FINAL ASSESSMENT REPORT: INCLUSIVE PROGRAMMING IN ICRC OPERATIONS

Prepared for ICRC

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ICRC

HUMANITARIAN ADVISORY GROUP

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Cover Photo: A car with insulation material distributed by the ICRC in Luhansk region during the onset of the winter season in 2018. ICRC / Tetiana Khyzhniak (CC BY-NC-ND).

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ACRONYMS AND ABBREVIATIONS

AAP	Accountability to Affected People
CBP	Community-based protection
COM-B	Capability, Opportunity, and Motivation leading to a Behavioural outcome
DI	Diversity and inclusion [in operations]
EcoSec	Economic Security
HAG	Humanitarian Advisory Group
ICRC	International Committee of the Red Cross
IFRC	International Federation of Red Cross and Red Crescent Societies
IP	Inclusive programming
L&D	Learning and development
M&E	Monitoring and evaluation
MEI	micro-economic initiative
MHM	menstrual hygiene management
PAM	Project and Activity Management
PCP	Protection of Civilian Population (PPC, protection de la population civile)
PfR	Planning for Results framework
PRP	Physical Rehabilitation Programme
WatHab	Water and Habitat
WeC	Weapon Contamination

INTRODUCTION

The International Committee of the Red Cross (ICRC) 2019-2022 Institutional Strategy articulates a commitment to ensuring that people and their needs are at the centre of ICRC's humanitarian action. Putting this commitment into action requires inclusive programming to become central to ICRC's operations, by developing an approach that is informed by ICRC staff and delegations. To this end, ICRC commissioned an assessment of perspectives from across the organisation on the best way to operationalise inclusive programming (previously referred to as diversity and inclusion in operations). This report provides the findings from that assessment and proposes an approach for inclusive programming in operations across ICRC.

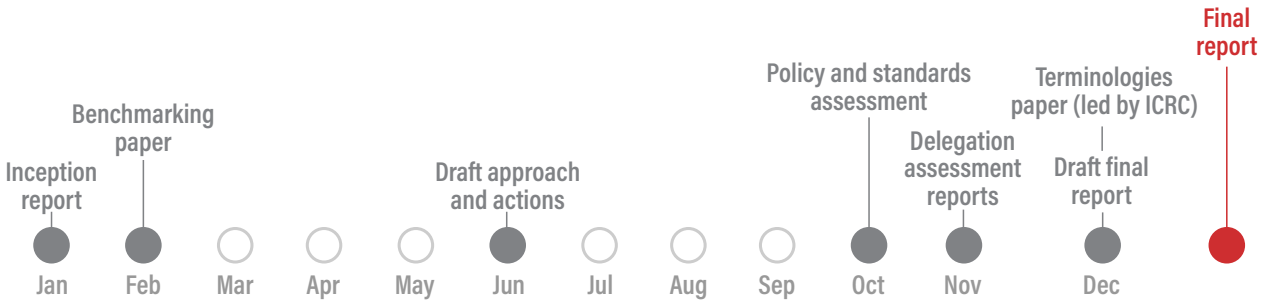
A note on terminology: An early finding of the assessment was that the terminology "diversity and inclusion in operations" is often confused with the "diversity and inclusion" efforts of ICRC's human resources teams. As a result, it was proposed that the assessment team instead use the term **"inclusive programming"** to refer to programming that reaches and serves a diverse range of people in communities (including children, youth, older people, persons with disabilities, ethnic minorities, and any marginalised groups). The term inclusive programming is used throughout this report.

This report has four sections.

1. The **background and methodology** of the review.
2. The **current state of play**, which presents findings in relation to four key areas:
   - **motivation** for inclusive programming, understood as the extent to which staff and country delegations believe in the importance of promoting and supporting it.
   - **capability** to effectively programme inclusively, incorporating the terminology, tools and training provided to staff to support inclusive programming.
   - **opportunity** for inclusive programming, incorporating systems and processes that provide opportunities or entry points to implement it.
   - **good practice examples** which provide concrete assessment and implementation ideas to support inclusive programming.
3. The **vision and actions**, which includes what ICRC staff and delegations would like to achieve with inclusive programming and what concrete changes they believe can be attained. This section includes a proposed vision and theory of change, and concrete activities to reach that vision.
4. **Recommendations** that may inform or shape the approach to inclusive programming across the organisation.

The team undertook a staged approach to the assessment to promote buy-in and engagement with the assessment process and to iteratively build up the components that feed into the proposed vision, theory of change and actions. A product complementary to the assessment was the co-created terminologies paper that clarifies terms related to inclusive programming, led by the Accountability to Affected People/Diversity and Inclusion (AAP/DI) Unit and involving a range of ICRC departments.[1] These products are summarised in Figure 1 below. This report does not attempt to restate all the findings presented in the staged products, but instead triangulates them to come up with an overarching set of findings and recommendations.

Figure 1. Assessment Process Timeline



1 ICRC, Terminology Related to Diversity & Inclusion in Operations, Draft v2, December 2020.

BACKGROUND AND METHODOLOGY

In December 2019, the ICRC engaged Humanitarian Advisory Group (HAG) to co-create a vision for inclusive programming (see terminology note above) and a roadmap to achieve the desired end state. The vision and roadmap are informed by analysis and understanding of the current state of play and the input of internal and external stakeholders. The assessment will support efforts underway to develop a two-track approach to integrating inclusive programming across the ICRC: "using the AAP Framework and working directly with the individual departments."[2]

The overarching objectives of the assessment were to develop a comprehensive approach to inclusive programming that strengthens its relevance and effectiveness, and to define the processes and systems required to implement the agreed approach.

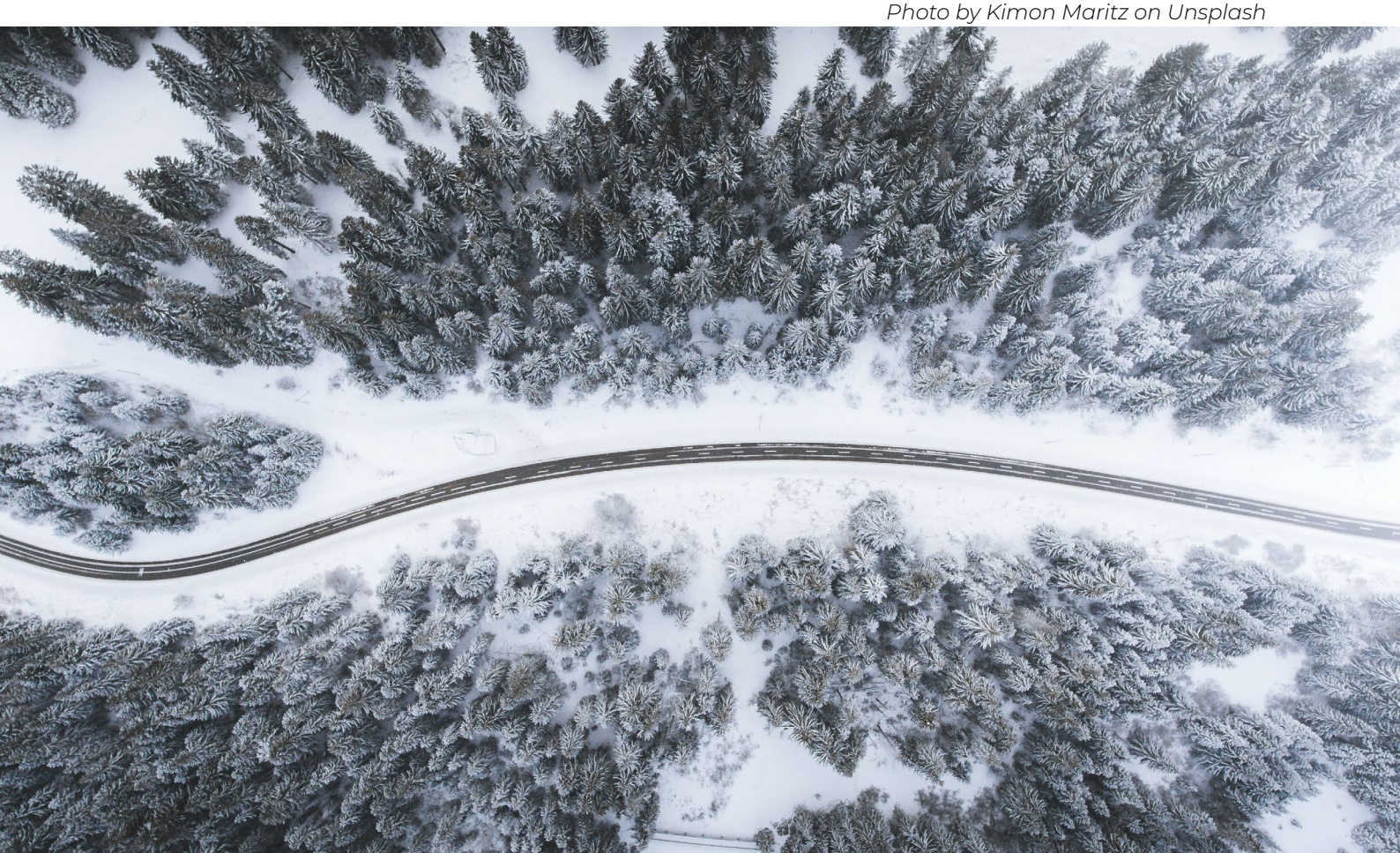
The specific goals of the assessment were to:

1. Propose a comprehensive approach to inclusive programming in the AAP framework and operational practices
2. Benchmark the ICRC against its commitments and standards within the humanitarian sector
3. Propose a blueprint or roadmap to operationalise the future "to-be" state/agreed approach.

The process focused on translating standards and best practice into actionable steps that are evidence-based and relevant to the ICRC. This report presents the roadmap as a theory of change that steps out the process from actions through to outcomes and impact (see the vision and actions section).

2 ICRC / RFP – Diversity Inclusion – An Organisational Capacity Assessment, p.5.

Photo by Kimon Maritz on Unsplash



METHODOLOGY

The findings in this report bring together the results of analysis of data from the five deliverables during the project: 1) Inception report; 2) Benchmarking paper; 3) Draft approach and actions[3]; 4) Policy and standards assessment; and 5) Country reports.

The benchmarking paper provided an important baseline for understanding ICRC's documented practice against sector standards. Benchmark statements reflect donor policy and best practice guidance documents. Please see Figure 2 below for a summary of the benchmarking report findings.

Figure 2. Summary of Benchmarking Paper findings

BENCHMARK STATEMENTS*		L1	L2	L3	L4
Definitions and Concepts	Definitions and concepts are consistently understood and adopted		■		
	Definitions and concepts are consistently and clearly communicated		■		
	Diversity inclusion is integrated into critical organisation-wide strategies and policies		■	■	
Approach to diversity and inclusion	Programs always identify the various diverse groups in context		■	■	
	Programs utilise an intersectional approach to understand and program for diversity Inclusion		■	■	
	Programs always gather and use context analysis and disaggregated data effectively		■		
	Programs provide a platform for the voices of diverse groups and ensure access to services		■		
	Programs outreach to and intentionally include diverse groups		■	■	
Standards and tools	Standards and tools guide inclusive programming. They either incorporate or replace existing standards or tools relevant to specific groups such as people with disability. At a minimum they are not contradictory or confusing		■	■	
	Measurement tools incentivise inclusion		■	■	
Resourcing	Diversity inclusion is resourced to ensure improved approaches to inclusion are feasible and productive				
	Teams, including leadership and management teams, are diverse and inclusive		■	■	

* L1 = No Evidence; L2 = Limited; L3 = Good Practice; L4 = Best Practice.

The draft approach and actions were created in June 2020, drawing on interviews and document review to that point in the assessment. They were tested through the subsequent stages of the assessment and are updated to reflect learning in Annex B of this report. They also informed the development of the theory of change presented in Figure 7. Together the proposed actions and theory of change provide a comprehensive approach to inclusive programming.

3 The draft approach and actions (updated version in Annex B) were used to inform assessment conversations, particularly at the delegation level, and contributed to the proposed theory of change presented in this final report (see Figure 7).

The **policy and standards assessments** and **country reports** provided concrete evidence to inform the findings of this report and the case study material and insights required to bring the assessment to life. These documents remain valid in their final submitted formats.

The data collected via document review, interviews, focus group discussions and workshops across all stages of the assessment have been de-identified; contributions are represented by numbers. Qualitative datasets were coded according to key themes that were synthesised into overarching findings. The methodology is summarised in Figure 3 below.

Figure 3. Methodology

220+ Documents reviewed

131 Stakeholder interviews

17 Focus group discussions (including briefings, debriefings and groups discussions)

3 Visioning workshops with **32** ICRC stakeholders

4 Steering group meetings

Applying a Behavioural Science Lens

The team also worked with a behavioural scientist to conduct an independent and complementary analysis of the same datasets with a behavioural science lens.

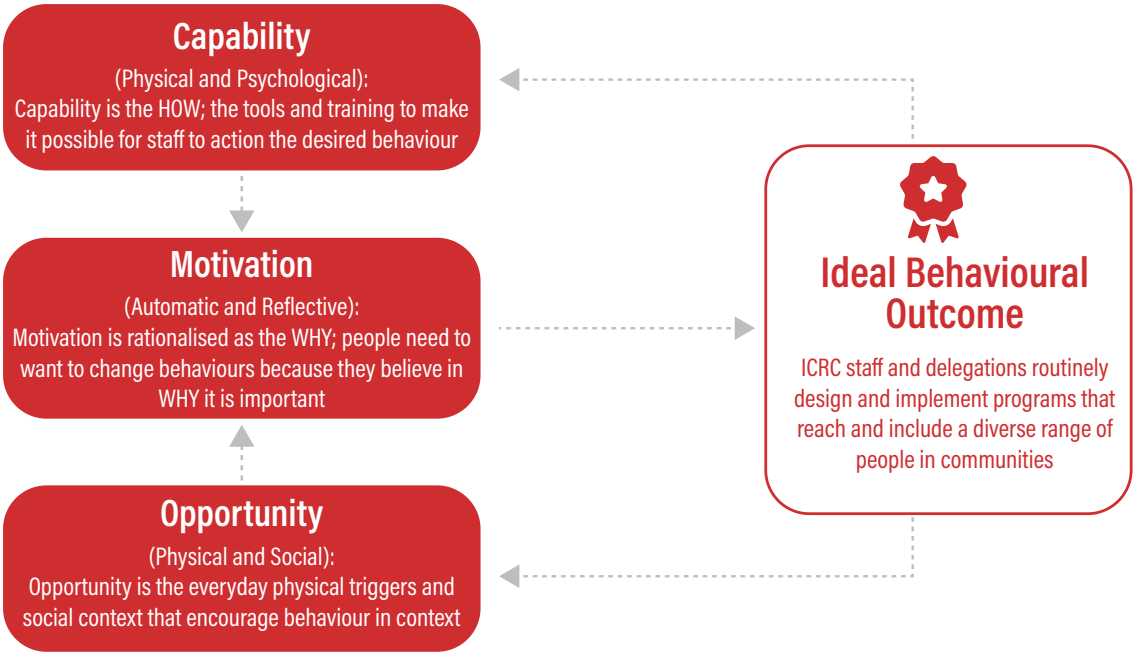
Behavioural Science is the science of understanding and changing human behaviour. It is a cross-disciplinary field that incorporates behavioural economics, neuroscience, and social and cognitive psychology. Behavioural Science helps to understand why human decision-making is often irrational, why thoughts do not always reflect behaviour, and why context is so important in shaping behaviour. Behavioural Science provides a comprehensive toolkit to understand and influence positive behavioural outcomes.

The application of Behavioural Science models and principles to this project has provided a deeper understanding of *why* the behavioural barriers and enablers exist, as well as inspired ideas for *how* to influence the desired positive change.

The COM-B model of behaviour was used to guide the behavioural science analysis that identified the barriers and enablers in three key areas required to produce a behavioural outcome (see Figure 4 below).[4]

4 COM-B refers to Capability, Opportunity, and Motivation leading to a behavioural outcome. The logic of the report required the analysis to be re-ordered to Capability, Motivation, and Opportunity. The figure refers to the correct title of the behavioural science model.

Figure 4. COM-B Model of Behaviour



Adapted from: Michie, s. van Stralen, M. & West, R (2011). The Behaviour Wheel: A new method for characterising and designing behaviour change interventions. Implementation Science, 6(1):42'

LIMITATIONS

COVID-19: The assessment was originally to be undertaken between January and June 2020. Due to COVID-19, the delegation visits planned for the first and second quarter of 2020 were postponed, and the timeframe of the assessment had to be extended to account for the pandemic's impacts on staff availability. The delegations in Myanmar, Nigeria and Ukraine were visited virtually in November/December 2020.

Sampling bias: Interviewees for the assessment were generally suggested by the AAP/DI team for global-level interviews within ICRC and the International Federation of the Red Cross and Red Crescent (IFRC). The delegations were selected based on their willingness to engage within the timeframe of the data collection and their interest in inclusive programming. As a result, the findings are unlikely to be representative across the organisation and delegations. This limitation was mitigated with efforts to talk to a range of staff across métiers and geographic areas. However, we were unable to include representatives from certain departments (e.g. finance, security and logistics) that could influence programming and its flexibility to ensure the inclusion of diverse groups.

Remote data collection: The required remote nature of data collection for many of the global-level interviews and country-level remote visits may have affected the information that people were willing to share, because it can be hard to build rapport over virtual platforms. The team adopted a conversational approach to interviews to overcome this challenge. Remote data collection also eliminated field visits. As a result, the team was unable to independently verify the activities discussed and could not triangulate findings with community perspectives.

CURRENT STATE OF PLAY

This section provides findings on the "as is" state for ICRC. It answers questions such as:

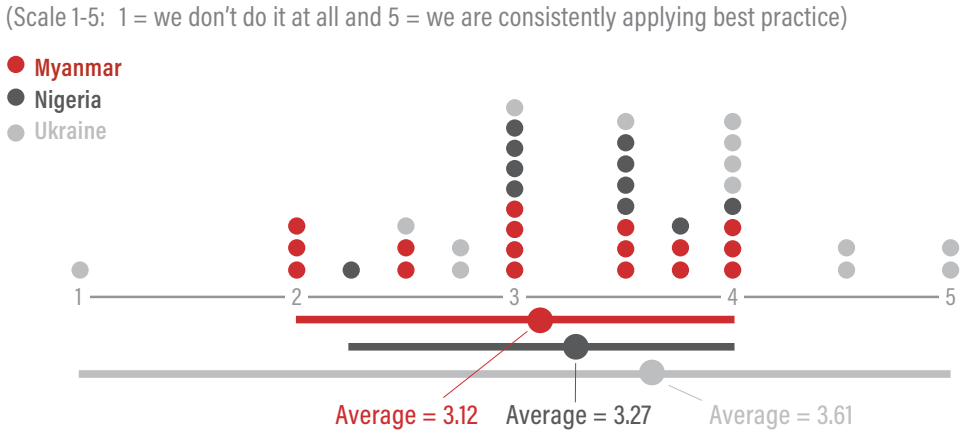
- To what extent are staff and delegations currently motivated to programme inclusively?
- To what extent are staff currently capable of inclusive programming? Do they have the terminologies, tools, and training required?
- To what extent does ICRC's current policy environment support inclusive programming?
- To what extent does ICRC's current practice reflect inclusive programming?

The analysis of the current state of play has been broken down into three components: motivation, capability, and opportunity. All three components are critical to supporting shifts or changes in behaviour (see Figure 4: COM-B Model of Behaviour).

At a high level, the assessment found that there are enablers and barriers in all three components of motivation, capability and opportunity. An action plan to operationalise inclusive programming will need to address all three areas, building on the enablers and addressing barriers. There is variance across métiers and delegations, whereby there may be some components in place, but not others. For example, in some instances there is high motivation and desire to implement inclusive programming, but the capability (understanding of how) is not embedded, which hinders implementation. In other instances, there is an understanding of how to do it, but low willingness or motivation that hinders implementation. The ideal end point is that staff and delegations understand why inclusive programming is important and want to do it; they understand how to do it; and the organisation enables straightforward conditions for it to happen. This convergence of factors has not yet landed in ICRC.

Figure 5 provides a snapshot of interviewees' perceptions of how well ICRC is doing in terms of inclusive programming across the three delegations visited virtually. While the differences in average scores are not statistically significant, they highlight the diversity in views with respect to the current implementation of inclusive programming. Figure 5 highlights that although some feel that ICRC is doing well in terms of inclusive programming (indicated as '4' and '5' on the scale), there is considerable divergence of views with some reporting less visible activity and impact of inclusive programming (indicated as '1' and '2' on the scale) . The fact that Myanmar and Nigeria have AAP delegates, while Ukraine has not had one, may contribute to the very wide range of perceptions in Ukraine.

Figure 5. Perceptions of how well ICRC is programming inclusively



MOTIVATION

MOTIVATION is the why; people need to want to change behaviours because they believe it is important.

Key Question: How motivated are ICRC staff to incorporate inclusive programming in their work?

Motivation varies across the staff and delegations within ICRC. This variance results from a lack of consistent and regular messaging on inclusive programming that would help generate the interest and support of staff across technical backgrounds and experience. The benefit of inclusive programming is not yet consistently understood. As a result, staff and delegates are clearly divided into those that have an inherent understanding of inclusive programming, sometimes as a result of their technical background or previous work experience, and those who do not fully understand it or believe that it is important.

Key enablers to motivation include:

- Linking inclusive programming to the principles and core mandate of ICRC
- Being able to demonstrate its benefits to programming
- Harnessing the energy of staff members who are already convinced.

Despite the variance in perspectives, there are people who feel very passionately about the importance and applicability of inclusive programming and act as important champions. Some see the value of inclusive programming as being a way to truly put the principle of impartiality into practice, by being able to identify and respond to those most in need.[5] This perspective strongly aligns with a best practice understanding of inclusive programming, which argues that a failure to reach those most marginalised and excluded undermines the principle of impartiality.[6]

Many also consider inclusive programming a critical approach for ICRC to effectively meet the needs of people who would otherwise be overlooked.[7] Some feel that when there are limited resources, it makes sense to prioritise and help the most vulnerable.[8] Practical benefits of inclusive programming are also recognised, such as greater acceptance of ICRC by communities and potentially greater security for staff as a result.[9]

Key barriers to motivation include:

- Perceptions that it is already happening so doesn't require additional focus
- A belief that it represents an additional area of work for already overstretched teams
- The sense that it diverts time and resources from other programming.

There is a widely held view that inclusive programming requires substantial additional time and resources. Many of the barriers relate to a sense of being overwhelmed, resulting in shutting down areas of work perceived to be additional or a luxury. There is not yet a broad understanding that inclusive programming can become part of day-to-day practice with salient benefit (how easily and quickly someone understands the benefit).

Motivation within ICRC will require a clear shared sense of the salient benefits of inclusive programming and demonstrated ability to make it part of daily practice without requiring extra time and budget.

5 Interviews 38, 136.
6 Barbelet, V. & Wake, C. Inclusion and Exclusion in humanitarian action, HPG Working Paper, November 2020.
7 Interview 119.
8 Workshop 123.
9 Interviews 130, 136.

Recommendation 1: Create a simple and easily understandable WHY

Create one simple and easily understandable rationale for inclusive programming and its importance in helping programmes to reach and meet the needs of affected people. Building on the ICRC's commitment to impartiality will help to identify and include those most in need in programmes.

This messaging should be repeated regularly and included in all communications on inclusive programming. There may be an overarching rationale, but there may also be value in working with specific departments and delegations to develop their own adapted rationale that resonates with their teams. Some teams have already undertaken excellent work to create simple messaging that can be supported and leveraged over the next two years. For example, the health métier has an initiative called "making the invisible visible". The AAP team has suggested other phrases used across the humanitarian sector, such as "Diversity is the fact; inclusion is the act"; "Nothing about us, without us"; and "In order to count, you need to be counted". This simple and clear messaging adopts the behavioural science principle of framing, and if supported with capabilities and opportunities is likely to encourage behavioural shifts.

Framing: The way information is presented can dramatically change the outcome; small changes can lead to disproportionately large changes.

There are many ways to frame the rationale for inclusive programming, but those that highlight a distinct benefit to everyday work will build greater motivation. For example, the framing of "making the invisible, visible", provides a fast-acting, motivating, and memorable reason for *why* people should change their behaviours to be more inclusive.

CAPABILITY

CAPABILITY is the HOW – the terminology, tools, resources and training to make it possible for staff to implement the desired behaviour.

Key Question: How well are ICRC staff equipped with tools and supported to programme inclusively?

One of the clearest messages from the delegation assessments was the importance of providing a clear "how". This section provides an overview of the entry points for practical guidance and support for the operationalisation of inclusive programming.

Terminologies and concepts

→ *Current terminology and concepts are not accessible to programmes and delegations.*[10]

An internal "terminologies working group" was formed in Geneva to address this issue and has drafted a terminologies paper (see Annex A). This draft paper is an important organisational document and complementary product to this assessment that provides a common understanding of, and foundation for, the relevant concepts. It was developed by the legal, protection and operations teams, and considers the alignment with the relevant clauses in the Geneva Conventions, their commentaries and ICRC doctrine. These terminologies are helpful

10 Benchmarking Report, HAG, February 2020; Myanmar, Nigeria, and Ukraine Delegation assessment reports, HAG, November and December 2020.

for individuals interested in the rationale and background to key terms and who need to engage in international forums in a conceptual or legal capacity. However, it is not an operational document and is not digestible or accessible to most programming and delegation teams. The terminologies working group recognises this fact, and is keen to articulate an operational application of the terms in plain language. The considerations below may inform this process, which could be supported by communications colleagues.

ICRC staff already use concepts and terms that describe and capture the intent of inclusive programming. "Vulnerability" and "vulnerable groups" are among those terms staff use most frequently; they are quickly understood and strike a chord with staff, as well as in communities.[11] One interviewee described the importance of being able to use terms that resonate and are quickly understood by community leaders and government counterparts.[12] While there are different definitions of vulnerability across departments, staff see the need to identify who is most vulnerable in a community. Common entry points and terms such as vulnerability facilitate conversations and actions on inclusive programming, such as discussions with leaders about the importance of including vulnerable groups in consultations with communities.

Many technical diversity and inclusion specialists, as well as some humanitarian organisations, have moved away from using the term "vulnerability" or "most vulnerable" because of their suggestion that some inherent vulnerability can be attributed to a particular group of individuals, rather than recognising the various identities and capacities of individuals that intersect in any given context.[13]

As a result, specialists and some humanitarian organisations advocate for an understanding of intersectionality and application of an inclusion lens to programming. Whilst the intent behind this shift is sound, staff believe that introducing or encouraging engagement with a new term like intersectionality may undermine the momentum for change and remove the important existing entry point for inclusive programming, which is the better understood term of vulnerability. The shift from using a vulnerability lens to an inclusion lens is proposed by some as a process that will need to evolve over time through iterative conversations with programming and delegation staff.[14]

There is an appreciation that the term "inclusive programming" provides a clear way to understand the end goal. "Diversity and inclusion in operations" can be confused with "diversity and inclusion" in the workforce; using inclusive programming was seen as a solution.[15] The definition provided for inclusive programming resonates with people and forms a strong foundation for engagement.

> "**Inclusive programming** means taking all specific measures required to ensure everyone in the affected community has equitable access to resources, services and programme activities."[16]

This proposal takes into account a broader finding that many ICRC delegation staff are not open to new terminologies that they perceive as complex, unhelpful and difficult to operationalise.[17] There is a strong desire to have a practical and accessible list of terms and concepts developed in plain language that can be easily translated across

11 Interviews 78, 138, workshop 123.
12 Interview 138.
13 Barbelet, V. & Wake, C. Inclusion and Exclusion in humanitarian action, HPG Working Paper, November 2020, page 23.
14 Interviews 142, 143.
15 Interview 77.
16 ICRC, Terminology Related to Diversity & Inclusion in Operations, Draft v2 December 2020.
17 Myanmar, Nigeria, and Ukraine Delegation assessment reports, HAG, November and December 2020.

delegations. This request applies to terms such as diversity and gender. Delegations also wish to move quickly beyond terminologies and focus on support for implementing inclusive programming. This support may be facilitated by ensuring that the operational terminologies paper is accompanied by clear examples, as well as a concurrent focus on the tools of inclusive programming (see next section).

Recommendation 2: Create an operational version of the terminologies paper that includes plain language definitions and concrete examples that can be easily translated into different languages.

Alongside this recommendation, and as recognised by the terminologies working group, we suggest that existing terms and concepts, such as "vulnerability", are considered as entry points to inclusive programming. A transition to using an inclusion lens for inclusive programming is considered a longer-term objective to be facilitated through iterative conversations. In the meantime, steps to support programming sensitive to intersectionality should already be incorporated into practical tools.

Cognitive Ease is the mental state of being able to process information easily. When something is cognitively easy, we are happier and more motivated to invest time and effort in it. When information is too complex, cognitive ease diminishes and a state of cognitive strain is experienced. When cognitively strained, there is a decrease in confidence, trust and pleasure.

Presenting information in a simple and easy-to-understand format that includes a mixture of plain language and imagery or iconography will increase the likelihood of engagement and recall.

Tools and resources

Many tools and resources already exist and, to different degrees, incorporate questions and ideas to support inclusive programming. These include the métier-specific tools,[18] existing initiatives,[19] relevant assessments and evaluations,[20] and multisectoral tools such as the Community-Based Protection Field Guide.[21] There is a clear preference for the DI team to work with teams on adapting existing tools and resources – and to leverage momentum where it exists – rather than to develop new tools and resources, which would add to existing heavy workloads.[22]

→ *Existing tools and resources provide entry points for collaboration on inclusive programming.*

Interviewees had a range of ideas about how to strengthen existing tools and approaches to create a clear "how" for staff and delegates, which are captured below. Importantly, the process of adaptation and application of tools is something that staff would like to see as a joint endeavour between teams and inclusive programming expertise, rather than a Geneva-driven process of modification and diffusion.

18 See for example the ECOSEC tools reviewed in the ECOSEC Technical Assessment, HAG, November 2020.
19 Such as the "Making the invisible visible" work by the Health métier.
20 Duriaux, C., How the ICRC Considers Gender in Cash Transfer Programming, December 2019.
21 ICRC, CBP Field Guide, DRAFT, 2020.
22 Myanmar, Nigeria, and Ukraine Delegation assessment reports, HAG, November and December 2020. Interview 142, 143.

The following are examples of métiers that have been working on specific tools or initiatives that complement the intent of inclusive programming. There is interest and value in collaborative work to adapt relevant tools or to work out how to advance or support existing initiatives. These may provide inspiration for others to adapt their own resources.

EcoSec has been working for many years to adapt its tools, guidance and training to ensure greater AAP and inclusive programming.[23] As a result, EcoSec already has a suite of tools and guidance that, to varying degrees, support inclusive programming.[24] For example, the EcoSec monitoring and evaluation handbook highlights principles for project design and AAP, such as a participative approach and ensuring that "vulnerable groups are heard".[25] EcoSec has also recently undertaken an assessment of gender in cash transfer programming;[26] the assessment provides some clear recommendations with respect to inclusive programming, including the collection and analysis of disaggregated data and considering the assistance type and delivery mechanisms needed to promote gender inclusion. Whilst this assessment relates specifically to gender, some of the findings and recommendations are more broadly applicable.

EcoSec also carried out a study on addressing women's menstrual hygiene needs, which provides clear recommendations about how the issue needs to be taken forward across the organisation. While the study found that various EcoSec teams have distributed menstrual hygiene items, there were no examples of all four concerned departments – EcoSec, Health, Protection, and WASH – working together to address all aspects related to menstrual hygiene management (MHM). The recommendations include, among other things, the need for "Protection and Assistance, in collaboration with Diversity and Inclusion", to develop an MHM institutional policy; the inclusion of MHM in future common needs assessments; and better-coordinated MHM responses at delegation level.[27]

The Physical Rehabilitation Programme (PRP) has very specific expertise and tools to promote inclusion of persons living with a disability. There is clear evidence from the delegations that this expertise can support inclusion across other métiers; for example, in Nigeria, the PRP team supported the design and implementation of an EcoSec micro-economic initiative.[28] There are early plans for PRP to extend their role to provide inclusion support across delegation departments in Nigeria, and this could be an important point of engagement for shaping and supporting tools and resources for inclusive programming.[29]

EcoSec inclusive programme

The EcoSec team welcomed the support of the PRP team in Nigeria to design and implement a micro-economic initiative (MEI) pilot programme targeting 20 people with disabilities to set up their own businesses in areas such as poultry, dressmaking, and peanut butter production. Notably, this inclusive project is no more expensive than a standard MEI project, but it had enormous impact.[30]

Protection of Civilian Population also has clear synergies with inclusive programming. In particular, the Community-based Protection (CBP) assessment tool enables better

23 EcoSec documents were reviewed as part of this assessment. See EcoSec Technical Assessment, HAG, November 2020.
24 EcoSec Technical Assessment, HAG, November 2020.
25 EcoSec Planning, M&E Handbook, p.73.
26 Duriaux, C., How the ICRC Considers Gender in Cash Transfer Programming, December 2019.
27 ICRC, Study on How EcoSec is Addressing Women's Menstrual Hygiene Needs, October 2020, p. 13.
28 HAG, Delegation Assessment report – Nigeria, December 2020.
29 ICRC, The ICRC's Vision 2030 on Disability Plan of Action 2021-2030, Draft, December 2020.
30 Interview 134.

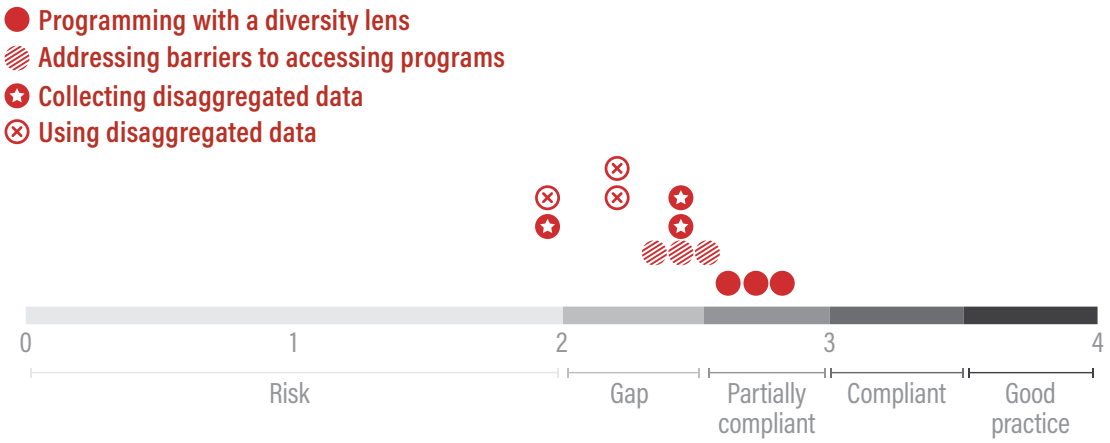
engagement with and understanding of the diverse needs in a community. Delegation assessments demonstrated that where this tool had been used, it resulted in more inclusive programming outcomes.[31] However, there are mixed feelings about the CBP tool – with very positive responses and also very significant opposition to it (e.g. being a long, time-consuming tool), but it does provide another entry point for inclusive programming.[32]

➔ *Some delegations are keen to receive support to adapt existing tools to support inclusive programming.*

The eagerness of some delegations to tailor their tools to inclusive programming indicates the opportunity to build on these examples of good practice. Some delegations have shown high levels of motivation to shift into more concrete steps of implementation.[33] In these delegations, there are opportunities to adapt and improve existing tools, as well as contextualise them. The process of contextualisation will require iterative conversations with delegations on what needs to be standardised and what can be contextualised, thereby creating more freedom for delegations and sub-delegations to make the tools relevant to programming and influential for design and implementation.

One area where there is clear demand, and need, for improved tools is collection, analysis and use of disaggregated data. Across all three delegations, this area is considered one of the highest risk areas for the organisation (see Figure 6 below).

Figure 6. 2019 AAP Self-Assessment Results for Guiding Principle 5 (Inclusion and Accessibility) for three delegations



Across delegations, various methods are used to collect and store data, from information on paper to Excel tables to departmental tools and databases. There are challenges in sharing data across tools, and most departmental tools are incompatible.[34]

Data is often used in the project design, but rarely referred to during implementation and project adaptation.[35]

Disaggregated data – if collected – is not systematically analysed, shared, reviewed to assess trends or used to identify if particular

31 HAG, Delegation Assessment report – Nigeria, December 2020.
32 Interviews 52, 87, 103.
33 HAG, Delegation Assessment reports, November and December 2020.
34 Interview 144.
35 Interviews 82, 119, 140.

groups are being excluded from programmes.[36] Some interviewees recommended strengthened links with M&E processes to ensure that data is collected and used to inform whether objectives are being met and to inform programme adaptations.[37]

The Myanmar delegation has taken positive steps to develop a Data Unit. It has generated some lessons that could be applied across other delegations, including ideas for tool adaptation and approaches to data gathering that could be adapted for broader applicability.[38]

Myanmar Data Unit

The Myanmar Data Unit is a pilot project that was initiated by the delegation after identifying the need for more data on a dynamic situation, to generate information for donors, and synthesise a more complete operational picture. Its main objectives are to:

- Deliver analyses for evidence-based operational decisions
- Assist with coherent, timely reporting internal to the delegation
- Provide figures and statistics for external humanitarian diplomacy and communications.[39]

In the beginning, the Data Unit sat under Protection, but to ensure all departments would engage with its work, the Unit relocated under Head of Support. While it is relatively new, it has it has proved itself through creating internal reports and analysis for decision-making and discussion, starting to create toolkits, briefings and other materials to support communications, humanitarian diplomacy, and discussions with donors and with authorities.

The Data Unit at present focuses on "incident tracking, post distribution monitoring and community feedback, population movement and access tracking".[40] It also encourages data storage in one central place, if possible within the limitations of sensitivities around collecting, storing and sharing data and information.

→ *The approach to using a tool is often more important than tool content.*

There is a strong sense that staff should be supported to take an inclusive approach to the use of existing tools (e.g. when conducting an assessment, thinking about who teams will talk to as part of the process, and how they will ensure different voices are heard and influence planning). In terms of follow-up, the resulting programming's inclusiveness will depend more on the space for creative solutions and support from management than whether the tools themselves have the right content. Some interviewees further suggested that affected people should be given more of a voice throughout the response, so they are actively involved in looking for solutions that promote inclusive programming.[41]

These suggestions require a shift in support in *how* tools are used.

→ *Technical support and training are important to building capability.*

36 Interview 105.
37 Interviews 105, 99, 148.
38 HAG, Delegation Assessment Report – Myanmar, November 2020.
39 Myanmar Data Unit Setup Document.
40 Myanmar Data Setup Document.
41 Interview 85.

Technical support and training were proposed as effective ways to engage with staff and delegations to encourage this shift in approaches.[42] They was framed as most helpful when part of an iterative process of information sharing and learning, for example, through mentoring conversations and workshops, rather than only formal training programmes. Having discussions with teams that help develop reflexes to make their thinking more inclusive was proposed as a way to promote the necessary "front of mind awareness" of inclusive programming.[43] It was also suggested that training or conversations should be integrated into existing courses rather than developing entirely new programmes.[44]

As a starting point, workshops are considered an effective way to raise awareness and start sensitising people to the relevant issues. This approach will be especially important once an accessible, operational terminologies paper has been developed, along with clear examples of what it looks like in practice. Workshops also provide a helpful way for delegations to share experiences and examples across departments and build a shared sense of what inclusive programming means.[45]

The work started by the DI team in Geneva to propose changes to the ICRC's integration courses is an effective means of helping new delegates understand the importance and impact of inclusive programming.[46] Adaptations are also planned for some protection courses. Supporting métiers to adjust their existing trainings to include inclusive programming provides a way to reach a broader target audience and to avoid the confusion of introducing "yet another issue" that staff must consider.

Staff also suggested that awareness raising needs to extend beyond workshops and be considered in simple materials with simple messages, such as small flyers or posters around the office to create understanding and awareness.[47] This potentially links to the development of a simple key message to ensure shared understanding and motivation in staff.

While already working to establish a common understanding of – and a sense of motivation for – inclusive programming, the delegations are keen for the technical support and training to progress quickly to practical steps.[48] This support in mentoring or training should emphasis steps that can be taken within existing processes and the project cycle.[49]

Staff also noted the importance of extending training opportunities to National Society staff and volunteers, and even communities, to develop a shared understanding of how to approach inclusive programming.[50]

42 Interviews 26, 35, 42, 46, 54, 55, 116, 128, 141.
43 Workshop 123.
44 Interviews 35, 39, 42.
45 Interviews 80, 95, 111.
46 Interview 143.
47 Interview 116.
48 Interviews 80, 103, 126, 141.
49 Interview 77.
50 Interview 131.

Recommendation 3: Clarify HOW to put inclusive programming into practice.

Identify and engage key métiers and initiatives at headquarters and delegations as pilot partners for inclusive programming. Enable their leadership, support staff in the adaptation of tools and offer technical support through ongoing training and mentoring.

This recommendation includes the following sub-steps:

- Identify pilot métiers and initiatives at headquarters that are motivated to adapt their existing tools and approaches (e.g. Programme Reference Frameworks, training packages, technical standards and tools), engage them in a mentored training programme, and develop a plan to work with them over the coming two to three years
- Identify pilot delegations that are motivated to promote inclusive programming, engage them in a mentored training programme, and work with them to adapt their existing tools and approaches
- Prioritise guidance and support on the collection, analysis, and use of disaggregated data and social power analysis.

System 1: The brain's fast, automatic, and intuitive mode of thinking. Contrary to traditional economic theory, which suggests humans are rational beings, Behavioural Science has shown that much of our decision-making is done in this fast and automatic mode.

Appealing to this natural human desire for easy and intuitive decision-making is often one of the most effective strategies for behaviour change. Studies from behavioural science have shown that simply making a behaviour easier to do is often the most effective way to change behaviour.

OPPORTUNITY

OPPORTUNITY encompasses the everyday triggers, social and cultural environment, and regular processes that could encourage inclusive programming in context.

Key Question: Does the context that surrounds the desired behaviour of inclusive programming encourage or prohibit it?

→ *Culture and leadership can play an important role in supporting inclusive programming*

There is strong evidence that critical change has occurred when leaders have backed and actively promoted the importance of inclusive programming. When leadership takes a strong position to support a concept, it is more likely to be taken up across an organisation.

In delegation assessments, the leadership push for inclusive programming resulted in clear actions featuring in the Planning for Results (PfR) framework in 2021.[51] When heads of sub-delegations or coordinators encouraged multidisciplinary assessments, the result was better identification of individuals and communities with diverse needs and their greater inclusion in programmes.[52]

51 Ukraine PfR 2021.
52 Interviews 82, 86, 111, 121, 126.

At the Geneva level, some members of the senior leadership team have been speaking about the importance of inclusive programming and championing it.[53] Other members are still not making strong and clear statements about inclusive programming being a vital part of ICRC's operations.[54]

With the leadership support for the inclusive programming portfolio being mixed, the clear and consistent messaging required to motivate and encourage staff to incorporate inclusive programming in their work is missing. In the midst of various initiatives and changes in recent years, ICRC's staff – as well as its culture – can be resistant to the introduction of "new" ideas.

At present, there is a perception and, in some instances, a reality that inclusive programming is not the behavioural norm. The current social norm is built on the perception that inclusive programming is a siloed activity that takes place in a siloed department. Following this logic, inclusive programming is not to be systematically incorporated into daily behaviour. This social norm is fuelled by the perceived lack of unanimous senior leadership support for inclusive programming.

This social norm acts as a barrier to improving inclusive programming, and reflects the need for mindsets within the organisation to shift. Shifting the social norm will require strong and unified leadership. More consistent, simple messaging about the centrality of inclusive programming to ICRC's operations from senior leaders will help to shift attitudes and behaviours of staff, contributing to a broader culture change across the organisation.

Links to Diversity of Workforce

Throughout the assessment, staff reflected on the importance of staff diversity and an inclusive workplace culture to drive inclusive programming. Sector-wide research suggests that more diverse and inclusive teams are more likely to listen to and include a diverse range of community members in programming.[55] All three delegations involved in the assessment provided examples of diverse team members raising and promoting inclusive programming. This included female field officers being able to access multiple groups, and staff with disabilities identifying specific questions and concerns that may have been overlooked.

→ *ICRC's policy and operational documents can provide an enabling platform for inclusive programming*

Several key ICRC doctrines provide a clear rationale for an organisational focus on inclusive programming by articulating a commitment to some of the foundational principles of diversity and inclusion.[56] These include a focus on a comprehensive context analysis as a starting point for good programming, and an organisational protection mandate that necessarily includes an understanding of, and response to, community and individual risks and vulnerabilities. None of the doctrines provides an explicit recognition of the role or scope of inclusive programming that has been further articulated in more strategic and operational documents.

The Institutional Strategy 2019-2022 (2018) provides a much clearer articulation of the importance and centrality of inclusive

53 Interviews 13, 25, 36, 38, 42, 44.
54 Interviews 37, 39, 46, 62, 71.
55 HAG, Data on Diversity: Humanitarian Leadership Under the Spotlight, October 2019
56 Doctrine 1: The ICRC: Its Mission and Work (2004); Doctrine 7: External Communication (2015); Doctrine 49: ICRC Assistance Policy (2004); Doctrine 65: The ICRC's Protection Policy (2008).

programming. In outlining its mission, the ICRC references "vulnerability" and outlines how people, specifically diverse groups, are at the heart of the mission, providing specific examples. The individual strategic orientations include reference to diverse groups of people and how they may be particularly vulnerable, as well as inclusive and diverse working environments. There are also specific strategies for the inclusion of particular groups, such as persons living with a disability (Vision 2030 on Disability (2020)), and the Strategy on Sexual Violence 2018-2022 (2019).

Across all of the ICRC's doctrine, strategy, policy, and operational documents, inclusive programming is not consistently articulated in a way that would create the conditions necessary for organisation-wide change. As indicated above, documents provide varying definitions of key terms and emphasise different steps or actions to achieve or implement inclusive programming.[57] This range of policy and guidance is not necessarily surprising, because the thinking on inclusive programming has developed and evolved considerably in the past couple of years, making it difficult for the framing documentation to keep track and maintain consistency. However, the importance of having a key policy and guidance document on inclusive programming has become clear.[58]

At an operational level, several frameworks and approaches have supported inclusive programming. These include the AAP Institutional Framework (2019); the AAP self-assessment process; the PfR processes; métiers' processes; and CBP assessments. The Regional Strategic Framework for Operations Africa includes specific strategies to include particular groups that may be "off the grid". Other frameworks have been developed for specific thematic areas, such as the Movement-wide Framework on Disability Inclusion (2015) and Vision 2030 on Disability (2020). These frameworks, initiatives, and approaches all provide entry points for inclusive programming, socialise some of the key concepts, and continue to present channels for expanding inclusive programming.

AAP framework and self-assessment process

The AAP framework incorporates inclusive programming. It makes an explicit connection to ICRC's principles, providing a strong rationale and foundation for implementation:

The AAP framework identifies nine guiding principles: principle five focuses on inclusive and accessible programmes, but there are elements related to inclusive programming throughout the framework. The framework provides some clear actionable areas for increasing accessibility and collection and use of disaggregated data. The requirement to undertake an AAP self-assessment supports accountability for the implementation of the guiding principles.

Many staff and delegates are aware of the AAP framework, and there is some evidence of "small evolutions of added value",[59] although not everyone is familiar with the details or clear on how to put it into practice.[60] There are also staff who clearly embrace AAP and consider it part of the mandate and policies of ICRC. Staff suggest that AAP provides a concrete entry point for inclusive programming, so should be clearly tied to AAP in future.[61]

All three delegations visited as part of this assessment undertook AAP self-assessments in 2019, with inclusion and accessibility being

57 HAG, Policy and Standards Assessment Report, November 2020.
58 Interviews 3, 5, 7, 11, 25, 113.
59 Interviews 148, 126.
60 Interviews 77, 99, 126, 127.
61 Interview 148.

identified as one of the weakest areas within the implementation of the AAP framework.[62] The recognition that inclusion and accessibility is one of the lowest-performing areas across delegations has, in itself, shone a spotlight on the topic. The particularly low ratings against disaggregated data provides motivation to answer the question of how to collect and effectively use disaggregated data in the three delegations visited virtually.[63]

Planning for results

Sequencing the AAP self-assessment is important to ensure that it informs the PfR process and does not remain as a standalone exercise.[64] The PfR is an annual process and is perceived as a critical influence on programmes, given that it is obligatory for all delegations to complete.

There was limited evidence that the guidance was shared broadly within the delegation. It was shared in one delegation "as an annex, with no big effort to focus on the area and to make it actionable", with the result that it did not lead to adjustments in the PfR.[65] In another delegation, those that were aware of it described it as "definition and concept based" and it was therefore not used.[66]

However, in some instances there was clear messaging from management about the importance of AAP considerations that influenced the PfR process.

In Ukraine there was a strong push from management to consider AAP and inclusive programming in the PfR, and as a result the draft 2021 PfR included activities tailored to diverse groups and different needs, such as:

- Children with learning difficulties are considered within the access to education programme, and there is attention given to understanding the impact of conflict on children with specific vulnerabilities (e.g. orphans, children with disabilities and social categories)[67]
- The most vulnerable groups are targeted with food production programming: "Most vulnerable (older, WeC, PPC, less-capable) with small scale agro/livestock kits"[68]
- Inclusion of multiple groups in the PRP.[69]

As part of the PfR process, delegations received specific guidance on inclusive programming, including the following:

- Inclusive programming in the PfR – sample questions provided to delegations to help them understand social power dynamics at play in communities.
- Inclusive Programming in the Analysis of Social Power Dynamics.[70]

The DI Team is already planning to better integrate inclusive programming into the PfR process for 2022, including integrating the analysis of social power dynamics into PfR tools and guidance, rather than providing separate annexes.[71]

62 AAP Self-Assessment Country report for Ukraine – 2019, p. 32; AAP Self-Assessment Survey Results – Nigeria, 2019, p. 4; AAP Self-Assessment Country report for – Myanmar – 12.2019, 2019, p.2. The analysis of the 2019 AAP Self-Assessments noted that Guiding Principle 5 on Inclusive and Accessible Programmes was "ranked second lowest by respondents", ICRC, Accountability to Affected People: Analysis of the 2019 AAP Self-Assessment Surveys, February 2020, p. 24.
63 Interviews 77, 80, 95, 116, 117, 121, 127, workshop 123.
64 Interviews 77, 80, 141.
65 Interview 80.
66 Interview 144.
67 Ukraine PfR 2021, p.9, p.11.
68 Ukraine PfR 2021, p.23.
69 Ukraine PfR 2021, p.55.
70 The purpose of this document is to support delegations in the PfR process to make sure that their context analyses and humanitarian actions are inclusive of all segments of affected communities.
71 Interview 143.

Photo by Paul Glimore on Unsplash

Future initiatives

In addition to the various opportunities that already exist, some important initiatives are on the horizon. These will integrate inclusive programming priorities to encourage systemic uptake.

An outcome-based approach

One of the key processes getting underway is the development of an outcome-based approach: "a participatory and inclusive approach" that "pushes the ICRC to truly put people at the centre" and which is in line with the AAP Framework and the Institutional Strategy 2019-2022.[72] While the focus on outcomes is not new for the ICRC, this "multiyear organisational programme aims at transforming the ICRC into an outcome-oriented organisation".[73] The programme foresees an outcome-focused common needs assessment, which presents an important opportunity for ensuring an inclusive programming approach. The programme also envisions outcome-oriented design, delivery and M&E – all areas that could benefit from inputs to encourage more inclusive programming.

Project and Activity Management

A project initiated by the Protection and Assistance métiers on project management is another opportunity for increasing inclusive programming. Project and Activity Management (PAM) is set to deliver a common tool, that will be co-designed with métiers, enabling delegations to streamline and harmonise processes and contribute to "collaborative, multidisciplinary approaches" over the next three years.[74] It will be piloted and adapted with delegations over the next three years. It aims to consolidate "all project/activity relevant information and data in a systematic and structured manner, used by all field teams". The PAM tool will enable data to be disaggregated (by sex, age and disability at a minimum) so that it can be analysed more effectively to ensure that no groups are being left behind.[75]

72 ICRC, Outcome-based approach, 4-pager, November 2020.
73 ICRC, Outcome-based approach, 4-pager, November 2020.
74 ICRC, Brown Bag Lunch: PAM Presentation, PPT, November 2020.
75 ICRC, Brown Bag Lunch: PAM Presentation, PPT, November 2020. Additionally, data transformation (DTD) was tasked to accelerate data disaggregation and deliver an action plan by the end of 2020.

Recommendation 4: Identify mechanisms to ensure that inclusive programming is prioritised and integrated in various policies, processes, and tools

This recommendation includes the following sub-steps:

- Develop a simple policy on inclusive programming that clearly articulates its importance and relevance to the organisation
- Identify leaders and champions at high levels, and throughout the organisation, who will prioritise and consistently support inclusive programming
- Work with leads on key processes and tools, such as AAP assessments, Programme Reference Frameworks, PfR, the outcome-based approach, and project and activity management to ensure that they include triggers for inclusive programming.

Social norms are unwritten rules about how to behave. They provide us with guidance about how to behave in a particular social group or workplace. Studies have shown that communicating the dynamic norm (a norm that is evolving or increasing) can be extremely effective, because people feel the movement happening and want to take part.

Social norms change all the time: sometimes the change is very slow and gradual, other times it involves a sudden shift. Key to influencing the social norm in this context will be the identification of key leaders, policies and processes that will drive support for the importance of inclusive programming across the organisation.

GOOD PRACTICE

This section summarises the good practice that already exists across the organisation and which provides potential entry points for inclusive programming.[76] Essentially, these examples represent instances in which, at a micro level, motivation has combined with capability and opportunity to enable inclusive programming. These examples are extremely important for two reasons. Firstly, they illustrate the HOW: delegation AAP self-assessments and interviews highlighted the importance of sharing examples of how to make programming more inclusive and the positive outcomes that result.[77] Secondly, they provide momentum for a dynamic social norm, confirming the idea that other people are successfully programming inclusively and that others should want to get involved.

Good practice here refers to any programme, project or activity that promotes inclusive programming and leads to better outcomes for the individuals and/or communities involved.

Multidisciplinary assessments (community-based approaches)

Across delegations, there were numerous examples of multidisciplinary assessments and programming approaches that promoted inclusive programming.[78] Whilst such approaches are not consistent practice, there are examples of teams working across EcoSec, WatHab, WeC, PRP,

76 The good practice examples have been included based on the findings of an early product of the assessment: HAG, Benchmarking Paper, February 2020.

77 "AAP Self-Assessment Country report for – Myanmar – 12.2019," 2019, p.16; "AAP Self-Assessment Survey Results Nigeria – September 2019," Ref. ABJ 19/01649, p.9; "AAP Self-Assessment Country report for – Ukraine –2019," June 2019, p.32; Interviews 101, 111.

78 Interviews 88, 105, 119, 138.

and Protection to consider the complementarity of their approaches to communities.[79] In one example, the teams came together, discussed, and agreed how they would carry out the assessment, including thinking about to whom they would need to talk. This included an intentional discussion about which vulnerable groups should be included in an assessment process.[80] In another example, WatHab worked with Protection, Health, and Access to Education to ensure that the rehabilitation of hospitals and schools met the needs identified by other departments.[81]

In most cases, management and motivated individuals play an important role in promoting and supporting a multi-sectoral approach. Most staff perceive this as a really productive process that results in a better project design.[82] While such multidisciplinary assessments can take a significant amount of time and coordination, the outcomes are worth the effort.[83]

Data disaggregation informing programming

Some delegations have concrete examples of collecting and using disaggregated data to inform programming. In Nigeria, the PRP team collects disaggregated data on the people reached in their programming, and have demonstrated processes to use the information to inform project adaptations. For example, sex-disaggregated data has been used to plan appropriate accommodation provisions in rehabilitation centres, and age-disaggregated data has helped to pick up trends in conditions, such as polio, informing the planning and ordering of prostheses to ensure that communities' needs can be met as quickly as possible.[84]

In Niger, an analysis of patient data in two ICRC-supported orthopaedic centres found that fewer women than men were accessing the services. An evaluation was undertaken to understand the possible additional accessibility barriers faced by women with disabilities in 2019, leading to an increase in women with disabilities accessing the centres in 2019 compared to 2018. In 2020, women with disabilities helped to define what further barriers could be addressed during the course of 2021.[85]

As noted earlier, the Myanmar delegation set up a pilot Data Unit after the delegation identified the need for more data on the dynamic situation, generating information for donors and synthesising a more complete operational picture. While the unit is relatively new, it has proved itself through creating internal reports and analysis for decision-making and discussion, starting to create toolkits, briefings, and other materials to support communications, humanitarian diplomacy, and discussions with donors and with authorities.[86]

Remote inclusive programming

The Nigeria delegation has tried a few ways to ensure inclusive programming within remote or inaccessible contexts. Approaches have included setting up virtual meetings directly with representatives in the community, and working through community leaders who are known to ICRC or the National Society. Two staff members talked about the enormous value of tapping into the knowledge and insights of guards and truck drivers, who are able to provide a lot of information about who benefits from programmes and which groups may be overlooked.[87]

79 Interviews 82, 88, 105
80 Interview 138
81 Interview 119.
82 Interview 138.
83 Interviews 119, 121, 138.
84 Interview 134.
85 ICRC, AAP – Rapport de Fin de Mission – Handover, Niger, Décembre 2020, p.6.
86 Myanmar Data Unit Setup Document.
87 Interviews 132, 138.

Leveraging government policies to support diverse groups

Some staff shared their experience of working with multiple government departments. In some cases, government departments provided highly useful networks and entry points to work with populations. In another case, a staff member leveraged the government's policy commitment to employment of persons with disabilities to ensure that the official quota was met within an ICRC-funded project.[88] In another case, the government's own policies around inclusion of persons with disabilities were used to leverage changes in ICRC projects directed at school rehabilitation and ensuring hospital accessibility.[89]

PRP expertise supporting inclusion across métiers

In both the Myanmar and Nigeria delegations, the PRP team has played a proactive role in promoting inclusion of persons living with a disability into another department's programming. In one example, PRP has long supported inclusive sporting programmes to reduce stigma for people living with a disability.[90] This role is replicable in other métiers; for example, promoting sport in prisons can improve detainee health and wellbeing, as well as contribute to rehabilitation.[91] In another example, the EcoSec team was supported in an MEI (see page 18).[92]

Simple project adaptations to cater for different groups of people

In the Ukraine delegation, there were two very concrete examples of adaptations made to projects that promoted inclusive programming without large time or cost implications. As part of a project to provide rehabilitation support to households, the project team were sensitive to the difficulties for older people opening the windows with their existing handles. In this situation, ordering larger/easier to use handles for windows was an adaptation suggested that could quite easily cater to this need, without a significant change in cost. In another example, project staff discussed flooring options for a physical rehabilitation centre with a diverse range of potential users, including cleaning staff, to ensure that it would be practical for all groups.[93] These examples are especially useful for developing "front-of-mind awareness" to be able to identify other relatively minor but meaningful changes.[94]

Community mapping

The WeC team has taken a very proactive approach to consulting with the community to ensure that their approach to, and information around, demining activities is appropriate for everyone.[95] Through community mapping, the team identifies dangerous areas and allows the community to choose suitable programme approaches for children, youth, women or other, more specific groups (such as boys responsible for cattle). The example also emphasises the importance of working closely and communicating with diverse groups within communities as part of an effective approach to inclusive programming.

88 Interviews 78, 134.
89 Interviews 108, 120.
90 Interview 89.
91 Interview 89.
92 Interview 134.
93 Interview 80, workshop 123.
94 Workshop 123.
95 Interviews 82, 129.

Recommendation 5: Share good practice within and across delegations to create a social norm that inclusive programming is already happening across the organisation

This recommendation includes the following sub-steps:

- Include concrete examples of inclusive programming within the operational terminologies paper
- Build up a database of good practice examples, particularly from the pilot programme under Recommendation 3, which can be used in conversations, trainings and workshops, and highlighted through ICRC's intranet
- Create a digital mechanism that facilitates sharing of good practice examples, which will lead to continuous improvement as well as reinforce the dynamic social norm that more and more teams are doing inclusive programming.

Feedback is an effective tool for promoting efficient and desired behaviours. It provides awareness of the consequences of behaviour.

Salient feedback of good practice examples will not only help to provide tangible evidence to motivate the desired behaviour, it will also fuel the dynamic social norm that more and more teams are working with inclusive programming built into their daily behaviours.

Photo by Alenka Skvarc on Unsplash

VISION AND ACTIONS

This section proposes a vision statement informed by interviews and delegation assessments. Accompanying the vision is a proposed theory of change and roadmap to support ICRC to progress from the "as is" state towards a proposed "to be" state. This takes into account some of the planning already articulated in the Inclusive programming workplan.[96]

A draft vision for a desired end state on inclusive programming was provided in June 2020 as part of the assessment process and was explored further during interviews and delegation workshops.

> **Draft** vision statement (June 2020):
> All ICRC staff value diversity and inclusion and actively enable inclusive programming.[97]

Interviewees and delegation members broadly agreed with the proposed draft vision statement, but emphasised the importance of the vision capturing the impact on affected populations.[98] Impact should include better programming outcomes, such as ICRC more comprehensively identifying groups most in need within communities and targeting programmes for them, as well as perception outcomes, such as communities trusting and engaging more constructively with ICRC. There is also a need to include strong linkages to the ICRC mandate and principles, which provide an important foundation for the inclusive programming vision.[99]

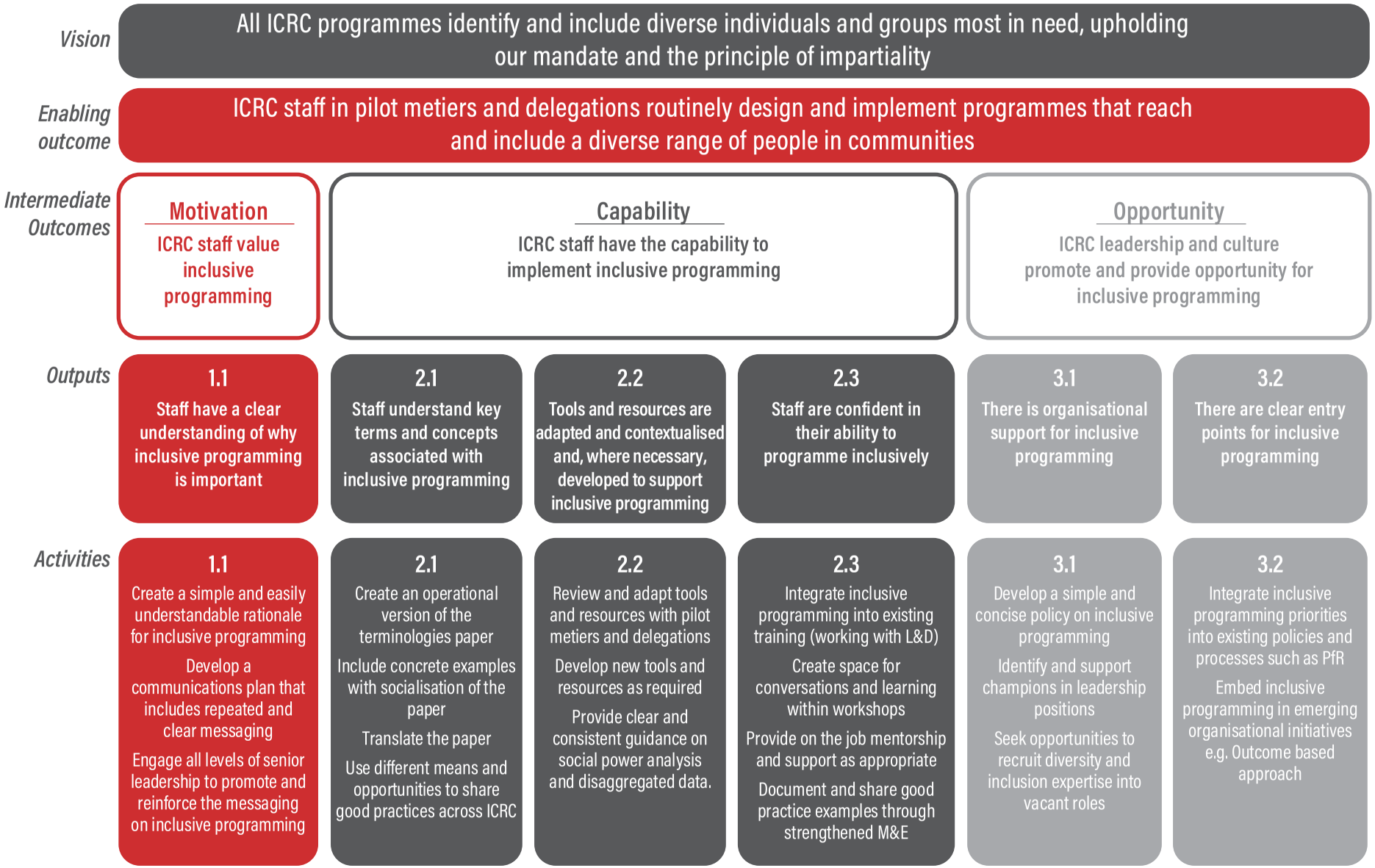
As a result, the vision was reformulated as:

> Updated vision statement (December 2020):
>
> All ICRC programmes identify and include diverse individuals and groups most in need, upholding our mandate and the principle of impartiality.

With this new formulation, the original vision becomes an enabling outcome that is now captured in the theory of change. The draft theory of change (see Figure 7) captures the changes that need to occur across motivation, capability and opportunity to bring about the changed behaviour and ultimately to achieve the articulated vision. The foundation of the theory of change is that actions are required across all three areas in order to deliver the desired outcomes.

96 ICRC, Inclusive programming workplan 2021.
97 Vision and Actions, HAG, August 2020.
98 Workshops 109, 123; interview 116.
99 Workshop 123.

Figure 7. Theory of Change for Inclusive Programming in ICRC



RECOMMENDATIONS

This section summarises the recommendations outlined above that address the three components of motivation, capability and opportunity as ways to improve inclusive programming across ICRC operations. The recommendations were developed in consultation with a behavioural scientist – an expert on the science of why and how people behave the way they do. Tried and tested approaches to encouraging and supporting desired behaviours are woven into the recommendations.

The recommendations, associated theory of change, and updated key actions provided in Annex B, together provide a comprehensive proposed approach to inclusive programming.

Recommendation 1: Create a simple and easily understandable WHY.

Create one simple and easily understandable rationale for inclusive programming and its importance for programmes to reach and meet the needs of affected people, building on the principle of impartiality.

Framing: The way information is presented can dramatically change the outcome; little changes can lead to large changes.

Recommendation 2: Create an operational version of the terminologies paper.

Alongside this recommendation, existing terms and concepts, such as vulnerability, should be considered as entry points to inclusive programming. A transition to using an inclusion lens for inclusive programming is considered a longer-term objective to be facilitated through iterative conversations.

Cognitive Ease: Is the mental state of being able to process information easily. When something is cognitively easy, we are happier and more motivated to invest time and effort in it. Presenting information in a simple and easy to understand format that includes a mixture of plain language and imagery or iconography will increase the likelihood of engagement and recall.

Recommendation 3: Clarify HOW to put inclusive programming into practice.

Identify key métiers and delegations as pilot partners for inclusive programming. Work with them to adapt tools and roll out technical support through training and mentoring.

System 1: The brain's fast, automatic and intuitive mode of thinking. Contrary to traditional economic theory, which suggests we are rational beings, Behavioural Science has shown that much of our decision-making is done in this fast and automatic mode. Appealing to this natural human desire for ease and intuitive decision-making is often one of the most effective strategies for behaviour change.

Recommendation 4: Identify mechanisms to ensure that inclusive programming is prioritised and integrated in various policies, processes, and tools.

Social norms are unwritten rules about how to behave. They provide us with guidance about how to behave in a particular social group or workplace. Studies have shown that communicating the dynamic norm (a norm that is evolving or increasing) can be extremely effective, because people feel the movement happening and want to take part. Key to influencing the social norm in this context will be the identification of key leaders, policies and processes that will drive support for the importance of inclusive programming across the organisation.

Recommendation 5: Share good practice within and across delegations to create a social norm that inclusive programming is already happening across the organisation.

Feedback is an effective tool for promoting efficient and desired behaviours. It provides awareness of the consequences of behaviour. Salient feedback of good practice examples will not only help to provide tangible evidence to motivate the desired behaviour, it will also fuel the dynamic social norm, i.e. that more and more teams are working with inclusive programming built into their daily behaviours.

ANNEX A: PROPOSED APPROACH AND ACTIONS

(adapted from the original version June 2020 to incorporate subsequent findings and support the theory of change)

Foundational Activities

- Establish internal working group to act on the assessment report recommendations
- Develop a simple policy on inclusive programming
- Create an operational version of the terminologies paper
- Create one simple and easily understandable rationale for inclusive programming
- Identify leaders and champions at high levels for inclusive programming
- Identify pilot delegations, métiers, and initiatives
- Develop guidance, methodology, capacity, and support on the collection, analysis, and use of disaggregated data
- Develop guidance, methodology, capacity, and support on conducting social power analysis and using the results to inform programming
- Seek and exploit synergies between the work on the inclusive programming file and on Vision 2030 on Disability to optimise efficiencies and outcomes

First Stage

- Engage donors around the proposed way forward
- Develop a communications plan that profiles and amplifies the developing policy, pilot programme, and good practices
- Review and adapt tools, guidance, and resources with pilot delegations, métiers, and initiatives
- If required, develop new tools, guidance, and resources with pilot delegations, métiers, and initiatives
- Work with L&D to integrate inclusive programming into existing training
- As part of the pilot programme, conduct a structured training programme on inclusive programming and disability inclusion
- Conduct a training of trainers on the structured programme to build up the cadre of trainers
- Conduct dedicated training on these topics as opportunities and requests emerge

Second Stage

- Advocate for inclusive programming to feature more prominently in the next institutional strategy (2023+)
- Continue to communicate progress on the file, including the pilot programme and the evidence base, to demonstrate advancement towards the vision and create the social norm
- Review and learn from the pilot program
- Continue to refine, adapt and implement the interactive trainings on inclusive programming and disability inclusion to deepen understanding and capacity across the organisation
- Apply learning more broadly across the organisation

Policy and approach | Communications | Programming | Learning and Development