools are designed for use by development practitioners and policy makers, including people working in Disaster Risk Reduction and emergency relief/response, who wish to make their programs and activities more inclusive of people from all marginalized and vulnerable groups. Each region or country has different groups that are socially marginalized; the ACAP framework and its tools can be adjusted to accommodate these different groups, contextualized to their situation.

The first section discusses marginalization and barriers to participation of people from different groups. We then highlight the four stages of transition from exclusion to inclusion. We lay out why we need ACAP, the background to ACAP, and how ACAP addresses barriers and creates an enabling environment to participation for all. The second section then explains the framework, how to roll out ACAP, and the tools that can be used for each stage of the project cycle. The third section describes experiences of using ACAP in development programming, implementation and evaluation, including in DRR (Disaster Risk Reduction) and emergency relief/response. In the final section we present a summary of key reflections. Tools that are referred to in the document can be found at the end.

10. Carter, B. (2015). *Benefits to society of an inclusive societies approach*. (GSDRC Helpdesk Research Report 1232). Birmingham, UK: GSDRC, University of Birmingham

SECTION 1

From exclusion to inclusion

GENERAL PRINCIPLES OF THE UN CONVENTION ON THE RIGHTS OF PEOPLE WITH DISABILITIES

1. **Respect for inherent dignity, individual autonomy including the freedom to make one's own choices, and independence of persons**
2. **Non-discrimination**
3. **Full and effective participation and inclusion in society**
4. **Respect for difference and acceptance of people with disabilities as part of human diversity and humanity**
5. **Equality of opportunity**
6. **Accessibility**
7. **Equality between men and women**
8. **Respect for the evolving capacities of children with disabilities and respect for their right to preserve their identities**



The main idea behind the ACAP framework and its tools was to achieve “inclusion for all” and address the variety and complexity of approaches that exist for the inclusion of marginalized groups such as persons with disabilities, children, women, people from minorities, people living with HIV/AIDS etc., knowing that inclusive development is more sustainable when the whole community benefits and not just the marginalized individuals. The ultimate goal of the ACAP framework is to ensure that all people can live a life with an equal level of satisfaction, safe and with room to improve their quality of life.

Inclusion is both an approach and a mind-set, which involves a continual process of challenging our ideas and adapting our practice. The ACAP framework is to help people ‘think and do inclusion’ as well as to promote further debate amongst stakeholders and practitioners. Inclusion aims at creating equity and rights across the full spectrum of activities in the fields of development, disaster preparedness and emergency response, so that everybody can take part in and benefit from these activities and become less vulnerable. The Guidelines offered here do not give ready-made answers but challenge our assumptions and emphasize critical thinking.

Marginalization and exclusion

“Progress tends to bypass those who are lowest on the economic ladder or otherwise disadvantaged because of their sex, age, disability or ethnicity.”

United Nations. (2013)

Marginalization (or social exclusion) is the process in which some people are pushed to the edges of society and accorded lesser importance. This is predominantly a social phenomenon in which a minority or sub-group is excluded and their needs or wishes ignored. It is thus the cause of some people’s vulnerability. The main question we need to answer when we address marginalization and exclusion is: Who are the ones left behind?

In some countries, governments define domains of exclusion, recognizing that some people are more vulnerable than others. An example is Nepal, where the government has defined 6 domains of exclusion.

| Domain of exclusion | Example groups |
|--------------------------|--|
| Disability | Persons with disabilities, people affected by chronic diseases, people living with HIV/ AIDS. |
| Gender | Girls and women, pregnant women, lactating mothers, single women-/men- headed households, third gender |
| Age | Children, older people, youths |
| Caste / Ethnicity | People from ethnic, racial and religious minorities, people from under-privileged castes or non-standard linguistic groups |
| Economic status | People living in absolute/persistent poverty and people from economically deprived groups |
| Geography | People living in remote areas or in highly marginalized areas |

Mission East and ICCO Cooperation Nepal felt that this categorization did not include all people and have identified one extra domain.

| Domain of exclusion | Example groups |
|----------------------|---|
| Social status | Refugees, stateless people, landless people, internally displaced people, ex-detainees, people with different sexual orientation, sex workers |

Such characteristics alone seldom capture the dynamics of exclusion. So it is important to define what they are excluded from and by whom.



Barriers

Having understood who the excluded and thus marginalized persons are, it is important to recognize how exclusion of marginalized groups is played out in everyday life. What are the barriers that block their participation? Barriers are factors in a person's environment that, through their absence or presence, can limit functioning. Although the specific barriers may differ across groups, the following classification¹¹ identifies the main categories of barriers that block inclusion:

1. ENVIRONMENTAL BARRIERS

An inaccessible environment can create barriers to participation. This can include physical barriers in the environment, such as narrow pathways and uneven surfaces, as well as inaccessible communication systems, such as access issues for those with sensory or communication impairments where information isn't available in formats they can access, such as Braille or sign language.

2. INSTITUTIONAL BARRIERS

Institutional barriers include laws, policies, strategies or practices that discriminate. Such barriers are often linked to social and cultural norms and incorporated into policies and legislation. This makes them often very difficult to identify; consulting with persons from marginalized groups is thus an essential part of trying to identify what institutional barriers exist.

3. ATTITUDINAL BARRIERS

Negative attitudes, which results in stigmatization and discrimination, are one of the greatest obstacles to equality of opportunity. These are often the main factor preventing progress on inclusion. Negative attitudes, including low self-esteem, have caused many persons from marginalized groups to believe they are worthless, dependent and in need of support. This cycle of charity and dependency is difficult to break down.

Barriers can feel almost like brick walls. But once we know what the barriers are that prevent persons from marginalized groups to participate in the same way as other people, they can be challenged and broken down.

The environmental, institutional and attitudinal barriers are part of the older disability inclusion paradigm. Harmonizing this paradigm with ACAP will show not only where the barriers are, but also what practically can be done to address the identified barriers.

Within the ACAP framework, barriers are assessed in such a way that immediate action can be taken to address them. There are systematic patterns or mechanisms at work when it comes to exclusion. Most fall under one of four categories:

- People are denied **physical** access to services and decision-making structures simply because their specific needs (mobility, safety) have not been taken into consideration.
- The medium used to share information is not adjusted to cater for people with specific needs and isolates them from the flow of information and **communication**. Visual or sensorial impairment and illiteracy are barriers for many people, preventing them from understanding messages and information.
- People's **attitudes** are a strong driver of exclusion. The assumption that some categories of people cannot act appropriately because of their abilities, sex, age or other factor is a very common attitude that does not encourage excluded people to actively engage in any positive process. Often it leads to self-stigmatization: 'I cannot because I am a woman'. That creates heavy psychological obstacles.
- Finally, and interlinked with the above categories, the limited participation of excluded groups in decision-making bodies reinforces their exclusion and self-stigmatization.

By simply confronting these four drivers of exclusion, we can address most of the barriers identified. The purpose of this document is to explain how we can go about this. We can use the ACAP framework to investigate obstacles to inclusion. This can help us analyse the factors perpetuating exclusion in greater detail and come to ways of countering them.

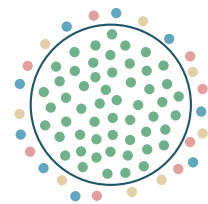
11. Coe, S. & Wapling, L. (2010). Travelling together. World Vision.

| Women with disabilities are not invited to a meeting | | | |
|--|-----------------------------|--|---|
| ACAP | Issue | Causes | Barriers |
| Accessibility | Inaccessible building | <ul style="list-style-type: none"> • High steps • Long distance to toilet • Lack of privacy | <p>Environmental: building is not physically accessible</p> <p>Institutional: no accessibility policy that defines how the building must be built</p> <p>Attitudinal: (in)accessible building is not considered of importance</p> |
| Communication | Non effective communication | <ul style="list-style-type: none"> • Letters have too small font • Language used in invitation is too difficult • Only written language is used | <p>Environmental: means of communication is not sufficient accessible</p> <p>Institutional: no policies/ guidance note on communication with people with disabilities</p> <p>Attitudinal: involving women with disabilities is not considered to contribute to the outcomes</p> |
| Attitudes | Negative attitudes | <ul style="list-style-type: none"> • Disability is seen as inferior • Discriminatory behaviour towards women with disabilities • Belief that a disability makes you unable to contribute | <p>Environmental: no intention to make environment of meeting place accessible</p> <p>Institutional: measures that favor men above women and ignore the rights due to women with disabilities (e.g. no child-care facility during training)</p> <p>Attitudinal: not a welcoming, dignified environment; no wish to make efforts to ensure accessibility and meaningful participation</p> |
| Participation | Isolation | <ul style="list-style-type: none"> • Women with disabilities are not invited • Rules that discriminate, e.g.: 'need to be physically fit', while that may not be necessary for the job • Meeting place too far away | <p>Environmental: Distance to meeting place cannot be bridged by women with disabilities</p> <p>Institutional: no policies/ guidance note on discrimination-free rules and regulations</p> <p>Attitudinal: not considered useful to invite women with disabilities, hence no chance to participate</p> |

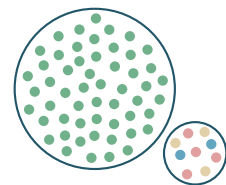
Transition to Inclusion: the four stages

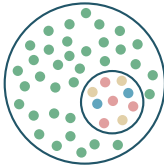
A big step towards inclusion is made by identifying barriers and the type of action(s) that should be taken to address them. But this does not mean inclusion has been 'achieved'. Inclusion should be understood as a transformative process where we strive to achieve the highest attainable outcome possible. The transition to inclusion can be divided into four stages.

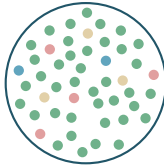
| Stage 1. Exclusion | |
|-----------------------------|---|
| Level of inclusion | Exclusion |
| Level of empowerment | Loss of power |
| Description | An action solely focused on a target group that will increase their stigmatization or which reinforces the stereotype that the general population holds regarding such groups |
| Examples | |
| Dalit | A project that increases cash income only for people from the Dalit community in a community which is overall very vulnerable |
| Gender | A project that will explain to girls only how to be a good cook at home or a desirable wife to their husbands |
| Disabilities | A rehabilitation project that only serves persons with disabilities |



| Stage 2. Component added | |
|-----------------------------|---|
| Level of inclusion | Separate Component |
| Level of empowerment | Neutral – no power gain or loss |
| Description | A project that gives consideration to specific needs but in a separate approach. With no interaction with mainstream action, this will not contribute to stronger inclusion and won't change the attitude of the general population |
| Examples | |
| Dalit | Literacy classes with separate classes for people from the Dalit community only |
| Gender | Access to school for all children, with special classes for girls (embroidery) and boys (carpentry) |
| Disabilities | A rehabilitation action that is part of a health project but has no connection with other actions |



| Stage 3. Integration | |
|-----------------------------|--|
| Level of inclusion | Integrated Component |
| Level of empowerment | Sensitive – realization of power structure but little done to break it |
| Description | <p>A project that considers diverse needs and rights and has specific actions embedded in the mainstream project to address and discuss these. Activities are placed within main programs and budgets, but destined for people of marginalized groups only. Sensitive to the needs of the marginalized group and can influence the attitude of the general population but will not address the root cause of exclusion and marginalization</p>  |
| Examples | |
| Dalit | A WASH project debating rights of people from Dalit communities to water access but with construction of dedicated tap stands for Dalit communities |
| Gender | A literacy course for women devised by (I)NGO/community leaders that are all male |
| Disabilities | A project making all buildings accessible to persons with disabilities with ramps (and designed with their participation) but not addressing Communication or Attitude |

| Stage 4. Inclusion | |
|-----------------------------|--|
| Level of inclusion | Full Inclusion |
| Level of empowerment | Transformative / empowering |
| Description | <p>A project that addresses root causes of exclusion and involves people from marginalized groups as equal partners in the design and running of the action through appropriate adaptation of mainstream facilities and services. A specific support service component may sometimes be needed to empower people from marginalized groups.</p>  |
| Examples | |
| Dalit | A community based agricultural livelihood project where people from the Dalit community can have equal access to land |
| Gender | Project against domestic violence involving girls and women, boys and men on an equal basis |
| Disabilities | An education project where a pupil who is deaf can follow the same curriculum in the same classroom as his/her peers with the help of a sign language interpreter and/or appropriate technical aids. |

A large and sometimes complex body of tools and processes to support inclusion exists: disability inclusion tools, gender inclusion tools, minorities inclusion tools, mainstreaming HIV/AIDS into development guidelines, children and elderly inclusion guidelines and tools, etc. This multitude can force organizations to make a choice and professionalize themselves with regard to one specific category of people, because they do not have the capacity, time or expertise to ensure the inclusion of every group simultaneously. The element of intersectionality between different marginalized groups, which compounds the difficulties experienced by the

person concerned, is often overlooked, e.g. an elderly woman from a Dalit community with disabilities. This is where ACAP can be of great relevance.

Why ACAP?

Choosing a group to focus on forces categorization and ignores the complexity of society. Compartmentalization may have contributed to the under-performance of development actors. Only one approach can handle the complexity of a system and diversity of people: inclusion for ALL. This means we need a way to address complexity and diversity in a simple manner that can be applied by all

practitioners, communities, managers and CSOs and turn the four drivers of exclusion into drivers of inclusion.

ACAP is an innovative and revolutionary framework that proposes a simple, non-technical, easy to measure model to encourage all organizations to adopt inclusive approaches – where nobody will be left behind - while addressing angles that are usually missed, such as attitude.

What is ACAP?

ACAP stands for Accessibility, Communication, Attitude and Participation. Its origin lies with Federation Handicap International, who identified accessibility, communication, attitude and participation as the four cornerstones of inclusion for persons with disabilities. This framework was adapted during the DIPECHO¹² 7th Action plan (2013-2014) in Nepal to ensure inclusion of all marginalized groups into Community-Based Disaster Risk Reduction initiatives. Mission East Nepal has developed it into a framework that ensures that nobody is excluded from other development actions. Several tools have been developed to support organizations and their implementing partners in this inclusive approach.

ACAP can support transformational change and lead to the creation of an enabling environment that supports the empowerment of people from marginalized and vulnerable groups. In other words, it can help turn inclusion from theory into reality.

The four elements of ACAP were already described shortly in text above. The following table explains each ACAP element in more detail.

12. Disaster Preparedness ECHO program (DIPECHO) of the European Commission is the core element of ECHO's Disaster Risk Reduction DRR global efforts



ACCESSIBILITY:

create barrier free access

- Accessibility is the ability to access or benefit from any product, device, service or environment. It refers to free, safe, timely and independent movement for all people.
- A barrier-free environment is a key factor and pre-condition for the inclusion of persons from marginalized groups in the society.

What to consider:

- Access to structures: To reach, to access, to maneuver and to make use of buildings/public spaces/common areas by all people
- Access to services: Equal access to all types of services and enforcement of (free) development services
- Access to resources: Financial sponsorship, materials, equipment, support persons, special devices --> anything needed to be able to function on an equal basis to others
- Access to materials/ information: All people/ groups are informed and receive up to date information on opportunities
- Policies created/ implemented/enforced to ensure equal access for all people in above areas

COMMUNICATION:

Facilitate two-way communication

- Refers to the imparting or exchanging of information by speaking, writing, or using some other medium. It is a process of reaching mutual understanding, with participants sharing information, ideas and feelings.
- Communication is two-way. All efforts should be made to provide reasonable accommodations/arrangements to ensure accessible forms of communication for all people (e.g. sign language interpreter, communication boards, special signage, use of local language)

What to consider

- Respect: Two-way communication on an equal basis; listening is key
- Expression: Opportunity to express needs and feelings is created through discussion with all people as equals
- Key information/materials should be provided in alternate forms: easy to read/understand text, audiotapes, braille books, picture cards, sign language interpreter, large font board, radio FM, mobile phones, etc.
- Whenever appropriate leaders, key staff, and family use alternative communication methods (e.g. aids/boards, sign language, touch, writing, pointing, and nodding head).

ATTITUDE:

Show respect and dignity

- Refers to a feeling or opinion about something or someone, or a way of behaving that is caused by this
- The biggest barrier that marginalized and vulnerable people face is attitudinal
- The language that we use (including body language) is an outer manifestation of our attitudes

What to consider

- Recognizing equal rights and treatment of all people
- Key staff/front-line workers are welcoming and respectful towards all people; respectful language is used towards vulnerable groups
- Modifications needed for all people; inclusion in everyone's agenda as a RIGHT
- Reasonable accommodations are made for all people to function
- Family, leaders and the community focus on the abilities of all people
Decreased stigma in the community and decreased blaming of people, groups and families from marginalized groups.

PARTICIPATION:

Ensure active participation

- Participation means that someone can take part or share in something.
- This is the ultimate measure of self-determination, taking issues in own hands and somewhat depends on how the other areas (accessibility/communication/attitude) are realized
- Inclusion supports ACTIVE participation
 - emotionally
 - intellectually
 - sociallyIt is also about what people give to a community and what they receive in return

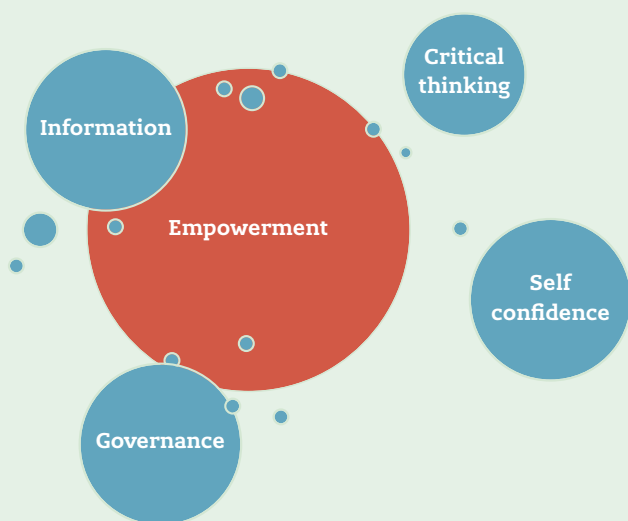
What to consider

- All people hold leadership and decision-making positions within different areas of society
- All people are regularly involved in planning
- Representative organizations of all people are valued and consulted
- Full participation goes beyond mere presence. It refers to emotional, social and intellectual aspects of participation and actively moving towards decision-making and being responsible and accountable for decisions made
- Policies created/implemented/enforced to ensure allocated quota for the participation of vulnerable groups in all areas of life

ACAP and empowerment

The introduction of the ACAP Framework in development practices aims to create a favourable environment for empowerment. We anticipate that taking away the barriers faced by persons from marginalized groups will have a positive effect on the roles they are able to play and the empowerment process. Empowerment - in the context of this document - is defined as 'the process of enhancing an individual's or group's capacity to make purposeful choices and to transform those choices into desired actions and outcomes'.¹³

ACAP supports the transformative process from powerless and excluded to empowered and included. It involves creating an environment that gives space to people from marginalized and excluded groups to challenge the dominant position of established groups (governance), learn how to learn (develop critical thinking), gain access to information (absence of information gives more power to the powerful) and build self-confidence (assume leadership roles).



13. The World Bank Group. (2016). *What is empowerment?* Retrieved 10 April 2017 from <http://web.worldbank.org/WBSITE/EXTERNAL/TOPICS/EXTPOVERTY/EXTEMPowerment/0,,contentMDK:20244572~pagePK:210058~piPK:210062~theSitePK:486411,00.html>





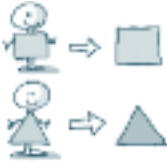

SECTION 2

ACAP and the four levels of inclusion in practice

The inclusive project framework

In this part of the guidelines, the transition from a concept to practical implementation of the ACAP framework and its tools is explored. Applying ACAP within a project framework will lead to an inclusive project framework, meaning it will be in a position to¹⁴:

- ensure the full and meaningful participation and leadership of all groups and individuals in identifying and addressing development needs;
- promote equality of rights and opportunities for all in development actions, including emergency relief and response;
- recognize and respond to diverse characteristics, capacities and strengths/vulnerabilities;
- contribute to resilience for everyone by transforming power relations and removing barriers that keep excluded people out.

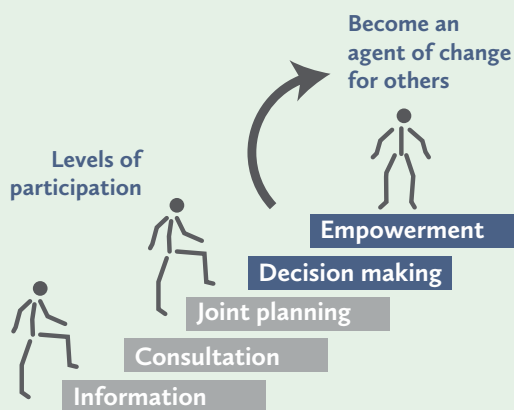
| | |
|---|---|
| <p>Accessibility</p>  | <p>Do project activities lead to removal of barriers?</p> <ul style="list-style-type: none"> • do practices address causes of exclusion? • do they lead to relevant actions? • are they supportive of an enabling environment? • will they be sustained? |
| <p>Communication</p>  | <p>Do all people understand the messages delivered through project activities?</p> <ul style="list-style-type: none"> • are messages accessible by all? • are messages conveyed properly and in acceptable language? • will they lead to desired actions? |
| <p>Attitude</p>  | <p>Does the project recognize that there are different people with different characteristics? Does it recognize</p> <ul style="list-style-type: none"> • that people face different issues? • that they face different barriers? • and that people have different strengths? |
| <p>Participation</p>  | <p>Can (and do) all people participate in all stages of the project, including decision-making?</p> <ul style="list-style-type: none"> • do they have a voice? • are they active? • are their decisions accepted and incorporated? |

Thus: A project that fulfills the above requirements is likely to be successful in recognizing diversity, contributing to the removal of barriers, ensuring participation and providing tailored approaches to development.

14. INCRISD. (2014). *Inclusive Disaster Risk Management*.

Measuring the levels of inclusion

The Inclusion Marker has been developed to generate evidence of successful change towards inclusion (Please refer to Monitoring and Review; Tool 5-The Inclusion Marker). This tool specifically mentions gender, age and disability but does not leave out other characteristics (caste/ethnicity, socio and/or economic conditions, geography) that could lead to marginalization and hence exclusion. The tool uses a spectrum of scoring from 1 to 4 in the areas of Accessibility, Communication, Attitude and Participation, with Level 1 as the score representing the highest degree of exclusion, and Level 4 representing an approach supportive of inclusion. A Level 4 score means true and meaningful participation and space for people to become agent of change for others.



How to roll out ACAP?

ACAP should be considered at each stage of a project, from situational analysis to design and planning, implementation, monitoring and review to evaluation and learning. We need to ask ourselves questions about the inclusive approach being planned/used, and how the ACAP framework can better support this approach.

Overview of project cycle

Situation Analysis: Situation analysis is the initial phase for defining the purpose and scope of the project, the justifications for undertaking it and the interventions to be implemented. It involves analysing the project's needs/requirements in measurable goals, stakeholders analysis etc. It also tries to understand what people from marginalized/ excluded groups need to become more included: how we can be sure we capture all the relevant factors causing exclusion and have all or most of the excluded people on the radar screen?

Design and planning: This phase involves designing a project with activities, deliverables, schedules and cost. This includes the development of a log frame or other project plan, planning of resources, finance, quality and risk management plans.

Implementation: The execution/implementation phase ensures that the project management plan's deliverables are executed accordingly. This phase involves proper allocation, co-ordination and management of human resources and any other resources such as material and budgets.

Monitoring/Review: Potential problems are identified in a timely manner and corrective action taken as necessary. This phase involves measuring the ongoing project activities, monitoring project deliverables and identifying corrective action to address risks properly. Evaluation/Learning: Evaluation is determining the extent to which the project was successful and noting any lessons learned for future work. Evaluation is often carried out by an independent person so as to provide an unbiased opinion of the project outcome.

Tools belonging to each stage are outlined in the diagram below, and are attached in this document. There are some tools which can be used in more than one phase of the project cycle, and are therefore mentioned more than once.

ACAP for situation analysis to identify barriers and opportunities

TOOLS:

1. The Wall: barriers assessment
2. Accessibility checklist
3. Gender analysis
4. Stakeholder analysis

ACAP for (local) resource mapping, beneficiaries' criteria, indicator setting, monitoring framework

TOOLS:

1. Multi layered participatory mapping tool
2. Beneficiary selection criteria matrix
3. ACAP indicator setting format
4. Inclusion monitoring framework

ACAP to measure change / status

TOOLS:

1. Most significant change through photo voice and testimonies of people
2. ACAP Quality of Life tool Inclusion evaluation checklist
3. Lessons learned

ACAP to measure progress

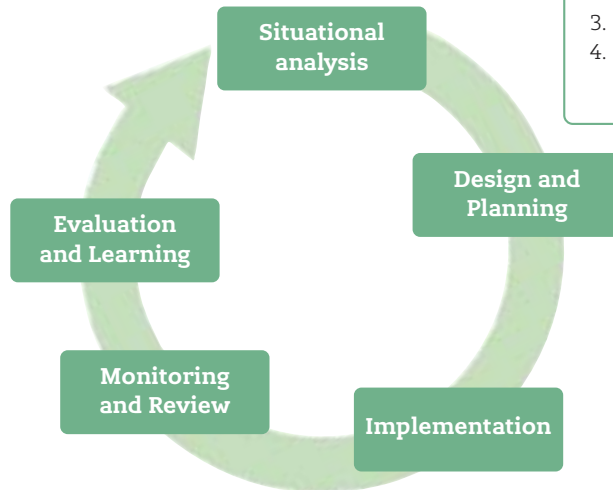
TOOLS:

1. Case story format
2. Photo voice format
3. Participation ladder
4. Gender analysis
5. Inclusion marker
6. Accessibility checklist
7. Inclusion monitoring framework

ACAP to contribute towards inclusive development

TOOLS:

1. ACAP checklist to enable inclusive meetings and trainings
2. Participation ladder
3. Inclusive data collection format
4. Outline of workshop curriculum



Use of the tools provided

It is not expected that an organization will use each tool at each stage in every project - rather the tools can be applied to improve focus on inclusion where this might be lacking. Some projects will already consider inclusion to some degree. This depends on the organization's own protocols and formats, the experience and interests of the project manager, and/or the donor requirements or formats.

We hope the tools offered here will complement existing project management tools and offer new ways to analyse and approach inclusion. They can be used individually i.e. as presented here, or integrated into existing organizational procedures.

SECTION 3

Sharing experiences – case studies from the field

Inclusive disaster risk reduction in rural Nepal

In remote and mountainous areas of Nepal, such as in the Karnali region, disasters resulting from hazards are usually small in scale, very frequent, and hard to anticipate. They do not attract the attention of national level authorities, thus posing a serious threat to development initiatives and individual lives. The remoteness and extreme poverty of the region increases the vulnerability of its population, especially for the most marginalized groups that already experience discrimination and exclusion, such as persons with disabilities, children, women, minorities, or people living with HIV/Aids.

In this context, Mission East decided to initiate work on disaster risk reduction focusing on marginalized groups and to identify a Community-Based Disaster Risk Reduction (CBDRR) framework that could be inclusive for all, with specific focus on remote regions. Together with other international NGOs implementing DIPECHO¹⁵ funded projects, Mission East formulated a pilot approach to address the exclusion of most of the marginalized groups in DRR programs.

This pilot proposed the ACAP framework that enabled international organizations representing the DIPECHO group in Nepal to incorporate four common outcome indicators into their monitoring frameworks:

Indicator 1. The number of marginalized people that have access to DRR services has increased

Indicator 2. 100% of DRR, emergency and early warning communication messages are developed and disseminated through appropriate media, and are accessible by different marginalized groups.

Indicator 3. 50% of the marginalized people acknowledge a change of attitude from other people in the community towards them

Indicator 4. A proportional representation of all groups (including marginalized group) is ensured across all processes of DRR activities including decision-making (meaningful participation)

15. *Disaster Preparedness ECHO program (DIPECHO) of the European Commission is the core element of ECHO's Disaster Risk Reduction DRR global efforts*

What changed for persons from marginalized groups? Disaster preparedness planning had become more inclusive of all, and saw meaningful participation by people from marginalized groups, including persons with disabilities: their issues were raised and addressed during meetings.

Institutionalizing ACAP principles

ICCO Cooperation in Nepal has been working towards making inclusion a priority across the organizational agenda. The recent 'Accessibility assessment' carried out by ICCO Cooperation Nepal's Country Office resulted in a commitment to take several adaptive measures over the course of the next few months, to ensure its office space is accessible to all. ICCO Cooperation Nepal is also working on ensuring a selection of the communication tools used by the organization is accessible to people with hearing and vision impairments by the end of 2016. The organization is also working on identifying the key challenges and opportunities in mainstreaming inclusion and accessibility with its existing Strategic Partner, Light for the World and key stakeholders working on inclusion issues at the national level. The solutions identified are regularly incorporated into the program cycle using the ACAP Inclusion framework.

ICCO's EU-ECHO funded 'SEACON' project, for instance, is working exclusively with an inclusive shelter model designed and checked against the ACAP Accessibility test to ensure that it fulfils the recommended guidelines for accessible design and all shelters constructed under the project are accessible.

ICCO's 'Recovering Livelihoods & Empowering Communities' project will build on its existing efforts towards inclusive development in Makwanpur and Sindhupalchowk districts in Nepal. Our participatory beneficiary selection approach ensures that the most vulnerable and marginalized in the affected communities are prioritized. Local authority representatives, Citizen Forum coordinators, social leaders and related stakeholders are represented in this process and the final list of participants is endorsed by the Village Development Committee secretary and the Local Disaster Management Committee.

Among ACAP tools, the project particularly applied the wall barrier analysis, the accessibility checklist to at least ensure that training and meetings venues are accessible



to all, the inclusive data collection format and the inclusion marker across implementation and monitoring. As a result, the project achieved 65% female participation and engagement in project interventions.

Using ACAP in the Resource Book on Disability Inclusion

In 2016, Light for the World developed a resource book on disability inclusion for the Skills, Employment and Entrepreneurship (SEE) project in Acholi, Uganda. The program, led by development organization ZOA, aims to improve income and employment opportunities for poor youth aged 15-26, through non-formal vocational skills training and income generating activities. This is done by enhancing the performance of vocational training institutes, non-formal vocational trainers, and local authorities. In order to set up an inclusive and equitable system, the program pays particular attention to ensuring that special attention is given to ensure that youth with disabilities have access to vocational skills and training.

To provide ZOA program staff with the skills to include youth with disabilities in all aspects of the program, a capacity-building process was developed. A training package was designed to increase knowledge, skills and attitude on disability inclusion that included a trainer's manual, a participant manual and a resource book that trainers and facilitators can use to expand their knowledge on disability inclusion.

“Disability inclusion is promoted through Accessibility, Communication, positive Attitude and active Participation. These four principles are the core elements of disability inclusion.”

The principles of ACAP were used in the resource book and the training as the basics/ main themes of disability inclusion. In the training, which has as aim that ‘SEE Acholi staff understand the drivers of inclusion and exclusion, relate to values of dignity and respect with regards to persons with disability, and are able to challenge societal assumptions that disrespect and undermine the dignity of persons with disabilities’, the four principles were translated into four key messages.

- Create barrier-free access (accessibility)
- Show respect and dignity (attitude)
- Communicate with persons with disabilities (communication)
- Ensure active participation (participation)

These were explained and taught through interactive exercises and discussion and described in the resource book as the cornerstones of disability inclusion. In the Core Concepts section of the manual, the ACAP principles were defined and linked to the UNCRPD, providing the reader with a basic understanding of the principles. The assumption made was that understanding these four principles would enable the listener to understand disability inclusion.

There is currently no simple, common language on disability inclusion. There is an emphasis on laws and policy frameworks and much less on practical disability inclusion understanding and skills. The resource book and training materials aim to fill this gap, using the ACAP principles to define key messages that need to be understood in order to truly practice disability inclusion, and to provide the staff of the SEE Acholi program with the concepts and confidence they need to include disabled youth.

Concluding remarks

Research clearly shows links between exclusion and development, be it economic development or living a healthy and emotionally balanced life, having opportunities to access quality education and play a meaningful role in society. The society we live in is diverse, which enriches our life but also increases the complexity of inclusion, as inclusion is meant to be for all. Inclusion is not only about rights; it can be seen as a moral obligation and one that involves attitude change – but which also brings great rewards.

Inclusion is an increasing concern for all stakeholders. It has been embedded in the Sustainable Development Goals under the ‘Leave No One Behind’ agenda and can be found in numerous UN conventions and other legislation so it must be addressed NOW.

The main points reflected by these Guidelines

- Inclusion is not an ad-hoc occurrence. It is a transformative process where we strive to achieve the highest attainable outcome.
- Inclusion concerns all of us, not just specific groups. ACAP is an innovative and revolutionary framework aiming to achieve ‘inclusion for all’.
- ACAP was conceived to create an enabling environment for empowerment, leading to the participation of people belonging to marginalized groups in policy development and program design as the key to sustainable inclusion.
- Tools have been developed to support the transformative process of inclusion for each and every stage of the project cycle. In an ideal world, the first step would be a project proposal with indicators that embrace inclusion and the rest will have to follow. In an imperfect world, the tools offered can help to reflect on, investigate and improve inclusion in all elements of the project cycle.

Do not start tomorrow, as tomorrow might be too late for some. Start today! Together we can make a change!



The Wall: barriers assessment¹⁶

Profile of the tool

WHAT: The Wall is a tool to assess barriers people from marginalized groups face to access or fully participate in 'life' activities including development activities.

WHEN: The Wall is to be used during the situational analysis, to understand better the contextual situation where the project will take place, and ensuring the activities of the program/ project will address identified barriers.

WHO: the Wall can be used by project staff or other stakeholders willing to work on breaking down barriers to meaningful and active participation of all people.

HOW: The Wall can be used in a workshop/ training setting of actually done with community members including people from marginalized groups.

TIME: The Wall can be done within 1 hour.

OUTPUT: Overview of key barriers to inclusion for people from marginalized groups in a particular context/ location outlining the modus to be used to address these barriers.

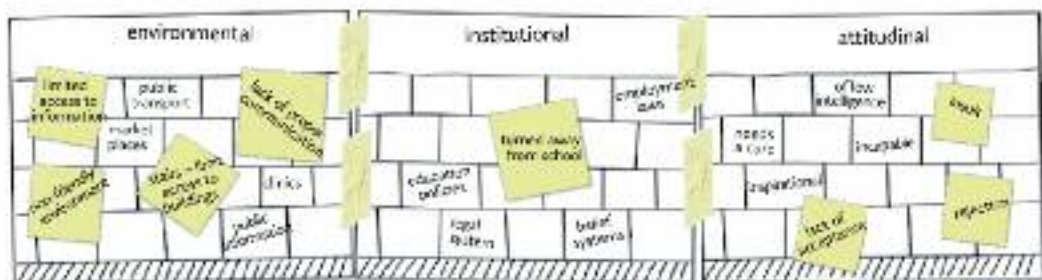
Introduction

Barriers refer to physical or invisible obstacles that prevent a person from accessing or fully participating in 'life activities', including development activities. There are a number of different types of barriers that affect a person's ability to take full part in normal daily activities. Some are visible and can be addressed through physical action e.g. building a ramp or removing an obstacle; others which are less obvious can require a more long-term approach to removal, and involve the change of attitudes, beliefs and expectations. Barriers are roughly categorized into 3 groups¹⁹:

>> Environmental barriers

This refers to barriers preventing access to the built environment within which we live. For example schools, flood shelters, public toilets, health centres as well means of transportation or other forms of infra-structure, that are made inaccessible due to issues as high steps without hand rails, no lights, narrow entrances or slippery floors.

Communications can also be disabling for those with sensory impairments – e.g. for people who are deaf if there's no sign language; for those with visual impairments or who are illiterate if medication isn't appropriately labelled (using words or pictures). Poor communication can have devastating results where important public education campaigns are at stake (e.g. HIV and AIDS, disaster preparedness).



19. Adapted from: Coe, S. & Wapling, L. (2010). *Travelling together*. World Vision.

>> Institutional barriers

This refers to policies; legislation and institutions, which do not adequately support the rights of everyone in the community or which actively work to discriminate against people from marginalized and excluded groups. Poor implementation of international and national legislation supposed to promote the rights of people from excluded groups is also an institutional barrier. Other forms of institutional barriers include disability of other marginalized group themes being addressed as a 'welfare' or 'specialist' issue and lack of consultation with persons with disabilities and persons from other representative groups. Similarly, the treatment of gender and/or women's concerns as "soft issues", and women being hardly listened to during decision-making processes, etc.

Experience from the field: Micro finance institutions often have policies that are highly discriminatory. They may exclude people who are deaf on the assumption they won't be able to talk directly with staffs; or refuse to lend to a visually impaired businessperson on the grounds they're not likely to make a profit.

>> Attitudinal barriers

These barriers include negative behaviours such as prejudice, negative stereotyping pity, over protection and stigma. It is not uncommon that characteristics of groups being excluded are associated with cultural beliefs about sin, evil and witchcraft. This can come from family members, the community, local authorities, the media etc. and leads to exclusion, discrimination and lack of opportunities for people from excluded groups to realize their potential. Social exclusion from resulting from these barriers is often associated with feelings of shame, fear and rejection.

Barriers can feel almost like brick walls, but once identified they can be challenged and broken down. This make the issues more manageable and highlights areas where direct interventions can make a difference. Barriers are identified through participatory mapping by as many as possible stakeholders.

Methodology

STEP 1

Everyone is invited to take a few minutes to think about his or her daily life – work, social, home etc. Imagine what obstacles in daily life might exist if they were to be member of one of the marginalized groups. Think as widely as possible – do not just focus on physical things. Write down all possible obstacles on small cards and place these in the below given table.

| Obstacles daily life | | | | | | |
|----------------------|--------|-----|----------------------|----------|-----------|--------|
| Ability | Gender | Age | Internally displaced | Economic | Geography | Social |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |

STEP 2

Understanding the 3 types of barriers: environmental, political/institutional and attitudinal, the group is now asked to place the small cards on the bricks of the 'wall' belonging to one of the headings.

| Obstacles daily life | | |
|----------------------|--------------------------|-------------|
| Environmental | Institutional/ political | Attitudinal |
| | | |
| | | |
| | | |
| | | |

STEP 3

After removal of the cards with similar meaning, under each heading several cards (obstacles) will be placed. Discussions should flow and be stimulated as people try to decide where to place their obstacles and why. At the end of this exercise the entire group will reflect on the number of cards under each heading, understanding what the main type of barriers to inclusion are for people from marginalized groups in their working area.

| Obstacles daily life | | |
|--|--|---|
| Environmental | Institutional/ political | Attitudinal |
|  |  |  |

STEP 4

This activity is done in a systematic way, breaking the barriers down into three main forms – environmental, institutional (or policy) and attitudinal. This makes the issues more manageable and highlights areas where direct intervention can make a difference. Participants can go on to discuss and what methods should be used to break down barriers, which can help build a plan of action.

| Environmental | Institutional/ political | Attitudinal |
|----------------------|-----------------------------|--|
| Provision for access | Lobby and advocacy messages | Training, awareness, campaign, counselling |

For example:

- Environmental barriers can be dealt with by making provisions for appropriate access
- Once identified, institutional barriers can form the basis for lobby and advocacy messages
- Attitudinal barriers can be reduced through awareness-raising events, campaigns or training and counselling.

Accessibility checklist¹⁷

Profile of the tool

WHAT: The Accessibility checklist is a tool to assess whether a physical environment is safe and accessible for all people, including those with disabilities

WHEN: To be used during situational analysis, monitoring and review to understand what environmental barriers should be addressed to ensure access for all

WHO: Can be used by project staff or other stakeholders willing to work on environmental barriers, starting with buildings and/or other spaces to be used for project activities

HOW: Can be used in a workshop/training setting or during the actual assessment done with community members, including people from marginalized groups

TIME: Takes between 2 ½ - 4 hours

OUTPUT: Overview of main barriers to access of buildings and/or other spaces with clear prioritization of areas and action points to be addressed; assessment of adaptations made to the building and/or other spaces and how this has increased accessibility for all people

The accessibility checklist is a basic tool to assess the physical environment (mostly buildings) with regard to accessibility and give suggestions on how to improve on weaknesses. Ensuring accessibility is an ongoing process, however, one that involves the continuous identification of environmental barriers and opportunities to increase access. It is therefore recommended that an update system with the stakeholders be agreed upon, where persons with disabilities, children, elderly people, women and men play an essential role. In ideal cases, accessibility should be adjusted to emergency situations, which generally require more space since a larger number of people need to move at the same time at higher speed.

17. Accessibility checklist has been adapted from:

- Handicap International Nepal. (2010). *Guidelines on barrier free emergency shelter*.
- CBM. (2008). *Promoting Access to the Built Environment Guidelines*.
- Handicap International Bangladesh. (2010). *Assessment/access audit checklist*.
- CBM. *Inclusive post disaster reconstruction: Building back safe and accessible for all*.






This checklist does not cover all possible areas. A selection has been made to make it as widely applicable as possible.

Remark: It is not always possible to adjust the existing environment perfectly and therefore the aim is 'to reasonably accommodate people with disabilities or people with other mobility issues'. The column 'Specific requirements' gives information on the best possible solution, while the column 'Possible measures' outlines what would be a minimum requirement and what would be within the 'acceptable' range.

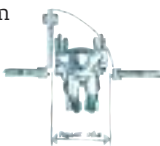


This checklist is based on 10 minimum requirements for an accessible environment. These address the four components of the chain of movement from a user perspective: To reach the centre, to enter, to circulate and to use the centre.

The assessment form will be filled out under each heading and concludes with the identification of priority areas and possible action plans. After each area has been assessed a final conclusion will be drawn with the key priority areas highlighted and the necessary actions to be taken identified.

| Questions | Specific requirements | Possible measures |
|--|---|---|
| Pathways leading to main entrance or latrine are accessible and free of obstacles | | |
| <ul style="list-style-type: none"> Is the pathway clear of all obstructions and at least 180 cm wide? Are there warning blocks around any obstruction? <p>YES <input type="checkbox"/> NO <input type="checkbox"/> NA <input type="checkbox"/></p> | <ul style="list-style-type: none"> All overhanging and protruding obstructions within the path of travel should be marked with contrasting colour and/or tactile warning at least 60mm all around area of the obstruction If an obstacle cannot be avoided, pathway width can be reduced to a minimum of 90 cm for a short distance | <ul style="list-style-type: none"> Remove and/or mark all obstacles on the way to reach the venue |
| <ul style="list-style-type: none"> Is the surface level, smooth and non-slippery? Are all uncovered manholes placed outside the pedestrian path of travel? <p>YES <input type="checkbox"/> NO <input type="checkbox"/> NA <input type="checkbox"/></p> | <ul style="list-style-type: none"> Pathways should be smooth and non-slip, manholes covered | <ul style="list-style-type: none"> Cover all uneven areas of pathway |
| <ul style="list-style-type: none"> Is brick paving provided for the approach to toilets, bathing areas, shelters, water points, etc.? <p>YES <input type="checkbox"/> NO <input type="checkbox"/> NA <input type="checkbox"/></p> | <ul style="list-style-type: none"> Approaches to areas where water will be used need to be paved to avoid erosion | <ul style="list-style-type: none"> Install brick stone/concrete paving for the approach to areas where water is used |
| <ul style="list-style-type: none"> Are wheel guards installed along the path? <p>YES <input type="checkbox"/> NO <input type="checkbox"/> NA <input type="checkbox"/></p>  | <ul style="list-style-type: none"> Wheel guards should be 5 cm high, and also serve as guides for people using a white cane  | <ul style="list-style-type: none"> Install wheel guards |
| Summary | | Feedback stakeholders |
| Priority areas | | Action plan |

| Questions | Specific requirements | Possible measures |
|--|--|---|
| The entrance is reachable for all people, including people with different types of disabilities | | |
| <ul style="list-style-type: none"> Is the building entrance accessible to wheelchair users? To people using crutches or sticks? To people who need personal assistance? <p>YES <input type="checkbox"/> NO <input type="checkbox"/> NA <input type="checkbox"/></p>  | <ul style="list-style-type: none"> At least one entrance should be usable by people with physical impairments; if needed a ramp should be installed with ramp gradient 1:16 and 1:20 Landing areas are provided at the top and the bottom of the ramp preferably with floor space of 180-200 cm or a minimum floor space of 140 cm x 140 cm, with tactile floor markers Entrance doors should be easy to operate Handrails should be placed at entrance in case of steps/ramp. (See heading 6) | <ul style="list-style-type: none"> Provide a ramp, preferably at the main entrance if there is a difference between ground level inside and outside the building Ensure doors are not too heavy and are easy to operate Install hand rails |
| <ul style="list-style-type: none"> Is the accessible entrance clearly identifiable? <p>YES <input type="checkbox"/> NO <input type="checkbox"/> NA <input type="checkbox"/></p> | <ul style="list-style-type: none"> Entrance should be connected with accessible pathways, visible with appropriate signage | <ul style="list-style-type: none"> Install signage to identify accessible entrance |
| Summary | | Feedback stakeholders |
| Area prioritization | | Action plan |



| Questions | Specific requirements | Possible measures |
|---|---|--|
| Signage | | |
| <ul style="list-style-type: none"> Are the locations of accessible spaces, features and facilities indicated? <p>YES <input type="checkbox"/> NO <input type="checkbox"/> NA <input type="checkbox"/></p> | | <ul style="list-style-type: none"> Mark accessible spaces, features and facilities and facilities with the international symbols Provide directional signs to guide people to the locations |
| <ul style="list-style-type: none"> Are all maps, information panels and wall-mounted signs placed at a convenient height between 90 cm and 150 cm? <p>YES <input type="checkbox"/> NO <input type="checkbox"/> NA <input type="checkbox"/></p> | <p>Example of signage to indicate accessible auditorium</p> <ul style="list-style-type: none"> Wall-mounted or free-standing signs should be installed at a height of 90-150 cm from floor level Hanging signs should be placed at 2m from floor level Signs on the walls should not project more than 10 cm from the wall | <ul style="list-style-type: none"> Adjust the height if signage is placed too high or too low |
| <ul style="list-style-type: none"> Is key information on signs supplemented with embossed letters, Braille and pictures? <p>YES <input type="checkbox"/> NO <input type="checkbox"/> NA <input type="checkbox"/></p> | <ul style="list-style-type: none"> Ideally a sign should have text at the top, a picture/symbol in the middle and text in Braille at the bottom (left text, middle picture/sign, right Braille) Height of Braille text should be between 140-150 cm from floor level | <ul style="list-style-type: none"> Add tactile information <div style="display: flex; flex-direction: column; gap: 5px;"> <div style="border: 1px solid gray; border-radius: 5px; padding: 2px 10px; text-align: center;">text</div> <div style="border: 1px solid gray; border-radius: 5px; padding: 2px 10px; text-align: center;">picture</div> <div style="border: 1px solid gray; border-radius: 5px; padding: 2px 10px; text-align: center;">braille</div> </div> |
| Summary | | Feedback stakeholders |
| Area prioritization | | Action plan |


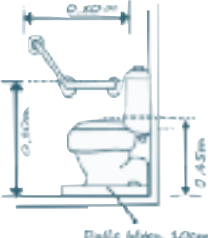
| Questions | Specific requirements | Possible measures |
|---|---|--|
| Doors and windows are accessible for everybody | | |
| <ul style="list-style-type: none"> Are the door openings at least 90 cm wide? <p>YES <input type="checkbox"/> NO <input type="checkbox"/> NA <input type="checkbox"/></p> | <ul style="list-style-type: none"> Minimum clear width should be 90 cm and height 2m  | <ul style="list-style-type: none"> Widen the doors accordingly. Swing clear-hinged doors can be used to slightly enlarge the opening. A door opening of 75 cm can be sufficient if the approach is straight and the door stays open by itself |
| <ul style="list-style-type: none"> Are the doors and windows easy to open with one hand? <p>YES <input type="checkbox"/> NO <input type="checkbox"/> NA <input type="checkbox"/></p> | <ul style="list-style-type: none"> Handles should be installed at the height of 90 cm (120 cm) from floor level; handles should be the lever type rather than circular knobs Height of base of window should not be higher than 80 cm | <ul style="list-style-type: none"> Heavy, hard to open swinging doors should be replaced by lighter and easier to handle doors Use lever-type door handles  |
| <ul style="list-style-type: none"> Are the doors and windows easy to identify? <p>YES <input type="checkbox"/> NO <input type="checkbox"/> NA <input type="checkbox"/></p> | <ul style="list-style-type: none"> Doors or the door frames should be clearly identified and contrast with the surrounding environment | <ul style="list-style-type: none"> Paint door and window frames in a color that contrasts with the adjoining walls and handles  |
| Summary | | Feedback stakeholders |
| Area prioritization | | Action plan |

| Questions | Specific requirements | Possible measures |
|---|--|---|
| Steps and stairs are easy to use | | |
| <ul style="list-style-type: none"> Is the minimum width of the stairs 120 cm? <p>YES <input type="checkbox"/> NO <input type="checkbox"/> NA <input type="checkbox"/></p> | <ul style="list-style-type: none"> Stair width should be a minimum of 120 cm; step depth (front to back) 30cm and step riser (height) 15 cm | <ul style="list-style-type: none"> Adjust the stair width |
| <ul style="list-style-type: none"> Is the step tread (depth) 30 cm and the riser (height) 15 cm? <p>YES <input type="checkbox"/> NO <input type="checkbox"/> NA <input type="checkbox"/></p> | | <ul style="list-style-type: none"> Adjust the steps to the given requirements |
| <ul style="list-style-type: none"> Do steps have an edge? <p>YES <input type="checkbox"/> NO <input type="checkbox"/> NA <input type="checkbox"/></p> | <ul style="list-style-type: none"> A clear visible edge should be provided; the first and last step should also have tactile markings | <ul style="list-style-type: none"> Provide tactile marking strips at the top and bottom of stairs and ramps in a color that contrasts with the surrounding floor |
| <ul style="list-style-type: none"> Do treads have a non-slip surface? <p>YES <input type="checkbox"/> NO <input type="checkbox"/> NA <input type="checkbox"/></p> | <ul style="list-style-type: none"> The treads of the stairs should be non-slip | <ul style="list-style-type: none"> Provide for non-slip surface |
| <ul style="list-style-type: none"> Are handrails provided to enhance safety when using steps and stairs? <p>YES <input type="checkbox"/> NO <input type="checkbox"/> NA <input type="checkbox"/></p> | <ul style="list-style-type: none"> Handrails should be placed at both sides of steps and stairs (see heading 6] | <ul style="list-style-type: none"> Install handrails (see point 6) |
| Summary | | Feedback stakeholder |
| Area prioritization | | Action plan |

| Questions | Specific requirements | Possible measures |
|---|---|---|
| Doors and windows are accessible for everybody | | |
| <ul style="list-style-type: none"> Are handrails provided to enhance safety in the use of ramps and stairs? <p>YES <input type="checkbox"/> NO <input type="checkbox"/> NA <input type="checkbox"/></p> | <ul style="list-style-type: none"> Handrails should be placed at a height of 60 cm from floor level for children, 70-75 and 80-90 cm for adults To guide sightless people who use a long cane, a rail should be mounted at a height between 0.10 m and 0.15 m (fig. 1); or a low curb should be installed at a height between 50 mm and 75 mm (fig. 2). Low curbs also act as wheel stops Handrails should be extended to at least 30 cm beyond the last first/step Hand rails should be easy to grab: diameter 4 cm Wall-mounted rails should have a clearance of 4.5 cm from the adjacent wall | <ul style="list-style-type: none"> Place handrails next to stairs, ramps and/or in corridors Ensure extension of the handrails of at least 30 cm beyond the first/last step, with the right diameter and space to grab Ensure secure attachment of handrails |
| | | |
| <ul style="list-style-type: none"> Are there tactile strips (Braille plate) placed at the beginning and end of the handrail? <p>YES <input type="checkbox"/> NO <input type="checkbox"/> NA <input type="checkbox"/></p> | <ul style="list-style-type: none"> Tactile strips at the beginning and end of the handrails should be placed to support people with visual impairment | <ul style="list-style-type: none"> Ensure placement of tactile markers at the beginning and end of handrail |
| <ul style="list-style-type: none"> Are handrails painted in a contrasting color? <p>YES <input type="checkbox"/> NO <input type="checkbox"/> NA <input type="checkbox"/></p> | <ul style="list-style-type: none"> To enhance visibility, handrails should be painted in a color that contrasts with their surroundings | <ul style="list-style-type: none"> Paint handrails in contrasting colour |
| Summary | | Feedback stakeholders |
| Area prioritization | | Action plan |

| Questions | Specific requirements | Possible measures |
|--|--|---|
| Space inside is sufficient to circulate | | |
| <ul style="list-style-type: none"> Is there sufficient space for wheelchair users to move around? <p>YES <input type="checkbox"/> NO <input type="checkbox"/> NA <input type="checkbox"/></p> | <ul style="list-style-type: none"> Wheelchair users need a clear surface of 150 cm x 150 cm to complete a full turn | <ul style="list-style-type: none"> Ensure sufficient space |
| <ul style="list-style-type: none"> Is the floor solid to move over? <p>YES <input type="checkbox"/> NO <input type="checkbox"/> NA <input type="checkbox"/></p> | <ul style="list-style-type: none"> The floor is solid, non-slippery and non-reflective | <ul style="list-style-type: none"> Ensure smooth, solid non slippery surface |
| Summary | | Feedback stakeholder |
| Area prioritization | | Action plan |

| Questions | Specific requirements | Possible measures |
|--|--|--|
| Venues, rooms and works surfaces are accessible, with seats or the possibility to rest nearby | | |
| <ul style="list-style-type: none"> Do venues, rooms and work places provide sufficient space for people using a wheelchair? <p>YES <input type="checkbox"/> NO <input type="checkbox"/> NA <input type="checkbox"/></p> | <ul style="list-style-type: none"> Adjoining space of 120 cm next to benches or seats should be available for people using a wheelchair Leave a space of 90 cm wide on the side of the bed to allow a transfer | <ul style="list-style-type: none"> Rearrange the layout of seats to allow adjoining space of at least 120 cm next to benches and seats Rearrange the layout to allow adjoining space of at least 90 cm next to the bed |
| <ul style="list-style-type: none"> Are seats accessible for all people? <p>YES <input type="checkbox"/> NO <input type="checkbox"/> NA <input type="checkbox"/></p> | <ul style="list-style-type: none"> Seats should be placed at two heights: 35cm and 45-50 cm Tops of tables 75-90 cm high; with knee space of at least 70 cm high and 60 cm deep | <ul style="list-style-type: none"> Replace or modify seats and tables that are too high or low  |
| <ul style="list-style-type: none"> Is information available and accessible? <p>YES <input type="checkbox"/> NO <input type="checkbox"/> NA <input type="checkbox"/></p> | <ul style="list-style-type: none"> Information should be available to all people including those with visual, hearing, mental-intellectual impairments Information should be placed 40-120 cm from the floor | <ul style="list-style-type: none"> Ensure that information is in clear large fonts with strong color contrasts, with pictures and available in Braille Ensure that information is placed at reachable height |
| <ul style="list-style-type: none"> Are switches and sockets inside easy to use? <p>YES <input type="checkbox"/> NO <input type="checkbox"/> NA <input type="checkbox"/></p> | <ul style="list-style-type: none"> Switches and sockets should be placed 40-120 cm from the floor Switches must be easy to use | <ul style="list-style-type: none"> Adjust height of switches and sockets Ensure switches are easy to handle |
| <ul style="list-style-type: none"> Are switches in a color that contrasts with the surroundings? <p>YES <input type="checkbox"/> NO <input type="checkbox"/> NA <input type="checkbox"/></p> | <ul style="list-style-type: none"> Switches should have contrasting colors or else be highlighted with a contrasting color | <ul style="list-style-type: none"> Ensure switches are easy to identify via the color scheme you use |
|  | | |
| Summary | | Feedback stakeholders |
| Area prioritization | | Action plan |

| Questions | Specific requirements | Possible measures |
|--|--|--|
| Toilets/restrooms | | |
| <ul style="list-style-type: none"> Are there accessible toilets in the venue/home? Are there separate accessible toilets available to both women and men? <p>YES <input type="checkbox"/> NO <input type="checkbox"/> NA <input type="checkbox"/></p> | <ul style="list-style-type: none"> Separate toilets for men and women should be available and accessible to people using wheelchairs | <ul style="list-style-type: none"> Provide at least one accessible toilet for women and one for men allowing turning circles of 150 cm and adequate grab bars |
| <ul style="list-style-type: none"> Is there sufficient space inside the toilet to manoeuvre a wheelchair? <p>YES <input type="checkbox"/> NO <input type="checkbox"/> NA <input type="checkbox"/></p> | <ul style="list-style-type: none"> Space inside toilet should be minimum 150mm x 150 cm; total space of toilet should be 175 cm x 200 cm Space next to toilet should be at least 90 cm wide; space in front of toilet should be 120 cm | <ul style="list-style-type: none"> Ensure large enough space for accessible toilet |
| <ul style="list-style-type: none"> Is height of toilet seats accessible for all people? <p>YES <input type="checkbox"/> NO <input type="checkbox"/> NA <input type="checkbox"/></p> | <ul style="list-style-type: none"> Toilet seat should be on a height of 45-50 cm; for children 30-35 cm | <ul style="list-style-type: none"> Adjust height of toilet seats |
| <ul style="list-style-type: none"> Do toilets have grab bars? <p>YES <input type="checkbox"/> NO <input type="checkbox"/> NA <input type="checkbox"/></p>  | <ul style="list-style-type: none"> Grab bars should be placed at a height of 70-80 cm (adults) and 50-55 cm (children) for western type toilet next to the toilet Grab bars should be placed at a height of 40-50 cm for Asian type toilet next to the toilet Grab bars should be rounded and have a diameter of 4-4.5 cm Wall mounted grab bars should have knuckle space of 4.5 cm | <ul style="list-style-type: none"> Grab bars should be placed at the right height and leave sufficient space for knuckles Grab bars should have a rounded form and must be able to hold body weight  |
| <ul style="list-style-type: none"> Do the taps have long lever handles and are they easy to operate? <p>YES <input type="checkbox"/> NO <input type="checkbox"/> NA <input type="checkbox"/></p> | <ul style="list-style-type: none"> Lever type taps are recommended | <ul style="list-style-type: none"> Install lever type taps |
| <ul style="list-style-type: none"> Are toilets safe and do they ensure sufficient privacy? <p>YES <input type="checkbox"/> NO <input type="checkbox"/> NA <input type="checkbox"/></p> | <ul style="list-style-type: none"> Ensure sufficient privacy with doors that can be locked. The lock needs to be easy to handle for people with disabilities Separate toilets for girls/women and boys/men | <ul style="list-style-type: none"> Install a minimum of 2 toilets, one for girls/women and one for boys/men which are accessible Windows should be placed in a way that people cannot see inside Door should have a safe locking system |
| Summary | | Feedback stakeholders |
| Area prioritization | | Action plan |

| Questions | Specific requirements | Possible measures |
|--|--|--|
| Pathways leading to main entrance or latrine are accessible and free of obstacles | | |
| <ul style="list-style-type: none"> Can an emergency situation be recognized as such by everyone, including people with different types of disabilities? <p>YES <input type="checkbox"/> NO <input type="checkbox"/> NA <input type="checkbox"/></p> | <ul style="list-style-type: none"> Audible fire alarms/emergency alarms supplemented by flashing lights to alert everyone, including people with hearing impairments (emergency kit and brief orientation) Clear, well illuminated signage indicating escape routes should be provided at strategic locations Potential danger areas should be clearly marked in bright, clear colors, with slightly raised edges (10 cm height) Refuge areas should have sufficient space and be well equipped with backup means of communication in emergencies, with clear signage, flashing bulbs and audio messages | <ul style="list-style-type: none"> Provide tactile and visual guidance along emergency routes Provide audible alarm signals. Provide flashing light signals Ensure the provision of a support system/personal assistance |
| <ul style="list-style-type: none"> Is the emergency exit route identifiable and does it lead to a refuge area? <p>YES <input type="checkbox"/> NO <input type="checkbox"/> NA <input type="checkbox"/></p> | | |
| Summary | | Feedback stakeholders |
| Priority areas | Action plan | |

| | |
|--|-----------------|
| Name of person who performed assessment | Position |
| Date | Location |
| Final conclusion | |
| Area prioritization | |
| Action plan | |

Gender analysis¹⁸

Profile of the tool

WHAT: Gender analysis is a tool to assess how we can consistently, meaningfully and strategically integrate a gender equality focus across program and project work

WHEN: To be used during situational analysis and monitoring and review to examine to what extent the program/project has taken on board different aspects related to gender, in other words to what extent it is viewing situations through a gender lens

WHO: Can be performed by program/project staff or other stakeholders willing to work on barriers with regard to gender

HOW: Can be used in a workshop/training setting or the actual analysis done with community members, girls, boys, women and men

TIME: Takes a full day, but can be broken down into 4 elements and performed at different times

OUTPUT: Overview of the main barriers girls and women, boys and men face regarding development actions, including the (to be) implemented program/project. Through gender analysis it can become clear whether the development benefits different categories of participants and resources are effectively and equitably targeted to girls and women as well as boys and men. The potential negative impacts that development interventions may have on women and gender relations can also be identified and avoided.

This tool has been modified for use in situational analysis, preferably before the design of the project, as well as for monitoring and review of the program/project activities. As ACAP works towards inclusion for all excluded groups, gender analysis will be used to better understand the actual situation of girls and women, boys and men, with or without disabilities, from different castes/ethnicities and socio-economic background, and in different geographical locations.

Gender analysis consist of 4 tools that can be applied during a 1-day training/workshop or singly over a period of time.

- Tool 1. Gender Roles and Responsibilities Timeline
- Tool 2. Access and Control
- Tool 3. Gender Inequality and Equality Tree
- Tool 4. Gender Analysis Matrix

18. Adapted from: Save the Children. (2014). *Engendering Transformational Change*.



1. Gender Roles and Responsibilities Timeline

Introduction

This provides an overview of gender roles at the household level and allows staff to assess inequality in the division of labour and time between girls, boys, women and men within the different domains of exclusion. This can lead to analysis of whether the project activities equally benefit girls, boys, women and men and what steps can be taken to promote gender equality through the project and ensure the participation of girls, boys, women and men.

Objectives

- To identify how gender roles affect girls, boys, women and men at the household level
- To identify ways to improve the quality of the project by ensuring that girls, boys, women and men can access the activities and benefit from the project equitably
- To share the findings, prioritize changes and take steps to adapt the project

Process

DATA COLLECTION

After introducing yourself and the purpose of this exercise, you can start working on the Timeline with the participants.

1. Introduce its key categories: girls, boys, women and men.
2. Encourage the group to discuss differences within these groups, such as how girls are affected, or how girls and boys from a different ethnic group or with disabilities are affected, or those from varying socio-economic backgrounds and geographical locations.
3. Explain that you will fill in the Timeline with an example for a weekday, during school time, and for the current time of year. However, encourage participants to mention when there would be substantial differences in how girls, boys, women and men spend their time during a different season if this is especially important for the context you are working in.
4. Begin by asking the group what time girls, boys, women or men generally wake up. Start filling in the hour slots.
 - How do girls in this community spend their time on an average day?
 - Move down the rows to complete a girl's average day.
 - When you've completed the column for girls, carry out the same process for boys, women and men.

Note: The results of the Timeline might not necessarily represent the overall division of labour at regional or national levels since gender roles vary from one location to another.

Format

| Time | Girls | Boys | Women | Men |
|-------|-------|------|-------|-----|
| 05.00 | | | | |
| 06.00 | | | | |
| 07.00 | | | | |
| 08.00 | | | | |
| 09.00 | | | | |
| 10.00 | | | | |
| 11.00 | | | | |
| 12.00 | | | | |
| 13.00 | | | | |
| 14.00 | | | | |
| 15.00 | | | | |
| 16.00 | | | | |
| 17.00 | | | | |
| 18.00 | | | | |
| 19.00 | | | | |
| 20.00 | | | | |
| 21.00 | | | | |
| 22.00 | | | | |

ANALYSIS

After the Timeline is filled out, look at the outcome, reflect on the current situation with the community and discuss what changes they would propose so girls, boys, women and men can benefit equally from the project

1. Ask the group open-ended questions.
 - What do you see happening in this chart? (Usually the group will comment on the amount of work adolescent girls and women do. If not, draw the group's attention to the differences between the lives of girls, boys, women and men.)
 - Has this gendered division of time and labour had any effect on the rights and well being of girls, boys, women and men?

- Are the project's effects positive and matched to everyone's time and labour?
 - Do gender roles affect the project's effectiveness?
 - How should the project be improved so everyone's rights are respected?
 - What actions could be taken to make sure girls, boys, women and men all participate in the project and benefit from its outcomes?
 - Any specific action needed for people from excluded groups?
2. Make notes on recommended changes to the project on another flipchart.

Example Timeline

This example represents a gender analysis to inform the design of a project on girls' education.

| Time | Girls | Boys | Women | Men |
|-------|---|-----------------------------|---------------------------|-----------------------------|
| 05.00 | Sleeping | Sleeping | Feeding animals | Sleeping |
| 06.00 | Helping mother to prepare breakfast | Getting ready for breakfast | Preparing breakfast | Getting ready for breakfast |
| 07.00 | Having breakfast | Having breakfast | Having breakfast | Having breakfast |
| 08.00 | Collecting water and wood | Going to school | Taking children to school | Working in the field |
| 09.00 | Washing the dishes and cleaning the house | School | Tending the animals | Working in the field |
| 10.00 | Washing clothes | School | Working the fields | Working in the field |
| 11.00 | Etc. | Etc. | Etc. | Etc. |

2. Access and control

Introduction

This tool facilitates an analysis of girls', boys', women's and men's access to and control over resources.

- To identify ways to improve the quality of the project to ensure equal access to and control over resources for girls, boys, women and men

Objectives

- To identify how girls, boys, women and men have access to and control over resources or services

Format

| Resources or services Contextualized to program/project | Access | | | | Control | | | | Explanation |
|---|--------|-------|------|-----|---------|-------|------|-----|-------------|
| | Girls | Women | Boys | Men | Girls | Women | Boys | Men | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |

Process

DATA COLLECTION

1. Introduce the key categories of the Access and Control Tool and the list of resources or services the project aims to provide.
2. Then explain the meaning of 'access' and 'control' over these resources or services.
 - Access to resources is defined as the 'opportunity to make use of a resource'.
 - Control over resources is the 'power to decide how a resource is used, and who has access to it'.
3. Ask the group if they have any questions about the categories.
4. For every resource or service, ask the group whether girls, boys, women and men can access the resource/service or not and whether they have control over it. You can write 'yes' or 'no' in the table, add a percentage, or draw symbols such as stars or happy/unhappy faces. You can also provide details or clarifications about your answers in the 'Explanation' column, which can also be used to mark differences identified for people from different excluded groups.

ANALYSIS

1. What do you see happening in this chart?
 - Do girls, boys, women and men have equal access to resources? If not, why?
 - What types of resources are not equally accessed by girls, boys, women and men? Why?
 - Do girls, boys, women and men have equal control over resources? If not, why?
 - What types of resources are not equally controlled by girls, boys, women and men? Why?
2. Stimulate discussion with questions such as the following.
 - Why do you think these differences between girls, boys, women and men exist?
 - Who benefits from these differences?
 - Who loses from these differences?
 - What are the implications of these differences in their lives?
 - Is this the same for girls, boys, women and men from different excluded groups?
 - It is possible to change these differences? If, so, how?
 - How would life be different if decision-making power was shared equally among family members?
3. Does this unequal control of resources have any effect on how girls, boys, women and men will participate in/benefit from the project?
4. Ask participants for suggestions to improve the project so that the rights of everyone are respected.
5. Make notes on recommended changes to the project on another flipchart.

Example Access and Control

This example depicts a gender analysis to inform the design of a project on access to sexual and reproductive health services

| Resources or services | Access | | | | Control | | | | Explanation |
|---|--------|-------|------|-----|---------|-------|------|-----|-------------|
| | Girls | Women | Boys | Men | Girls | Women | Boys | Men | |
| Contextualized to program/project | | | | | | | | | |
| Income | X | X | V | V | X | X | X | V | |
| Means of transportation | X | X | V | V | X | X | X | V | |
| Education | X | X | V | V | X | X | X | V | |
| Sexual and reproductive health services | X | V | X | V | X | X | X | V | |

Example gender inequality tree

This example represents a gender analysis to inform the design of a project on access to rights. Note: it would look different if it were carried out in a different context.

Process

DATA COLLECTION

1. Now explain that you are going to turn this inequality tree into a vision tree to see what society would be like if these gender inequalities were successfully overcome.
2. Draw another tree.
3. Ask participants to reverse the gender inequality statement at the heart of the tree. Be wholehearted and consider the issue completely eradicated or 100% overcome.
4. Now go around the group and have each participant choose an effect from the Gender Inequality Tree and suggest what the opposite could be. Be as optimistic and wholehearted as possible.
5. As each effect is turned into a benefit, write down the idea in the tree.

6. Now move to the root causes. Again ask each participant to choose a cause and reverse it.
7. Each cause of the gender inequality issue therefore becomes a means to achieving the vision. Again, be as optimistic and wholehearted as possible.
8. Ask participants whether this society would be a good place to live for everyone.

ANALYSIS

Explain that we can see on the vision tree some ideas about what we want to achieve at the community, regional, and/or national levels relating to the root causes of the issue we want to address. Now we need to think about how we can get from the current reality to the future reality we have mapped out in the action tree. This can be done by addressing the root causes of the gender inequalities.

Draw a table on another flipchart with rows for each vision and activities.

Format

| Vision | Activities to be carried out to accomplish the vision (at the community, local government and/or national level) |
|--------|--|
| | <ul style="list-style-type: none"> • • • • |
| | <ul style="list-style-type: none"> • • • • |

Example Activity list

This example is an activity list based on the outcome of the vision tree. Upon finalizing the list, activities are identified that are needed to address issues of the gender

inequality tree. If the gender analysis is done after the start of a project, activities identified might be planned for a later stage to improve the outcome of the project.

| Vision | | Activities to be carried out to accomplish the vision (at the community, local government and/or national level) |
|-------------------------------------|--|---|
| Marriage is delayed until adulthood | Girls can choose if, when and to whom they want to get married <hr/> Absence of beliefs that prevent girls from making their own decisions about marriage | <ul style="list-style-type: none"> • Raise awareness at community level of girls' right to decide if, when, and to whom they want to get married. • Raise awareness at the community level of the harmful consequences of child marriage. • Create girls' clubs where girls can discuss marriage and learn about their rights. • Work with traditional and religious leaders to transform the discriminatory norm that defines girls' chastity as a requirement to preserve the honour of a family. |
| | | <ul style="list-style-type: none"> • • • • |

4. Gender Analysis Matrix

Introduction

The Gender Analysis Matrix (GAM) supports an analysis of whether the project activities benefit girls, boys, women and men, and what steps can be taken to promote gender equality through the project.

Objectives

- To identify how gender inequality affects girls, boys, women and men in relation to their rights, time, resources, and culture
- To identify ways to improve the quality of the project to make it more gender sensitive and transformative
- To identify gender-related factors that can have a negative impact on the outcomes of the project
- To share the findings, agree on priorities and take steps to adapt the project

Process

DATA COLLECTION

Introduce the key column categories of the GAM: rights, labour, time, resources, and culture. Provide a local example of each, making sure to use locally understandable terms.

- **Rights:** This refers to changes in access to human rights. Highlight the particular rights the project aims to address, but explain that participants can bring up any additional rights they believe have been affected.
- **Labour:** This refers to changes in tasks (e.g. fetching water from the river), the level of skill required (skilled or unskilled, formal education, training), and labour capacity (How many people carry out a task, and how much can they do? Is it necessary to hire labour, or can members of the household do the work?)
- **Time:** This refers to changes in the amount of time (e.g. three hours, four days) it takes to carry out the task associated with this project or activity.
- **Resources:** This category refers to changes in access to resources (i.e. income, land, and credit, improved health and well-being) as a consequence of the project, and the extent of control over these changes on each group analysed.
- **Culture:** This refers to changes in social aspects of the participants' lives, including changes in gender roles, norms or status as a result of the project.

Complete the chart by asking the group open-ended questions about how the project affects the rights of girls.

- Ask follow-up questions to deepen the discussion regarding girls' rights.
- Make notes in the girls' rights' square of the matrix, or use symbols and drawings if the group is non-literate.
- Repeat steps with the other column categories (time, resources, and culture).

- Once the row for girls is completed, repeat steps with the other categories (boys, women, men, household, and community). If necessary, remind participants of the meaning of each category as well the possible differences that could occur when incorporating other domains of exclusion in the analysis, e.g. disability, socio-economic status, geography and caste/ethnicity.

ANALYSIS

- Ask the group to first discuss the information in the 'Rights' column.
- Are the project's effects positive for everyone? If not, why not?
- Are there unexpected effects that disadvantage girls, boys, women, men, or reinforce gender inequality?
- To document the discussion, add one of the following as you go down the column of rights.
 - A plus sign (+) if the outcome is considered by the group to be positive;
 - A minus sign (-) if the outcome is considered negative; and
 - A question mark (?) if they are unsure.
- Ask participants for suggestions to improve the project so that the rights of everyone are respected.
- How can we take action to ensure the rights of all are supported and gender gaps are closed?

List recommended changes to the project on another flipchart and ask the group the same questions for 'Labour', 'Time', 'Resources', and 'Culture'.

Example Gender Analysis Matrix

This example represents a part of a gender analysis to inform the design of a project addressing access to development activities for all community members.

| | Rights | Labor | Time | Resources | Culture |
|-----------|--|--|--|--|---|
| Girls | + Right to education: access to education and training | - Not many opportunities available in the industries trained for | - Too much domestic work can prevent them from attending all classes | + Improved education -Not being able to bring financial resources to the family | + Possibility to interact with role models at school + Opportunities to engage with other children at school |
| Boys | | | | | |
| Women | No change | - More domestic work if girl has less time to help | - Less time to rest | - Less financial resources | + Will worry less about the security of children |
| Men | | | | | |
| Household | | | | | |
| Community | | | | | |

FINALLY

A thorough gender analysis requires time, commitment and staff who are able to facilitate discussion and dig into the issues. At times, negative reactions may come up as to why we should spend so much time on girls and women. Gender analysis is not only about girls and women but also as much about boys and men. As long as we need specific laws for women, the world is not yet ready to embrace them as equal members of diverse communities. If people are still not convinced, maybe the table below, which provides examples of harmful practices against girls and women throughout their lives, will offer food for thought.

| Gender based violence throughout the life cycle | |
|---|--|
| Antenatal | Sex-selective abortions, battering during pregnancy, coerced pregnancy |
| Infancy | Female infanticide, emotional and physical abuse, differential access to food and medical care, negligence |
| Childhood | Child marriage, genital mutilation, sexual abuse, differential access to food and medical care, child trafficking, physical and degrading abuse |
| Adolescence | Dating and courtship violence, economically coerced sex, rape, sexual harassment, physical and degrading abuse |
| Adult | Abuse by intimate partner, marital rape, dowry abuse and murder, partner homicide, psychological and physical abuses, sexual exploitation, physical harm, rape |
| Elderly | Physical and psychological abuse, negligence |

Multi-layered participatory mapping tool

Profile of the tool

WHAT: The multi-layered participatory mapping tool is to identify the current resources available in the community that the program/project could utilize or build on. Different community groups will be involved in the mapping of resources.

WHEN: To be used during the planning and design phase of the program/project

WHO: Can be employed by community stakeholders under the guidance of the program/project staff

HOW: Can be used in a workshop/training setting or can be done with community members.

TIME: Takes between two hours to a full day, depending how extensive the mapping will be.

OUTPUT: Will identify

- human resources, material resources such as infrastructure, buildings, transport, equipment, financial resources and existing social systems, and structures such as organizations, groups and political bodies
- the location of these resources
- what their strengths and weaknesses are in addressing the issues of people from marginalized groups.

All communities have resources, even those that are very poor. The purpose of resource analysis is to identify the current resources available in the community that the program/project could use or build on, their capacity to address the needs of people from marginalized groups, and which of these resources are relevant in the current context.

In order to ensure that the resource analysis includes all the relevant information, the participatory mapping tool is used. It provides a more holistic view since it involves collecting data from all groups or their representatives in the community. Whatever the nature of the resources to be analyzed: human, material or structures, the same methodology can be used - multi-layered participatory mapping.



1. **Mapping of resources:** After the program/project team has identified the main stakeholder groups, each group will individually map the resources it can employ, outlining their strengths and weaknesses to address the issues of people from different domains of exclusion.
2. **Data analysis:** The maps will be placed over each other, the data analyzed and a final outcome documented which takes into account the voices of all groups
3. **Fine-tuning:** The resources identified and their strengths and weaknesses to address the issues of different target groups will be presented to the stakeholders for a final feedback and fine-tuning of information.
4. **Consensus:** At the end of the process, stakeholders need to reach consensus over the documented resource mapping. The documentation will use the following format.

| Resource analysis through participatory mapping | | | | |
|---|----------------------|---|----------|----------|
| No. | Identified resources | Strengths and weakness to address the issues of people from different excluded groups | | |
| | Human resources | Domain of exclusion | Strength | Weakness |
| 1 | | Disability | | |
| | | Gender | | |
| | | Age | | |
| | | Caste/Ethnicity | | |
| | | Economic status | | |
| | | Geography | | |
| | | Social status | | |
| 2 | | Disability | | |
| | | Gender | | |
| | | Age | | |
| | | Caste/Ethnicity | | |
| | | Economic status | | |
| | | Geography | | |
| | | Social status | | |
| 3 | | Disability | | |
| | | Gender | | |
| | | Age | | |
| | | Caste/Ethnicity | | |
| | | Economic status | | |
| | | Geography | | |
| | | Social status | | |
| 4 | | Disability | | |
| | | Gender | | |
| | | Age | | |
| | | Caste/Ethnicity | | |
| | | Economic status | | |
| | | Geography | | |
| | | Social status | | |



| Resource analysis through participatory mapping | | | | |
|---|----------------------|---|----------|----------|
| No. | Identified resources | Strengths and weakness to address the issues of people from different excluded groups | | |
| | Material resources | Domain of exclusion | Strength | Weakness |
| 1 | | Disability | | |
| | | Gender | | |
| | | Age | | |
| | | Caste/Ethnicity | | |
| | | Economic status | | |
| | | Geography | | |
| | | Social status | | |
| 2 | | Disability | | |
| | | Gender | | |
| | | Age | | |
| | | Caste/Ethnicity | | |
| | | Economic status | | |
| | | Geography | | |
| | | Social status | | |
| 3 | | Disability | | |
| | | Gender | | |
| | | Age | | |
| | | Caste/Ethnicity | | |
| | | Economic status | | |
| | | Geography | | |
| | | Social status | | |
| 4 | | Disability | | |
| | | Gender | | |
| | | Age | | |
| | | Caste/Ethnicity | | |
| | | Economic status | | |
| | | Geography | | |
| | | Social status | | |



| Resource analysis through participatory mapping | | | | |
|---|----------------------|---|----------|----------|
| No. | Identified resources | Strengths and weakness to address the issues of people from different excluded groups | | |
| | Structures | Domain of exclusion | Strength | Weakness |
| 1 | | Disability | | |
| | | Gender | | |
| | | Age | | |
| | | Caste/Ethnicity | | |
| | | Economic status | | |
| | | Geography | | |
| | | Social status | | |
| 2 | | Disability | | |
| | | Gender | | |
| | | Age | | |
| | | Caste/Ethnicity | | |
| | | Economic status | | |
| | | Geography | | |
| | | Social status | | |
| 3 | | Disability | | |
| | | Gender | | |
| | | Age | | |
| | | Caste/Ethnicity | | |
| | | Economic status | | |
| | | Geography | | |
| | | Social status | | |
| 4 | | Disability | | |
| | | Gender | | |
| | | Age | | |
| | | Caste/Ethnicity | | |
| | | Economic status | | |
| | | Geography | | |
| | | Social status | | |



Example: outcome of a multi-layered participatory resource mapping

This example represents the combined mapping of resources (in this example structural resources) where the views of the different groups involved have been taken into account. The final outcome has been agreed on by the different groups and the community has come to a consensus.

| Resource analysis through participatory mapping | | | | |
|---|----------------------|---|--|--|
| No. | Identified resources | Strengths and weakness to address the issues of people from different excluded groups | | |
| | Structures | Domain of exclusion | Strength | Weakness |
| 1 | Dalit NGO | Disability | No information | No information |
| | | Gender | - Effective linkages with female Dalit organizations - has experience in collaborating with like-minded gender- focused organizations | No expertise in gender analysis. Organisation focuses specifically on girls/women but has no attention for men/gender in general. |
| | | Age | Well recognized for inclusive education programs for children from marginalized groups | No specific program for the elderly |
| | | Caste/Ethnicity | Extensive knowledge and proven track record on lobbying and advocacy for the rights of people from Dalit communities | Lack of linkages with other ethnic-related marginalized groups |
| | | Economic status | Working for and with the poorest among the poor and people with limited access to economic empowerment | Working with specific groups but no integration with other economic interventions |
| | | Geography | Working in mountainous and hilly regions | No information |
| | | Social status | No information | No information |

Beneficiary¹⁹ Selection Criteria Matrix

Profile of the tool

WHAT: The Beneficiary Selection Criteria Matrix supports the identification of people belonging to marginalized groups, especially those who face multiple marginalization, to ensure that they are included in development planning and programming

WHEN: Can best be used during the planning and design phase of the program/project

WHO: Can be used by community stakeholders under guidance from the program/project staff

HOW: Best used during the actual mapping of participants with community members.

TIME: Will add an extra two hours to basic mapping procedures

OUTPUT: Will support identification of groups most in need of support in specific sector(s) by using ACAP as a prism to analyze issues relevant to the proposed project intervention. This analysis will support the creation of a more enabling environment for people from marginalized groups and provoke context-specific project strategies for inclusion so that nobody will be left behind.

The Beneficiary Selection Criteria Matrix is a tool that supports the identification of people from marginalized groups during the project design phase to ensure that people from marginalized groups are amongst the primary stakeholders of the program/project. It is used to analyze the inclusion-related challenges of people from different marginalized groups using the ACAP framework (Accessibility, Communication, Attitude, and Participation). The matrix provides a qualitative rather than a quantitative overview (i.e. numeric scoring is not used) and can be employed to:

- a) prioritize particular groups as participants for a particular sector of the intervention;
- b) inform project approaches, activities and strategies to ensure that inclusion issues are tackled consciously during the project.

For multi-sector projects, one matrix per sector should be used and, if necessary, the domains of exclusion, (possible reasons for marginalization) adjusted to fit your context community. At the end of the analysis, key findings/conclusions and recommendations arising on the table as a result of discussion should be noted, and it should be ensured that these are carried through into project design.

| Project sector: | | | | |
|------------------|--------|---------------|------------------|---------------|
| ACAP components | Access | Communication | Attitude | Participation |
| Domains | | | | |
| Ability | | | | |
| Gender | | | | |
| Age | | | | |
| Caste/Ethnicity | | | | |
| Economic Status | | | | |
| Geography | | | | |
| Social Status | | | | |
| Key Conclusions: | | | Recommendations: | |

19. Many development practitioners find beneficiary to be a passive terminology and prefer to use terms such as 'primary stakeholder' or 'rights-holder.'

Example Beneficiary Selection Criteria Matrix

This example presents a possible analysis of the inclusion-related challenges experienced by people from different marginalized groups when using a community tap-stand as a part of a WASH program.

| Project sector: | Water and sanitation (e.g. via restoration of community water supply) | | | |
|------------------|---|---|---|--|
| ACAP components | Access | Communication | Attitude | Participation |
| Domains | | | | |
| Ability | Existing tap-stands not accessible to persons with mobility problems | Government hygiene information only available in text form; not shared with members of community who are illiterate | | In the village council persons with disabilities are only involved when specific information is needed (stage 1 of the participation ladder) |
| Gender | | | Women with disabilities are not invited to the water user committee as they are perceived as not able to contribute | Water user committee is male-dominated, difficult for women's views to gain access |
| Age | NA | NA | NA | NA |
| Caste/Ethnicity | Existing tap-stands are located far from the area where the Dalit settlement is located | | | |
| Economic Status | NA | NA | NA | NA |
| Geography | | | | |
| Social Status | | | Internally displaced persons are not allowed to use the community tap-stand | |
| Key Conclusions: | | | Recommendations: | |

ACAP indicator setting format

Profile of the tool

WHAT: The ACAP indicator setting format is a tool to support the program/ project team to understand better to process and impact of the inclusion efforts across the four drivers of inclusion

WHEN: The ACAP indicator setting format can best be used during the planning and design stages and will be reviewed during the entire program/ project

WHO: The ACAP indicator setting format can be used by program/ project design and planning team

HOW: The ACAP indicator setting format is best be used during the actual design and planning of the program/ project while setting goals, objectives and activities

TIME: The ACAP indicator setting format , unless not already embedded in current M&E system, will take 2-4 hours to fill out

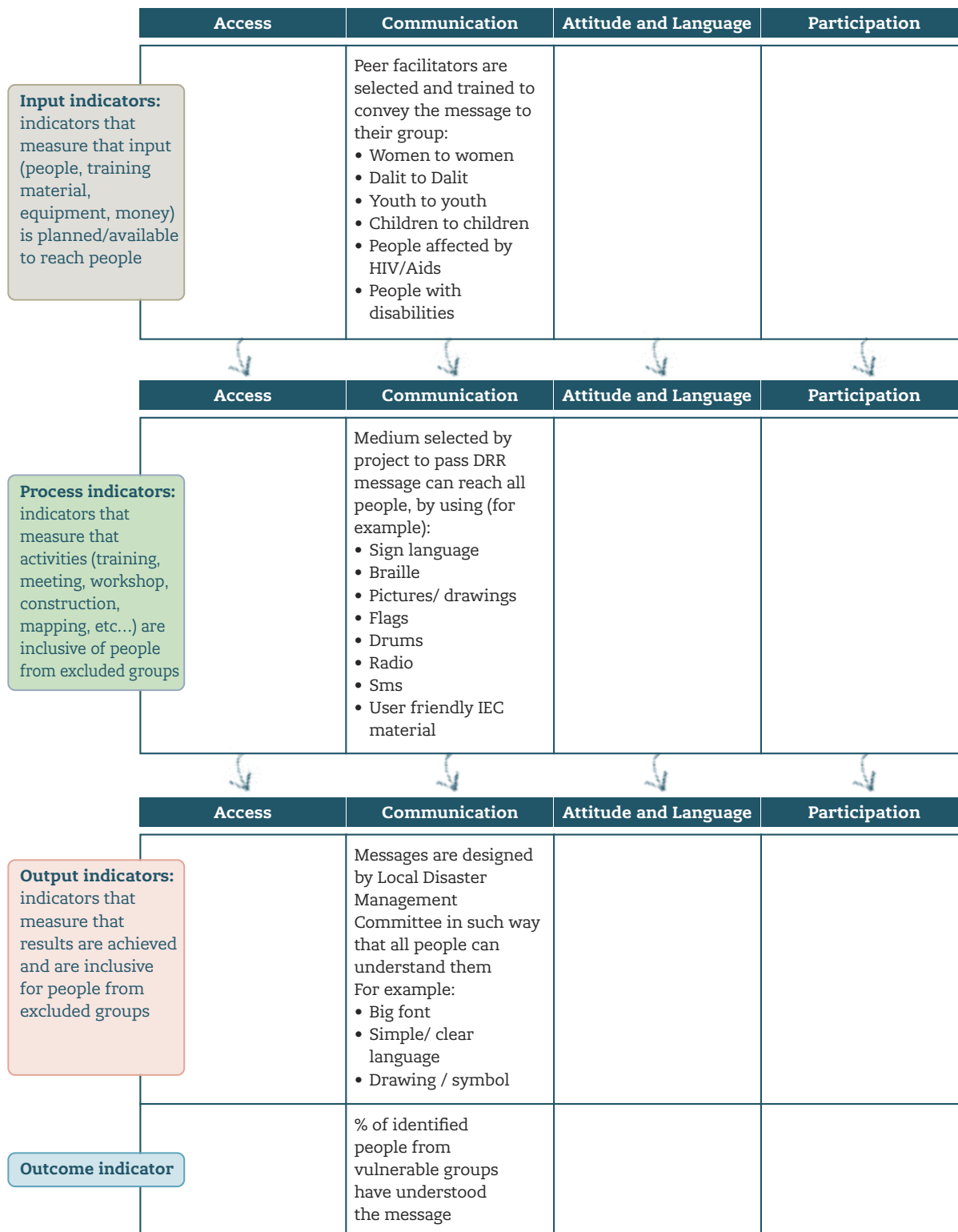
OUTPUT: The ACAP indicator setting format will result in the design and planning of an inclusive program/ project, inclusive of people from different marginalized groups; at the end of the program/ project the impact of inclusion can be analysed

Indicators are set in order to be able to measure what the organization, program and/or project tries to achieve, in this case inclusion. This format uses the ACAP (Access, Communication, Attitude, Participation) domains for setting output indicators, linked to input and process indicators, to understand better the process and impact of the efforts towards more inclusion. The tool will also support the program/ project team to identify what the pitfalls to inclusion are for this program/ project and at the same time point out what possible solutions could be to overcome these pitfalls This tool will also highlight what the advantages are of making use of inclusive indicators, supporting the collection of evidence that inclusion not only matters but also has very positive outcomes. An example of this is the experience of Mission East during DIPECHO VII project in Nepal where the use of this format led to more inclusive disaster preparedness planning, with meaningful participation of people from marginalized groups, including people with disabilities. This ensured, for example, that issues of people from marginalized groups were raised and addressed during local meetings, something that had not happened before.

| | Access | Communication | Attitude and Language | Participation |
|---|--------|---------------|-----------------------|---------------|
| Input indicators: indicators that measure that input (people, training material, equipment, money) is planned / available to reach people | | | | |
| Process indicators: indicators that measure that activities (training, meeting, workshop, construction, mapping, etc...) are inclusive of people from excluded groups | | | | |
| Output indicators: indicators that measure that results are achieved and are inclusive for people from excluded groups | | | | |

The example below of the ACAP indicator setting format in practice comes from the experiences of Mission East Nepal making Disaster Risk Reduction (DRR) more inclusive of people from different marginalized groups where marginalization is based on ability, gender, age, caste/ethnicity, geography, economy and/or social backgrounds. Looking at the issue of communication,

many people reported that the way they had been addressed was very respectful. They also highlighted that messages were disseminated in different ways so people who are illiterate still could very well understand the DRR related messages.²⁰ (In practice of course, all four columns of the format will be completed to give a comprehensive view of inclusion in practice in a project.)



24. Inclusion in Community Based Risk Reduction; ACAP Framework outlining the Four Cornerstones of Inclusion; DIPECHO 7th Action Plan; 2013-2014; Mission East and partners



Inclusion Monitoring Framework

Profile of the tool

WHAT: The Inclusion Monitoring Framework is a tool that can be used to monitor the level of inclusion of participants from most marginalized groups with regard to indicators (program/project indicators or specific indicators depending on the design of the program/project)

WHEN: Can best be used during the planning and design stages and will be reviewed during the entire program/project

WHO: Can be used by the program/ project design and planning team

HOW: Best be used during the actual design and planning of the program/project when setting up goals, objectives and activities

TIME: Unless not already embedded in current M&E system, will take 2-4 hours to fill out

OUTPUT: The Inclusion Monitoring Framework will result in the design and planning of a program/project that is inclusive of people from different marginalized groups that can be adjusted to come to a higher inclusion scoring during the program/project activities; at the end of the program/project the achieved level of inclusion with regard to accessibility, communication, attitude and participation can be measured and made visible.

The Inclusion Monitoring Framework is used to monitor the level of inclusion of beneficiaries from most marginalized and vulnerable groups with regard to indicators (project indicators or specific inclusion indicators depending on the design of the project). This matrix is updated each quarter/half-year/year (depending on the planned monitoring and review activities) to measure progress on inclusion. Some exclusion domains may not be relevant for a particular project, thus consideration of domains for monitoring will depend on the target beneficiaries and goals. For domains that are not relevant, please mark as NA (Not Applicable).

Scoring 1-4 will be based on the four levels outlined in The Inclusion Marker (see page 93).

| Quarterly/semi-annual/annual monitoring format | | | | | | | | | | |
|--|---------|--------|-----|---------------------|--------------------|-----------|------------------|----------------------------|----------------------------|------------------------------|
| 7 Domains | Ability | Gender | Age | Caste/ Ethnicity | Economic Status | Geography | Social Status | Average score Year 1 | Average score Year 2 | Average score Year ... |
| Measurable Goal | | | | | | | | | | |
| Indicator 1 | | | | | | | | | | |
| Accessibility | | | | | | | | | | |
| Y1 | | | | | | | | | | |
| Y2 | | | | | | | | | | |
| Y... | | | | | | | | | | |
| Communication | | | | | | | | | | |
| Y1 | | | | | | | | | | |
| Y2 | | | | | | | | | | |
| Y... | | | | | | | | | | |
| Attitude | | | | | | | | | | |
| Y1 | | | | | | | | | | |
| Y2 | | | | | | | | | | |
| Y... | | | | | | | | | | |
| Participation | | | | | | | | | | |
| Y1 | | | | | | | | | | |
| Y2 | | | | | | | | | | |
| Y... | | | | | | | | | | |
| Conclusion | | | | | | | Recommendations | | | |

Score

In the right column (Year 1, Year 2, Year...), the score indicates the level of inclusion on accessibility, communication, attitude and participation with regard to the relevant domains of exclusion. The scoring for the monitoring would be as follows.

The annual score underneath each domain in the left column marks the level of inclusion for people from specific marginalized groups with regard to ACAP throughout the progress of the project

- 1: Level 1 is a very poor level of inclusion
- 2: Level 2 is inclusion to nominal extent
- 3: Level 3 is a reasonable degree of inclusion
- 4: Level 4 is a good degree of inclusion

The average annual score in the right column marks the level of inclusion for accessibility, communication, attitude and participation

- Score of average 1s: time to start working on inclusion
- Score of average 2s: progress has been booked, can be better.
- Score average 3s: on track towards inclusion
- Score average 4s: working towards sustainable inclusion

Example Inclusion Monitoring Framework

This example displays the level of inclusion reached in a project in the Karnali Region in Nepal aimed at empowering girls, women and civil society to fight for better inclusion and development. It highlights scores could look for one of the 4 drivers of inclusion: Accessibility. The conclusion and recommendations can support the project team to make progress with regard to inclusion of girls and women with disabilities.

| Quarterly/semi-annual/annual monitoring format | | | | | | | | | | |
|---|--|--------|-----|---------------------|--------------------|-----------|---|----------------------------|----------------------------|------------------------------|
| 7 Domains | Ability | Gender | Age | Caste/ Ethnicity | Economic Status | Geography | Social Status | Average score Year 1 | Average score Year 2 | Average score Year ... |
| Measurable Goal | Women and civil society organisations are empowered to fight for better inclusion and development in the Karnali Zone, Nepal | | | | | | | | | |
| Indicator 1 | Women & girls have adequate knowledge, skills and capacity to fight discrimination and violence and their family and wider society show positive attitudes, perceptions and behaviour regarding them | | | | | | | | | |
| Accessibility | | | | | | | | | | |
| Y1 | 1 | 3 | NA | 3 | NA | NA | NA | 2,3 | | |
| Y2 | 2 | 3 | NA | 3 | NA | NA | NA | | 2,6 | |
| Y... | | | | | | | | | | |
| Conclusion Accessibility to knowledge and skills training for girls and women from different castes and ethnic groups is rather well managed and will lead to acceptable levels of inclusion at the end of the program/ project. However in the first year there were no specific actions taken to ensure accessibility for women with disabilities, and this group had not been able to join into the program/project activities. Some adjustments have been made but not sufficient to achieve an acceptable level of inclusion | | | | | | | Recommendations Conduct accessibility assessments of training venues at the beginning of the third year to discover the environmental barriers to access and take action to remove them | | | |

ACAP Checklist to enable inclusive meetings and training

Profile of the tool

WHAT: The ACAP checklist to enable inclusive meetings and training is a tool that can be used to ensure the creation of an enabling environment during program/ project meetings and trainings for people from all marginalized groups, so that all can participate in a meaningful way

WHEN: The ACAP checklist to enable inclusive meetings and training can best be used during project planning and design and can be reviewed during implementation phase

WHO: The ACAP checklist to enable inclusive meetings and training can be used by program/ project staff during design and planning phase and again during implementation

HOW: The ACAP checklist to enable inclusive meetings and training is best used as a straightforward checklist : program/ project staffs and community stakeholders can use it to cross check whether all is done to reasonable extent to ensure the full and meaningful participation of all people during meetings and training

TIME: The ACAP checklist to enable inclusive meetings and training can be done within 30 minutes

OUTPUT: The ACAP checklist to enable inclusive meetings and training will make visible what barriers exist to prevent people from marginalized groups to participating on equal basis with others during meetings and training. The checklist will highlight what actions are taken to overcome these barriers or which barriers could not yet be addressed.



This checklist is to be used by (field) staff to support the creation of an enabling environment so that people from marginalized groups can access trainings/ meetings in a meaningful way. Whenever (field) staff recognize that people of the target groups cannot attend/ participate the meeting, they tick the box which ultimately will make clear why people could not attend/ participate. In the column remarks/ actions to be taken the field staff should fill in the challenges, actions taken and if problems cannot be overcome at the moment, mention it. The list of marginalized people is not exhaustive and can be adjusted according to program/project activities; for example it could focus on people affected by chronic disease, or refugees or other groups.

ACAP checklist for inclusive meetings and trainings

| | (Dis)Ability Physical Visual Hearing/ speech Mental/ intellectual | Gender | Age | Caste/ Ethnicity | Remarks/ actions to be taken |
|--|--|--------|-----|---------------------|------------------------------------|
| Accessibility | | | | | |
| Distance to the venue | | | | | |
| Time of meeting/ training | | | | | |
| Venue place itself • Entrance accessible • Width doors • Doorstep • Handrail | | | | | |
| Sufficient light | | | | | |
| Seating arrangement | | | | | |
| Toilet • Privacy/ safety • Accessibility | | | | | |
| Support person available | | | | | |
| | | | | | |
| Communication | | | | | |
| Announcement meeting/ training | | | | | |
| Discussion: simplicity language, local language/ level of discussion | | | | | |
| Written information | | | | | |
| Alternative formats ²¹ | | | | | |
| Project related messages | | | | | |
| | | | | | |
| Attitude | | | | | |
| Non discriminatory language | | | | | |
| Non discriminatory behavior | | | | | |
| Willingness to listen to | | | | | |
| Willingness to talk to | | | | | |
| Specific needs taken into account | | | | | |
| Specific abilities taken into account | | | | | |
| | | | | | |
| Participation | | | | | |
| Are present | | | | | |
| Do speak up | | | | | |
| Do bring suggestions | | | | | |
| Pay attention | | | | | |
| Active in planning | | | | | |
| Take decisions | | | | | |

| ACAP checklist for inclusive meetings and trainings | | | | | |
|--|--|--------|-----|---------------------|--|
| | (Dis)Ability Physical Visual Hearing/ speech Mental/ intellectual | Gender | Age | Caste/ Ethnicity | Remarks/ actions to be taken |
| Accessibility | | | | | |
| Distance to the venue | V | | | | Person using crutches faced severe difficulties to reach the venue |
| Time of meeting/ training | | | | | |
| Venue place itself • Entrance accessible • Width doors • Doorstep • Handrail | | | | | No considerations for people from marginalized castes who were not able to enter the venue; need to find more neutral place next time |
| Sufficient light | | | | | |
| Seating arrangement | V | | | | Venue was cramped and the person with hip problems could not find proper space to sit |
| Toilet • Privacy/ safety • Accessibility | | | | | |
| Support person available | | | | | |
| | | | | | |
| Communication | | | | | |
| Announcement meeting/ training | | | | | |
| Discussion: simplicity language, local language/ level of discussion | | V | V | | Venue was cramped and the person with hip problems could not find proper space to sit |
| Written information | | | | | |
| Alternative formats | | | | | |
| Project related messages | | | | | |
| | | | | | |
| Attitude | | | | | |
| Non discriminatory language | | | | | |
| Non discriminatory behavior | | | | | |
| Willingness to listen to | | | | V | People from marginalized castes were ignored when speaking |
| Willingness to talk to | | | | | |
| Specific needs taken into account | V | | | | |
| Specific abilities taken into account | V | V | V | V | The meeting was dominated by a selected group, where no specific abilities of women, children, people with disabilities and people from marginalized castes were taken into consideration for planning of activities |

ACAP checklist for inclusive meetings and trainings (continued)

| | (Dis)Ability Physical Visual Hearing/ speech Mental/ intellectual | Gender | Age | Caste/ Ethnicity | Remarks/ actions to be taken |
|----------------------|--|--------|-----|---------------------|---|
| Participation | | | | | |
| Are present | | | | | |
| Do speak up | | | | | |
| Do bring suggestions | | | | | |
| Pay attention | V | | | | The meeting was dominated by a selected group and others were merely allowed to sit in, bring in some suggestions but no deeper attention paid; need to discuss with project team how to manage the next time |
| Active in planning | V | V | V | V | |
| Take decisions | V | V | V | V | |

Example ACAP checklist to enable inclusive meetings and training

This example represents the identification of barriers people from marginalized groups faced attending district level meetings on development action in the region. The ticks (V) represent the problems people from different marginalized groups faced and the remarks in the right column highlight what steps could be taken and what can only be addressed in a later stage.

21. pictorial, drawings, audio and/or specialized formats such as Braille and sign language translation



Participation ladder

Profile of the tool

WHAT: The Participation ladder is a tool for measuring the beneficiaries' level of participation throughout the program/project, in both single activities or in the overall program/project

WHEN: Best used during the implementation phase

WHO: Can be used by the program/project team and/or community stakeholders

HOW: Best used during the actual activities; the program/project team and/or community stakeholders mark the level they observe regarding people's participation

TIME: Will take less than 10 minutes to fill out

OUTPUT: The Participation ladder outlines the level of participation of specific beneficiaries taking part in single activities or in the overall program/project; in the column 'remarks' the people who fill in the tool can make suggestions to ensure more meaningful participation

This tool is meant to measure the level of participation of the beneficiaries/stakeholders of the program/project activities. By participation we mean meaningful involvement socially, intellectually and emotionally. One of the cornerstones of inclusion is participation, and the program/project should strive to reach Level 5 with the beneficiaries/stakeholders, though this might take some time. Enabling marginalized people to become agents of change for others cannot be achieved in a single intervention but is a process over time. In the column 'remarks', indications of steps to take towards the next possible level can be useful to ensure ongoing improvement.

| Levels of participation | Explanation | Persons with disabilities | Gender | Age | Caste/ Ethnicity | Remarks/ actions to be taken |
|--|---|---------------------------|--------|-----|------------------|------------------------------|
| Level 1. Gathering information | The most passive of participation levels. There is almost no involvement, except through the information that you decide to either receive from the beneficiaries or share about the intervention. | | | | | |
| Level 2. Consultation | People participate through being consulted. External people ask and listen to views. These external professionals define both problems and solutions, and may modify these in light of the people's responses. Such a consultative process does not concede any share in decision-making and professionals are under no obligation to take on board people's views. | | | | | |
| Level 3. Joint Planning | Joint Planning implies that program/project staff are working with the beneficiaries/stakeholders at the planning stage of the intervention. The voices of the beneficiaries/stakeholders are heard, their issues taken up and they are inserted into the planning of the intervention if felt useful by program/project staff. | | | | | |
| Level 4. Collaboration/ joint decision | Implies shared responsibilities. A beneficiary/stakeholder is responsible for part of the intervention or co-responsible for the whole intervention. The beneficiary/stakeholder is allowed to take decisions. | | | | | |
| Level 5. Self-mobilization/ empowerment | The intervention becomes the sole responsibility of the beneficiaries/stakeholders. They manage the intervention, are responsible for it and take decisions themselves. If this becomes the case your role will probably be advisory and focused on enhancing the capacities of the stakeholders where needed. | | | | | |

Example participation ladder

This example represents use of the participation ladder during a project to support women, including those from marginalized ethnic groups, through functional literacy classes linked to entrepreneurship development in rural areas. The participation ladder was used during the

meeting on value chain and market linkages where the cooperative that had been formed needed to take some decisions. A 'V' shows the score of the level of participation of the people present, a 'X' means that the issue has not been taken into account.

| Levels of participation | Explanation | Persons with disabilities | Gender | Age | Caste/Ethnicity | Remarks/actions to be taken |
|---|---|---------------------------|--------|-----|-----------------|--|
| Level 1. Gathering information | The most passive of participation levels. There is almost no involvement except through the information that you decide to either receive from the beneficiaries or share about the intervention. | | | X | | the project did not specifically address issues of people of different age groups |
| Level 2. Consultation | People participate by being consulted, and external professionals listen to views, define problems and solutions and may modify these in light of the people's responses. Such a consultative process does not concede any share in decision-making, and professionals are under no obligation to take on board people's views. | V | | X | | The 5 women with disabilities were not considered able to play an active role in profit making business ventures. |
| Level 3. Joint Planning | The voices of the beneficiaries/stakeholders are heard, their issues taken up and inserted into the planning of the intervention if felt useful by program/project staff. | | | X | V | Women from ethnic minorities were active at the planning stage but were not involved in any form of decision-making. |
| Level 4. Collaboration/joint decision | A beneficiary/stakeholder is responsible for part of the intervention or co-responsible for the whole intervention. The beneficiary/stakeholder is allowed to take decisions. | | V | X | | The most vocal women volunteered to make a business plan and wanted to be accountable for the profits or possible loss of the business |
| Level 5. Self-mobilization/empowerment | The intervention becomes the sole responsibility of the beneficiary/stakeholder. They manage it, are responsible for it and take decisions themselves. If this becomes the case your role will probably be advisory and focused on enhancing the capacities of the stakeholder where needed. | | | X | | |

Inclusive data collection format

Profile of the tool

WHAT: The ACAP indicator setting format is a tool to support the program/ project team to understand better to process and impact of the inclusion efforts across the four drivers of inclusion

WHEN: The ACAP indicator setting format can best be used during the planning and design stages and will be reviewed during the entire program/ project

WHO: The ACAP indicator setting format can be used by program/ project design and planning team

HOW: The ACAP indicator setting format is best be used during the actual design and planning of the program/ project while setting goals, objectives and activities

TIME: The ACAP indicator setting format , unless not already embedded in current M&E system, will take 2-4 hours to fill out

OUTPUT: The ACAP indicator setting format will result in the design and planning of an inclusive program/ project, inclusive of people from different marginalized groups; at the end of the program/ project the impact of inclusion can be analysed

not feel confident releasing information (e.g. age, gender, religion), staff should be prepared to explain why it is of importance to collect this information and how the data is going to be used, as well as respect people's decision not to provide certain information if they choose to do so. Note: before collecting data, it is important to understand what various categories mean, as well as how you want to measure them and which tool you will use for that. Although it may be straightforward in some cases, in other cases, such as when measuring disability, it is not. This tool only provides a methodology for noting whether persons are participating in a program, but does not offer a methodology for how to measure which 'category' a person may belong to.

This tool is a simple list for collecting data from participants involved in an entire program/project or particular activities. Disaggregating data is a critical step in gaining increased knowledge out of consolidated information. It involves delving more deeply into a set of results to highlight statistics relevant to a particular subset (group) of individuals. Collective or aggregate data can be broken down or disaggregated, for instance, by gender, disabilities, socio-cultural or ethnic background, language, geographical location, or age group. Fully disaggregating data helps to expose hidden trends; it can enable the identification of marginalized populations or help establish the scope of the problem and make marginalized groups more visible to policy makers.

When collecting data, staff should ensure beneficiary privacy and confidentiality by restricting who has access to personal information, assuring anonymity and ensuring that client consent is obtained before sharing or releasing any personal information. Collecting personal data can be sensitive and should be approached carefully. If people do

| Date Project Code/Title District VDC/Ward | | | | | | | | | | | | | | | | | | |
|--|------------------|-----|--------|--------|--------------|-------|---|----|----|----|---|----|--------------------------------|--------------------|---------|--|--------|--|
| NO. | Beneficiary Name | Age | Gender | | | | Disability | | | | | | Caste / Ethnicity/ Minority | | | | Social | |
| | | | Male | Female | Single woman | Other | Person with disabilities Type of disabilities* | | | | | | Dalit | Adivasi / Janajati | Madhesi | Others (Brahmin, Chhetri, Thakuri etc.) | | |
| | | | | | | | Ph | Vi | HS | PS | I | Mu | | | | | | |
| 1 | | | | | | | | | | | | | | | | | | |
| 2 | | | | | | | | | | | | | | | | | | |
| 3 | | | | | | | | | | | | | | | | | | |
| 4 | | | | | | | | | | | | | | | | | | |
| 5 | | | | | | | | | | | | | | | | | | |
| 6 | | | | | | | | | | | | | | | | | | |
| 7 | | | | | | | | | | | | | | | | | | |
| ... | | | | | | | | | | | | | | | | | | |

*Ph = Physical; Vi = Visual; HS = Hearing Speech; PS = Psychosocial I = Intellectual; Mu =Multiple

Case story format

Profile of the tool

WHAT: The Case story format is a tool for collecting case stories from participants

WHEN: To be used at the beginning of the project and towards its end for monitoring and review

WHO: The program/project staff who collect case stories on the changes the project has brought into the lives of the people

HOW: Can be employed during individual discussions with participants

TIME: 5 minutes to 1 hour depending on the story collected

OUTPUT: Case stories that articulate the main changes the project has brought about from the point of view of participants. Changes can be intended or unintended and can serve as lessons for development practitioners and policy makers, including people working in Disaster Risk Reduction and emergency relief/response.



This template will help the organization to document stories of change in the lives of project participants initiated by the intervention. It is a framework for interviewing participants and recording their answers and responses. The story of each participant, including information on services and support received from the project, should not exceed 1 page.

- Record quotes in participants own words as much as possible (or translated into English). Please also record details that will enrich the story – physical descriptions that add interest, such as sights, sounds, smells, colours observed, or other cultural observations of interest to readers, as well as feelings and emotions.
- Provide links to photos of the person and/or family. When taking images, try to feature as many of the three key elements as possible: people, need, and action. Most of the images should capture faces, some with the people looking directly at the camera. It is fine to have some portrait images, but other photos should not be overly posed. It is better to capture them naturally in their situation/surroundings.

| Staff Information | | | | | | | |
|--|----------------------------------|--|--|-----|----------------|---|--|
| Name | | | | | Contact Number | | |
| Date | | | | | | | |
| Impairment | | Gender | | Age | | Caste/Ethnicity | |
| Project Name | | | | | Project code | | |
| Position in project | | | | | | | |
| Project background | | | | | | | |
| Detail of participant | | | | | | | |
| <p>Before the staff collects the personal information from the participant, the participant will be informed that the data will be kept confidential and only used for internal records, not shared with other parties or published. For any information used for publishing, verbal or written consent of the participant will be obtained.</p> | | | | | | | |
| Name | | | | | | | |
| Address | | | | | | | |
| Contact Number | | | | | | | |
| Impairment | | Gender | | Age | | Caste/Ethnicity | |
| Marital Status | | Education | | | Occupation | | |
| No. of family members | | | | | | | |
| Status of project | Ongoing <input type="checkbox"/> | | | | | Completed <input type="checkbox"/> | |
| Changes in participant's life | | | | | | | |
| <p>Looking back over the last six months what do you think has been the most significant change in the quality of your life with regard to the project theme (empowerment, livelihood, etc.?)?</p> | | | | | | | |
| | | | | | | <p>Examples for change in quality of life could be:</p> <ul style="list-style-type: none"> • Better access to services • Stronger affiliation with any social or local groups • Improved status of family support/community • Participation in different cultural and social events • Better access to social assistance and special services • Improved status of skills development (including literacy) • Increased income status (if enrolled into IGA) | |
| Story of participant in brief | | | | | | | |
| <p>Status representing her/his life before receiving project support (participant's self-confidence, relation with family and community, need, literacy status, employment status, work load etc.) The story can show the way the participant sees her/his life but could also show the way her/his family, friends, or community members look at her/his life, as long as it shows a part of life important to the participant. Photos should be taken.</p> | | | | | | | |
| <p>Status after receiving project support reflecting current life and the changes that have happened through the project interventions. What crucial changes are taking place in the life of the participant and her/his family?</p> | | | | | | | |
| Information on service and support received by participant to support the change | | | | | | | |
| <p>What support was provided by the project to enable the change? Would you like to highlight any specific support that has been crucial for this change to happen?</p> | | | | | | | |
| | | <p>For example:</p> <ul style="list-style-type: none"> • Meeting/counseling services • Boosting of participation level of beneficiary • Adapted information to accessible format • Supported to enroll in literacy classes, vocational trainings, access to financial services, local group etc. • Provided training | | | | | |



Photo voice format

Profile of the tool

WHAT: 'Photo voicing' is a participatory method by which people from marginalized groups create and discuss photographs to depict the reality of their lives; the format supports this documentation

WHEN: To be used at the beginning and end of the project for monitoring and review



WHO: The program/project staff collect photos on the changes the project has brought in the lives of the participants; photos are taken by the participants themselves

HOW: Photo voicing consists of taking several photos after which 5 are selected that depict the story the beneficiary would like to tell (out of these 5 photos the best will be selected); participants identify different issues and themes. This is called codification and it helps categorize the photos according into quality of life domains, project intervention domains, domains of health-education-livelihood-social empowerment, etc.

TIME: Participants will need training on the use of the camera and guidance on how to take photos. This can be done in one day. The process of collecting photos does not take a lot of time but time must be reserved for selection: how much depends on the extent of the selection procedure and can range from 1 hour (per beneficiary) to an entire day (for the entire project)

OUTPUT: The main changes the project has brought about is shown in visual format from the point of view of the participant. This can be used for monitoring: it fleshes out quantitative data.

This template will help the organization to depict stories of change in the lives of project participants brought about by the intervention. It is a framework for recording the life of the participant. When taking photos try to feature as many of the three key elements as possible: people, need and action. Most of the images should include faces, some with the people looking directly at the camera, where it is fine to have some portrait images, but other photos should not be overly posed. They should capture the subjects in their natural surroundings.

| Staff details | | | | | | | |
|--|--|--|--|--|----------------|------------------------------------|--|
| Name | | | | | Contact Number | | |
| Date | | | | | | | |
| Impairment | | Gender | | Age | | Caste/Ethnicity | |
| Project Name | | | | | Project code | | |
| Position in project | | | | | | | |
| Project background | | | | | | | |
| Detail of participant | | | | | | | |
| <p>Before the staff collects the personal information from the participant, he/she will be informed that the data will be kept confidential and only used for internal records. Further follow up (e.g. clarifications) will be held confidentially and not shared with other parties or published. For any information used for publishing, verbal, (or, preferably, signed) consent of the beneficiary will be obtained. Without consent, none of the information can be used for publication or sharing with other parties.</p> | | | | | | | |
| Name | | | | | | | |
| Address | | | | | | | |
| Contact Number | | | | | | | |
| Impairment | | Gender | | Age | | Caste/Ethnicity | |
| Marital Status | | Education | | | Occupation | | |
| No. of family members | | | | | | | |
| Status of project | | Ongoing <input type="checkbox"/> | | | | Completed <input type="checkbox"/> | |
| Changes in participant's life | | | | | | | |
| <p>Looking back over the last six months what do you think has been the most significant change in the quality of your life with regard to the project theme (empowerment, livelihood, etc.?)</p> | | | | | | | |
| | | | |  <p>Photo Caption</p> | | | |
| Before and after | | | | | | | |
|  <p>Photo Caption</p> | | <p>Status representing her/his life before receiving project support (participant's self-confidence, relation with family and community, need, literacy status, employment status, work load etc.) The photos can show the way the participant sees her/his life but could also show the way her/his family, friends, or community members look at her/his life, as long as it shows a part of life that is important to the participant. It is advised to take several photos so a selection can later be made.</p> | | | | | |
| Information on service and support received by beneficiary to support the change | | | | | | | |
| <p>What support was provided by the project to enable the change? Would you like to highlight any specific support that has been crucial for this change to happen?</p> | | <p>For example:</p> <ul style="list-style-type: none"> • Meeting/counseling services • Boosting of participation level of beneficiary • Adapted information to accessible format • Supported to enroll in literacy classes, vocational trainings, access to financial services, local group etc. • Provided training | | | | | |



Inclusion marker

Profile of the tool

WHAT: The Inclusion Marker is a tool to assess the inclusive approach taken in programs/projects/activities

WHEN: To be used during monitoring and review but can also be utilized during planning of specific activities to ensure they take place within an enabling environment

WHO: To be used by the program/project staff to examine the inclusiveness of the approach taken during the interventions/action

HOW: Can be used during monitoring visits and review sessions together with project team and stakeholders, including the participants

TIME: Cannot be clearly scheduled as it should be an integral part of the overall monitoring and review activities

OUTPUT: The Inclusion Marker will reveal the results of an inclusive approach taken in the intervention/action, what efforts have been taken to create an enabling environment for people from marginalized groups to play a meaningful role, and what effect these efforts had. The analysis will also show what could be considered in the future to achieve greater results - approaching the highest level of inclusion.

'Inclusion' cannot be seen as a static end-goal. It is a process whereby we try to reach the highest possible level of inclusion in a given context. The Inclusion Marker, derived from the Score Card (see page 13), can be used as a tool for assessment of the inclusive approach applied in programs and projects. It focuses on gender, age and disability but does not leave out other characteristics (caste/ethnicity, socio and/or economic conditions, geography) that could lead to marginalization and exclusion. It uses a scoring scale from 1 to 4 in the areas of Accessibility, Communication, Attitude and Participation, where Level 1 is the score representing the highest degree of exclusion, and Level 4 is the score representing an approach most supportive of inclusion. A level 4 score reflects meaningful participation and the creation of space for people to become agents of change for themselves and others.

This marker is intended to cover a wide range of circumstances and inclusion issues and can also be adapted for use in one specific cultural/geographical/social context.

| Accessibility ²² | | | |
|--|--|---|---|
| Level 1 | Level 2 | Level 3 | Level 4 |
| People from marginalized groups, including girls and boys, women and men with disabilities cannot reach, enter, move around and use the facilities in the office buildings, training and meeting venues ²³ ; toilets are not accessible, and no separate toilets (male/female) available; no support person(s) available; no simple accessibility adaptations ²⁴ are made. Issues of time, distance and safety especially for girls and women are not considered; no provisions, e.g. breastfeeding time, baby care support to encourage and ensure participation of lactating mothers | People from marginalized groups, can - with great difficulty or with help from support-person(s) - reach, enter, move around and use the facilities in the office buildings, training and meeting venues and toilets; no separate toilets (male/female) available though some simple accessibility adaptations are made. Issues of time, distance and safety especially for girls and women are considered to some extent; breast-feeding time allocated for lactating mothers | People from marginalized groups can - but with some difficulty and possibly in need of support person(s) - reach, enter, move around and use the facilities in the office buildings, training and meeting venues, toilets; in most cases simple adaptations are made where accessibility is not yet well established. Issues of time, distance and safety especially for girls and women are strongly considered; breastfeeding time allocated for the lactating mothers participating in events simple; context feasible; adaptations made to support participation of lactating mothers and mothers with small babies | The whole office, meeting/ training rooms including all workspaces, and (separate) toilets, are accessible, with adaptations made to ensure people from marginalized groups can reach, enter, move around and use the facilities. Issues of time, distance and safety especially for girls and women are fully considered and addressed; day-care services are available to look after babies of lactating mothers |
| No consideration given to safe ²⁵ and accessible transportation ; No budget line for extra costs/ reasonable accommodation- | Little consideration given to accessible transportation; upon request, some costs can be covered in some cases | Due consideration given to accessible transportation; standard procedures to ensure reasonable accommodation are covered and documented in the budget. | Consideration given to accessible transportation is automatic and part of program/ activity; the program/activity has a budget line to cover costs for reasonable accommodation |
| Communication | | | |
| Level 1 | Level 2 | Level 3 | Level 4 |
| No communication materials in alternative formats ²⁶ ; website is inaccessible to non-screen-reading users; no accommodation is made for people in need of sign language interpretation or support person for communication, no accommodation is made for people using local languages | Few communication materials in alternative formats; website partially accessible to non-screen-reading users; sign language interpretation, translation into local language or support person for communication is sometimes available; newsletters and information are made accessible on demand, | Necessary communication materials produced in alternative formats with the help of external consultants; website is tested on accessibility and is fairly accessible to non-screen-reading users; sign language interpretation, translation into local language or support person for communication is available on demand; the option of getting newsletters and information in an accessible format is actively communicated. | Necessary communication materials in alternative formats produced with the help of internal expertise; website fully accessible to non-screen-reading users; staff members are trained to use, arrange for, and produce materials and communications in alternative formats as applicable; sign language interpretation, translation into local language or a support person for communication is always provided as an option. |
| Gender/age sensitive and non-violent communication is not considered. | Some encouragement is given to focus on gender/age sensitive and non-violent communication. | A degree of encouragement is given to active focus on gender/age sensitive and non-violent communication. | Staff members are encouraged to actively work on gender/age sensitive and non-violent communication. |
| Attitude | | | |
| Level 1 | Level 2 | Level 3 | Level 4 |
| No specific actions are taken to ensure people from marginalized groups, including persons with disabilities, are part of the intervention. | Willingness to listen & talk to marginalized groups including persons with disabilities. | Actively welcoming people from marginalized groups, including persons with disabilities in the intervention. Issues raised are placed on the agenda. | Specific needs and abilities taken into account. Issues raised are addressed. People accept the central role of the marginalized groups, including persons with disabilities in decision-making, accept the leadership role of formerly marginalized people; while the ex-marginalized people also accept others' opinion. |
| Participation | | | |
| Level 1 | Level 2 | Level 3 | Level 4 |
| Information collection and consultation: external professionals collect information and define both problems and solution, are under no obligation to take on board views of marginalized people. People or marginalized groups are only present in meetings and training. | Joint Planning: program/project staff work together with the participants/ stakeholders when developing and planning interventions. Their voices and issues are heard and included if felt useful by program/project staff. | Collaboration, shared responsibilities: the intervention/ project involves marginalized groups, allowing them to make decisions and share the responsibilities of the whole intervention. | Self-mobilization, empowerment: people from marginalized groups participate at all levels of the organization/project: they manage the intervention, are responsible for it, and take decisions themselves. |

Scoring Grid

The scoring grid below can be used to measure ACAP in the course of the entire project, from situational analysis to evaluation and learning, but can also be utilized during specific single activities. The idea is to use the above information to assess how far the activities are in line with the ACAP framework and identify possible steps to address specific inclusion aspects that are below expectations. The best possible score is Level 4.

| Accessibility | | | | | | |
|---------------|----------|---------|---------|---------|---------|---------|
| Output | Activity | Level 1 | Level 2 | Level 3 | Level 4 | Actions |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| Communication | | | | | | |
| Output | Activity | Level 1 | Level 2 | Level 3 | Level 4 | Actions |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| Attitude | | | | | | |
| Output | Activity | Level 1 | Level 2 | Level 3 | Level 4 | Actions |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| Participation | | | | | | |
| Output | Activity | Level 1 | Level 2 | Level 3 | Level 4 | Actions |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |

22. Accessibility assessment has been divided into two main parts: the first focusing on the physical accessibility of offices (including organization office), training and meeting venues, and the second focusing on project design, development and implementation.
23. or other locations for participation in project activities.
24. Simple adaptations can be: provision of a wooden ramp, extra light in bathroom, adaptable height of chair, moving some office items to a lower cupboard for easy reach.
25. Examples can be: public transportation is accessible for wheelchair users, people are supported to access "taxis" (e.g. car, rickshaw, motor bike, tuk-tuk, basket).
26. Alternative formats can include: Braille, easy and plain language, local language, pictograms/pictures, radio and use of mobile phones.

Most significant change²⁷ through photo voice and testimonies of people²⁸

Profile of the tool

WHAT: The Most Significant Change (MSC) tool is a form of participatory evaluation developed because many project stakeholders are involved both in deciding the sorts of change that are to be recorded and in analysing the data

WHEN: Applied throughout the project cycle up to the evaluation and learning phase

WHO: People at all levels, ranging from participants to field staff, program managers, senior level decision makers, and possibly involving donors, investors or other high-level stakeholders

HOW: An ongoing process where photos and stories are collected, scored and selected

TIME: MSC is an intensive methodology, needing a lot of time in the course of the project. If chosen as an evaluation and learning tool, precise planning will need to be done prior to implementation

OUTPUT: MSC supports the identification and analysis of qualitative changes taking place in the lives of the participants

Introduction

The most significant change (MSC) technique is a form of participatory monitoring and evaluation developed since many project stakeholders are involved both in deciding the sorts of change to be recorded and in analysing the data. It is a form of monitoring because it is employed throughout the program cycle, providing information to help people manage the program. It contributes to evaluation because it provides data on impact and outcomes that can be used to help assess the performance of the program as a whole. Essentially, the process involves the collection of significant change photos or testimonials from the field, and the systematic selection of the most significant by panels of designated stakeholders or staff. The process of Most Significant Change has been adapted to fit the ACAP monitoring and evaluation system where we make use of photo voice and storytelling

Most Significant Change System can be designed for identification and analysis of qualitative changes taking place in the lives of the beneficiaries

Photo voice²⁹

Photo voice is a qualitative method of participatory inquiry by which individuals can document their experiences - particularly individuals whose voices are not typically heard on strategies for promoting social change and policy development. It is based on the idea that people are experts on their own lives. The technique:

- provides insight into individual lives;
- leads to empowerment i.e. the ability to express oneself and be heard, to have one's experience taken seriously, and to voice one's concerns.

Testimonies of people³⁰

Testimonies provide a powerful means to obtain information on a project's outcomes from its participants' experiences and viewpoints, highlighting its strong points and weaknesses as well as any unintended consequences.

Testimony sharing has a number of benefits including:

- providing understanding of the project from the viewpoint of the participants;
- reflecting the importance of context and its impact on outcomes;
- allowing the identification of unintended consequences; and
- providing a means to engage participants in evaluation.

27. Adapted from: Davies, R. and Dart, J. (2005). *The 'Most Significant Change' technique.*

28. For the final scoring, please use the template from MSC Photo and Story template

29. Wang, C. & Burris, M. (1997). *Photovoice: Concept, Methodology, and Use for Participatory Needs Assessment.*

30: Evaluation Toolbox. (2010). *Community Sustainable Engagement.*



The main steps in designing an MSC process

| <p>1. Start</p> | <p>Introduce the MSC process to all stakeholders, (program/project staff and participants) and clarify its purpose. It is also important to consider who the people involved in the project are from whom you want to collect photos and stories. The selection criteria for these people will need to be determined before the actual start of the program/project.</p> | | | | | | | | | | | | | | | | | | | | |
|--|--|-----|--------|-----|----|---|--|--|--|---|--|--|--|---|--|--|--|---|--------------------------|--|--|
| <p>2. Establish 'domains of change' Domains can be identified by a top-down or bottom-up process or through a wider process encompassing other stakeholders as well. Domains can be identified before or after SC photos/stories are collected.</p> | <p>Domains are broad and often fuzzy categories of possible changes. Participants in the MSC could be asked to look for significant changes in identified domains.</p> <table border="1" data-bbox="600 954 1417 1104"> <thead> <tr> <th>No.</th> <th>Domain</th> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td>1</td> <td></td> <td></td> <td></td> </tr> <tr> <td>2</td> <td></td> <td></td> <td></td> </tr> <tr> <td>3</td> <td></td> <td></td> <td></td> </tr> <tr> <td>4</td> <td>Any other changes</td> <td></td> <td></td> </tr> </tbody> </table> <p>Changes that occurred unexpectedly will be documented under: Any other changes</p> | No. | Domain | Yes | No | 1 | | | | 2 | | | | 3 | | | | 4 | Any other changes | | |
| No. | Domain | Yes | No | | | | | | | | | | | | | | | | | | |
| 1 | | | | | | | | | | | | | | | | | | | | | |
| 2 | | | | | | | | | | | | | | | | | | | | | |
| 3 | | | | | | | | | | | | | | | | | | | | | |
| 4 | Any other changes | | | | | | | | | | | | | | | | | | | | |
| <p>3. Collect Significant Change (SC) testimonies -the beneficiary takes the photo or writes the story or photos are taken with outsider support.</p> <p>The reporting period depends on resource allocation and can be every 2 weeks at the start, then monthly, then quarterly, and at the end of the first two years. The reporting period is set by program/project team. The most common frequency is quarterly, coinciding with the quarterly reporting in many organizations</p> | <p>The central part of MSC is an open question to participants, such as: <i>'Looking back over the last [determined period of time], what do you think was the most significant change in e.g. the quality of people's life in the community?'</i></p> <p>The question has six parts:</p> <p><i>'Looking back over the last [period of time]...'</i> refers to a specific period during which specific activities were undertaken e.g. literacy classes, business plan development, or throughout the entire project period</p> <p><i>'...what do you think was...'</i> asks respondents to exercise their own judgment.</p> <p><i>'...the most significant...'</i> – asks respondents to be selective, not to try to comment on everything, but to focus in and report on one thing.</p> <p><i>'...change...'</i> asks respondents to be more selective, to report a change rather than static aspects of the situation or something that was present in the previous reporting period.</p> <p><i>'...in the quality of people's lives...'</i> asks respondents to be even more selective, not to report just any change but a change in the quality of people's lives. This tag describes a domain of change and can be modified to fit other domains of change (for example, participants understanding of participation in community life).</p> <p><i>'...in this community?'</i> – As with the first part of the sentence, this establishes some boundaries. We are not asking about people's general actions or what others are doing in the world, but focusing on people's lives.</p> <p>The final part of MSC is another open question to participants:</p> | | | | | | | | | | | | | | | | | | | | |

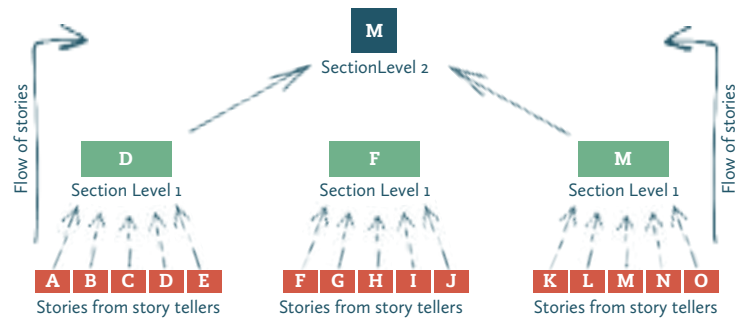
The main steps in designing an MSC process - continued

4. Determining who will review the SC stories

At a minimum, it should be people with line management responsibilities in relation to the people who have forwarded the SC stories. It would be preferable to also include people with advisory responsibilities in relation to the same staff as well as others who would normally make use of information coming from the people who forwarded the stories. The uppermost level would ideally involve donors, investors and other stakeholder representatives, but the organization can choose to use a different constellation.

'From among all these significant changes, what do you think was the most significant change of all?'

Selecting stories usually involves a hierarchical process, where the program/project staff in the field select significant stories for managers to review, and select the most significant ones from the grass-root levels (participants).



Most organizations have a hierarchical structure with lots of field staff and one chief executive. It makes practical sense to use this organizational structure to organize the selection process. The process of selecting significant change stories can also help reveal the values of those within the organization's authority structure and open up discussion and change.

5. Establishing a process for reviewing and scoring the SC photos and/or stories

There are several ways of reaching a decision about which stories to select.

- Majority decision
- Iterative voting
- Scoring
- Pre-scoring then a group vote
- Secret ballot

All have advantages and disadvantages. The program/project team can make a choice.

Each person writes their choice of significant change story on a confidential ballot and the total votes are presented. This should be followed by an open discussion of the reasons for the choices. This process can be surprisingly useful, especially if there are power inequalities in the group, or if people are initially reluctant to cast their votes publicly, hence ensuring that the voices of all are heard

6. Feedback

It is really important to report on the selected significant change photos and stories and the reasons for the choices to the participants and community people involved to ensure fairness, transparency and continuing meaningful participation.

ACAP Quality of Life tool

Profile of the tool

WHAT: The ACAP Quality of Life tool is a tool to assess the changes in person's quality of life under 8 domains of Quality of Life across accessibility, communication, attitude and participation while executing program/project activities

WHEN: The ACAP Quality of Life tool is ideally used at the beginning of the project (base line) and at the end of the project (end line) and used as a main tool in the evaluation and learning stage the program/project cycle

WHO: The ACAP Quality of Life tool can be used by program/ project staff

HOW: The ACAP Quality of Life tool can be used during individual interviews with the participants

TIME: The ACAP Quality of Life tool takes between 2-4 hours

OUTPUT: The ACAP Quality of Life tool will identify the changes in the Quality of Life of the participants at the beginning and at the end of the program/ project; the scoring reflects the perception of the participants and is a non-judgmental analysis of the outcome of the program/project with regards to the individuals' life

Aim of the ACAP Quality of Life tool is to see the changes in a person's quality of life considering inclusive approaches while executing program/project activities. This means the information collection in this tool is to profile how individuals feel about their quality of life in different domains at the beginning and at the end of the program/project to see the changes brought into their life. This tool recommends to measure quality of life under eight domains which are grouped under three following factors:

1. Well-being

- *Emotional well-being:* happiness and safety, and how individuals feel about their life
- *Material well-being:* personal possessions or assets that are important to individuals, how much individuals can use money for things they want or need, including as information about and access to relevant credit / savings services, etc.
- *Physical well-being:* energy levels, being able to get medical help, health and lifestyle



2. Independence

- *Personal Development:* the things that individuals are interested in learning about, and things that they enjoy and are important to them e.g. formal education / training course, taking part in book-lending, or getting some tips from more experienced persons
- *Self-determination:* the choices and decisions individuals make about areas that matter to them in their life,

3. Social participation

- *Interpersonal relations:* type of support and help individuals get, relationships with family and friends, and the types of activities that individuals do with people in their life
- *Social inclusion:* the activities and things individuals do and would like to do in the community, the people individuals do things with and places they go in their community
- *Rights:* having access to (knowledge on) rights and being able to raise their voices, individual's right to privacy, how individuals are treated by people, how much individuals are listened to

Information collection process:

Based on the questions on each domain in the left part of the table, scoring should be done on a scale of 1-10 (1 being extremely poor, 10 being excellent) based on the beneficiary's response reflecting their perceptions with regards to:

- Accessibility
- Communication
- Attitude
- Participation

Baseline scores should be recorded, on individual basis, at the beginning of the project whereas end-line data should be gathered at the end of the project. The total score is calculated at the bottom of the table and change is analysed by comparing the end-line and baseline scores.



| | | | |
|------------------------------------|----------------|-------------|----------------------------------|
| Name of Participant: | | | |
| Address and contact number: | | | |
| Disability: | Gender: | Age: | Caste/Ethnicity/Minority: |
| Date: | | | |
| | | | |

| QOL Domains | Score | | | | | | | | | | Score | | | | | | | | | | Major Changes and Reasons |
|----------------------|----------|--|--|--|--|--|--|--|--|--|----------|--|--|--|--|--|--|--|--|--|---------------------------|
| Emotional well-being | Baseline | | | | | | | | | | End-line | | | | | | | | | | |

| | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|----|---|---|---|---|---|---|---|---|---|----|--|
| How do you rate your emotional well-being (general happiness, feeling of security etc.)? | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| Do you have information / discussion with other relevant people about your emotional wellbeing and how to improve/ maintain it? | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| To what degree do others demonstrate concern for your emotional well-being // how much is your emotional well-being valued by others? | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| To what degree do you feel capable of influencing your own emotional wellbeing? (How much are you able to be 'in control' of your emotional wellbeing?) ? | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |

| QOL Domains | Score | | | | | | | | | | Score | | | | | | | | | | Major Changes and Reasons |
|---|----------|---|---|---|---|---|---|---|---|----|----------|---|---|---|---|---|---|---|---|----|---------------------------|
| Materials well-being | Baseline | | | | | | | | | | End-line | | | | | | | | | | |
| In how far do you consider, you have equitable access to financial / material resources? | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| In how far do you consider, you receive information about financial/ material resources and services? | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| To what extent are you treated equally with others as with regards to financial / material resources and services? | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| In how far do you consider, you are able to participate in discussion about financial / material resources such as property and assets? | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |

| Physical well-being | Baseline | | | | | | | | | | End-line | | | | | | | | | | |
|---|----------|---|---|---|---|---|---|---|---|----|----------|---|---|---|---|---|---|---|---|----|--|
| In how far do you consider, you have access to good health? | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| In how far do you consider, you receive information about good health (healthy living / health services / nutrition ...)? | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| In how far do you feel that people around you are supportive to your good health? | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| In how far do you consider, you participate in different events / activities which aim to ensure good health? | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |

| QOL Domains | Score | | | | | | | | | | Score | | | | | | | | | | Major Changes and Reasons |
|---|----------|---|---|---|---|---|---|---|---|----|----------|---|---|---|---|---|---|---|---|----|---------------------------|
| Personal development | Baseline | | | | | | | | | | End-line | | | | | | | | | | |
| In how far do you consider, you have access to services for personal development and learning (education, literacy, livelihood etc.)? | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| In how far do you consider, you receive information about opportunities for your personal development? | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| In how far do you consider, you are encouraged / supported in your personal development? | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| In how far do you consider, you participate in different personal development programs/ activities? | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |

| Self-determination | Baseline | | | | | | | | | | End-line | | | | | | | | | | |
|--|----------|---|---|---|---|---|---|---|---|----|----------|---|---|---|---|---|---|---|---|----|--|
| In how far do you consider, you have access to discussion/meetings associated with your life, rights and well-being? | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| In how far do you consider, you are well informed on the issues that are linked directly to you? | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| In how far do you consider, your opinions or decisions about issues which concern you are respected and followed? | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| In how far are you able to participate in discussion/ meetings that concern you? | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |

| QOL Domains | Score | | | | | | | | | | Score | | | | | | | | | | Major Changes and Reasons |
|---|----------|---|---|---|---|---|---|---|---|----|----------|---|---|---|---|---|---|---|---|----|---------------------------|
| Interpersonal relations | Baseline | | | | | | | | | | End-line | | | | | | | | | | |
| To what extent you can move around freely in and around your home and neighbourhood in order to have contact with other people? | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| To what extent can you communicate with family and friends? | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| To what extent are you included in family / friends' conversations/ discussions? | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| To what extent are you able to participate in family events? | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |

| Social inclusion | Baseline | | | | | | | | | | End-line | | | | | | | | | | |
|---|----------|---|---|---|---|---|---|---|---|----|----------|---|---|---|---|---|---|---|---|----|--|
| In how far do you consider, you have access to social events in your community? | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| In how far do you consider, you are well informed about community level events? | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| In how far do you consider your opinions / needs are considered by your community? | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| In how far do you consider your community seeks/ supports your participation in community life? | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |

| QOL Domains | Score | | | | | | | | | | Score | | | | | | | | | | Major Changes and Reasons |
|--|----------|---|---|---|---|---|---|---|---|----|----------|---|---|---|---|---|---|---|---|----|---------------------------|
| Rights | Baseline | | | | | | | | | | End-line | | | | | | | | | | |
| In how far do you consider, you have access to your rights? | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| In how far do you consider, you receive information on issues related to rights? | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| In how far do you consider, other people support and promote your rights? | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| In how far do you consider, you are able / supported to participation in decision making related to your rights? | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |



Inclusion evaluation checklist³¹

Profile of the tool

WHAT: The Inclusion evaluation checklist is a tool focusing on the inclusion outcomes of the project and the likelihood that they will achieve impact. It provides an opportunity for in-depth reflection on the strategy and assumptions guiding the inclusive approach of the program/ project by assessing progress made towards the achievement of a program/project's inclusive objectives and may result in recommended adjustments to its strategy.

WHEN: The Inclusion evaluation checklist is a tool to be used only for final project evaluation

WHO: The Inclusion evaluation checklist can be used by the monitoring and evaluation team of the program/ project (e.g. program/ project staff, participants)

HOW: The Inclusion evaluation checklist can be used in a workshop setting, during focus group discussions and individual interviews as well during observations

TIME: The Inclusion evaluation checklist will be part of an overall evaluation which will take days to weeks. It is estimated that this checklist will need from 4 hours to a full day per activity (e.g. workshop, focus group discussions, individual interview)

OUTPUT: Inclusion evaluation checklist will show the relevance and level of achievement of program/ project objectives with regards to inclusion; the outcome can be used to feed lessons learned into the decision-making process of program/ project stakeholders, including donors and national partners

Introduction

The evaluation questions focus on people from marginalized groups which can be girls/women, persons with disabilities, people from different age groups, different caste/ethnicity or people living with chronic disease. Depending on the needs of the project, people from marginalized groups can be replaced with: single women, children, persons with disabilities etc.

This format is structured around 5 areas of evaluation questions:

- **Relevance:** To what extent has the program/project addressed local issues related to needs, discriminatory practices, development goals, etc. of people from marginalized groups?
- **Effectiveness:** To what extent are stakeholders aware and ready to address issues of marginalization via specific actions?

31. Adapted from: CBM. (2012). *Inclusion made easy*.

- **Efficiency:** Are the resources invested in line with the results achieved, addressing needs and capacities of people from marginalized groups?
- **Impact:** What are the changes the project has brought about in the daily life of people from marginalized groups (day to day, as well decision making process at

household, community- and Village Development Committee/District Development Committee level)?

- **Sustainability:** are changes embedded in local systems, in particular those systems affected by the program/project? This can be village level, district level, regional level and/ or national level.

| Inclusion evaluation checklist | | | | | | |
|--------------------------------|--|-----|----|--------|-----------------------|---|
| Relevance | | | | | | |
| NO | Question | Yes | No | Partly | Source of information | Remarks |
| 1 | Were people from marginalized groups, including people with disabilities consulted in the situational (needs) analysis ? | | | | | How are project priorities set and by whom? |
| 2 | Are all types of disabilities represented when addressing people with disabilities as possibly being from marginalized groups? | | | | | Physical, visual, hearing, psychosocial, intellectual and multiple disabilities? |
| 3 | Have program/project staff received relevant training so as to ensure awareness and a commitment to the rights and capacities of people from different marginalized groups? | | | | | How has the understanding of gender/disability influenced the way your staff is working with people from marginalized groups? How has this changed in the community? What were the activities that contributed most to this change? |
| 4 | Have people from different marginalized groups participated in the design, implementation and monitoring and evaluation of the program/project? | | | | | |
| Effectiveness | | | | | | |
| NO | Question | Yes | No | Partly | Source of information | Remarks |
| 5 | Does the program/project provide an analysis at baseline of the situation, needs and priorities of people from marginalized groups? | | | | | |
| 6 | Are people from different marginalized groups equally benefitting from the program/project and if not, what is being done to address this inequality | | | | | |
| 7 | Do program/project documents and reports reflect how people from marginalized groups participated in and benefitted from the program/project in their own words? | | | | | What are the achievements of people from marginalized groups in the project? Do they achieve the same results? If not, what causes the differences? |

| Inclusion evaluation checklist | | | | | | |
|--------------------------------|--|-----|----|--------|-----------------------|--|
| Efficiency | | | | | | |
| NO | Question | Yes | No | Partly | Source of information | Remarks |
| 8 | Has baseline data on people from marginalized groups been collected that can be tracked throughout the program/project? | | | | | |
| 9 | Has budget been allocated for inclusion of people from marginalized groups? | | | | | |
| 10 | Does the budget allocation allow participation expenses and attendance time for consultations with people from marginalized groups as well as organizations representing people from different marginalized groups? | | | | | |
| 11 | Are mechanisms in place to record and address barriers to program access for people from marginalized groups? | | | | | Barriers to participation can be: attitudinal, institutional and/or environmental |
| Impact | | | | | | |
| NO | Question | Yes | No | Partly | Source of information | Remarks |
| 12 | Are people from marginalized groups part of the project team or advisory group and part of M&E process ? | | | | | |
| 13 | Do people from marginalized groups have the choice/ opportunity to be involved as active participants in decision-making process , including speaking at meetings? | | | | | People from marginalized groups may find it challenging to suddenly speak up or even take decisions. What could be done to enable this to happen? |
| 14 | Are people from marginalized groups able to have full and equitable access to services? | | | | | What were the difficulties people from marginalized groups experienced in accessing services or the program? Where the difficulties the same for all types of disabilities or only for certain types? For all children? For all from Dalit groups? |

Inclusion evaluation checklist

| Sustainability | | | | | | |
|-----------------|---|-----|----|--------|-----------------------|---|
| NO | Question | Yes | No | Partly | Source of information | Remarks |
| 15 | Are you working in partnership with organizations that represent people from marginalized groups? | | | | | <i>What type of partnerships and with whom?</i> |
| 16 | Are people from marginalized groups able to continue to have full and equitable access to services beyond the program/project duration ? | | | | | <i>What actions have been taken and or are in place to ensure improved access will remain beyond the duration of the program/ project?</i> |
| 17 | Did the project alter power relations or enhance the capacity of people from marginalized groups? | | | | | <i>How did the program influence the power relation between men and women? How between people with and people without disabilities? Of different castes? Of different age groups?</i> |
| 18 | Did the project appoint a focal person for marginalized groups? | | | | | |
| | TOTAL SCORE | | | | | |
| Conclusions | | | | | | |
| | What are the conclusions with regards to inclusion? | | | | | |
| Recommendations | | | | | | |
| | What are the recommendations for improving inclusion? | | | | | |



Lessons learned

Profile of the tool

WHAT: The Lessons learned is a tool to identify and document what worked well, what didn't work so well and what could be done differently next time to ensure inclusion of marginalized groups into the program/project interventions

WHEN: The Lessons learned is done during the evaluation and learning phase of a program/project

WHO: The Lessons learned can be done by program/project staff or through an external consultant

HOW: The Lessons learned tool can be used in group- and individual meetings, interviews as well for reporting use

TIME: The Lessons learned identification and documentation can take a from few hours to some days/weeks depending on the scale of the activity

OUTPUT: The Lessons learned will identify what worked well and what did not work so well, as well what could be done differently to ensure inclusion of marginalized groups in program/ project interventions; the Lessons learned highlights the 4 drivers of inclusion (accessibility, communication, attitude and participation) and gives recommendations for future inclusive developments

Well-run projects should carry out a review of lessons learned in order to identify what worked well, what didn't work so well and what could be done differently next time to ensure inclusion of marginalized groups into the program/project interventions. These learning papers are developed by the program/project team at the end of the program/project and should be used as reference for future program/project development.

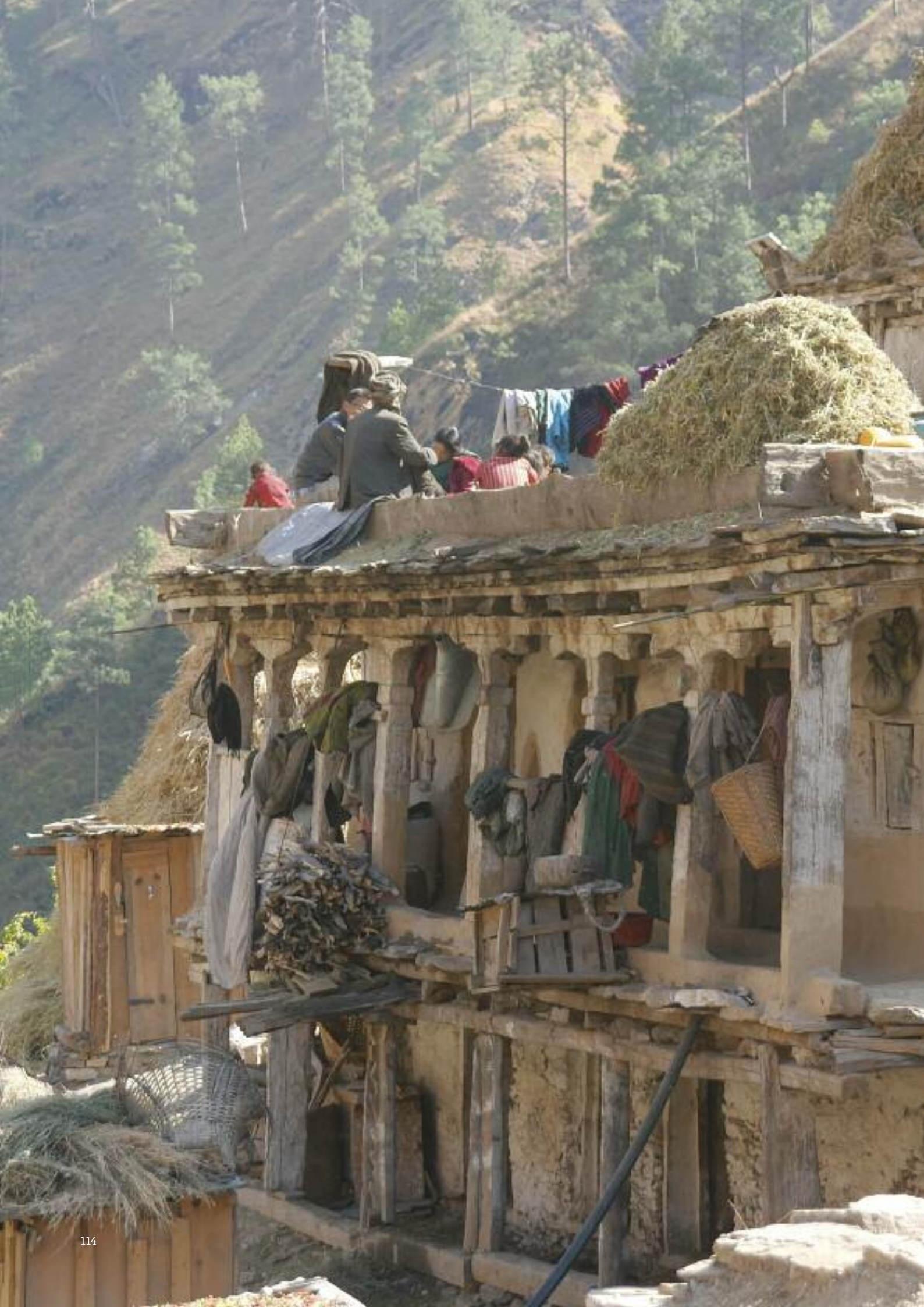
| Part I: Project Information | |
|---|--|
| Project title: | |
| Project location: | |
| Project duration: | |
| Overall project objective and main expected outcomes: | |
| Name of person coordinating lessons learned documentation: | |
| Participants involved in responding to questions: | |
| Does this learning relate to the whole project or a specific aspect/objective within the project? | |
| PART II: Learnings | |
| 1. Learning on Access of target participants to the program/project activities/targeted program | |
| What worked well in the project to ensure access of target participants into the program/project interventions? | |
| What didn't work so well in terms of ensuring participants access to program/project interventions? | |
| Was there any unexpected outcome/change during working on access of participants to the program/project interventions? | |
| 2. Learning on Communication of target participants in receiving and understanding the information/message that program/project intended to give | |
| What worked well in helping participants understand the project information/messages? | |
| Which communication modality / process did not work well in ensuring proper flow of information to the target participants in the program/project? | |
| Was there any unexpected outcome/change while ensuring communication of project during program/project interventions? | |



(see next page)

| | |
|--|--|
| 3. Learning on change of Attitude due to program/project interventions | |
| Which program/project intervention worked well in contributing attitudinal change of people towards certain groups/communities? | |
| Which program/project intervention did not work well in addressing attitudinal barrier existing in the groups/communities? | |
| Was any unexpected outcome/change experienced during implementation of program/project activities to reduce attitudinal barriers? | |
| 4. Learning on Participation of the participants in every stage of the program/project cycle | |
| What was successful in the program/project in terms of participation of marginalized groups in different activities? | |
| What program/project activities/process did not worked well in ensuring the participation of marginalized groups in the project intervention? | |
| Was there any unexpected outcome/change while ensuring participation of marginalized groups into the program/project activities? | |
| PART III: Conclusions | |
| What are the main conclusions after the collecting learnings? | |
| <ul style="list-style-type: none"> • • • • • • • | |
| PART IV: Recommendations | |
| What are the key recommendations arising? | |
| What could be the next logical step on this program/project theme /topic based on the learnings from this project? | |
| Are there good practices that could be useful and recommended for other contexts (districts...)? | |
| In case of similar projects in the future: any recommended changes to ensure inclusion of marginalized groups (budget, project duration, involvement of different stakeholders, staff members, change/new in activities, sequence of activities etc.)? | |





PART 3

Facilitating change³²

In recent years we have worked on three concrete cases to effect planned change processes using the tools from parts I and II to assess the inclusion status of the organizations involved and create action plans for their improvement. Individual organizations maintain particular dynamics via their structure and culture, so in each of the cases a change facilitator supported the process. Sometimes this was a staff member acting as a focal person, sometimes it was an external advisor or consultant. Strategies were developed to mitigate or overcome factors that affected the change process. We want to share these practical experiences with you.

What we have realized is that when the tools are being used - there are three dimensions that influence the effectiveness of change.

- **Where** the change needs to take place (the organization and its dynamics)
- **Who** facilitates the change (the trusted change facilitator)
- **How** the change is facilitated (the change process and its facilitation).

The guide we present here is structured in such a way that the key lessons on facilitating change are presented along these dimensions although the interaction between the where, who and how plays out differently per organizational change process.

If you have been asked to help your organization become more inclusive, having been appointed as advisor, consultant or focal person on inclusion, then this guide is for you. To increase personal learning we have added questions for reflection in each chapter.

32. Adapted from Change Management materials from MDF Training & Consultancy

The case studies

Since 2014 Mission East Nepal, ICCO Cooperation Nepal and Light for the World have created changes within their own organizations or facilitated change within other organizations desiring to become more inclusive. The three case studies described here explain the processes, people involved, results and strategies used, and help to generate key insights that need to be taken into consideration in facilitating similar processes elsewhere.

CASE 1.

Mission East Nepal

In 2011, Mission East Nepal revised its multi-year strategy, identifying as one of its main strategic objectives access to livelihood services for persons with disabilities living in the Karnali Region. Karnali is a remote, isolated and poor mountainous region in North-western Nepal. Mission East Nepal wanted to focus on the empowerment of marginalized groups, especially girls and women, and advocate for their rights and full participation in development processes in their communities.

Though the organization had gained some knowledge on gender responsiveness and disability inclusion in the course of earlier projects, its level of knowledge was insufficient. Staff had difficulty identifying what the first actions should be to promote the inclusion of girls, women and persons with disabilities in new projects. It was thus not easy to turn good intentions and a solid strategy into practical action. Contextualizing it to the Karnali Region with its considerable physical and social constraints posed an even bigger challenge.

The organization therefore approached an external consultant to lead them through a comprehensive process, starting with an assessment to determine the level of organizational readiness for inclusion and the type of approach that could be implemented. It was agreed that attention should be given to both disability and gender, and that inclusion would need to take place both within the projects and at organizational level. It was the consultant who developed the process, assessment forms and tools for the self-assessment, and after approval from senior management, dates and times were set for the follow-up activities.

The guided self-assessment on inclusion was done with staff members including the country representative,

finance manager and project officers. The consultant developed a 'Checklist for Inclusion' based on several other checklists. It set up a series of yes/no-questions for six domains of investigation:

1. Governance
2. Management practices
3. Human resources
4. Financial resources
5. Accessibility
6. External relations

A workshop was organized in which small groups from different departments had to answer the yes/no questions. After each domain was covered, additional questions were raised with the staff to reflect on possible challenges and ways to overcome these challenges. With this information, the consultant was able to analyse the current status of the organization with regard to inclusion and highlight possible ways forward and potential gains within periods of three and five years. This resulted in an extensive report that was submitted to the country representative. Follow-up steps were identified during senior management and staff meetings, and they included the appointment of persons who would be responsible for the implementation of specific actions.

After two years a follow-up assessment was initiated by the Mission East Nepal gender and disability inclusion specialist. The outcome showed clear positive developments in all domains except for Domain 3. Human Resources and Domain 4. Financial Resources. Challenges to improving these were identified and a new organizational action plan formulated. An accessibility audit was carried out and five top priorities listed, budgeted and then proposed to senior management. It was accepted and the priorities regarding the office building were addressed. The Human Resource policy was revised, specifying affirmative actions that could be undertaken for women and persons with disabilities in decision-making positions.

In 2016, a year after the massive earthquakes that struck Nepal, a third assessment took place and the outcome showed a slight decline in the upward trend, showing that inclusion was not yet fully institutionalized, hence fragile in times of emergency and high staff turnover. The senior management of Mission East Nepal decided to recruit a national Gender and Social Inclusion Coordinator to ensure that the inclusive approach at program/project level would be in line with the organization's strategic objectives and to maintain coaching and mentoring

within the organization to further the process of becoming an even more inclusive organization.

The international office of Mission East monitored the experience of its Nepal country team in seeking to become more inclusive. As well as using the mentioned tools in other country settings, the need for organizational change to better support inclusive approaches was also recognised. First measures included a session on inclusion at the organization's senior staff conference, a workshop for programme managers at the head office, as well as a plan for carrying out a self-assessment at that level.

CASE 2.

ICCO Cooperation Nepal

Over the past two decades, ICCO has been working in Nepal with the aim of eradicating poverty through its integrated programs on food security and nutrition, conflict transformation and democratization, fair economic development, enterprise development and public-private partnerships. The organization has paid particular attention to marginalized communities such as women, scheduled castes and indigenous populations in its programmes. ICCO works in the challenging terrains of mid and far western Nepal where the rural population bears additional burdens due to the remoteness and lack of infrastructure. After the 2015 Nepal earthquake ICCO's interventions also focussed on livelihoods recovery in the three critically hit districts of Sindhupalchowk, Dhading and Makwanpur, to help vulnerable communities restore their livelihood opportunities through diversified income-generating schemes, both on and off-farm.

Gender mainstreaming and inclusion of marginalized communities are at the heart of ICCO's global programming. The urgency for incorporating inclusion of persons with disabilities together with gender sensitivity came with the realization that, even amongst the most vulnerable communities, persons with disabilities faced multiple marginalisation, primarily because they were not considered useful members for engagement by the very society they lived in. Particular attention to their socio-economic empowerment became one of the fundamental organizational priorities in the Multi Annual Strategic Plan (MASP) for ICCO Cooperation South and Central Asia (2015-2020). As a step towards institutionalizing disability as a focus area, ICCO initiated collaboration with like-minded partners, Mission East and Light for the World, through a strategic partnership.

In November 2014, ICCO conducted a self-guided assessment on Organizational Readiness for Change, facilitated by the inclusion consultant that was working with Mission East Nepal. The process was initiated to understand existing gaps and challenges in mainstreaming inclusion across ICCO's organizational structure and programs. A few key priorities needing immediate action were identified through this exercise.

- The need for capacity building training of staff and implementing partners on disability sensitization
- The need to assess the existing project cycle management as well as the monitoring and evaluation system to be able to effectively measure the level of inclusion
- The need to assess the existing office administration and communication tools used to measure how far these were accessible to persons with disabilities

A series of training activities on disability sensitization and the ACAP framework were conducted for ICCO's staff and its implementing partners. ICCO also subscribed to the ACAP Inclusion Framework to ensure that all of its new projects were inclusive of marginalized communities and persons with disabilities. At the same time, gender and disability mainstreaming was also incorporated into its Multi Annual Strategic Plan as a key strategic priority.

An action plan was drawn up in early 2016 to commit to a timeline for the recommended adaptive measures in its organizational structure and practices. An inclusion focal point was appointed as the change facilitator to facilitate and assess the progress of the mainstreaming process at the end of the contract with the inclusion consultant. Major achievements were made through this process.

- Easy and budget-friendly adaptations were made to create a more accessible office space.
- Accessible communication guidelines were developed, in adherence with level 3 of the inclusion marker
- Training workshops on disability and gender inclusion and introducing the ACAP framework were organised for the ICCO team and implementing partners.

Finally, in November 2016, ICCO developed a Standard Operating Procedure on Mainstreaming Disability Inclusion to further consolidate and institutionalise inclusion, which was approved by management and came into effect in December 2016. It recommends concrete steps across all levels of the program cycle – conceptualization, project design, implementation, and monitoring and evaluation. It also identifies measures to ensure the organization's practices are inclusive and looks into elements such as human resource policies, budgetary considerations, capacity building and office accessibility. The Standard Operating Procedure works not only as a roadmap to inclusion for new projects under development but also for new partner organizations working towards inclusion.

Below are some of its recommendations.

AT ORGANIZATIONAL LEVEL

- ICCO assigns a focal point for inclusion who is responsible for leading and facilitating the changes recommended in the action plan and contributing to building capacity amongst country and project teams.
- ICCO maintains a separate budget for inclusion, which includes a budget line for capacity building amongst team members and implementing partners and developing accessible communication materials.

AT PROGRAM/PROJECT LEVEL

- Conceptualization: Budget allocation, design of a questionnaire on disability, identifying the inclusion monitoring indicators that are crucial for any concept/proposal development.
- Project planning/design: ACAP framework and its relevant tools are extensively applied for barrier analysis, resource mapping, gender and stakeholder analysis during project design.
- Implementation: At this stage relevant ACAP tools are implemented across the different stages of the project. For instance, the accessibility checklist is used to assess accessibility of venues, especially for persons with disabilities and possible adaptive measures are applied; the project team facilitates meaningful participation by persons from marginalized groups in all events and decision-making processes.
- Monitoring and Evaluation: The implementation process and results of interventions are regularly reviewed using the ACAP lens to measure periodic progress made in terms of ensuring physical access, access to information, attitudinal change and meaningful participation of persons from marginalized groups, including persons with disabilities. Each project is evaluated and scored for the level of inclusion achieved as per the inclusion marker.
- Communication: ICCO's accessible communication guidelines are followed in designing and developing communication materials and the website. Persons with disabilities and their issues are equitably represented.

CASE 3.

Bethany Society

Bethany Society is a non-profit organization based in North East India that runs project activities to empower persons with disabilities and advocate for their rights. In 2013, the organization established a Mainstreaming Unit to ensure that persons with disabilities in the North East India states would be equitably considered in development initiatives as anyone else.

In 2015, advisors from one of Bethany Society's long-term partners, Light for the World, visited the organization to support the Mainstreaming Unit in developing its strategy. One of its recommendations, which Bethany Society took to heart, was that disability mainstreaming should not be seen as a project to be undertaken by the unit but that inclusion should be integrated into the whole organization, its policies and its systems. For example, Bethany Society was also implementing a very interesting livelihood programme, but till then persons with disabilities were not included. To follow up on that advice, Light for the World asked its disability inclusion advisor to work with Bethany Society. So, in 2016, in consultation with Bethany Society, the advisor developed a detailed work plan that identified key areas for support, including strategy formulation, staff capacity building, strengthening ties with local disabled people's organizations, handholding support and regular review and planning.

The change process started with a thorough review of the developments that had taken place thus far. The entire team at Bethany Society was involved in a self-assessment exercise that required them to reflect and discuss together where they were situated at the moment. This exercise was conducted at two levels. First at the organizational level – measuring how ready the organization was to change – and second at the project level. The results were then used as a baseline for measuring progress in the ensuing years. In addition, the self-assessment showed that Bethany Society still scored relatively low on Accessibility, Management practices and Human resources. These were thus the first areas where action needed to be taken. Guided by the advisor, the team set up monthly review meetings and quarterly assessments to discuss progress and plan the move forward.

The team that was in charge of pushing the change towards inclusion inside the organization was young and comprised of members with different professional backgrounds. It was headed by a special educator, and included staff working on rehabilitation, and young volunteers from local disabled people's organizations. One of the difficulties in the change process was that follow up on planned activities was slower than anticipated. As the advisor was not an employee of Bethany Society but affiliated to Light for the World, two strategies were adopted: raise the awareness of the management of Bethany Society on the progress of activities and ways forward, and secondly to increase the understanding and competencies of the mainstreaming unit and involve key individuals from other departments in capacity building events. For example, to improve internal knowledge on inclusion, the advisor organized two workshops for all staff members. The first addressed training of trainer competencies and the second covered topics such as the

ACAP framework and how that could be integrated into the project cycle management. The staff of Bethany Society noted that after the workshop they were much more aware about how inclusion could be applied within their daily work and much more willing and committed to spending adequate attention on inclusion within the projects they managed. Recently, the community based rehabilitation projects of Bethany Society have been looking at mainstreaming in addition to disability specific interventions (empowerment) to realize the goal of inclusion. Regular sessions with key government officials, including exposure visits, are the cornerstones of this process. The external advisor is accompanying the change process and visits Bethany Society on a regular basis.



The organization and its dynamics

As is obvious from the cases in the previous chapter, change does not take place in a vacuum as a lot of things are going on within organizations. Anyone who has worked in non-governmental organizations has seen that it is often a very busy place with lots of activities in projects being implemented, reports to be written and new project proposals submitted to request a new round of funding. Planning for change in such a hectic environment is not an easy task, hence it is important to have a more detailed look into what actually defines the primary process in an organization, which factors can trigger change faster and which delay change.

Vision, mission and values: sailing by a compass

The vision and mission of an organization is its compass, its reason for existence. The mission is central to the strategic plan and defines what the organization should be focusing on, how it wants to work and what target group it has in mind. In the cases described above, all the organizations had a vision and mission that welcomed and accommodated the focus on (gender and disability) inclusion. It is important that there is a clear organizational mandate to work on inclusion, otherwise it is difficult to fully integrate it into the organization and it will become a peripheral concern, not central to the organization's reason of existence. When the change process requires years to become fully embedded in the organization's practices there needs to be a strong anchoring in its core mandate, making the process less susceptible to individual opinions.

In the three cases the organizations had clear references to inclusion.

- Mission East's vision is to empower people and communities in crisis affected countries to lift themselves out of poverty and marginalization. Mission East works in response to community needs, engaging in disaster response as well as rural community development. As well as direct implementation, Mission East works with and through local and international partners in order to enhance the relevance, impact and sustainability of its programmes. The values of Mission East are honesty, integrity, compassion, respect for all people and valuing the individual.
- ICCO's vision is to have a just world without poverty and injustice. A world where people claim and assume their rights and are engaged in dignified livelihoods. ICCO believes that exclusion and scarcity, created and aggravated by unequal power balances, are the main drivers of poverty. In order to contribute to such a

world ICCO has embraced two core principles: securing sustainable livelihoods and justice & dignity for all. ICCO's core values are compassion, justice and stewardship, motivating ICCO to be inclusive in its approach.

- Bethany Society, established in 1981 under the inspiring leadership and vision of sister Rosario Lopez, dreams of an earth fully alive, where everyone enjoys fullness of being. Bethany Society works towards this by forming partnerships with people, communities and resources so as to create opportunities that empower, enhance dignity and lead to security of health, food, livelihoods, and shelter in a sustainable manner. Therefore Bethany Society works with people in vulnerable situations such as persons with disabilities, children, youth and women living in extreme poverty, particularly in remote rural areas across North East India, but with major focus on Meghalaya.

TIP

- **Use the Score Card (Part I, Tool 3) to jointly assess the level of inclusion in the governance domain in terms of vision, mission and values of the organization.**

QUESTIONS

- **Who is in charge of the review process or the development of the strategic plan or sectoral policies?**
- **When is the review of the current or new strategic plan due, so as to embed inclusion more thoroughly in the organization's vision, mission and values?**

Leadership: mobilizing decision-making power

The strategic direction of an organization requires the consent and approval of its board of directors. The leadership will be inclined to listen when the argument is raised that the effectiveness of the organization to achieve its vision can be strengthened by embracing inclusion.

The leadership is crucial in providing the required support to implement a change process so as to embed inclusion at organization and project level. As the leadership has more decision-making power, they can decide, for

example, on appointing a focal person on inclusion, engaging an inclusion consultant, allocating financial resources for training or making accessibility adjustments. Also, the leadership can provide public support to the change process by demonstrating to other employees that it is important to the organization, for example by being present in a workshop or talking about inclusion at public meetings. When the leadership is not convinced of the importance of inclusion for the organization, or does not take the necessary decisions, then the change process may face many challenges and may stall at a given moment. A change in management, be it in the board of directors or higher management, requires that the newcomers have to garner a personal commitment to inclusion, and the change facilitator needs to nurture that commitment, as mobilizing the leadership for inclusion is mobilizing decision-making power.

In the case of Mission East a number of examples of higher management involvement can be given.

- In Nepal, the country director was present in the guided self-assessment workshop and also followed up in senior management meetings on identified actions.
- At international level, the inclusion assessment was one of the topics discussed at the annual meeting with presence of all the Mission East country directors, the management team and the board.

At ICCO, the regional manager of ICCO Cooperation South and Central Asia was personally championing inclusion, as he had been working with persons with disabilities in his former jobs. He invested time to find partners and experts to strengthen the ICCO country teams, and ICCO Cooperation Nepal in particular on disability and gender inclusion.

A strong engagement of the director at Bethany Society was visible as he participated actively in the training workshops with all the other staff on disability inclusion.

TIP

- **Use the Score Card (Part I, Tool 3) to jointly assess the level of inclusion in the governance domain in terms of the mandate by the director or higher management.**

QUESTIONS THAT ARE PERTINENT TO ASSESS THE PERSONAL COMMITMENT OF THE ORGANIZATION'S LEADERSHIP

- **Does the leadership talk publicly about the need for inclusion of marginalized groups such as persons with disabilities, women, scheduled castes and indigenous populations? Do other staff feel that the leadership takes inclusion seriously?**
- **Does the leadership take concrete decisions that favour measures toward inclusion, and do they become personally involved in advancing inclusion?**

Financing: donor perspectives on inclusion

Even if the organization is willing and committed to work on inclusion it may not take place. A crucial factor that is often mentioned is financing. Will the donor be willing to pay for inclusion? Is the donor willing to consider adjustment of on-going projects, activity plans and budgets? This issue can easily lead to paralysis of the change process. Therefore it is important to explore it in more detail.

- How do donors look at inclusion? All institutional donors have signed up to the Sustainable Development Goals in which persons with disabilities and other marginalized groups are specifically mentioned. The motto "Leave no one behind" underscores the relevance of inclusion and is known and accepted by all. Moreover, most institutional donors are from countries that have ratified the United Nations Convention on the Rights of Persons with Disabilities, which has a specific article that requests avoiding the creation of new barriers for persons with disabilities in international cooperation. This shows that making inclusion a priority in the organization even gives the organization a competitive advantage and is viewed positively by donors.
- How much does inclusion cost? An equivalent of 3-7% of earmarked budget for inclusion (e.g. capacity building, reasonable accommodation, and accessibility measures) will be sufficient to make inclusion a reality at programme level. This is often an acceptable percentage for donors and equal or smaller than administrative overheads. Inclusion is not necessarily more expensive, particularly if measures are taken into consideration at the planning stage, such as planning for toilets in camps or schools based on universal design standards (accessible for people with and without disabilities).

- Can on-going projects be adjusted? Depending on the donor's contract conditions, there are always possibilities to request adjustment of the projects during implementation. In general, it is easier when projects are funded by foundations or private donations. Institutional donors are less flexible but some, e.g. the European Commission allows requests for budget adjustments between budget lines as long as the agreed grant total is not exceeded.

In the three cases we discussed the donors played an important role. For example: in the case of Mission East Nepal an ECHO grant (European Civil Protection and Humanitarian Aid Operations of the European Commission) was used to develop the first outline of the ACAP framework. In the case of Bethany Society, the mainstreaming unit that implemented the disability mainstreaming project as well as the costs related to the advisor were fully funded by Light for the World. Both ECHO as an institutional donor as well as Light for the World as an international foundation, have clear policies on inclusion and reducing vulnerability.

THE QUESTIONS YOU NEED TO ASK YOURSELF AS CHANGE FACILITATOR.

- **What donors are funding current projects?**
- **Are the policies of these donors regarding inclusion of persons with disabilities, women, scheduled castes and indigenous populations positive, neutral or negative?**
- **What are the contractual possibilities to change targets as well as budget allocations within existing projects to favour inclusion?**

Working with donors with which the organization already has a relationship has the advantage of familiarity with the donor's requirements, and the donor is knowledgeable about the organization. Inclusion can be brought up as part of the dialogue between the donor and the implementing organization, either to be addressed during on-going or in new projects.

The inclusion process can be fast tracked by integrating inclusion in on-going projects rather than embedding it in new project proposals. However this does require that information about inclusion related to the situational analysis as well as the project design and planning stage of the project cycle (see the tools in part II) are available.

Projects: inclusive project cycle management

What we have noted in organizations that started working on embedding inclusion into their work is that project cycle management plays a crucial role in how fast the change process can take place. This is not affected by the organization's mandate, the personal commitment of the leadership or the funding available but relates to a dynamic in the organization's day-to-day activities. Most non-governmental organizations use a project cycle management approach. Once the decision has been taken that a proposal needs to be developed, effort is put into drafting plans based on a situational analysis. Once a donor is found to provide the required financial resources, implementation can start and staff is appointed. During implementation the project is monitored, results are reported, and the entire intervention is evaluated.

There are two key drivers in the project cycle to make inclusion a reality: targets and capable staff. If the targets are not specific and the staff not familiar with how to go about inclusion, they will most likely stick to the tasks described in the project plan and their job description. Specific directions are therefore needed to take concrete steps to make the project cycle inclusive.

- **Inclusive targets demand inclusive results.** If inclusion has been taken on board during the first stages of the project cycle it will go beyond talk and become practice. It is vital to remember that targets and indicators are central to measuring progress and thus define the level of urgency required. This means that if inclusion of persons from marginalized groups is not part of the targets or indicators, then urgency is absent and so is the inclination on the part of the staff to work on inclusion. A strong impact indicator is the number and percentage of beneficiaries from marginalized groups. The ACAP indicator setting format in Part II helps in establishing good indicators.
- **Inclusive practices through capable staff.** The likelihood of inclusive work within projects is higher when persons from marginalized groups are among the implementing staff. In most cases staff needs to receive awareness training and capacity building to work in an inclusive way. Both the employment of qualified staff from marginalized groups and capacity building should be priorities, part and parcel of the project implementation plan. Therefore, in the Score Card (Part I, tool 3) quite a number of questions refer to the recruitment of staff from marginalized groups, capacity building, orientation and training.

Practical experiences by project staff in including persons from marginalized groups can have a positive influence on the entire organization when these experiences demonstrate that inclusion is possible and that the organization is capable of it.

The cases illustrate the importance of targeting and capacity strengthening.

- During the 2015 earthquake response, Mission East Nepal gave emergency assistance to persons in the affected areas. The planning of the response was clearly marked by considerations for serving the needs of people from the most vulnerable and marginalized groups, (i.e. distribution locations were as accessible as possible, special lines were maintained for persons with disabilities, the elderly and pregnant women as well as alternatives for those who could not make it to the distribution points).
- ICCO works mainly through local partner organizations so capacity development on inclusion was organised with them. ICCO conducts an inception workshop for every project, and orientation on inclusion (incl. ACAP) for project teams is mandatory.
- Bethany Society's livelihoods department had not considered inclusion as part of its work. With the establishment of a disability mainstreaming unit, one of the objectives was to mainstream disability with other development organizations after starting with the Society's other projects. The livelihoods project staff were thus among the training participants on inclusion in 2016.

TIP

- **In part II the complete project cycle and the relevant tools to assess, analyse or promote inclusive practices are described in detail. When time is limited, a focus on targets and capable staff will generate the traction needed in the project to move towards inclusive practices.**

THE QUESTIONS YOU NEED TO ASK YOURSELF AS CHANGE FACILITATOR ARE AS FOLLOWS.

- **How can I ensure targets and indicators are specific on inclusion of persons from marginalized groups? Are there good examples that I can share with colleagues from existing projects?**
- **Can I identify capacity building activities that are integral part of current project implementation that can be used to promote learning on inclusion?**

Visibility: displaying results sustains momentum

Visibility is critical to non-governmental organizations.

The more private donors and supporters appreciate the work the organization does, the more support the organization will receive and the higher its potential impact. Results are displayed in regular (project) reports and by sharing stories and information on the Internet and social media platforms.

When results are not visible for a longer period of time the momentum to work on inclusion may evaporate. Through visibility, fulfilment among staff and close allies is expressed and indicates what the organization is proud of. Hence visibility is key to keeping inclusion on the agenda.

In the case of ICCO, the efforts on inclusion and communication about its results made the organization's international executive board acknowledge ICCO Cooperation South and Central Asia as the knowledge hub on inclusion. ICCO is also particularly strong in using communication channels, including social media platforms like Facebook and LinkedIn.

TIP

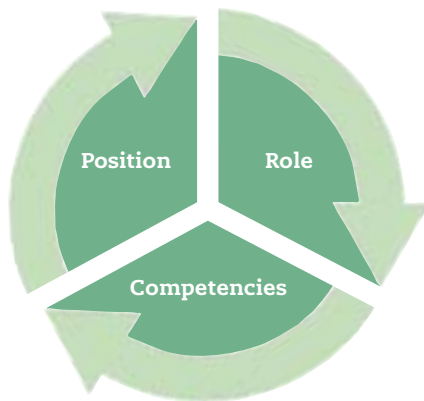
- **In the Score Card visibility is mentioned under the Domain External Relations.**

THE QUESTIONS YOU NEED TO ASK YOURSELF AS CHANGE FACILITATOR ARE THE FOLLOWING.

- **How does my organization communicate results internally and externally?**
- **Could results on inclusion be shared through the same communication channels?**
- **What do I need to do to make this happen?**

The trusted change facilitator

One of the key factors that ensures success in making an organization inclusive is the person who facilitates that change process. We define the change facilitator as the person who has the role of supporting the organization in the change process. This can be a hired inclusion consultant, external advisor, internal inclusion coordinator or an appointed focal person. The facilitator should have the knowledge, skills, experience, attitude and mandate necessary to the task. The degree in which he/she is trusted depends on his/her position as facilitator vis-à-vis the organization, the quality of his/her relationship with people in the organization and the relevance of the activities he/she organizes.



The position of the change facilitator

The position of the change facilitator determines his or her power in directing the change process; it is important to take this into account in choosing tactics to create change.

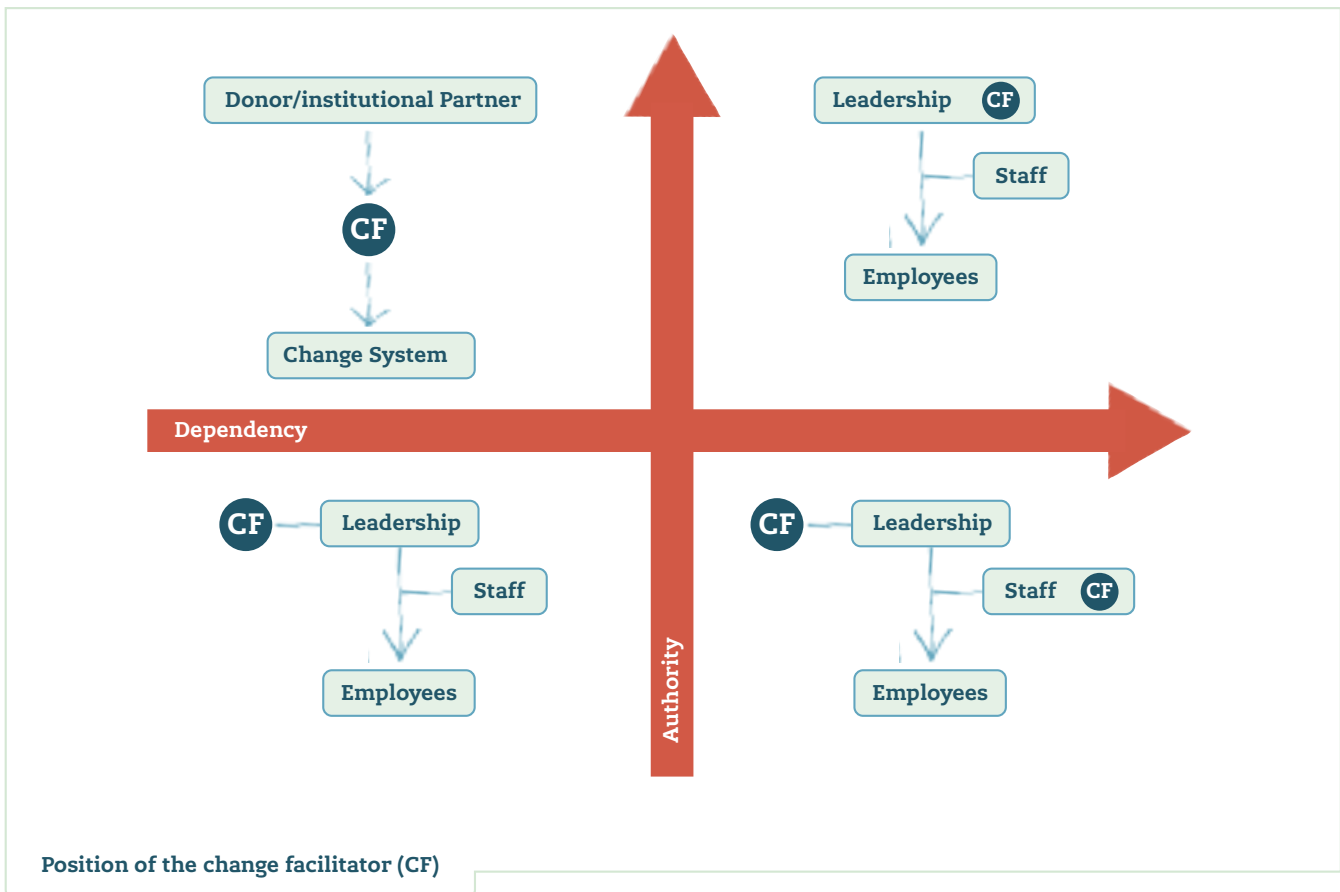
Once you have been appointed as the change facilitator, it is necessary to think about what your position is within the organization. Or what people think that your position is. Do you have a lot of power? Do people in the organization see you as having a lot of authority? Do people feel they have to listen to you, or will you need to do a lot of convincing?

You might recognise that people are happy to accept invitations to participate in a workshop or group discussion, and that they respond enthusiastically to the appointments you try to make for an interview. Or you might come across situations where people comply easily with agreements you have made with them to share certain information, or work out notes of discussions you have facilitated. Constructive and conducive behaviour of people in the organization often stems from the fact that

they associate you, as a change facilitator, with the line of authority in the organization. This association influences their behaviour towards you as a change facilitator. It is sensible to realise that part of the behaviour (positive or negative), is not because of how they relate to you as a person but because of your position of influence.

How people relate to you, and what influence you have, depends on the degree of dependency between you and the people you are working with, and the degree of authority you have. This is depicted in the figure below, in which four positions are presented.

- **Position 1.** When the change facilitator has been requested by a donor to provide technical assistance on inclusion, the authority level is high whilst the dependency level is low. This means that ideas and plans proposed by the change facilitator may be readily accepted, even though people working within the organization (including management) may have a different opinion about its relevance.
- **Position 2.** The second position illustrates a situation in which the change facilitator is a person from the leadership or management. Both dependency and authority are high, and the likelihood that proposed ideas are accepted and followed through is high.
- **Position 3.** In a situation where the change facilitator is an external consultant, the dependency and authority levels are both low. The consultant does not depend on people, and could opt for another consultancy with another organization. Also, there is no hierarchy involving the consultant and the staff, which means that the consultant cannot demand that things be done so, in terms of tactics, he/she relies a lot on the use of persuasion skills to make inclusion accepted, understood and embraced, as well as on the level of engagement of the leadership to provide the authority that the external consultant does not have.
- **Position 4.** If the change facilitator is one of the staff members, the level of authority is not high, but the dependency is. This means that the change facilitator knows that when he or she asks for a favour, that question may come back to him or her one day. Also the change facilitator and the other staff take into account a longer term relationship, which is not the case with an external consultant. This particular position makes it harder for the change facilitator to deal with resistance to change. For example, involving higher management to demand staff follow suit may later backfire on the change facilitator. But an advantage of this position is that the change facilitator will know a lot more about interpersonal dynamics within the organization and use this insight in dealing with resistance intelligently.



Which position applied in our three cases?

- Mission East Nepal hired an external inclusion consultant at the beginning of the process (position 3). This was not a short term consultancy but involved a long-term engagement for about two years, which allowed action plans to be implemented and monitored. When the contract with the consultant ended, a national gender and disability inclusion coordinator was recruited (position 4) as a permanent member of staff.
- ICCO Nepal adopted the same approach and the position of the change facilitator also changed from position 3 to 4. By that time, inclusion was integrated in the Standard Operating Procedures.
- In the case of Bethany Society, the terms of reference of the consultancy for technical assistance on disability inclusion was agreed between the funder, the organization and the consultant. This is clearly a position that is illustrated by position 1. Reports of the training workshops and visits were shared with the donor and debriefing Skype sessions held to discuss recommendations.

Tips for the change facilitator

Below follows a list with tips for fine-tuning your behaviour as change facilitator according to the position you have in order to develop trust with persons in the organization and increase your influence. These tips are not exhaustive but draw your attention to behaviours that require particular consideration in a certain position; neglecting these behaviours will make you less effective as a change facilitator.

In general, it can be said that people honour those who invest in getting to know them. Invest carefully in learning about your counterparts, respect their views even if they are not yours, inquire about their vision and ambitions, try to build upon what they see as important, and respond in a transparent way if they inquire about your agenda. Your attitude and skills will largely determine how you can establish good relations.

In positions of **high authority** the following behaviour is particularly relevant to building trust and be an effective change facilitator.

- **Talk straight.** Say what is on your mind. Don't hide your agenda, but do it with tact and without hurting feelings or even destroying relationships.
- **Be transparent.** Be open and transparent about what you do. Transparency is based on principles of honesty, openness, integrity and authenticity. Share information.
- **Clarify expectations.** Right from the start, develop a shared vision of success and define what can be expected from the change process. If people have different expectations, then they may become disappointed and lose their trust in you.
- **Listen first.** Listen before prescribing advice builds trust. Don't give advice too early. A person is not likely to listen to your advice until they feel you understand all the pertinent information.

In positions of **low authority** the following behaviour is particularly relevant to building trust and be an effective change facilitator.

- **Demonstrate respect.** We should treat people the way we want to be treated. Our actions should show we care. They should be sincere.

- **Practice accountability.** Holding yourself accountable also includes taking responsibility for bad results. It is often our natural response to blame others for failure. When we fail, we need to look in the mirror, learn, and adjust.
- **Keep commitments.** Make only commitments you can keep, and then do your utmost best to keep them. Then people know that you are trustworthy.

In positions of **high dependency** the following behaviour is particularly relevant to building trust and be an effective change facilitator.

- **Make up for mistakes.** This is much more than apologizing; it involves making restitution. It is the principle of going the extra mile to correct what went wrong. In this way, others will feel more inclined to team up.
- **Get better.** When others see you continually learning and adapting to improve, they become more confident in your ability. Seek feedback from those around you.
- **Extend trust.** We should extend trust to others, for example by adopting new activities in such a way that they can grow in ability.

In positions of **low dependency** the following behaviour is particularly relevant to building trust and be an effective change facilitator.

- **Deliver results.** The fastest way to build trust with an organization is to deliver results. Results give instant credibility and trust. Delivering results is based on competence. This behaviour grows out of the principles of responsibility, accountability and performance.
- **Display loyalty.** First, give credit to others. You need to give credit to the individuals responsible for success. Never take credit for the hard work of others. Giving credit to others is the right thing to do. It will foster an environment where people are encouraged to be creative and innovative. It will increase trust and have a direct impact on the bottom line. Second, speak about others as if they were present.
- **Confront reality.** We cannot close our eyes to the tough realities we face. If we are honest about the difficult issues and address them head-on, people will trust us. We have to avoid the temptation to avoid reality or act as if we are addressing difficult issues while actually evading them.

THE QUESTIONS YOU HAVE TO ASK YOURSELF AS CHANGE ARE AS FOLLOWS.

- **What is my position in supporting the change process on inclusion?**
- **In my position, what behaviour helps to create trust in the people around me?**

The role of the change facilitator

As a change facilitator, it is your task to help people and the organization determine what is needed to become more inclusive and how to get there. To become effective in doing so, it is important to analyse what kind of role you can best take on. This role does not need to be static. It can change as the process develops. The key is to recognize when a particular type of role is needed.

In general there are two types of roles that you can take up in the organization, either that of expert facilitator or of process facilitator.

- **Expert facilitator.** As an expert facilitator you may be requested to provide very specific advice on inclusion. This can include doing an analysis of the situation and proposing the best solution for it. This requires that there is somebody else in charge of the inclusion process who can ensure that the advice given is valued and put into practice. This role is likely to go together with positions 1 and 3 in which dependency is low. Expert advice can involve such activities as the delivery of specific training, an accessibility audit of the office environment and website or doing a baseline study on the situation of marginalized persons in a certain geographical area.

- **Process facilitator.** A process facilitator has a more permanent role, designs the process and selects the relevant tools. A process facilitator is key in a situation in which there is no general consensus on how to become more inclusive and many persons have a role to play. The process facilitator can bring in experts or resource persons with specific technical expertise that is required at a given moment.

The table below might help you in making the decision which role to go for at a certain moment in the change process. Part of being an effective change facilitator is carefully assessing what role is needed from you to best bring about change.

Trust increases when the change facilitator’s role is adequate and appropriate to the situation in the organization.

- With regard to the expert facilitation role, do note that you cannot be an expert in everything. Be clear on what you do, and what not. People may see you as an authority in the area of inclusion and thus follow everything you say – so provide only expert advice on what you are sure of, and identify other resource persons for areas that you cannot cover.
- With regard to the process facilitation role, be aware that change processes can easily be blocked because of inadequacies or hesitation in the organization. The change facilitator then needs to be creative in overcoming the hurdle. Sometimes this may mean that the facilitator temporarily reverts to the role of expert to create a sense of urgency and increase awareness of how to build the organization’s ability on inclusion.
- More detail on the two facilitator role profiles, and the possibility of changing between them, are explored further below.

| Situation within the organization | Expert facilitation role | Process facilitation role |
|--|--------------------------|---------------------------|
| Low capacity on specific topics related to inclusion | V | |
| Conflicting views on inclusion | | V |
| Need to solve problems fast is high | V | |
| High resistance to accepting solutions | | V |
| The organization is capable of learning to solve problems itself, or wants to learn to do that | | V |

In the case of Mission East Nepal, the inclusion consultant, and later the national gender and disability inclusion coordinator, took up the process facilitation role. The inclusion consultant facilitated most of the training workshops herself. The same situation applied to ICCO Nepal, while for Bethany Society the advisor's role was first perceived as having a stronger inclination to the expert facilitation role. However, after the first two visits it became clear that the internal process facilitation had to be strengthened. Therefore the role of the advisor shifted towards process facilitation and a coaching/mentoring responsibility to the mainstreaming unit of Bethany Society.

QUESTIONS YOU SHOULD ASK YOURSELF AS CHANGE FACILITATOR INCLUDE THE FOLLOWING.

- **Which role fits the situation of the requesting organization best, an expert facilitation role or a process facilitation role?**
- **In a situation where expert advice is requested, does my expertise provide a real answer to the real question that the organization is struggling with?**
- **In a situation where a process facilitator is needed, can I provide sufficient continuous guidance to move the change process along?**

The competencies of the change facilitator

The change facilitator needs to be highly skilled. Let's start with expert facilitator's skills and knowledge areas that are not only desired, but also vital to effectively convey the message that inclusion is not a voluntary choice but a necessity.

- **Rights of marginalized groups.** A sound knowledge of the rights of marginalized groups and the ability to transmit this understanding is paramount. This implies, for example, that the expert facilitator can explain the relevance of the UN Convention on the Rights of Persons with Disabilities, including its guiding principles, refer to specific articles on, such areas as education, health or international cooperation, and is knowledgeable about the way the convention influences domestic legislation to be upheld by governments and complied with by other organizations like NGOs. The same applies for the UN Convention on the Elimination of Discrimination against Women with respect to gender, and the Convention on the Rights of the Child for children. A rights framework for persons from indigenous groups is established in the United Nations Declaration on the Rights of Indigenous Peoples.

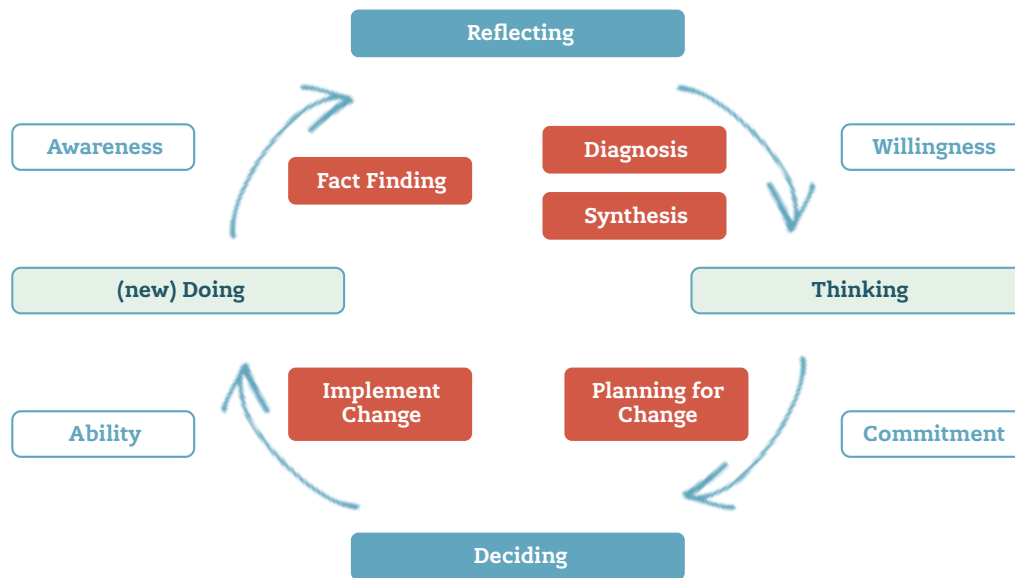
- **Marginalization-specific basics.** When inclusion is tabled with people unfamiliar with it, many questions are asked that are specific. These relate to different types of disability, causes and symptoms of disability, disabled peoples organizations, identity, and disability statistics. For children, women and indigenous groups the questions will also relate to (cultural) behaviour, norms and organization within these groups. Ideally the expert facilitator is able to answer to these questions with aptitude. He/she should know what he/she knows and what not. Only then it is possible to refer and engage resource persons.
- **Stigmatization and awareness.** Stigmatizing of marginalized groups is deeply rooted in almost all societies. We are often unaware of our own biases towards persons from marginalized groups. The expert facilitator has to be able to explain different models illustrating how society looks at these groups (such as charity, and social/rights). He/she also needs to be able to explain that inclusion requires action in mainstreaming inclusion in organizations and directly empowering marginalized groups³³. Social norms need to be unraveled and insensitive language addressed.
- **Inclusion tools.** Inclusion can remain a vague concept for people as long as they are not shown how exclusion and inclusion are measured and an actionable plan is made. Tools that need to be at the expert facilitator's command includes the ability to conduct a barrier analysis, the ACAP checklist, an accessibility audit, checklists for inclusive meetings, tip sheets for communication and score cards to assess the level of inclusion. The tools presented in part I and II are hugely important to give people a sense of what they can do differently to work towards a more inclusive approach, in short: how they can make inclusion work.

The **process facilitator** should also be able to facilitate two processes in parallel: the organizational change process and the personal learning process or so-called people process.

The organizational change process includes:

- fact-finding;
- diagnosis;
- synthesis (exploring options);
- planning for inclusion;
- and implementing measures for inclusion.

³³ This is called the twin-track approach: ensuring that marginalized groups are included in any organization or programme, and at the same time working specifically with marginalized groups to empower them. For more information on the twin-track approach, see: Bruijn, P. et al. (2012). Count Me In.



The people process is oriented towards creating:

- awareness;
- willingness;
- commitment;
- and ability.

As a change facilitator, you do the fact-finding on the level of inclusion by using the six domains of the organizational self-assessment score card tool in a participatory way as a joint discovery by allowing the members of the organization to discuss their experiences and interpretations of what they know. This requires good group facilitation skills and knowledge of how to handle group discussions and dynamics. The more you are seen as a process facilitator and less as an expert facilitator the better your chance to apply participatory methods in a successful way. It is advisable to use resource persons at times to bring in the expert viewpoint if you feel that important information may be overlooked.

The following facilitation skills are vital for process facilitators.

- **Creating rapport and listening.** The skills you use during the first steps are geared to creating rapport and understanding the current situation of the organization. You should refrain from jumping to conclusions or pushing forward actions, and avoid short cuts in the personal learning process. Skills like active listening help you to ensure that you understand people well and they feel understood, and your rapport with them will increase.
- **Clarifying expectations.** Having understood the current situation you will have to move forward in agreeing on the task ahead; a form of contracting. You should be able to negotiate the desired results, interventions, process and your own role within it. You

will have to clarify expectations and design clear terms of reference for the task ahead with the persons involved.

- **Drawing out relevant information.** In analysing facts and figures, it is not your task to clarify the situation for yourself. Your understanding is secondary to the understanding of the people in the organization. You should be able to help them become aware by asking probing questions, being curious, and allowing staff to discuss with and interview each other to clarify what hinders or contributes to inclusiveness. Methods like appreciative inquiry are useful, as well as the selection of the appropriate brainstorming, mapping and other inquiry tools.
- **Ensuring joint analysis.** Bringing fact and figures together into a comprehensive diagnosis requires strong interaction within the organization. The interpretation of the facts is best when carried out by those concerned. Stimulating people to share their thoughts in groups and making sure the silent voices are heard is important at this stage of your facilitating role.
- **Facilitate envisioning and brainstorming.** So far, you have facilitated the organization's reflection on the current situation and its reasons. It is time to move on and think about the future together by exploring options. Envisioning skills, brainstorming and stimulating people to articulate their view on the - possible- future are important here.
- **Facilitate action planning.** Examination of the past, present and future is imperative for creating awareness and willingness at individual and collective level. This implies that room has to be given to people to open up and volunteer their own ideas. To get to the final stage of activities, concrete actions need to be defined and choices made. Note that people may use the power

they have in the organization to push forward their personal agendas. Be aware of potential power plays and sidestep them. Bring those people together that you believe can negotiate a true change agenda. Facilitate these negotiations, but do not enter into them.

- **Facilitating the decision making process.** Basically, this means that you are able to encourage the leadership to analyse the consequences of their decisions carefully. The leadership takes the decisions, but you help them to take the ones with the most effective (positive) consequences and least obstacles. Make sure the leadership reaches consensus on the decisions and let them discuss the pros and cons thoroughly. Do not forget to establish good communications with the leadership: they are now your most important stakeholders in the organization. If the leadership is not supportive at this stage, it is wiser not to move forward.
- **Facilitate roll out of the activities.** Whilst in the decision-making process, the leadership is your focus of intervention, but once it is time to make detailed plans for how the change will take place, you will be working with the general staff. Making your role effective here means that these people have to be involved in all earlier steps you have taken as a change facilitator. They have become more aware, willing and committed because of their involvement in the change process. This is a necessary condition for them to commit themselves to a serious, detailed planning process. And although we often keep our focus on what can be done better, once in a while we should celebrate the achievements and encourage people to move on even when the going gets tough.

There are three areas where the skills of the expert and process facilitator converge, where they are both needed to effectively embed inclusion of persons from marginalized groups in the work of development organizations. It means that the content skills of the expert facilitator have to fit in fully with the process skills of the process facilitator. If either is missing, the inclusion process may not turn out to be effective or successful.

- **Inclusion at organizational level.** Part I describes in detail the six steps for assessment of the readiness for change and offers accompanying tools. A thorough understanding of organizational dynamics is vital for the facilitator to be capable of assessing how inclusion can be integrated into human resource policy, governance, budgeting processes, and office accessibility.
- **Inclusion in the project cycle.** As we noted in part II, different ACAP tools are useful at the various stages of the project cycle. To build inclusion into the work processes of the organization, the facilitator needs to build up experience, have examples and clarity about

choosing appropriate tools to assess the level of inclusion, develop an action plan, or monitor the inclusion process.

- **Inclusion in thematic work.** The ACAP framework is also relevant to different thematic sectors and the facilitator needs to be able to choose the right approach. For example: the education sector is often a centralized system with overarching policies and huge government influence on curricula, accreditation and compensation. This means that inclusive education can increase in efficacy when it is promoted with involvement of government stakeholders. You need to understand the sector, or work closely together with someone who has a clear understanding of the specific sector, to propose where inclusion needs to take place in the education system, who needs to adapt practices, and at which level.

We want to make a final remark on generic competencies of change facilitators. Self-organizing capacity is vital and requires strong personal management and effectiveness skills, which can be sub-divided into three categories.

- **Self-awareness.** The more you understand yourself, the better you can understand the world around you. As facilitator you should know your strengths and weaknesses and your preferred personal learning style as that makes it easier to seek new information and insights.
- **Time and task management.** The facilitator is expected to take initiative, i.e. to plan and take action. This requires good time and stress management skills and flexibility.
- **Inter-personal communication.** Facilitation means working with people. Effective communication and conflict management are key skills.

Although we feel that it is of added value to have specific technical knowledge as expert facilitator, most importantly the expert facilitator needs to be able to mobilize resource persons with advanced skills in these fields.

In the three cases we described, the change facilitators combined expert and process facilitator skills.

- The facilitator working with Mission East and ICCO Cooperation was a physiotherapist by profession, had a rich background in community based rehabilitation, and working experience as an inclusion expert with organizations like Federation Handicap International. She had also been working on inclusion of indigenous communities in the remote areas of Western Nepal.
- The facilitator who guided the change process with Bethany Society had previously worked with disability specific organizations like Leonard Cheshire Disability, ADD and CBM, and was also trained as a gender mainstreaming specialist. So both facilitators were familiar with inclusion of different types of persons

from marginalized groups. But expert facilitator skills alone were not sufficient to tackle the challenges of assisting the three organizations to become more inclusive. Process facilitation skills were required to implant inclusion in the organizations, their projects and areas of work.

- At Mission East and ICCO no additional resource persons were used, while Bethany Society's facilitator brought in an expert on training of trainers skills for the disability mainstreaming unit and other project staff based on the action planning that had taken place earlier.

QUESTIONS YOU SHOULD ASK YOURSELF AS CHANGE FACILITATOR INCLUDE THE FOLLOWING.

- **What are my areas of strength and areas needing improvement in connection with my skills as expert facilitator?**
- **What are my areas of strength and areas needing improvement in connection with my skills as process facilitator?**
- **What additional expertise is needed and with whom do I need to team up to be able to provide assurance that the inclusion support is adequate for the requesting organization?**
- **How can I organise regular and specific feedback to be able to update my personal development plan and improve my skills?**



The change process and its facilitation

Internal and external influences

The change facilitator needs to be highly skilled. Let's Embedding inclusion in an organization is not an easy task. Many unpredictable, unintended and unplanned events that may be internal or external to the organization's environment occur.

- **Internal factors.** Internally, change towards inclusion is only possible when staff members are aware of exclusionary practices, willing to change, become committed to taking action, and are able to do so. This is change at a personal level and may differ from one person to another. In situations of uncertainty due to leadership changes, or when risk taking is discouraged, staff may be less likely to take risks for the sake of inclusion.
- **External factors.** An example of external influences is when a natural disaster happens in the area where the organization is working. This will require the organization to act quickly, write proposals, start up interventions and probably hire new staff. At once all attention is focused on providing humanitarian aid and relief, reducing priority on other important issues. A donor may pull out or the government may announce a stricter NGO law. Such events affect the processes and dynamics of development organizations.

Instead of looking at change as a linear process, it is more accurate to see change processes as cyclical. It is your job as a change facilitator to recognise and capitalise on the events that have an impact on the organizations' capacity to change. It is important to acknowledge that the change is cyclical and may stagnate for some time or require a change in strategy, so you shouldn't become frustrated or discouraged. In each organization the change process is unique.

In the case of Bethany Society, internal influences such as staff changes meant that progress was slower than anticipated. Factors such as the earthquake in Nepal caused the implementation of the action plan to stagnate for a while but it was continued at international level.

THE QUESTIONS YOU SHOULD ASK YOURSELF AS CHANGE FACILITATOR:

- **What stage of inclusion are the staff of the organization at when I start my task as a change facilitator? Who in the organization is aware, willing, committed or able?**
- **What external influences have an important effect on the capacity for change and will determine the speed of change?**
- **Do I have sufficient time to facilitate the change process?**

Leading and leveraging change

Although change is cyclical there is a change pattern, or principal methodology, we can use to promote inclusion in organizations. In organizational change management theory there is broad agreement that three basic stages can be recognized in any change effort. In fact, to embed inclusion in organizations a combination of organizational learning and the people's process is needed, spiced with expert facilitation input on inclusion. At each stage, reference should be made to the Kotter's eight step change model (see Part I). These steps identify anticipated key outcomes since they describe the results that need to be achieved at each stage.

STAGE I. Fact-finding, diagnosis and synthesis: creating a climate for change

Fact-finding, diagnosis and synthesis are important in increasing awareness and willingness amongst the staff. It is a process of joint discovery, reflecting on past experience with room for staff to share their opinions, experiences, thoughts, ideas and concerns. Providing understanding and meaning to this information helps staff to think through what options there are, and what is most relevant in terms of enhancing inclusion.

Anticipated key outcomes at this stage

1. Increased urgency. The organization will change only when the persons are convinced about the necessity and benefits of the change.
2. A committed team of change makers. Change cannot be led by just one person. Right at the beginning inclusion 'champions' can be identified and mobilized to play a role in the change process. The support of the leadership or senior management is crucial.

3. A solid vision. By creating a vision or a number of alternatives for the future, you can assist people to look at possibilities instead of impossibilities. Place focus on what you can do and not on what you cannot. You help to build willingness to change even when the detailed plan is not yet laid out.

STAGE II. Fact-finding, diagnosis and synthesis: creating a climate for change

The second stage is about setting priorities and deciding on the first actions necessary. In other words: making choices.

Anticipated key outcomes

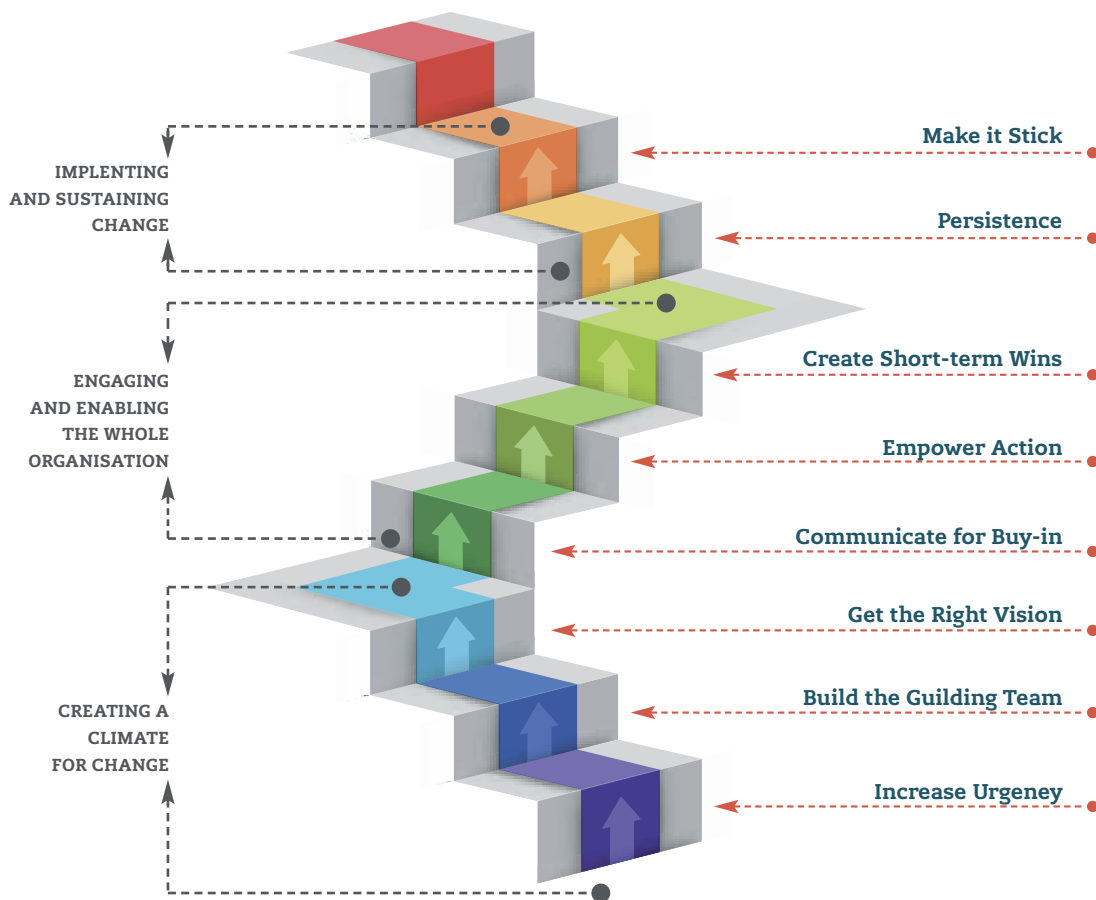
4. Communication will nurture buy-in. Only when others hear about the vision and plans can they become motivated to support it. This communication can be internal as well as external.
5. Action will be empowering. A sound plan for action needs to be realistic so that the people implementing it can grow in the confidence that they can do it.
6. Short-term wins. Some activities will lead to visible and quick results. This is important to maintain positive momentum.

STAGE III. Implement and sustain the change

The last stage is meant to put in practice the plan of action and grow the confidence of the staff to implement the actions with zeal.

Anticipated key outcomes

7. Persistence. As challenges will appear and internal and external influences may define new priorities in the organization, it is important that the staff remains steadfast in implementing the changes.
8. Making it stick. Embedding inclusion in the organization at policy level and, even more importantly, in people's daily practices is crucial to avoid the possibility that when there is turnover of staff the expertise on inclusion will leave the organization.



Below is a table in which three stages, the anticipated key outcomes and the tools from part I and II that can be used at each stage are presented. Important to note is that the starting point of the change process needs to be clear from the outset: are we promoting inclusion at organizational level (part I) or at project level (part II). This helps to select appropriate tools for each stage.

| Stages in the change process | Anticipated key outcomes | Tools from Part I to assess organizational readiness to change | Tools from Part II at project level |
|---|--|--|--|
| Fact finding, diagnosis and synthesis in order to create a climate for change | <ol style="list-style-type: none"> 1. Increased urgency 2. Building of the guiding team 3. Acquiring the right vision | Tool 1: Checkpoint Tool 2: Framework for action Tool 3: Score Card | <ul style="list-style-type: none"> • Case story format • Photo Voice format • Participation ladder • Gender analysis • Most significant change • ACAP quality of life tool • Inclusion evaluation checklist • Lessons learned format • The wall barrier assessment • Accessibility checklist • Stakeholder analysis |
| Planning for change by engaging and enabling the whole organization | <ol style="list-style-type: none"> 4. Communication for buy-in 5. Empowering action 6. Creating short-term wins | Tool 3: Score Card Tool 4: Pointers for inclusion Tool 5: Stakeholder analysis | <ul style="list-style-type: none"> • Multi layered participatory mapping tool • Beneficiary selection criteria • ACAP indicator setting format • Inclusion monitoring format |
| Implementing and sustaining change | <ol style="list-style-type: none"> 7. Persistence 8. Making it stick | Tool 6: Outline of training curriculum | <ul style="list-style-type: none"> • ACAP checklist to enable inclusive meetings • Participation ladder • Inclusive data collection format • Capacity building on ACAP |

Mainstreaming tactics

In this paragraph we want to give some final case examples and tips on how key outcomes can be fostered to inspire you as change facilitator to be creative in applying the ACAP tools in the organization you are working with.

1. Increase urgency

Kotter suggests that, for change to be successful, at least 75% of the leadership of an organization needs to buy into the change. In other words, you have to work really hard on this key outcome, and spend significant time and energy building urgency before moving on.

In the three cases, the desire to work on inclusion of persons from marginalized groups stemmed from within the organization. This means that the leadership itself was convinced that putting inclusion high on the agenda was a good thing to do. At ICCO and Bethany Society this was certainly influenced by previous work experience the directors had in the disability sector. When advisors from Light for the World visited Bethany Society to assist the mainstreaming unit in developing its strategy, the recommendations led to increased urgency to mainstream disability.

To increase urgency, start with showing the leadership of the organization the following.

- The relevance for inclusion in fostering the vision, mission and values of “their” organization.
- The current practice of exclusion in on-going or finalized projects, and demonstrate who is ‘left behind’.
- The competitive advantage of building in inclusion in project proposals to donors

2. Build the guiding team

The change facilitator needs to bring together influential people in the organization to work as an (informal) team to continue building urgency among the staff and momentum around the need for change.

At Mission East and ICCO an inclusion consultant was hired while at Bethany Society an advisor from Light for the World was engaged to assist the mainstreaming unit. At Mission East and ICCO local partners were invited to workshop, as most of the practical application would be taking place within projects they implement. The workshops at Bethany Society included other staff in addition to those working in the mainstreaming unit. Through people’s participation in these workshops it became clear who in the organization embraced inclusion and would have the ability to influence others.

Tips to build the guiding team

- Organize workshops and invite people from across the organization
- Identify people with passion, who have an emotional commitment, and the ability to influence others
- Set up an (informal) working group and discuss plans and progress regularly

3. Get the right vision

When people start to hear about inclusion of persons from marginalized groups, there will be many different thoughts and ideas around it. A clear vision can help everyone understand what it means for them. When people see for themselves what you are trying to achieve, then the directives they are given tend to make more sense.

In the three cases the understanding that in the ACAP framework there are four levels of inclusion has proved to be effective in establishing that inclusion is something that can be achieved. Also the fact that inclusion can be fostered by focusing on Accessibility, Communication, Attitude and Participation is easy to grasp. The score card tool is not only powerful in assessing organizational practices, but also creates greater understanding of what the changes in the organization should look like.

Tips to get the right vision

- Use the ACAP framework in training and workshops to develop a common understanding and language

- Emphasise that inclusion is not an unattainable dream but that levels of inclusion can be defined and higher levels of inclusion can be achieved through practical actions
- Ensure that people can explain how their organization and projects should look once they are made inclusive

4. Communicate for buy-in

The change facilitator has the task to keep the vision fresh and on everyone's mind so that people will remember. Moreover staff need to be enabled to understand the vision in terms of relevance to their daily activities.

A good case in point is that ICCO and Mission East ensure induction on inclusion for all new colleagues. In the ICCO induction training, newcomers learn that inclusion is a priority for the organization and about the inclusion action plan 2016-2018. The latter recommends simple, practical and cost effective adaptations. At Bethany Society, exposure visits are used to help staff see the changes needed to make projects in other departments inclusive.

Tips to raise buy-in for inclusion

- Use the score card and pointers for inclusion to develop an action plan at organization level
- Continue training sessions for newcomers
- Introduce exposure trips to other organizations or projects that are inclusive or have insightful lessons relevant to the staff

5. Remove obstacles and empower action

Once concrete steps are taken to implement the action plan, people will face obstacles en route. Therefore, obstacles need to be regularly identified and removed. This will empower people and provide them the necessary confidence.

At Mission East, the score card was used once a year to assess progress towards achieving their vision. The action plan was adjusted after each assessment to take into account obstacles that were hindering progress. At Bethany Society, quarterly progress meetings attended by the advisor kept track of achievements and difficulties encountered. Especially in the beginning was this regarded as important to help the mainstreaming unit grow in confidence.

Tips to remove obstacles and empower action

- Monitor progress regularly and with rigour. Through comparisons between planned and achieved results the real obstacles surface, and only then can they be addressed effectively
- Ensure inclusive practice at project level by monitoring targets and indicators

6. Create short-term wins

Short-term achievements motivate staff, who will gain confidence and be willing and able to grow in capacity. But if targets are too ambitious and long-term the motivation may dwindle and people will lose focus.

For example: at ICCO easy and budget-friendly adaptations were made to create more accessible office space. This was visible to all the staff and it was very clear what had to be done. The same was done at Mission East and their Human Resource policy was revised to specifying what affirmative actions could be taken for women and persons with disabilities in decision-making positions.

Tips to create short-term wins

- The most impactful change is when persons from marginalized groups are actually included in project activities and staff have direct exposure in working with them. The ACAP tools on beneficiary selection and participatory planning are very useful
- Create small, short-term targets that are achievable with little room for failure. Adjusting office space is great as the change is visible and also shows that inclusion does not only take place at project level
- Communicate about the achievements to increase motivation even more!

7. Do not give up but build on the change

Quick wins are only the beginning of what needs to be done to achieve long-term change. Each success provides an opportunity to build on what went right and identify what can be improved.

To ensure continuation of the move towards becoming an inclusive organization, both Mission East and ICCO hired a dedicated gender and disability inclusion coordination and inclusion focal point. ICCO is building the capacity of the inclusion focal point through several exposure trips and training events so that the knowledge and skills can be utilized across the South and Central Asia region. At Bethany Society, the mainstreaming unit is assisted to increase their skills as facilitators for use within the organization as well as for external relations.

Tips to create long-term wins

- Promote reflection workshops among staff at project level
- Organize advanced training sessions on topics that require deeper insight, possibly with external resource persons
- Offer coaching on-the-job
- Also celebrate successes!

8. Anchor the changes in the organization and make them stick

Eventually, inclusion should be part and parcel of the organization and not depend on the initiative of a focal person or coordinator. In other words, inclusion should become embedded in the organization's culture.

At ICCO this has become visible in its organizational vision, as well as in its multi-year strategic plan 2015-2020 for the region. Being integrated in strategic documents is not a guarantee that it influences daily routine so ICCO has designed a Standard Operating Procedure on inclusion to guide its regional team through practical steps towards institutionalizing inclusion. A good example where inclusion is being fully integrated is the gender policy that includes a provision for maternity leave, breastfeeding hours and limited/no travel for at least one year for the nursing mother. For urgent travel ICCO underwrites all the costs of employing a babysitter. Another example is ICCO's accessible communication manual and the use of Braille printed business cards for all staff.

As a result of the increased awareness on inclusion the international office of Mission East identified 'inclusion' as one of its three core operational approaches, alongside 'resilience' and 'accountability/partnerships') in its updated Intervention Framework. This means that all programmes across the organization will be required to consider inclusion in project design and implementation. The organizational guidance under development to support this draws first and foremost upon the ACAP framework and tools.

Tips to embed the change in the organization's culture

- Use strategic planning cycles and internal policies and procedures that influence the daily activities of staff to embed inclusion in the organization's culture
- A real inclusive organizational culture is fostered by having colleagues that are also persons from marginalized groups. They can confront the organization with ambiguities in its culture and assist in finding appropriate solutions.

**THE QUESTIONS YOU SHOULD ASK YOURSELF
AS CHANGE FACILITATOR**

- **What is the starting question for the inclusion change process? Is inclusion proposed at project level alone or also at organizational level?**
- **How can I create urgency most effectively, given the organizational dynamics in operation?**
- **Who has reached the level of commitment or ability among the staff and can be part of the (informal) guiding team?**
- **What technique is most powerful to create a common vision among staff about the inclusive organization?**
- **What communication/media channels are used by staff and supporters/donors? Can quick wins be shared?**
- **What signals are there that people feel empowered to include persons from marginalized groups?**
- **What actions with low investments lead to quick results?**
- **How do I turn failures and disappointments into lessons and positive action?**
- **What are the best measures to firmly institutionalize inclusion in the organization?**

Concluding remarks

The aim of this guide was to provide more background on how to facilitate a change process for moving an organization forward to become more inclusive in and of itself based on three practical cases and by focusing on three underlying dimensions that influence the effectiveness of change:

- where change needs to take place (the organization and its dynamics);
- who will facilitate the change (the trusted change facilitator);
- and how the change can be facilitated (the change process and its facilitation).

We hope that this publication has given you new ideas and inspiration on how to support the inclusion process using the ACAP framework and tools as presented in part I and II.

We wish you the very best in your exciting work. Please share your experiences with us so that we can continue learning and keep taking new steps towards a world where no one is left behind.

About the partners

Mission East is an international non-governmental organisation founded in Denmark in 1991. Its mission is to help vulnerable populations and support communities' capacities to organise and assist themselves through activities ranging from disaster relief to development assistance. The organisation works in the areas of relief and development in the Middle East, Asia, and Eastern Europe, with a particular focus on under-served, marginalised and remote populations. Mission East focuses on disaster response and rural community development with disability & inclusion as one of its core sectors of intervention. Its Values in Action are honesty, integrity, compassion, valuing the individual and respect for all people.



ICCO Cooperation is a global non-government organization established in the Netherlands in 1965, which works through five regional and 26 country offices in Asia, Africa, Latin America and North America. ICCO Cooperation pursues programs together with local and international partners, knowledge institutes, the private sector, government agencies and networks dedicated to improving food security and sustainable consumption, stimulating economic empowerment, promoting responsible businesses and ensuring inclusion. In South and Central Asia region, we champion gender and disability mainstreaming across all our programs and adhere to the inclusive society approach where no one is left behind by ensuring fair opportunities for all.



Light for the World is an international development organization working in Africa, Asia and Latin America. The core of its work is lobbying, advocacy, capacity building and innovation for disability inclusive development. Its aim is the creation of inclusive societies where no one is left behind and all persons participate equally in the cultural, social, political and economic spheres. Its mission is to contribute to a world in which persons with disabilities fully exercise their rights as laid down in the UN Convention on the Rights of Persons with Disabilities.



Colophon

Towards Inclusion

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Towards Inclusion

Inclusive development is about creating societies that value and enfranchise all marginalized groups. It is often not difficult to open up development projects to persons from these marginalized groups. But it does take time before organizations are willing and able to fully commit to inclusion.

Towards Inclusion aims to support organizations who wish to commit to an inclusive approach. It establishes the rationale for inclusion and provides technical advice and tools for putting theory into practice. It is intended to be used as a reference during organizational development, as well as a tool to support good practice in implementation.

If you are looking to support a (development) organization in the process of becoming an inclusive organization, then Towards Inclusion is for you!

