GUIDE TO

INCLUSIVE DEVELOPMENT ANALYSIS

USAID
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TABLE OF CONTENTS

INCLUSIVE DEVELOPMENT ANALYSIS

A. What is Inclusive Development Analysis?

An Inclusive Development Analysis (IDA) is an analytic tool that assists in the inclusion of marginalized and underrepresented groups in policies and programming. Please reach out to the Inclusive Development Hub at idassistance@usaid.gov for further guidance.

An IDA aims to:

- Identify marginalized groups in a country;

- Review the social, economic, political, and cultural factors that lead to marginalization;

- Explain the differential impact of policies and programs on these groups and the general population;

- Determine access to assets, resources, opportunities, and services;

- Identify whether groups are excluded from development programs due to their identities; and

- Generate specific programmatic recommendations to increase inclusion of marginalized groups in programming and policy.

An IDA can support the mainstreaming of inclusive development considerations across USAID programs. It is an important first step in activity design and can be a standalone analysis and/or part of other analyses such as gender analysis or Political Economy Analysis. An IDA is also known by other names, including Social Inclusion Analysis or Gender and Social Inclusion Analysis.

The results from the IDA will likely reveal critical barriers to participation that need to be overcome, previously overlooked opportunities for enhanced programming outcomes, and/or potential unintended negative impacts of proposed activities. Recommendations from an IDA can strengthen programming by:

- Providing information on strategies to include marginalized groups in programming;

- Creating a framework for identifying opportunities that exist when marginalized groups are included in the design process;

- Identifying local knowledge that can be incorporated into programs;

- Determining ways to partner with marginalized groups and how such partnerships could work; and

- Providing strategies to ensure USAID programming abides by the "Do No Harm" principle.

B. What Information Should Inclusive Development Analysis Provide?

An IDA should examine constraints, opportunities, and entry points for narrowing social, economic, political, and cultural gaps and empowering marginalized groups. Most importantly, it should provide specific recommendations, based on the findings of the analysis, on how to address the needs of marginalized groups through USAID programming, and how to partner with such groups in developing solutions that align with the development priorities of local communities, thereby ensuring greater buy-in and more sustainable outcomes that are associated with locally led development. The IDA should attempt to answer the following questions:

- What does identity-based inequality look like in the area where the activity will be conducted? In the country?

- Which groups face exclusion, stigma, and discrimination?

- Who are stakeholders of the proposed program or activity?

- Do marginalized groups have limited (or worse) access to assets, resources, opportunities, or services compared to the general populations? If so, how?

- What are the structural barriers faced by marginalized groups that might prevent them from participating in USAID programs or fully realizing program benefits?

- What are the social, economic, political, and/or cultural drivers of marginalization in the activity area (or in the country)? What are the barriers imposed by formal and informal institutions, norms, policies, and attitudes that marginalize different groups?

- Who is driving marginalization or exclusion? Who is an advocate or champion for inclusion? Why are these key actors motivated to drive or mitigate marginalization? How are they using their influence for their respective purposes?

- Are marginalized groups at risk of being adversely impacted by USAID's efforts? If so, how? How can programs be designed to minimize unintended negative impacts?

- What opportunities exist to bolster inclusion and address the needs of marginalized groups through USAID's efforts?

- What are potential benefits to the program of partnering with marginalized groups in activity design? Is partnership feasible for activities envisioned under the program?

C. When Should Inclusive Development Analysis be Conducted?

An IDA can be conducted any time a Mission believes that there are marginalized groups among program stakeholders and seeks to analyze the inequalities or exclusions faced by marginalized groups to improve programming.

There are several times across the Program Cycle when an IDA is particularly useful:

- Strategic Planning: Plan an IDA during Phase One of the R/CDCS process and conduct it during Phase Two (see ADS 201.3.2.9).

  ‣ An IDA can provide contextual information by being country-wide in scope to inform the development of a R/CDCS. Results can assist the Mission with data related to the inequalities created by key demographic factors and power relations. The results can shed light on ways these factors impact groups' needs, access to resources, and decision-making power. The Mission may utilize the IDA to help make informed programmatic decisions and effectively invest funding.

- Activity Design: Conduct an IDA during the design of a new activity (ADS 201.3.4.5, ADS 203.3.5).

- Evaluation: If an evaluation (e.g., mid-activity or final evaluation) reveals that inclusion issues are not being addressed, conduct an IDA to improve inclusion and enhance current or future activity performance.

- Other Analyses: An IDA may be carried out as part of other analyses such as a gender analysis and Political Economy Analysis.

Integrating Inclusive Development Analysis into Political Economy Analysis

Political Economy Analysis (PEA) is a field-research methodology used to explore how and why things happen in an aid-recipient country. PEA is used to explore the causes of a particularly intransigent development or governance issue or problem that jeopardizes the implementation of an activity. PEA is useful for identifying the major forces acting for and against change. PEA is premised on the idea that while good technical expertise is needed to write sound policies, multidirectional, iterative political action is needed to get them implemented. The PEA framework advocates that local actors, and not donors, must be the leaders of change. This idea directly complements the participatory approach of inclusive development.

The underlying power dynamics of a country, sector, or issue are often motivated by social dynamics. When a PEA is carried out, it can provide an opportunity to gain information around power dynamics among the included and marginalized groups in a country. This requires consultation with diverse stakeholders and asking questions relevant to inclusive development.

Integrating IDA into PEA can strengthen the latter by explicitly examining the social barriers to inclusion and participation, power dynamics between included and marginalized groups, and how identities contribute to the local/national cultural/social dynamics relevant to the issue being examined. PEA benefits from an inclusion lens because USAID's interventions should ultimately respond to the needs of not just one group, but all groups. Applying IDA to PEA can help reach more stakeholders, understand more perspectives, and increase the usefulness of the PEA.

A Mission may choose to conduct an IDA that is targeted or broad in scope. For a targeted analysis, consider the following questions:

- Do you intend to focus your IDA on a particular theme (e.g., food security), subtheme (e.g., inclusive training to improve productivity for small farmers), or a cross-thematic issue (e.g., the impact of ethnic discrimination on access to agricultural inputs)?

- Do you intend to study a particular identity group or groups (e.g., LGBTQI+ people, migrants, rural residents, non-dominant religious or ethnic groups, etc.) across various themes?

- Do you intend to study a particular identity or identities, or group(s) within a theme? Are you seeking insight into a set of themes (e.g., migrant children in education, women from rural areas in health)? Or are you examining a set of identities across various themes because the specific themes of your study have not yet been determined?

- Do you intend to study a particular location with a focus on particular themes or identities?

If you're undecided, discuss with Mission teams about which types of findings would be useful in providing programmatic recommendations.

D. How to Perform an Inclusive Development Analysis

An IDA is a multi-step process. It includes a scoping and planning phase, a landscape analysis, stakeholder engagement, an analysis of findings and, finally, recommendations and deliverables.

Scoping and Planning. The first step to undertaking an IDA aims to define the IDA's goals, design, and outcomes. An IDA may fulfill many purposes for different teams across the Mission, as it can provide either broad information at a country level or be focused on specific places, issues, or populations. An important cross-cutting theme in this analysis, regardless of scope, is the utilization of gender as a cross-cutting concept. Second, develop a scope of work and determine the team that will be conducting the IDA.

Landscape Analysis. Inclusive development challenges are unique to each country, as marginalized groups and the challenges they face vary. A landscape analysis, commonly referred to as a desk review, is an important part of an IDA, during which available data is collected, analyzed, and synthesized. This information can help provide an understanding of the country's context and, equally important, identify gaps to address during the in-country field work. Sufficient data sources (i.e., a range of key informants and focus group participants to represent the diversity of the populations) must be included so that inferences and conclusions are reasonably supported. In every case, local knowledge, cultural context, and expertise about geography, protocols, and connections are critical.

Resources for conducting a Landscape Analysis (non-exhaustive)

- U.S. Department of State Country Reports on Human Rights Practices provide an overview of exclusion and discrimination faced by particular groups.

- U.S. Department of State Trafficking In Persons Reports outline which populations are most vulnerable to trafficking and the specific environments and economic sectors within which they are victimized.

- Universal Periodic Review (UPR) Reports review the human rights records of individual United Nations member states. In the review, states declare what actions they have taken to improve their human rights situation. Local CSOs contribute by providing reports on human rights abuses, exclusion, and discrimination (found in the Summary of Stakeholders' Information).

- National Human Rights Institution (NHRI) Reports may help identify the needs and issues of particular marginalized and/or underrepresented groups.

- Country reports from national and international NGOs that monitor human rights violations (e.g., Human Rights Watch, Amnesty International, Minority Rights Group, Freedom House) provide broad assessments of multiple identity groups and may help underscore, contextualize, and prioritize the needs of marginalized and/or underrepresented groups in a particular context.

- Reports from local NGOs that represent a particular marginalized group (e.g., annual reports, research reports, UPR "shadow reports") may provide the most detailed content regarding the issues faced by specific marginalized groups.

- Media reports often complement and contextualize the above reports with specific examples.

- Census data and statistics from a country's national statistical bureau and other official national and regional-level data and statistics may help quantify issues of marginalization.

- Academic reviews and research papers may help illuminate current and historical social dynamics and trends.

- Reports by other donors and multilateral organizations.

Illustrative data collection methods

Much of the existing documentation may not include the perspective or voices of the marginalized groups included in the IDA, and the findings should reflect that caveat. These additional data collection methods may help obtain valuable information, particularly from marginalized groups directly.

- **Key informant interviews (KIIs).** May include USAID offices/staff members, government officials, donor organizations, USAID implementing partners, professional associations, employers/business leaders, student/youth leaders, community leaders or champions, and civil society leaders or staff. May be done in-person or virtually, if the selected virtual platform enables full participation of the populations being included (e.g., respondent has broadband internet access, the platform is accessible (e.g., Section 508-compliant), caption functions work properly in the language of the respondent, sign language interpreters can be seen clearly, no or minimal use of comment/chat functions for people with visual impairments). Alternatives to KIIs that can capture much of the same information may include:

  - **Storytelling.** Most respondents have a story to tell about their lived experience, which can be captured in-person, via self-recorded audio recording (i.e., audio voice), or self-recorded video recording (i.e., video voice).

  - **Art creation and personal reflection.** Some topics may lend themselves to interpretation through art and reflection, particularly if specific forms of art are strongly embedded in the culture of marginalized group(s) included in the IDA.

- **Focus group discussions.** Facilitated conversations among a small group of participants, who may include marginalized group members with one particular characteristic or specific combinations of characteristics (age range, disability, ethnicity/Indigenous status, sex assigned at birth, sexual orientation, gender identity, geographic location, or life circumstances). May be done in person or virtually, if the selected virtual platform enables full participation of the marginalized populations. Some alternatives to focus group discussions for communities who are not comfortable in focus group settings may include:

  - **Sharing circles.** The respondents themselves determine who should participate in a sharing circle, and they select the topic(s) of conversation.

  - **Group observation and reflection.** Where a research question focuses on the acceptability or appropriateness of a specific type of intervention, inviting marginalized group members to observe the prototype intervention and then reflect on how it would be received in their community may be highly useful.

- **Surveys or questionnaires.** May use in-person or accessible online survey platforms, if the selected online platform enables full participation of the marginalized groups and pilot testing indicates that the language is appropriate and clear to the intended respondents.

- **Polls and/or SMS surveys.** Designed with specific questions that have been pilot-tested to ensure that the language is appropriate and clear to the intended respondents, these instruments should be administered via an online platform that enables full participation of the marginalized groups.

Stakeholder Engagement. All IDAs should promote authentic participation of marginalized groups and follow the principle of "Do No Harm." It is critical to use safe participation approaches that support protection, accessibility, and physical and psychological security, which will differ depending on the needs and characteristics of the population. The IDA should include broad and inclusive stakeholder consultations that provide a diversity of viewpoints on the initial issues or questions identified while doing no harm, recognizing the diversity and intersectionality within marginalized and/or underrepresented groups.

After identifying potential stakeholders and marginalized groups in the landscape analysis, the next step should be to gain a more targeted understanding of the challenges and needs of those groups and the drivers of marginalization.

The information collected through stakeholder engagement may follow the six domains of analysis. Prior to scheduling meetings, prepare a list of questions that can provide knowledge and insight into the inclusion barriers, inequalities, challenges, and opportunities identified through the landscape analysis. Annex I, Section F, *A Six-Domain Architecture for Inclusive Development Analysis* provides examples of questions to ask during an IDA based on the six domains listed on page 40. Then use the information to identify ways that inclusive approaches can maximize impact and minimize exclusion and marginalization.

For more information on effective stakeholder engagement, see Section E, *Build in Time and Resources for Meaningful Stakeholder Engagement.*

Trauma-informed approaches

Along with upholding the key principle of "Do No Harm," it is also important to uphold trauma-informed approaches, especially in stakeholder consultations. USAID should consider ways potentially traumatic events impact communities in which the Agency works. A trauma-informed approach supports safe, inclusive, and effective programming.

A trauma-informed approach recognizes the widespread impact of potentially traumatic events on individuals the potential paths for healing; looks for signs of trauma in staff, clients, and others involved with the system; and responds by integrating knowledge about trauma into policies, procedures, practices, and settings. Reference USAID's guidance on Safety/Security-Sensitive and Trauma-Informed Stakeholder Consultations with Members of Marginalized Groups.

Analysis and Dissemination of Findings. The analytical methods used will depend on the questions asked and the types of data collected. Based on the time allocated for an IDA, data analysis may be conducted concurrently with data collection (e.g., transcribing and coding focus group notes after each session and prior to the next). It is important to recognize that good practice requires multiple passes at coding, and sometimes by different IDA team members, to fully extract all the information from the data set and avoid biases. Similarly, it is important to allow time for data disaggregation and analysis by groups and sub-groups of interest. Such systematic analysis requires dedicated time and resources.

Another important step in the data analysis process is validation of the findings with stakeholders. As an IDA team may not reflect the full diversity of the populations included, it is important to ensure that findings, conclusions, and recommendations are grounded in the local context and local perspectives. Data validation can be accomplished through workshops, reflection sessions, or other participatory, consultative processes with marginalized groups. If the IDA encompasses a broad scope of inclusion, multiple sessions with different groups may be needed to maintain privacy and confidentiality across respondents.

Determine Most Useful IDA Deliverables. Typically, IDAs will require one or both of the following deliverables:

- **Situational Analysis:** This type of report is typically made publicly available. The analysis usually includes a landscape analysis and findings from in-the-field data collection and serves as an important product for the stakeholders involved in the IDA who offered their time and insights. This report is a relevant tool for the field, expands the knowledge base on marginalized groups, and deepens the Mission's relationship with partners and stakeholders. The situational analysis may be shared with national government partners and used to help inform a variety of policies and strategies relevant to marginalized groups. This public portion of the report, including an executive summary, may also improve visibility of the activities.

- **Strategic Recommendations:** This type of report includes recommendations specifically for the Mission and its activities. If the IDA is focused on the broad country context, the IDA team will provide recommendations based on insights gathered and their understanding of Mission activities, the future directions of each office, and the R/CDCS to give actionable suggestions for more inclusive practices, processes, and designs. If the IDA is focused on a specific activity, the IDA team will use IDA findings to provide recommendations on design components and activity processes.

Examples of additional dissemination strategies include:

- Summary briefs or infographics that provide analysis highlights in easily understandable and accessible, Section 508-compliant formats;

- Presentation slide decks of key findings for presentation dialogues with USAID staff, relevant USAID working groups, key population segments, and other stakeholders; and

- Facilitated dialogues with government, civil society, universities, and private-sector stakeholders to disseminate findings and increase awareness and recognition of issues.

Facilitate Ongoing Learning and Adaptation. IDAs should be viewed as one stage of a larger trajectory to develop and learn from effective inclusive development programming. Social dynamics remain fluid and will change over time. It is important to engage stakeholders throughout every step of the Program Cycle in reflection and learning to fine-tune implementation and to understand how and why USAID-supported approaches catalyzed change or failed to do so. Inclusive development approaches should be included in Collaborating, Learning, and Adapting (CLA) activities, and any initial IDA may need to be updated over time.

E. Build in Time and Resources for Meaningful Stakeholder Engagement

The dynamics of engagement differ depending on the specific stakeholders and the marginalized groups who experience exclusion. All IDAs should promote authentic participation of marginalized groups and follow the principle of "Do No Harm." The following are key steps that need to take place for meaningful engagement in IDAs:

Familiarization with the donor landscape and other development initiatives that support groups. Understanding the existing landscape of initiatives and donors will provide some indication of development challenges, mechanisms in place for addressing them, and potential needs or gaps in services for marginalized groups.

Familiarization with marginalized communities, their diversity, leadership, needs, priorities, and aspirations. Getting to know a community is the first step. Use social and community events to begin to become familiar with the texture of each marginalized group. Ensure that engagement extends beyond the English-speaking, highly educated elite. Remember that social relations, personal contacts, and shared values are critical to effective engagement.

Safe participation approaches that support protection, accessibility, and physical and psychological security. Each population may require different approaches to participation. Children lacking parental care, for example, may require supervision by a social worker or responsible adult as defined in the national legal code. Stakeholders with disabilities may require physical accommodation or on-site assistance, such as a sign language interpreter. Other stakeholders, such as LGBTQI+ participants and victims of domestic violence or human trafficking, may have physical security concerns that require careful selection of venue, safe transportation to and from engagement activities, and anonymity in the engagement process.

Broad and inclusive stakeholder consultations that provide a diversity of viewpoints on the initial issues or questions identified while doing no harm. The engagement process should span initial consultations through development of research questions and IDA design, through the implementation of the research, and finally through data analysis, utilization, and ownership. It is important that the data reside not only with USAID upon the completion of the IDA, but also with the communities involved. Observing the need for safety and security described above, the format of consultations may vary widely depending on the populations involved and their specific needs and concerns.

Engagement strategies that recognize diversity and intersectionality within marginalized groups. Remember that the needs and aspirations of marginalized groups may differ by location, generation, gender, and other characteristics. Each assessment should dig into these factors and capture both the diversity within marginalized communities and the extent to which intersectionality—the way in which the traits that make up a person's multifaceted identity combine to affect the way they experience stigma and discrimination (e.g., an LGBTQI+ person with a disability)—compounds opportunity constraints. Recognize competing priorities and needs within the marginalized communities, and ensure they are represented among the stakeholders who are engaged in the IDA.

Active participation of marginalized groups in data collection, analysis, and interpretation. Consider the identities of the data collectors, as well as the identities and personal experience of the data analysts. In some cases, data collectors who identify as members of the marginalized groups may be readily available, and in others they may not, which may require an additional time investment of several weeks. Plan to recruit and train data collectors from the populations included in the assessment. Plan to engage stakeholders from the marginalized groups (including some respondents) in data analysis and validation exercises to ensure that the data collected are interpreted appropriately.

Well-resourced, supportive facilitation of the inclusion process from start to finish.
Organizations that are led by or serve marginalized populations are often small, under-funded, and less well-connected than other CSOs. They may not have reserves to draw on to support their participation in an IDA. In line with "Do No Harm" principles, it is important to ensure that their participation does not come at the cost of decreasing service delivery to their constituents. IDAs should budget for all costs and not assume that there are other resources to be leveraged in the community.

F. A Six-Domain Architecture for Inclusive Development Analysis

To help organize data, an IDA may (but does not need to be) organized to cover the following six domains:

1. Laws, policies, regulations, and institutional practices
2. Cultural norms and beliefs
3. Roles, responsibilities, and time use
4. Patterns of power and decision making
5. Access to and control over assets and resources
6. Personal safety and security

Organize key questions and findings to ensure that all six domains are addressed.

Sample questions for the Six Domains of Analysis

The following are sample questions for an IDA. Based on the country context, other/additional questions may be appropriate and useful.

1. Laws, policies, regulations, and institutional practices
    a. Does the national constitution include nondiscrimination protections for marginalized groups? If so, which groups are included and which are not?
    b. Are there nondiscrimination laws at the national level? If so, which marginalized groups are included and which are not? Are these laws implemented or enforced?
    c. Are there formal laws or institutional practices that are intended to, either explicitly or implicitly, exclude or penalize individuals from certain marginalized groups from society? Informal laws or practices?

2. Cultural norms and beliefs
    a. Are there cultural norms or beliefs of dominant groups or other non-dominant groups toward a particular identity group(s) that restrict their ability to participate in society?
    b. How does the marginalized group(s) define "development" for their families or communities? What are their development priorities?
    c. What are other challenges and priorities identified by marginalized communities?

3. Roles, responsibilities, and time use
    a. What are the traditional roles and responsibilities for different identity groups? Do these roles and responsibilities affect whether an individual is included or marginalized from, for example, participating in society or benefiting from social programs? Do an individual's roles and responsibilities in the community influence their ability to participate in or benefit from a USAID program?

b. Because of the burden of an assigned role/responsibility, are individuals from an identity group restricted in their autonomy and freedom of movement within a community? If so, do these restrictions affect access to social, economic, and political benefits and/or participation in USAID programs?

c. Are there opportunities for the marginalized group(s) to contribute their knowledge to the design of activities (e.g., do they have local knowledge from which the activity may benefit)?

4. **Patterns of power and decision making**
   a. Who holds the power within the society at both the local and national level? Are individuals from an identity group(s) restricted from, for example, voting, running for office, or representation in senior-level decision making positions?
   b. How are decisions made within the marginalized group(s)?
   c. What are some pathways that individuals from marginalized groups have taken to acquire greater power or influence within their communities? Within the majority society?

5. **Access to and control over assets and resources**
   a. Who in a society, both locally and nationally, has access to, control over, or ability to use productive resources, such as: assets (land, housing), income, social benefits (social insurance, pensions), public services (health, water), technology, and information?
   b. Who has control over assets or resources in the family? In the community?
   c. Do all identity groups have equal access to social benefits (for example, social insurance, pensions) and public services (for example, health care, water)?

6. **Personal safety and security among different identity groups**
   a. Are there security risks for individuals from a particular identity group(s)? Is there violence regularly committed against those individuals? If so, is there a legal and law enforcement architecture in place to respond to, report, and rectify this type of identity-based violence?
   b. Are individuals from a particular identity group discriminated against within a community? Does this discrimination impact the ability of those individuals to participate in society (either politically, socially, or economically), access vital public services (such as health care and education), or benefit from USAID programs?