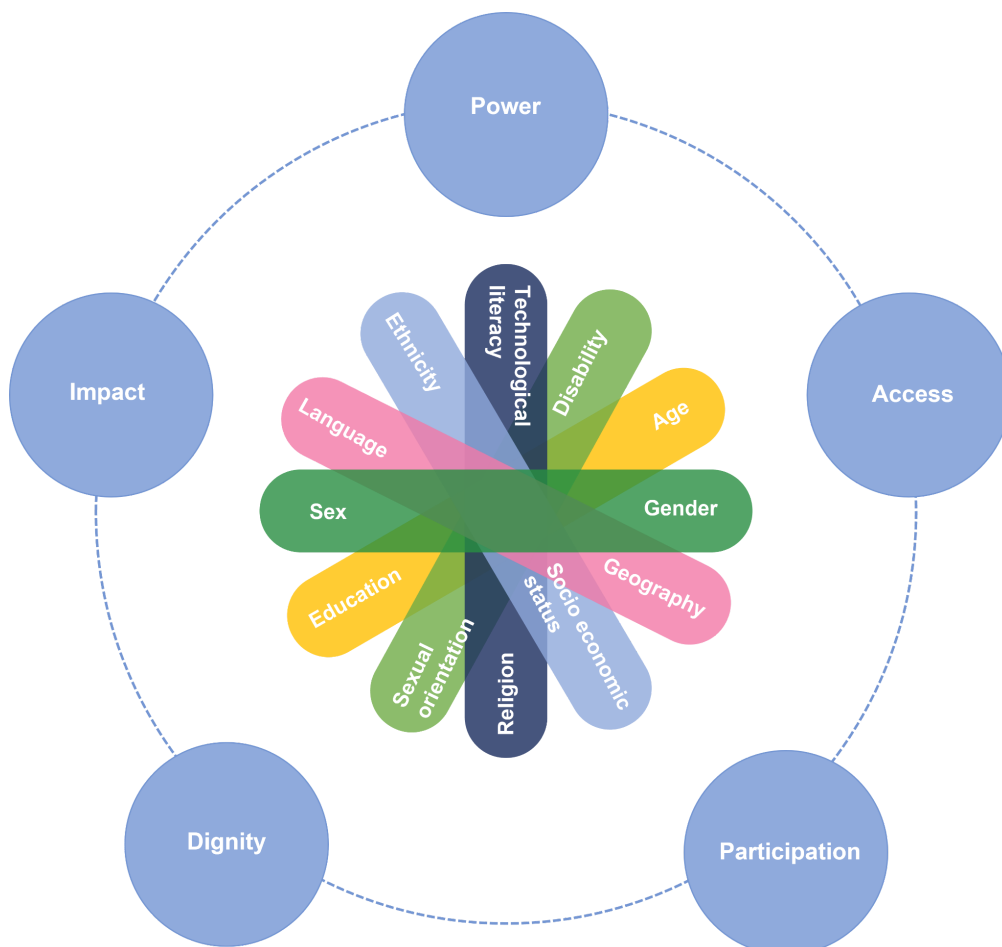


Inclusivity Framework for Training Programmes

ENSURING AN INCLUSIVE APPROACH TO TRAINING DESIGN



LEARNING SOLUTIONS GUIDE





LEARNING SOLUTIONS GUIDE

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Introduction

There are various factors, both individual and structural, that prevent people from accessing, participating in, and benefiting equally from learning and training opportunities. Inclusive learning is about recognising the diversity of needs among learners and reducing obstacles to their participation, in order to ensure that no learner is left behind as we harness the full potential of learning.

Ultimately the impact of learning interventions is influenced by how inclusive they are. Learning designers, trainers and project managers who fail to consider inclusivity could risk compromising the effectiveness of their training events, by not adapting the training space and approach, or by potentially reinforcing inequalities and harmful stereotypes. When inclusivity is not sufficiently considered in the design and implementation of training and learning solutions, we risk causing harm and exacerbating the inequalities we are trying to reduce.

This framework is for learning designers, trainers, project managers and organisations who are mainstreaming inclusivity across all aspects of project design and implementation. Its purpose is to make learning more inclusive, effective and impactful.

The framework presents 5 lenses through which to examine aspects of training design and implementation from an inclusivity perspective: POWER DYNAMICS, ACCESS, PARTICIPATION, DIGNITY and IMPACT. We encourage you to keep this document at hand throughout the development of your project.

At the end of this document, you will find specific questions to guide you in using the inclusivity lenses in each of these phases: 1) Project Conceptualisation, 2) Project Team, 3) Analysis, 4) Design, 5) Development, 6) Implementation, 7) Evaluation, and 8) Communication. You will also find examples that illustrate how reflecting upon these questions improves the quality of your learning solutions.

How to Use this Framework

This framework is offered as a tool to help UNITAR project teams ask important questions at each stage in the training design and implementation cycle, in order to ensure that projects are more inclusive and thus more impactful.

While there is no ‘one size fits all’ solution, the questions provided here establish a common basis for reflecting on what inclusivity means and what it requires in a given project context.

It is not always easy to identify and address issues and problems related to inclusivity. The Learning Solutions Team has therefore created this tool to help teams to look at everything from project conceptualisation to training methods to visual material with an eye for assessing and identifying potential issues for adjustment. This framework is best used together with the Learning Solutions ‘Quality Assurance Tool’.

Intersectionality

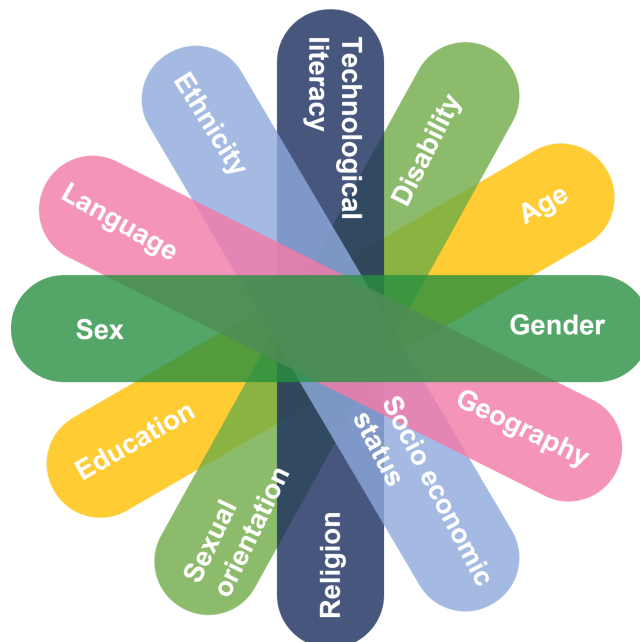


Figure 1: Intersectionality¹

¹ [Government of Canada \(2021\). Introduction to Gender Based Analysis+: Introduction to Intersectionality.](#)

To understand inclusivity, it is essential to begin with an understanding of “intersectionality”. Coined by Kimberlé Crenshaw (1989)², the concept of intersectionality has gained in importance in both policy and practice spheres.

Intersectionality is “the understanding that a person’s identity is made up of multiple, intersecting factors such as age, poverty, class, race, ethnicity, caste, language, migration or displacement status, HIV status, disability, gender identity and/or sexual orientation, which combine to both benefit and disadvantage them, and which cannot be separated.”³

As UN-Women (2021) explains, discrimination can take different forms:

- Direct discrimination occurs when one person is treated less favourably than another because of their background or certain personal characteristics.
- Indirect discrimination refers to laws, policies and practices that apply to everyone in the same way and may appear neutral, however have a worse effect on some people than others.
- Intersectional discrimination recognises the complex, multi-faceted dimensions of discrimination on the grounds of intersecting social categories or personal characteristics.

Social disadvantage and discrimination reflect structural and cultural forms of violence, including racism, sexism, ageism, homophobia/transphobia, ableism, colonialism, classism and religious discrimination.

By adopting an intersectional approach, we seek to: 1) understand how participants in UNITAR’s trainings may experience compounded and intersectional forms of discrimination and 2) reduce these barriers to participation so that all can benefit equitably from our programming.

In practice, using an intersectional approach means:

1) Recognising the different factors that shape the identities and social position of training participants in a given context; (See Figure 1 above)

2) Analysing the power differentials, inequities and discriminatory social structures that arise from these social identity factors and shape participants’ lived experiences, degrees of inclusion/exclusion, and participation needs;

² [Crenshaw, Kimberle \(1989\) "Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics," University of Chicago Legal Forum: Vol. 1989: Iss. 1, Article 8.](#)

³ [Plan-International \(2016\) cited in UNICEF \(2021\), Gender Transformative Education: Reimagining education for a more just and inclusive world.](#)

3) Asking how these factors might affect the impact of UNITAR programming on this audience. Specifically, how intersectionality may shape power dynamics, access to and participation in UNITAR interventions, and what actions we might take to guarantee equity, dignity, autonomy and participation in light of these differences.

Each of the inclusivity lenses presented in this document have an intersectional analytical perspective at their core.

An **intersectional approach to disability** examines how various social locations, such as disability, geographic location, race, ethnicity, gender, sexual orientation, socioeconomic status, religion, age, and mental health status intersect at various points of the individual level and reflect multiple interlocking systems of privilege and oppression at a societal level.⁴ A project aiming to improve accessibility to certain services or educational opportunities might only look at participants through the lens of their abilities and disabilities. However, in a given context the experience of a person with disability of a lower economic status might face different forms of obstacles compared to a person with disability⁵ of a higher economic status. Men and women and people with other gender identities might face different forms of compounded discrimination if they live with a disability.

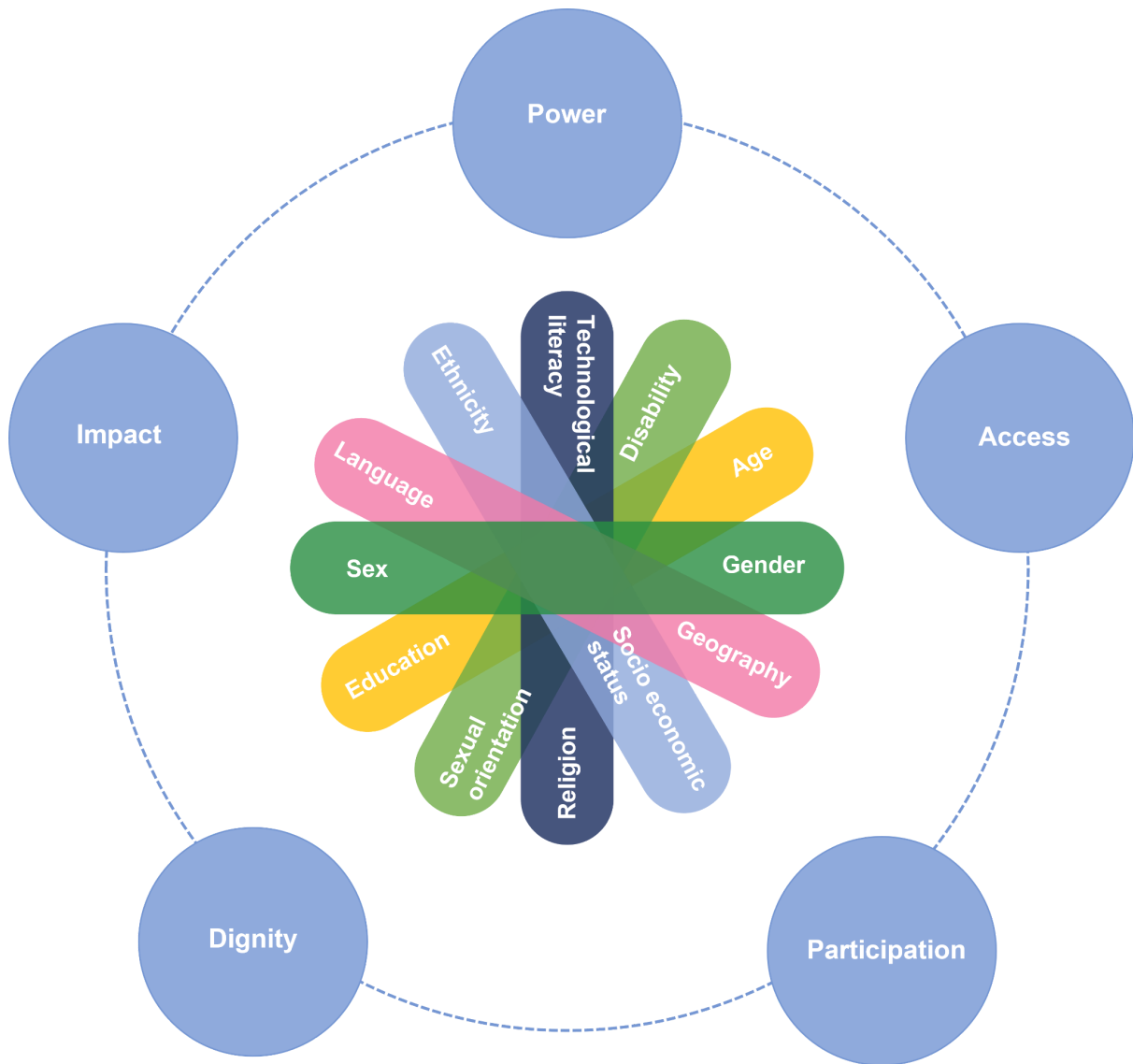
Therefore, an intersectional approach considers these various identities in the light of their differences and how these differences intersect and contribute to different lived experiences for individuals (even if they might share the same characteristic).

To help you understand and employ an inclusivity approach in your projects, the UNITAR Learning Solutions team has developed five inclusivity “lenses” which offer an intersectional look at the POWER DYNAMICS, ACCESS, PARTICIPATION, DIGNITY and IMPACT of our projects and methodology. We will discuss each of them below.

⁴ Bowleg, L. (2012). The Problem With the Phrase 'Women and Minorities': Intersectionality- An Important Theoretical Framework for Public Health. *American Journal of Public Health*, 102(7), 1267-1273).

⁵ This guide uses disability-inclusive language as recommended in the [UN Office at Geneva Disability-Inclusive Language Guidelines](#). However, we acknowledge that persons with disabilities are not a homogeneous group, and they can self-identify in different ways.

The 5 Inclusivity Lenses



1. POWER DYNAMICS

Power dynamics exist at every phase of project design and implementation. There are various ways in which these dynamics can influence the impact and effectiveness of a project. Power is a complex phenomenon, and a person who has power and privilege in one context may be relatively powerless or without privilege in another.

“In reality, power is dynamic, relational and multidimensional, changing according to context, circumstance and interest. Its expressions and forms can range from domination and resistance to collaboration and transformation.”⁶

The pervasiveness of overt and more subtle forms of power within teams, projects and interventions makes it particularly important to look at power dynamics from an intersectional perspective. How do the intersecting identities of team members and target groups affect their ability to access, contribute to and fully participate in the project with equity, safety, and dignity?

Without taking into account this broader understanding of power dynamics and intersectionality, we as learning designers and implementers are not able to ensure that our interventions are as effective or impactful as they could be. As the power dynamics within a space will be constantly changing, it is also important to continuously reflect, both individually and collectively, on the atmosphere in the room and whether the needs of all participants are being met. UNITAR training interventions should ideally strengthen participants’ and stakeholders’ sense of their ‘power to’, ‘power with’ and ‘power within’.

Working with intersectionality is not just about looking at project stakeholders and beneficiaries differently. It is also about looking at ourselves and our working processes differently. Intersectionality “requires **a shift in mindset**”, towards one in which we are **“willing to sit with the discomfort** that comes with exploring the relational nature of power and discrimination both within and beyond UN systems.”⁷

When thinking about power dynamics the key questions to ask yourself are:

Key questions:

- Who is included and who is excluded from the project team and participant group? Are underrepresented and marginalised groups present as equal partners from the beginning? What does it look like if underrepresented and marginalised groups are present as equal partners? What can we be doing to ensure that they are? What might some warning signs be that this wasn't the case?
- What are the potential power dynamics at play in the team and among stakeholders and participants? How might power dynamics be influenced by factors such as gender, age, race, ethnicity, ability, education, language, culture, socioeconomic status, neurodiversity, etc?
- What additional disadvantages or barriers may certain participants and groups face based on their intersectional social position?
- What are the needs of the various target groups and participants based on their intersectional social position?

⁶ Just Associates (2006) Making Change Happen: Power, Concepts for Revisioning Power for Justice, Equality and Peace, Making Change Happen No.3, Washington: Just Associates.

⁷ UNWomen (2021, p. 3).

- Are we taking these power dynamics into account when identifying needs and designing our learning interventions?
- How might our interventions affect these power dynamics, considering both intended and unintended impact?
- How would (even unintentional) discrimination against certain participant groups negatively impact the outcomes of our intervention?
- Is the distribution of resources (monetary, human, natural, structural, equipment, etc.) equitable and in service of the needs identified?

2. ACCESS

“Accessible design is good design – it benefits people who don’t have disabilities as well as people who do. Accessibility is all about removing barriers and providing the benefits for everyone.” - Steve Ballmer

This lens looks at the ability of participants to access learning opportunities and spaces equitably. It also looks at the barriers to access and what can be done to remove them.

Inclusive learning begins with recognising that access to learning is inequitable, that learners face different barriers and thus have different needs. Inclusive learning strategies seek to respond equitably to those needs by intentionally reducing identified obstacles and increasing opportunities for access. This is important to ensure that no learner is left behind and that we harness the full potential of each and every learner.

This lens has a particular focus on disability inclusion within learning design, however it also looks more broadly to ensure that learning experiences are designed to be fully accessible for all. Ensuring access for all may necessitate reasonable accommodation of particular physical, visual, auditory, neurodivergent, technological, financial or security considerations.

Concretely this is about considering:

1. Which individuals have access to the project or learning intervention and which do not?
2. How equitable is this access for each of the participants?
3. How can equitable access be optimised through reasonable accommodation?

For example, is access to the training dependent on a participant’s socio-economic status or geographic location? How can the project alleviate financial and geographic barriers by providing a financial allowance and transportation? To cite another example, could online training be less accessible for those with limited internet connectivity, low levels of digital literacy or with family responsibilities? How might the project alleviate these barriers to participation by providing internet credits, offering a technical pre-training, and either

ensuring that training timings accommodate household responsibilities or by providing childcare?

As these brief examples demonstrate, not all participants are able to benefit equally from a training event and unless accommodations are made, the overall effectiveness of the training plan will be reduced. Such potential barriers and others must therefore be considered in the design and delivery of learning events.

When thinking about access, the key questions to ask yourself are:

Key questions:

- Who has access to the project / learning activity and who does not?
- What barriers to access might certain participants struggle with and why? How can these be prevented or mitigated?
- What reasonable accommodations can be made to the training space, schedule, delivery mode and/or materials to ensure that all participants benefit equally?
- Are measures in place to facilitate access for the intended audiences? How might initial plans need to be adjusted in order to increase accessibility?
- Is the intervention accessible for people with disabilities and neurodiverse needs?
- Does the intervention take into account participants' level of digital literacy and access to technology? (internet, computers, devices, hardware, software)
- Does the intervention take into account environmental barriers to participation? (e.g. timezones, child care, work place)
- Do the chosen languages/dialects facilitate access and participation for intended audiences and participants in the project?

3. PARTICIPATION

Participation aims to bring the voices of those most impacted by the intervention to the centre of the whole project cycle. Solutions should be created in collaboration *with* the target population(s), rather than *for* them.

It is important to remember that mere access to a project does not equate with full participation. For example, just because participants have access to the learning, does not mean that the right mechanisms are in place to support and ensure their participation. To illustrate, not all participants in a training room may feel comfortable expressing themselves in a plenary format. Therefore, small group activities can be integrated in the training plan to improve the level of participation.

Participation should be examined at each phase of the project cycle, i.e. who participates in key decisions, analysis, design, implementation and evaluation. Fundamentally, looking

at projects and learning design through the lens of participation helps us to ensure co-creation, local ownership and the sustainability of projects.

When thinking about participation, the key questions to ask yourself are:

Key questions:

- Are the right people “in the room” and part of the process? Are we consulting those who are affected by our intervention?
- Who is involved at each stage of the project?
- What factors might affect the degree of participation among project stakeholders and participants?
- Does the project welcome and integrate a diversity of views, opinions, abilities and needs throughout its various phases?
- How can we improve the participation of key stakeholders from the project planning phase, particularly those intended to benefit from and be impacted by the project?

4. DIGNITY

This lens looks at what we call ‘dignity,’ which is an umbrella term that incorporates the following aspects:

1. **Being sensitive to and respectful of cultural diversity**
2. **Avoiding stereotypes, prejudice and discrimination**
3. **Reflecting critically on our own biases**
4. **Promoting constructive narratives**
5. **Ensuring dignity, autonomy and choice**

Dignity is “an attribute that we are born with—it is our inherent value and self-worth”.⁸ In all of our work, we should always “show the same respect for human dignity and sensitivity in people of other communities that we expect them to show for ours”.⁹ According to the Dignity Model, the ten essential elements of dignity are: acceptance of identity, recognition, acknowledgement, inclusion, safety, fairness, independence, understanding, benefit of the doubt and accountability.¹⁰

When we apply the dignity lens, we examine the manner with which we treat our project partners, members and audiences. We assess ourselves to check whether we are engaging in a respectful or disrespectful way, whether we are directly or indirectly reinforcing stereotypes and inequalities, and whether we are doing as much as we can to promote constructive narratives.

⁸ Donna Hicks (2011). *Dignity: Its essential role in resolving conflict*. Yale University Press.

⁹ Kofi Annan (2003). “Do We Still Have Universal Values?”, lecture by UN Secretary-General Kofi Annan at Tübingen University, Germany (12 Dec 2003).

¹⁰ [Organizing Engagement](#).

In practical terms, ensuring dignity means that we intentionally examine our own unconscious biases, beliefs, judgements and modes of operation, as well as those of our team and our organisation, and reflect on how these may influence how we work and engage with others. We should not take our assumptions for granted. “Constant reflection to avoid perpetuating unconscious bias is essential, even for development practitioners.”¹¹

Becoming aware of our own biases is also crucial to ensuring quality learning design and delivery. For example, a facilitator may have a bias towards participants who have a similar background or a similar way of expressing themselves. An instructional designer may have a bias towards using images of older men in leadership positions rather than women, people of colour and/or people of different ages. Efforts must be made to ensure that the quality of our programmes and interactions are not compromised by leaving such biases unchecked.

One powerful way to put the principle of dignity into practice is for a project to “establish a steering committee with decision-making power that includes underrepresented people from already marginalised groups” that are part of or that may be affected by the project.¹²

The dignity lens is particularly useful not only when it comes to project and learning design, but also when it comes to communication and visual material. It can happen that promotional materials attempting to show diversity end up reinforcing harmful stereotypes. This is why it is important to have one lens focused only on this, so that harm is prevented, and positive, affirming, empowering and transformational narratives are promoted wherever appropriate.

When thinking about dignity, the key questions to ask yourself are:

Key questions:

- Have relevant stakeholders been included and consulted throughout the process?
- Are positive, affirming, empowering images of diverse individuals depicted in the project materials where appropriate?
- Are harmful stereotypes, prejudices and discrimination (i.e. sexism, racism, cultural bias, ability bias, ageism, etc.) being actively avoided in project communications, materials and interactions?
- Are we as team members critically reflected on how our attitudes and beliefs influence our opinions and actions? How does our privilege directly or indirectly disadvantage others? What can we do to address this?
- Have we articulated our biases and recognised how they might be shaping the project? What strategies can we put in place to mitigate these biases?

¹¹ UN-Women (2021, p. 21).

¹² UN-Women (2021, p. 25).

- Do our communication strategies and materials reflect constructive narratives about stakeholder groups?
- Has all content (e.g. text/visual imagery, etc.) been reviewed through an intersectional lens?
- Is the language of the project adapted to the audience, culturally sensitive and gender responsive?

5. IMPACT & DO NO HARM

This final lens primarily looks at two important aspects:

1. **Impact** - What are the impacts (intended and unintended) of our interventions?
2. **Do No Harm** - How can we ensure our interventions do not harm relevant audiences, stakeholders or others directly or indirectly affected by the project? When harm is done, how can we own up to it, take ownership of it, be transparent and acknowledge our misdoings?

It is common to consider the desired impacts of our projects without considering potential unintended consequences, especially for the individuals and groups who are underrepresented or whose intersectional identities result in greater social, economic or political disadvantage.

For example: Protection and anonymity may need to be provided for certain community members so they can participate in analysis consultations if they are worried about identification as they are a member of a stigmatised minority group e.g., albinism, LGBTIQ+, HIV-positive status.¹³

Any action in a project has consequences and knock-on effects, so it is important to think critically in terms of how exclusion may result, even inadvertently, from our interventions.

Whilst unintended consequences can be difficult to predict, even a basic brainstorm and constant critical reflection can go a long way to anticipate and minimise such impacts. Far too often, organisations fail to adequately consider what could go wrong, not only in terms of risks to the project itself, but also in terms of how the project could make the problems we are trying to solve even worse.

This lens is about ensuring that as much as possible our interventions “prevent and mitigate any negative impact on affected populations”. (See the ‘Do No Harm guide’ in the Quality Assurance Pack for more detailed explanation of this approach)

¹³ UN-Women (2021, p. 20).

The issue of Do No Harm is particularly important when it comes to working with populations who may be vulnerable or exposed to discrimination. It is also important when collecting data, whether at the needs analysis phase or at the project evaluation phase. This is why the issue of “informed consent” is critical.

UN-Women explains that “Building trust and safe spaces is contingent upon respecting people’s choices and autonomy which is why free and informed consent must be integral to your programmes and operations. Obtaining people’s agreement or permission to do something requires you to provide them with full information about the possible effects or results, in a format that is accessible to them. Legally, informed consent can only be given by adults as they are considered to have the capacity and maturity to know about and understand the situation.”¹⁴

The principle of “informed consent” also applies to the representation of project participants and stakeholders in communication and visual material. “When seeking consent to use people’s testimonies, images, recordings, etc., make sure it is gathered in an accessible way, in the language used by the person. Remember that while sharing stories and images can be powerful tools for awareness raising and advocating for equality, it is critical your actions do not pose any harm or risk to the people involved, even if they have provided consent.”¹⁵

When thinking about impact and do no harm, the key questions to ask yourself are:

Key questions:

- Who is impacted by the project and how?
- What are the (intended/unintended) impacts of the intervention on different groups? (taking into consideration gender, age, ethnicity, ability, education, language, culture, neurodiversity and other relevant factors)
- Are these impacts documented or assumed?
- Are the communities most impacted by the project those who requested it? If not, why?
- How do we monitor project impacts on participants - especially among underrepresented and marginalised groups?
- Are we adequately taking into account the physical and psychological safety of those directly and indirectly impacted by the project? Are we fulfilling our ‘duty of care’?
- Are the confidentiality and security of participants respected?
- Are participants’ rights to informed consent and choice respected throughout the project?
- What should we do if **unintended** negative consequences arise? How can we mitigate and prevent negative impacts?

¹⁴ UN-Women (2021, p. 41).

¹⁵ UN-Women (2021, p. 41).

Glossary of Key Terms

Discrimination¹⁶

- **Direct discrimination** occurs when one person is treated less favourably than another because of their background or certain personal characteristics.
- **Indirect discrimination** refers to laws, policies and practices that apply to everyone in the same way and may appear neutral, however have a worse effect on some people than others.
- **Intersectional discrimination** recognises the complex, multi-faceted dimensions of discrimination on the grounds of intersecting social categories or personal characteristics.

Equality¹⁷

- **Formal equality** is the concept that all people should be treated the same regardless of difference. However, this approach does not take systemic discrimination and individual difference into account and can result in indirect discrimination.
- **Substantive equality** refers to equality of outcomes and takes the effects of discrimination and difference into consideration. It recognises that rights, entitlements, opportunities and access are not equally distributed throughout society and a one size fits all approach will not achieve equality. It demands the redistribution of resources, power and structures and increased access to resources and participation for those marginalised.

Gender refers to “the roles, behaviours, activities, and attributes that a given society at a given time considers appropriate for men and women. In addition to the social attributes and opportunities associated with being male or female and the relationships between women and men and girls and boys, gender also refers to the relations among women and those among men. These attributes, opportunities and relationships are socially constructed and are learned through socialisation processes. They are context/ time-specific and changeable. Gender determines what is expected, allowed and valued in a woman or a man in a given context.”¹⁸ While people commonly believe this binary distinction between ‘women’ and ‘men’ is a universal mode of social organisation, a wider range of gender categories, indeed persons of **all genders**, should be considered in the context of project interventions.¹⁹

Neurodiversity “describes the idea that people experience and interact with the world around them differently”, due to a diversity of cognitive, sensory and social processing

¹⁶ UN-Women (2021, p. 49).

¹⁷ UN-Women (2021, p. 49).

¹⁸ [UN-Women. Concepts and Definitions](#)

¹⁹ The concept of gender continues to evolve in research, policy and practice. As acknowledged in this document, understandings of gender are also culturally specific. UNITAR uses the term “all genders” to refer to persons of diverse gender identifications. These include, but are not limited to, women, men, girls, boys, cis-gender, transgender, gender fluid and queer persons.

(e.g. autism spectrum disorder, learning disabilities, ADHD etc.). This approach emphasises that there is no one ‘right’ way of thinking, learning, and behaving.”²⁰ With the aim of destigmatizing diversity in sensory, cognitive and social processing, these differences are not viewed as deficits.

Reasonable accommodation means necessary and appropriate modification and adjustments not imposing a disproportionate or undue burden, where needed in a particular case, to ensure to persons with disabilities the enjoyment or exercise on an equal basis with others of all human rights and fundamental freedoms.²¹

Reflexivity acknowledges the importance of power at the micro level of self and our relationships with others, as well as at macro levels of society. It is a transformative process as it brings critical self-awareness, role-awareness, interrogation of power and privilege and the questioning of assumptions in policy and programming processes.²²

Social norms are the unwritten rules about how people are expected to behave in a given situation or social group. They are different from individually held beliefs or attitudes. Social norms are grounded in the customs, traditions and value systems that develop over time and vary across organisations, countries and cultures. They are maintained by social influence and those who challenge them may face backlash such as losing power or status in a community. Social norms usually advantage those in the majority and keep the status quo that allows some groups to dominate. They may also act as a brake or accelerator in a behaviour change process; hence they should be a critical consideration in inclusive development.²³

Unconscious biases also known as implicit biases, are social stereotypes about certain groups of people that individuals form outside their own conscious awareness. Everyone holds unconscious beliefs and prejudice about various social and identity groups, and these are often incompatible with one’s conscious values. We all apply these biases to all aspects of our lives, including our behaviour and decision making. Common biases that impact decision making include affinity bias which is a tendency to favour people who are similar to us, often resulting in group think; confirmation bias when we seek to confirm our beliefs, preferences or judgements with those like us; halo effect when we like someone or share similar traits with someone and therefore are biased to think everything about that person is good; and social or likeability bias when we tend to agree with the majority or someone more senior than us to maintain harmony.²⁴

²⁰ [Baumer, N. & Frueh, J. \(2021\). What is neurodiversity? Harvard Health Publishing.](#)

²¹ World Blind Union and CBM Global Disability Inclusion (2020). Accessibility GO! A Guide to Action, Delivering on 7 Accessibility Commitments. Cited in UN-Women (2021).

²² Hankivsky, O. (Ed.), (2012). An Intersectionality-Based Policy Analysis Framework. Vancouver: Institute for Intersectionality Research and Policy, Simon Fraser University.

²³ CBM International (2019). Disability and Gender Analysis Toolkit. Cited in UN-Women (2021).

²⁴ World Blind Union and CBM Global Disability Inclusion (2020). Accessibility GO! A Guide to Action, Delivering on 7 Accessibility Commitments. Cited in UN-Women (2021).

Inclusivity Checklist

The following tables are intended to assist teams to apply the inclusivity lenses to various phases of a project. They follow the same structure as the sections of the Learning Solutions Quality Assurance Tool.

1. PROJECT CONCEPTUALISATION	
<i>Are we conceptualising the project in an inclusive way?</i>	
LENSES	QUESTIONS
Power dynamics	<p>1.1 Are we conducting an intersectional analysis at the project conceptualisation phase?</p> <p><i>i.e. Are we assessing the needs, constraints and vulnerabilities of all intended target participants, communities, and other key stakeholders within an intersectional perspective?</i></p> <p><i>e.g. Are we attending to histories of violence and oppression that may affect power dynamics among project stakeholders and that may influence tensions and needs among participant groups?</i></p>
Access	<p>1.2 When exploring potential interventions and activities, do we critically reflect on the accessibility needs of the target audience?</p> <p><i>e.g. Suitability of physical access, timetable scheduling sensitive to neurodiverse participants, access to technology, different language needs</i></p> <p>1.3 If such analysis is not possible at this stage, are we:</p> <p>a) planning and budgeting for such analysis to take place later in the project?</p> <p>b) leaving the form of interventions open enough to be adapted at a later stage of the project, after such analysis will have been conducted?</p>

1. PROJECT CONCEPTUALISATION

Are we conceptualising the project in an inclusive way?

LENSES	QUESTIONS
	<p><i>i.e. not deciding on what technological tool or platform to use at the project concept stage, without a clear understanding of what is accessible to the target audience</i></p>
<p>Participation</p>	<p>1.4 Are we considering how to include target audience members and other key stakeholders in the project design process to ensure its relevance, local ownership and efficacy?</p>
<p>Dignity</p>	<p>1.5 Is the project respectful towards the dignity of all stakeholders involved?</p> <p>1.6 Have we reflected intentionally on our biases and how they may impact our approach to the project? Are strategies put in place to mitigate these biases?</p> <p>1.7 Are we designing the project in a way which promotes constructive narratives and empowering relationships?</p>
<p>Impact & Do No Harm</p>	<p>1.8 Are we monitoring and reflecting critically on the project's intended and unintended impacts on the affected groups and communities, especially those that are underrepresented and/or socially disadvantaged?</p> <p>1.9 Are we putting accountability mechanisms in place to address and mitigate negative unintended consequences of the project?</p> <p>1.10 Are we applying an intersectional perspective in our risk assessment process and using it to consider alternative interventions and solutions?</p>

2. PROJECT TEAM

Are we ensuring our team composition and collaboration is inclusive?

LENSES	QUESTIONS
<p>Power Dynamics</p>	<p>2.1 Are we conscious of who is included in and excluded from the composition of our internal project team, project managers, external collaborators, implementation partners, and training team?</p> <p>2.2 Are we considering the potential power dynamics within this composition and how that may affect the project?</p> <p>2.3 When recruiting team members, are we considering potential power differentials and (past / present) conflict dynamics between them and the target audience?</p> <p><i>e.g. Recruiting a trainer from a country with a history of colonisation or other forms of oppression with the implementing country might cause potential resistance or tension if not addressed. Or, choosing male trainers for an all female participant group in a country with strict gender hierarchies might cause difficulties in creating a safe space for participants to freely share and participate.</i></p>
<p>Access</p>	<p>2.4 Are we ensuring that all relevant materials, software and tools are accessible to all project team members? (e.g. Sharepoint, Zoom, software licences, tech literacy, connectivity, languages spoken)</p> <p>2.5 Are we ensuring that any intersectional barriers to relevant working mechanisms are removed by providing reasonable accommodation?</p>
<p>Participation</p>	<p>2.6 Are we ensuring that all team members can equitably participate in and contribute to the project?</p> <p>2.7 Are we inviting diverse perspectives and creating space to listen to them?</p>

2. PROJECT TEAM

Are we ensuring our team composition and collaboration is inclusive?

LENSES	QUESTIONS
Dignity	2.8 Does the project team conduct itself with professionalism, intercultural sensitivity and respect towards others?
Impact & Do No Harm	<p>2.9 Are we assessing potential unintended consequences of the team's composition and working dynamics on the project or its participants?</p> <p>2.10 Are we putting mechanisms in place to ensure the (psychological and physical) safety of the project team?</p> <p><i>e.g. Are we organising regular team check-ins, supporting mission safety through information sharing and safety procedures, ensuring that team members take safety courses, ensuring clarity on complaint procedures, etc.</i></p> <p>2.11 Are we providing the project team with the UN Code of Conduct and relevant guidance and expectations on professional standards?</p>

3. ANALYSIS

Are we applying an inclusivity lens to our assessment and analysis methods and processes?

LENSES	QUESTIONS
<p>Power Dynamics</p>	<p>3.1 Are we assessing the different needs of and power dynamics between our target populations through an intersectional lens?</p> <p>3.2 When gathering information about the needs of our target population(s) through interlocutors (partners, donors, etc), are we aware of the assumptions that they are making which may bias our perspectives? What measures can we take to access information from other sources?</p> <p><i>e.g. Creating a practice of clearly identifying assumptions, differentiating them from facts in partner conversations and project documentation can help bring these to the surface. In addition, having a process of verifying these during data collection is also key.</i></p>
<p>Access</p>	<p>3.3 Have we conducted a technological accessibility analysis? (e.g accessibility, connectivity, digital literacy)</p> <p>3.4 Are we making the needs assessment accessible to the target population?</p> <p><i>e.g. Is the language of the assessment clear, simple and easy to understand?</i></p> <p><i>e.g. If the assessment was conducted online, but most target audiences do not have access to the internet then this wasn't accessible enough.</i></p>
<p>Participation</p>	<p>3.5 Are we consulting those who are impacted by and those with influence over the intervention during our assessment and analysis?</p>
<p>Dignity</p>	<p>3.6 Is our assessment process inclusive and respectful of our participants' dignity and choice?</p>

3. ANALYSIS

Are we applying an inclusivity lens to our assessment and analysis methods and processes?

LENSES	QUESTIONS
	<p><i>e.g. Do we give participants the option to opt out of responding to questions?</i></p>
<p>Impact & Do No Harm</p>	<p>3.7 Are we assessing the potential (negative) impact of our assessment process on the target populations?</p> <p>3.8 What measures are we putting in place to mitigate negative impacts and to provide additional support to participants when these cannot be avoided?</p> <p><i>e.g. Given the risk of triggering trauma, before discussing Sexual Exploitation and Abuse with victims, they will be informed of avenues and resources that can provide support, that aftercare will be followed up, that the option of a support buddy will be in place, etc.</i></p> <p>3.9 Are we ensuring the safety of our data collectors and assessment participants? Are we considering the shorter- and longer-term risks that they may be exposed to through their participation?</p> <p>3.10 Are we ensuring that participants understand what “consent” means?</p> <p>3.11 Are we ensuring that assessment participants’ identities and responses will remain confidential during our assessment and analysis?</p>

4. DESIGN

Do the design process, training and evaluation plans fulfil inclusivity standards?

LENSES	QUESTIONS
<p>Power Dynamics</p>	<p>4.1 Are we designing interventions in response to the inclusivity needs and power dynamics we identified?</p> <p>4.2 Are we designing activities that can equalise power dynamics, when necessary?</p> <p><i>e.g. When there is a lot of hierarchy in the room that would prevent some participants from speaking up before their superiors, are we considering organising more small group discussions instead of running everything in plenary?</i></p>
<p>Access</p>	<p>4.3 Are we choosing appropriate languages (incl. variation and dialect) for the training package to facilitate the access and participation of the intended target audience(s)?</p> <p>4.4 Are we choosing a training location(s) and timing that are accessible for all participants? Are certain groups more inconvenienced than others? Could the inconvenience be reduced or shared by all the groups?;</p> <p>4.5 Are we designing training and evaluation methods to be inclusive</p> <p>i.e. Accounting for differing levels of confidence, comfort with self-reflection, different cultural and language barriers etc.</p>
<p>Participation</p>	<p>4.6 Are we designing the training package in a way that allows individuals to participate and benefit equally?</p> <p>4.7 Are we considering whether and how to include target audience members in the design process?</p>

4. DESIGN

Do the design process, training and evaluation plans fulfil inclusivity standards?

LENSES	QUESTIONS
<p>Dignity</p>	<p>4.8 Is the content culturally sensitive and respectful?</p> <p>4.9 Do the selected methods uphold standards of professionalism, respect, intercultural sensitivity, etc?</p> <p><i>e.g Not using methods which are too informal with high-level officials, not using ice-breakers which involve too much physical contact for the context.</i></p>
<p>Impact & Do No Harm</p>	<p>4.10 Are we asking for feedback on the inclusivity of our design from experts, the target audience and peers during the design phase? (e.g. through prototyping, user testing, feedback rounds etc.)</p> <p>4.11 Are we anticipating intended and unintended impacts on various groups during the design process?</p> <p>4.12 Are the chosen training and evaluation methods physically and emotionally safe to an appropriate degree? (e.g. COVID safety, trauma sensitivity, conflict sensitivity, etc.)</p>

5. DEVELOPMENT

Are the training materials, tools and equipment chosen and developed in line with our inclusivity approach?

LENSES	QUESTIONS
<p>Power Dynamics</p>	<p>5.1 Are we critically reflecting on the power dynamics represented in the training materials, content, and sources we have selected and developed?</p> <p><i>e.g. Have we considered how people are represented in our visual material, including how their placement on the page in relation to one another (high up, low down, standing, sitting, in front, behind) may reflect a certain power dynamic or hierarchy that contradicts the messages that we want to convey?</i></p> <p><i>e.g. If quotations and images represent only male leaders, is that appropriate for the messages about gender inclusive leadership that the course wants to convey?</i></p>
<p>Access</p>	<p>5.2 Have we ensured that the complete training package (information, location, methods, content, materials, facilitation plan, evaluation plan) facilitate equitable access for diverse collaborators and participants, from an intersectional perspective?</p>
<p>Participation</p>	<p>5.3 Have we considered how to include target audience members in the development process?</p> <p><i>i.e. Should we test the materials with the target audience, and especially those with specific needs?</i></p> <p>5.4 Do the materials reflect the diversity of the target populations?</p> <p>5.5 Are the sources of content inclusive of diverse perspectives?</p>

5. DEVELOPMENT

Are the training materials, tools and equipment chosen and developed in line with our inclusivity approach?

LENSES	QUESTIONS
<p>Dignity</p>	<p>5.7 Are we developing the training package (information, location, methods, content, materials, facilitation plan, evaluation plan) in a way that is context-specific, culturally sensitive, inclusive and respectful towards people’s dignity?</p> <p>5.8 Do the messages promote constructive narratives which avoid perpetuating harmful stereotypes, prejudices and discrimination?</p> <p>5.9 Are we reviewing the materials through an (inter)culturally sensitive lens?</p>
<p>Impact & Do No Harm</p>	<p>5.10 Are the training materials (in content and form), tools and equipment chosen, physically and psychologically safe? (COVID safety, trauma sensitivity, physical safety, conflict sensitivity etc.)</p> <p><i>i.e. Be aware if the content is biassed towards one conflict party or disrespects cultural relations among participants.</i></p> <p>5.11 Are we asking for feedback on the inclusivity of the materials (content and form), tools and equipment from experts, the target audience and peers during the development phase? (e.g. through prototyping, user testing, feedback rounds etc.)</p> <p>5.12 Do the materials respect intellectual property rights? Are the sources of all content and images properly cited?</p>

6. IMPLEMENTATION

Are we implementing the training in line with our inclusivity approach?

LENSES	QUESTIONS
<p>Power Dynamics</p>	<p>6.1 During implementation of the training, are we remaining mindful of power dynamics in the room?</p> <p><i>e.g. In a group of participants who are uniformed personnel, the training team identifies a clear power differential based on rank. To address this and create a more equitable space, the team may take any and/or all of the following actions: discussing active listening and participation as part of house rules; raising the issue of equal participation as part of house rules; agreeing with participants that only the individual in possession of a particular object may speak; actively inviting those who are less active (potentially due to their lower rank) to share their thoughts; carefully managing the speaking time of the higher-ranking participants; creating spaces for group or pair discussions; assigning role of team leaders to participants of varied ranks.</i></p> <p>6.2 Are we enabling those who tend to be unheard or less heard to voice their inputs, views, experiences and perspectives?</p> <p>6.3 Are we continuously monitoring and adapting to the evolving needs and power dynamics of the intervention?</p>
<p>Access</p>	<p>6.4 Does the training environment ensure equitable access for all participants?</p> <p><i>e.g. Are we mitigating language barriers through provision of interpreters? Do we provide transportation to ensure access to the training location? Do we provide learning materials in different audio-visual formats for those with impairments?</i></p>

6. IMPLEMENTATION

Are we implementing the training in line with our inclusivity approach?

LENSES	QUESTIONS
	<p>6.5 Are we checking with participants whether these arrangements are adequate / properly adapted?</p> <p><i>e.g. Some participants may have physical constraints - are we checking if they are comfortable? Are we ensuring that hygiene facilities are available for all genders? Are buildings accessible to wheelchair users? Are images and videos captioned for those with hearing difficulties?</i></p>
<p>Participation</p>	<p>6.6 Are we facilitating in a way that allows for equitable participation of all participants?</p> <p><i>e.g. Are we ensuring that everyone has a chance to speak and contribute? Are we encouraging dominant voices to make space so that others can take an active role?</i></p> <p>6.7 Are we considering whether and how to include target audience members in training and facilitation roles?</p> <p>6.8 Are we checking-in with the participants at the end of each day to see how they feel about the training process and to adjust the facilitation approach as needed?</p> <p>6.9 Are we ensuring that there is a dedicated space and/or time for participants to share with facilitators (confidentially if they wish) any concerns they may have about dynamics during the training?</p>
<p>Dignity</p>	<p>6.10 Are we ensuring that training facilitation is culturally sensitive, gender inclusive and respectful towards the dignity of all people?</p> <p>6.11 Are we ensuring that all participants and facilitators are held accountable for their actions and make repairs when violations of another person's dignity occurs?</p>

6. IMPLEMENTATION

Are we implementing the training in line with our inclusivity approach?

LENSES	QUESTIONS
	<p>6.12 Are we remaining vigilant to our biases and ensuring that all possible efforts are made to remain equitable and inclusive throughout the facilitation and implementation of the training? Are we putting in place other strategies (like co-facilitation support / an extra pair of eyes and ears) to monitor and mitigate these biases?</p>
<p>Impact & Do No Harm</p>	<p>6.13 Is the training environment and facilitation approach physically and psychologically safe for all participants and the trainers themselves? (especially when addressing sensitive topics)</p> <p>6.14 Are the trainers and facilitators complying with the UN values and Code of Conduct?</p> <p>6.15 Are we monitoring our impact (positive and negative) throughout implementation and upon conclusion of the project? Are we sharing our learnings with the sector?</p> <p>6.16 What plans / measures have we put in place to prevent and address any concerns or unintended negative impacts of our work on participants and the training team?</p>

7. EVALUATION

Have we designed and are we implementing evaluation at all levels in line with our inclusivity approach?

LENSES	QUESTIONS
<p>Power Dynamics</p>	<p>7.1 Are we analysing the evaluation data through an intersectional lens (i.e. age, gender, ethnicity, ability, neurodiversity, and how they intersect) and disaggregating the data?</p> <p><i>e.g. In a course that had 10 participants, 9 indicated that they were fully satisfied with the course and 1 was not at all satisfied. It first glance, we might say that 90% of participants were satisfied with the course. However, when the data is disaggregated, it is found that the one participant who was dissatisfied was the one female participant. Now your data says, 100% of the men were fully satisfied, and 100% of women were fully dissatisfied with the training. An intersectional perspective gives new insights into the results of the evaluation.</i></p> <p><i>e.g In another case, disaggregating data by gender and age could show that certain groups found the technology less accessible.</i></p> <p>7.2 Are we taking the lessons learned from an intersectional analysis of the evaluation data and feeding these insights back into future project development?</p> <p><i>e.g. Disaggregated data reveal that in a course aimed at young people age 12-20 years, the youth under age 14 found the course too challenging compared to those above 15. You may draw the lesson that for pre-teens you need to adapt the materials to fit better with their developmental stage)</i></p>
<p>Access</p>	<p>7.3 Are we making evaluation forms and processes accessible to all participants?</p>

7. EVALUATION

Have we designed and are we implementing evaluation at all levels in line with our inclusivity approach?

LENSES	QUESTIONS
	<p><i>i.e. This can be achieved through appropriate choice of language, technology, physical accessibility, literacy, etc.</i></p> <p>7.4 Are we making evaluation findings accessible to participants and stakeholders to validate the findings and stimulate reflection and learning among all parties?</p>
Participation	<p>7.5 Are we ensuring that all participants participate in evaluation processes?</p> <p><i>i.e. By providing adequate time to complete the evaluation exercise and adequate guidance to ensure understanding of what is requested.</i></p>
Dignity	<p>7.6 Are we ensuring that evaluation processes are respectful towards participants' dignity, consent and confidentiality?</p> <p><i>i.e. By not limiting participants' responses with leading or biased questions, and by allowing a space for further comments.</i></p>
Impact & Do No Harm	<p>7.7 Are we monitoring and evaluating the inclusivity of the training package throughout and following the training?</p> <p><i>i.e. Are we asking participants and stakeholders to provide feedback on how the training can be more inclusive during the training and in the future phases of the project?</i></p> <p>7.8 Are we identifying lessons learned regarding inclusivity to ensure that our training packages and programmes are more inclusive in the future?</p> <p>7.9 Does the evaluation process respect principles of safety, consent and confidentiality?</p>

8. COMMUNICATION

Are communication materials and strategies inclusive?

LENSES	QUESTIONS
<p>Power Dynamics</p>	<p>8.1 Are we reviewing how power relations are presented in project communications and materials?</p> <p><i>e.g. How are differently racialized people represented relative to each other in photos and illustrations? What kind of power dynamics (equal-hierarchical, leading -following, passive-active) do these visuals communicate?</i></p> <p>8.2 What measures are we taking to correct undesired / inappropriate power representations?</p>
<p>Access</p>	<p>8.3 Are communication materials accessible and usable for all stakeholder and participant groups?</p> <p><i>e.g. Consider language, format, dissemination modalities, technological accessibility, etc. Refer to Universal Design Principles)</i></p> <p>8.4 Does the communication strategy facilitate access (to courses, events, materials, initiatives) for all intended audiences, including those most marginalised and hardest to reach?</p> <p><i>e.g. Posting only on the UNITAR Facebook page will reach fewer audiences than using diverse channels which are the most accessible and frequented by the target audience.</i></p>
<p>Participation</p>	<p>8.5 Are we considering whether and how to include target audience members in the communication strategies or materials? (e.g. using focus groups, testimonials, feedback, etc.)</p>
<p>Dignity</p>	<p>8.6 Are we developing project communications to be culturally sensitive, inclusive of all and respectful towards the dignity of all people, in both text and visual aspects?</p>

8. COMMUNICATION

Are communication materials and strategies inclusive?

LENSES	QUESTIONS
	<p>8.7 Do the messages promote constructive narratives which avoid perpetuating harmful stereotypes, prejudices and discrimination?</p> <p>8.8 Have we reviewed the materials through a culturally sensitive lens?</p>
<p>Impact & Do No Harm</p>	<p>8.9 Are we critically reflecting on the (intended, unintended and assumed) impact of the communication materials and style on different groups and communities?</p> <p>8.10 Do we have a plan in place to address potential negative consequences of our communication materials?</p> <p>8.11 Do communications material respect the principles of safety, consent and confidentiality, in line with the Do No Harm approach?</p> <p>8.12 Are we critically examining the communications material in order to assess risk and prevent harm?</p>



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