

Inclusive Development Mission Order Template

What is this document?

This document is a template to help USAID Missions draft an Inclusive Development Mission Order (ID MO). *ID MOs are not mandatory. Missions can decide whether to pursue entering into an ID MO based on their priorities and needs.*

This ID MO template outlines authorities, roles/responsibilities, and procedures that can help institutionalize inclusive development at the Mission. Missions may modify this template at their discretion to better address their priorities and needs. The footnotes provide clarification and additional information.

How does this relate to a Mission Order on Gender?

Missions are required to complete a mandatory MO on Gender, per the USAID [Policy on Gender Equality and Female Empowerment](#). This ID MO does *not* satisfy that requirement nor is it intended to supplant an existing MO on Gender. For guidance on the creation of the MO on Gender, consult the [template for the MO on Gender](#). Instead, the ID MO should be seen as a complement to the MO on Gender as the ID MO focuses on inclusion of all people (including but not limited to persons with disabilities; indigenous peoples; lesbian, gay, bisexual, transgender, and intersex (LGBTI) people; youth; and other marginalized groups) in the Mission's development programming.

Why would a Mission consider adopting an Inclusive Development Mission Order?

Achieving the [Agency's mission](#) of ending extreme poverty requires enabling inclusive, sustainable growth; promoting free, peaceful and self-reliant societies with effective, legitimate governments; building human capital; and creating social safety nets that reach the poorest and most marginalized. Inclusion is a core value at USAID: we value our differences and draw strength from diversity; we support programs that engage people across societies and benefit whole communities and countries; we value every member of our team, learn from their experience, and foster active engagement; and we advance equality, foster equal opportunity and address inequality within our Agency and in our work.

USAID's commitment to inclusion is reflected both as a matter of internal Agency policy and regulations and in our development and humanitarian assistance programs. USAID's internal agency policies on diversity and inclusion are consistent with the U.S. Government's long history of commitment to nondiscrimination in federal employment as encapsulated by federal law such as Title VII of the Civil Rights Act of 1964 (protecting against discrimination based on race, color, religion, sex, or national origin) and Executive Orders (EO), such as [EO 11478](#) issued by President Nixon (disability and age), [EO 13087](#) and [EO 13152](#) issued by President Clinton (sexual orientation and parental status, respectively), and [EO 13672](#) issued by President Obama (gender identity).

In fulfilling the Agency's mandate under the Foreign Assistance Act, USAID extends this internal commitment to nondiscrimination and inclusivity to the beneficiaries of our development and humanitarian assistance. This is reflected in the policy on [Nondiscrimination for Access to Supplies or Services for Beneficiaries](#), as well as other policies such as [Gender Equality and Female Empowerment](#), [Disability](#), [Youth in Development](#), [Counter-Trafficking in Persons](#), and the [USAID LGBT Vision for Action](#). Further, our Agency commitment to diversity is also consistent with Presidential Memoranda on [Coordination of Policies and Programs To Promote Gender Equality and Empower Women and Girls Globally](#) (2013), and on [International Initiatives To Advance the Human Rights of Lesbian, Gay, Bisexual, and Transgender Persons](#) (2011).

In addition, USAID is committed to implementing the [Sustainable Development Goals](#) (SDGs), which stress a “no one left behind” principle. The SDGs, approved by over 150 countries, including the United States, seek to end poverty, protect the planet and ensure prosperity for all as part of a new sustainable development agenda. An inclusive development approach is one means of achieving the SDGs and USAID’s mission to end extreme poverty.

Every person, regardless of identity, is instrumental in the transformation of their own societies and their inclusion throughout the development process leads to better outcomes. When societies include and empower the full breadth of talent and diversity of their people, society as a whole – including the economy – is strengthened. This ID MO embraces the ideal of social inclusion, but also recognizes the economic benefit of inclusive development in the achievement of a Mission’s Development Objectives and USAID’s global mission to end extreme poverty.

Additional details to consider:

Several elements of this ID MO template may represent new concepts or approaches for a particular Mission. For example, the ID MO template refers to the designation of an Inclusive Development Advisor and the establishment of an Inclusive Development Working Group. Missions are *not* required to designate an Inclusive Development Advisor or establish an Inclusive Development Working Group, though it is recommended that Missions consider how to ensure that inclusive development will be integrated across the Mission. Missions may, therefore, choose to designate such a function or working group to further this priority issue and include it in their ID MO (several USAID Missions have taken this approach; e.g., Bosnia and Herzegovina, Colombia, Guatemala, Kosovo, Ukraine). Furthermore, Missions are strongly encouraged to work with the mandatory Gender Advisor/POCs, existing disability POCs, LGBTI Focal Points, Youth POCs and others already working on social inclusion at the Mission to strengthen the implementation of this ID MO and achieve an effective commitment to inclusive development across the scope of the Mission’s activities.



USAID
FROM THE AMERICAN PEOPLE

[Mission]

Mission Order: Inclusive Development in Mission Operations and Programming

Mission Order Number:	Series:
Effective Date:	Supersedes:

I. PURPOSE

The purpose of this Mission Order (MO) is to establish Mission policy on integration of inclusive development, which builds on the important progress made in gender equality and female empowerment, to advance the inclusion of persons with disabilities; indigenous peoples; lesbian, gay, bisexual, transgender, and intersex (LGBTI) individuals; youth; and other marginalized, underrepresented and/or at-risk groups¹ into relevant Mission programs and activities. This MO provides guidance and defines roles and responsibilities of Mission management, technical teams and implementing partners regarding inclusive development in strategic planning, project design, implementation and monitoring and evaluation as set forth in USAID policies. It is important to note that *this optional MO supplements and supports the mandatory Mission Order on Gender* (see the USAID Policy on Gender Equality and Female Empowerment and ADS 205) and complements Agency efforts towards gender integration.

[Note to drafter: Some Missions may wish to go beyond the gender requirements to also mandate analyses and processes related to inclusive development more broadly (for example, by seeking to address the needs of people with disabilities, indigenous peoples, LGBTI people, youth, those who live in rural areas or other groups). Missions who wish to do so may draft an Inclusive Development MO. However, in order to meet the requirement for the mandated MO on Gender, an Inclusive Development MO must clearly address the gender requirements as described in the [template for the MO on Gender](#) and must clearly differentiate the USAID-mandated gender requirements from additional requirements that are being mandated by the Mission.]

II. AUTHORITY

- [Nondiscrimination for Access to Supplies or Services for Beneficiaries](#)
Internal Guidance
 - [Promoting Nondiscrimination and Inclusive Development in USAID-Funded Programs, Automated Directives Series \(ADS\) 200.3.1.](#)

¹ Marginalized groups listed here and throughout the document are in alphabetical order. Gender is listed first because it is mandatory.

- [Promoting Nondiscrimination and Inclusive Development in USAID-Funded Programs, Mandatory Reference to ADS 200](#)
- Acquisitions (i.e. Contracts)**
 - [Nondiscrimination against End-Users of Supplies or Services, Agency for International Development Acquisition Regulation \(AIDAR\), Section 752.7038, a Mandatory Reference for ADS 302](#)
- Assistance Awards (i.e. Grants, Cooperative Agreements)**
 - [Grants and Cooperative Agreements to Nongovernmental Organizations, ADS 303](#)
 - [Standard Provisions for U.S. Nongovernmental Organizations, A Mandatory Reference for ADS Chapter 303](#)
 - [Standard Provisions for Non-U.S. Nongovernmental Organizations, A Mandatory Reference for ADS Chapter 303](#)
 - [Standard Provisions for Fixed Amount Awards to Nongovernmental Organizations A Mandatory Reference for ADS Chapter 303](#)
- [Award Provisions Encouraging More Comprehensive Nondiscrimination Policies by USAID Contractors and Recipients](#) - A Mandatory Reference for ADS Chapter 302
- The ADS [Series 200](#) and [Series 300](#)
 - [ADS 205, Integrating Gender Equality and Female Empowerment in USAID's Program Cycle](#)
 - [ADS 200, Development Policy](#)
 - [ADS 201, Program Cycle Operational Policy](#)
- [USAID 2012 Gender Equality and Female Empowerment Policy](#)
- [The 2016 United States National Action Plan on Women, Peace, and Security](#)
- [U.S. Strategy to Prevent and Respond to Gender Based Violence Globally](#)
- [Presidential Memorandum – International Initiatives to Advance the Human Rights of Lesbian, Gay, Bisexual, and Transgender \(LGBT\) Persons](#)
- [USAID Policy on Diversity in the Workforce, Equal Employment Opportunity, and Non-Discrimination \(A Mandatory Reference for ADS Chapters 110, 101, and 418\)](#)
- [USAID Disability Policy Paper – Policy Guidance](#)
- [Supporting USAID's Disability Policy in Contracts, Grants, and Cooperative Agreements \(AAPD 04-17\)](#)
- [Supporting USAID's Standards for Accessibility for the Disabled in Contracts, Grants, and Cooperative Agreements \(AAPD 05-07\)](#)
- [The 2012 Youth in Development Policy](#)
- [The U.S. Global Strategy to Empower Adolescent Girls](#)
- [The U.S. Government Action Plan on Children in Adversity](#)
- [USAID Counter Trafficking in Persons Policy](#)
- [USAID Counter Trafficking in Persons Field Guide](#)
- [Guidance on the Implementation of Agency-Wide Counter Trafficking in Persons Code of Conduct](#)
- [USAID LGBT Vision for Action: Promoting and Supporting the Inclusion of Lesbian, Gay, Bisexual, and Transgender Individuals](#)
- [The USAID Vision for Ending Child Marriage and Meeting the Needs of Married Children](#)
- [Policy/Guidance on the Implementation of USAID Child Safeguarding Standards: A Mandatory Reference for ADS Chapter 200](#)

III. DEFINITIONS (see Annex I for additional definitions)

Inclusive Development: A key pillar of USAID’s approach is inclusive development. Every person, regardless of identity, is instrumental in the transformation of their own societies and their inclusion throughout the development process leads to better outcomes. USAID promotes a nondiscriminatory, inclusive, and integrated development approach that ensures that all people including those who face discrimination and thus may have limited access to a country’s benefits, legal protections, or social participation are fully included and can actively participate in and benefit from development processes and activities. Consistent with this focus, USAID has issued policy documents detailing our commitment to inclusive development, including but not limited to the Disability Policy Paper, the Gender Equality and Female Empowerment Policy, the USAID Youth Policy, the Democracy Rights and Governance Strategy, the USAID LGBT Vision for Action and the Nondiscrimination for Access to Supplies or Services for Beneficiaries Policy.

People with Disabilities: According to the UN Convention on the Rights of Persons with Disabilities (CRPD) “persons with disabilities include those who have long-term physical, mental, intellectual, or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others.” This definition takes on a social model of disability recognizing that disability is caused by socially-constructed barriers in the environment and not by a person’s impairment or difference. The focus therefore, is on removing barriers in society to enable participation of persons with disabilities.

LGBTI: Lesbian, gay, bisexual, transgender and intersex. This acronym is commonly used to refer to gender and sexual minority communities. Variations exist that add, omit, or reorder letters (i.e., LGBT, LGB, GLBT, LGBTIQA²). Other acronyms used to describe these communities include MSM (men who have sex with men), WSW (women who have sex with women), SOGIESC (sexual orientation, gender identity/expression, and sex characteristics), and GSM (gender and sexual minorities). See Annex I for a more complete list of definitions.

Marginalized Groups: People who are typically denied access to legal protection or social participation and programs, whether in practice or in principle, (such as police protection, political participation, access to healthcare, education, employment, etc.) for historical, cultural, political and/or other contextual reasons. Such groups include but are not limited to: women and girls, persons with disabilities, LGBTI individuals, displaced persons, economic migrants, indigenous individuals and communities, youth and the elderly, ethnic and religious minorities and people of diverse economic class and political opinions. These groups, and particularly those that have multiple minority identities, often suffer from discrimination in the application of laws and policy and/or access to resources, services and social protection, and may be subject to persecution, harassment and/or violence. They may also be described as “underrepresented,” “at-risk,” or “vulnerable.”

Youth: Youth is a life stage, one that is not finite or linear. While youth development programs often focus on youth in the 15 to 24 year age range, USAID programs also are likely to engage individuals aged 10 to 29 as a broader youth cohort. The transition to adulthood involves multiple and overlapping physical, cognitive, emotional, political, social and cultural changes.

Indigenous Peoples³: Indigenous peoples are known by different names in different places.

² Q typically stands for “queer” or “questioning.” A typically stands for “ally” or “asexual.”

³ Currently there is no Indigenous Peoples Policy (it is under development) and thus there are no mandatory reporting requirements for indigenous people. However, several Missions already do programming with indigenous peoples, therefore the category of indigenous peoples has been included in the list of marginalized populations. Inclusion of indigenous peoples within this MO is at the Mission’s

The terms “hill people,” “aboriginal,” “first nations,” “scheduled tribes,” “pastoralists,” are all terms for indigenous peoples. USAID follows the UN approach and does not adopt an official definition of “indigenous peoples,” but rather identifies indigenous communities based on the following set of considerations and factors: (a) self- identification as indigenous peoples, as well as recognition by other groups as being distinct; (b) historical continuity with pre-colonial and/or pre-settler societies; (c) strong link to territories and surrounding natural resources; (d) distinct social, economic, or political systems; (e) distinct language, culture, and beliefs; (f) often form non-dominant groups of society; and/or (g) resolve to maintain and reproduce their ancestral environments and systems as distinctive peoples and communities. Not all indigenous peoples share all these characteristics.

IV. RATIONALE

USAID’s commitment to inclusion is reflected both as a matter of internal Agency policy and regulations and in our development and humanitarian assistance programs. In fulfilling the Agency’s mandate under the Foreign Assistance Act, USAID extends this internal commitment to nondiscrimination and inclusivity to the beneficiaries of our development and humanitarian assistance. Achieving the Agency’s mission of ending extreme poverty depends upon inclusive and sustainable growth that reaches the poorest and most vulnerable. Integrating inclusive development considerations across Mission programming can help ensure that all people can actively participate in and benefit from development processes and activities.

Promoting inclusive development – and paying attention to the intersectional nature across gender equality, female empowerment, people with disabilities, indigenous peoples, LGBTI people, youth and other marginalized groups – should be addressed in a crosscutting manner throughout USAID/[X]’s Development Objectives (DO). Inclusive development should be encapsulated in all relevant strategies, project and activity designs, procurements, statements of work/program descriptions, annual program statements, requests for applications/proposals, monitoring and evaluation and reporting documents, in accordance with the guidelines in the section on procedures below. Integrating inclusive development principles into the Mission’s programs is the responsibility of *all* USAID/[X] employees (including but not limited to DO teams and technical teams). The Mission Inclusive Development Advisor⁴ and the members of the Mission Inclusive Development Working Group⁵ (defined below) serve as resources to assist all Mission staff in seeking opportunities to achieve inclusiveness throughout the portfolio.

V. ROLES AND RESPONSIBILITIES

All USAID/[X] staff are responsible for following and implementing this USAID Mission Order on Inclusive Development. Additionally, USAID/[X] employees should actively support USAID’s [Policy on Diversity in the Workforce, Equal Employment Opportunity, and Non-Discrimination](#); [Nondiscrimination for Access to Supplies or Services for Beneficiaries Policy](#); and the [Award Provisions Encouraging More Comprehensive Nondiscrimination Policies by USAID Contractors and Recipients](#) within the workplace. This includes upholding the principles of fairness,

discretion.

⁴ Neither the Mission Inclusive Development Advisor nor the Mission Inclusive Development Working Group is a required role/entity. However, each is strongly recommended and have been included in this document as approaches to promote a strong and effective commitment to inclusive development. Inclusion in this MO of language related to the Mission Inclusive Development Advisor and/or the Mission Inclusive Development Working Group is at the Mission’s discretion.

⁵ In some Missions an Interagency Social Inclusion Working Group may exist and this body may serve the purpose of the Mission Inclusive Development Working Group.

inclusion, integrity, dignity, and respect for all USAID, U.S. Embassy, and implementing partner staff regardless of differences such as race, color, religion, sex (including gender identity, sexual orientation, and pregnancy), national origin, disability, age, genetic information, marital status, parental status, political affiliation, or veteran's status.

USAID/[X] is committed to integrating women and girls, persons with disabilities, indigenous peoples,⁶ LGBTI people, youth, and other marginalized groups' concerns across all programming areas. For example, by addressing gender inequities and constraints grounded in entrenched gender roles and power dynamics that affect both men and women or by including people with disabilities, indigenous peoples, LGBTI people and youth in discussions on development objectives, USAID will strengthen the effectiveness of its development programming. Responsibilities—as outlined below—lay with senior management, each technical office and all staff members to ensure that they respond to the requirements of the ADS as part of their duties.

A. Mission Leadership

Mission Leadership includes [...] ⁷. Mission Leadership is responsible for ensuring that an inclusive development approach is integrated into overall Mission programming, management and operations. Specifically, Mission Leadership will:

- Create a conducive environment for inclusive development integration, learning and knowledge management;
- Take necessary steps to ensure that gender and inclusive development are articulated in staff performance plans;
- Hold all staff accountable for compliance with this Mission Order and related U.S. Government and USAID policies and procedures pertaining to inclusive development as articulated in staff performance plans;
- Promote compliance among Mission staff with trainings related to inclusive development such as the mandatory online Gender 101 and recommended online Gender 102 and 103, and additional suggested trainings such as Disability Inclusive Development 101, LGBTI 101 and 102, Counter Trafficking in Persons (CTIP) and Positive Youth Development 101;
- Work with other international donors in [Country name] through [existing channels] to coordinate and integrate promising practices in inclusive development throughout the country;
- Incorporate inclusive development messages into the Mission's public outreach efforts; and
- Ensure the Mission's strategy, Project Approval Documents, activity designs, monitoring and evaluation, and collaboration, learning and adapting efforts include inclusive development approaches, indicators, and targets.

Office Directors are responsible for ensuring compliance with Agency and Mission guidance related to inclusiveness, including this Mission Order, when developing new strategies and

⁶ Currently there is no Indigenous Peoples Policy (it is under development) and thus there are no mandatory reporting requirements for indigenous people. However, several Missions already do programming with indigenous peoples, therefore the category of indigenous peoples has been included in the list of marginalized populations. Inclusion of indigenous peoples within this MO is at the Mission's discretion.

⁷ Mission leadership should be identified by the Mission. This can include, but is not limited to, the Mission Director, Deputy Mission Director, Office Directors, the Agreement/Contracting Officer, Regional Legal Advisor, FSN supervisors, and the Development Outreach and Communication Officer.

projects (see [ADS 201](#)) and Strategy and Project Design Mission Orders.

Any exceptions or changes to this Mission Order must be approved by the Mission Director.

B. Program Office (PO)

The Program Office is responsible for ensuring inclusive development integration throughout the program cycle, including strategy design, budget formulation and allowance, project design and implementation, monitoring and evaluation and public partnerships (through Country Development Cooperation Strategies (CDCS), Operational Plans (OPs), Performance Plans and Reports (PPRs), Portfolio Reviews and Project Appraisal Documents (PADs)). The PO is responsible for reviewing all programs and activity documentation to ensure that all Agency and Mission guidance related to developing new projects and activities, including this Mission Order and relevant non-mandatory inclusive development analyses, is respected. In addition, the PO will provide data on the Mission's inclusive development integration efforts to Regional Bureau Program Offices/Gender Advisor(s)/Inclusive Development Advisor through the Operational Plan, Performance Plan and Report and other required reporting. The PO is responsible for maintaining this Mission Order and for ensuring that guidance is disseminated to Mission staff. For additional details on the responsibilities and roles of the PO, see Annex III.

C. Inclusive Development Advisor (IDA)

[Note to drafter: In order to help ensure effective coordination of inclusive development, Missions have found it useful to designate an Inclusive Development Advisor (IDA). Though not a mandatory position, an IDA has proven effective in helping to integrate inclusive development considerations across Mission programming. During the first year after an Inclusive Development MO is adopted, the IDA would assume the responsibility of coordinating and socializing the inclusive development approach across the Mission. In some Missions, there are existing staff members separately tasked with responsibilities pertinent to a marginalized group, such as a Persons with Disabilities POC, an LGBTI Focal Point, a Youth POC and others. As these tasks continue to be assigned to separate POCs/Focal Points, it becomes important and helpful to create strong collaboration and synergy among all relevant staff members.]

● IDA Role and Responsibilities

The IDA⁸ is responsible for coordinating and leading all Mission-wide work as it relates to inclusive development. The IDA serves as the Mission's lead technical expert on inclusive development integration and convenes/coordinates the Mission Inclusive Development Working Group (see below). The IDA is responsible for overseeing integration of inclusive development in the Mission strategies, projects and activities; assists the technical teams and the PO to fulfill all ADS requirements; assists in developing inclusive development related public outreach messaging for the Mission; and manages the development and update of the Inclusive Development Mission Order. For additional details on the responsibilities and roles of the IDA, see Annex III.

D. Technical Teams

⁸ The responsibilities of Inclusive Development Advisor may be conferred upon a person or a group of persons who work on an existing inclusive development portfolio and ideally sit(s) in the Program Office. It is at the Mission's discretion to determine whether the responsibilities of the IDA are best suited for a single individual or if shared responsibility is optimal for this role.

Mission technical teams are responsible for ensuring that gender, disability, indigenous, LGBTI, age-related/youth and other inequalities are addressed in their respective sectors. For additional details on the responsibilities and roles of Technical Teams, see Annex III.

- Technical officers, with support from the Inclusive Development Advisor or other identified staff tasked with these responsibilities, should identify inclusive development issues and opportunities, and integrate the findings of mandatory Gender Analyses and other non-mandatory inclusive development analyses (including disability, indigenous, LGBTI people, youth and other marginalized groups) into the Mission's strategies (i.e., CDCS), programs, and activities, as part of their core duties.⁹
- Analyses described above should be conducted for Project Appraisal Documents (PADs) and in conjunction with the Program Office, which will ensure the information from these analyses is used to improve project design and implementation. Mandatory Mission Gender Analyses – which should reflect the intersection of sex with other characteristics such as age, marital status, income, ethnicity, race, disability status, location, sexual orientation and gender identity/expression, among other socially relevant categories – are starting points that need to be complemented with on-going reviews (by technical teams and projects) throughout the project cycle. It is important to note how data will be collected, analyzed, and interpreted at key points throughout the project cycle. Each activity must also take into account how concerns of marginalized groups will be addressed.
- Technical Teams will be responsible for ensuring that adequate consultation processes are undertaken with marginalized groups to ensure that their distinct needs are reflected in project designs and that they are not adversely impacted by project activities.
- Each technical team will appoint at least one Point of Contact to serve on the Mission Inclusive Development Working Group, described below.

E. Office of Acquisition and Assistance (OAA)¹⁰

OAA is responsible for working with relevant technical officers that manage portfolios that entail marginalized populations and/or the Inclusive Development Working Group to ensure gender, persons with disabilities, indigenous peoples¹¹, LGBTI people, youth and other inclusivity issues are appropriately integrated into procurement requests (Requests for Applications/Proposals and Annual Program Statements) in line with [ADS 302.3.5.15: Incorporating Gender Issues into Solicitations](#) and/or [ADS 303.3.6.3: Reviewing Applications](#) and carried through to signed award documents. OAA in coordination with the Mission's Inclusive Development Advisor, is also required to provide partners with an overview of inclusive development during post-award meetings. OAA is responsible for naming a representative to participate in the Mission Inclusive Development Working Group.¹²

⁹ If an Inclusive Development Advisor is not available, technical officers should consult with relevant program staff that work with marginalized populations.

¹⁰ Some Missions refer to their contracting office as Office of Acquisition and Assistance or Regional Office of Acquisition and Assistance. The Mission may call its contracting office something different than OAA and therefore will need to make the appropriate changes to this section.

¹¹ Currently there is no Indigenous Peoples Policy (it is under development) and thus there are no mandatory reporting requirements for indigenous people. However, several Missions already do programming with indigenous peoples, therefore the category of indigenous peoples has been included in the list of marginalized populations. Inclusion of indigenous peoples within this MO is at the Mission's discretion.

¹² The decision to name a representative from OAA to the IDWG is at the Mission's discretion.

Before issuing or approving a Request for Proposals (RFPs), Request for Applications (RFAs) and other solicitations, the Contract or Agreement Officer will:

- Confirm that the [Nondiscrimination for Access to Supplies or Services for Beneficiaries](#) clause or provision, [the Award Provisions Encouraging More Comprehensive Nondiscrimination Policies by USAID Contractors and Recipients](#) and the [Disability Standard Provision](#) are incorporated into the resulting RFA, RFP or other solicitations requirements, or that the rationale has been completed as part of the activity approval (see Annex II for the exact language to be included); and
- Work with the technical teams so that the relative significance of inclusive development is present in the Statement of Work or Program Description and is appropriately reflected in the technical evaluation criteria.

F. Mission Inclusive Development Working Group (IDWG)¹³

[Note to drafter: Some Missions have found it useful to create an Inclusive Development Working Group (IDWG) to support the integration of inclusive development across the Program Cycle. As of December 2016 this approach has been taken by all Missions that have adopted an Inclusive Development MO. In some Missions the group can be called “Social Inclusion Working Group.” An IDWG allows a Mission to establish clear expectations for how appointed staff will integrate inclusive development across the Program Cycle. Additionally, an IDWG will help ensure that inclusive development initiatives across a Mission are coordinated through a central steering body. In Missions where the IDWG is interagency in nature, it may be called the Social Inclusion Working Group so as to remove the emphasis on development.]

- **IDWG Role and Responsibilities**

The IDWG is chaired by senior leadership¹⁴ and is co-chaired by the Inclusive Development Advisor, who will be responsible for organizing and convening meetings. The IDWG is composed of one Point of Contact (POC) and one alternate from each DO team or one POC and one alternate from each technical office, and one representative from OAA.

The IDWG will:

- Oversee implementation of relevant USAID policies; coordinate gender-related interventions with the Mission Gender Advisor/POC or Gender Working Group; coordinate other inclusive development interventions across activities and sectors with other relevant actors such as the LGBTI Focal Point, the Mission M&E Advisor and others, in order to maximize impact;
- Create, update, and implement an inclusive development action plan, which outlines objectives as well as targets related to training for Mission staff, outreach to partners as well as other stakeholders, awareness-raising and oversight of progress toward goals;
- Help ensure that inclusive development-related interventions across projects, activities, and sectors are coordinated, ensuring as much synergy as possible is achieved in order to maximize impact; and
- Meet at least quarterly to share information and review program documentation.

¹³ The formation and exact composition of the IDWG is at the Mission’s discretion, but the composition described is encouraged in order to promote effective integration of inclusive development across Mission activities. Guidance on the IDWG is provided in the section in italics.

¹⁴ To be determined at the Mission’s discretion. Ideally, the Chair is the Deputy Mission Director or an equivalent position.

Other Duties of the IDWG may include:

- Review programs plans, results frameworks, Performance Management Plans and other project reports (including indicators) as needed for attention to inclusive development and to recommend needed revisions, provides technical guidance and oversight during portfolio reviews;
- Review activity identification and design documents for integration of gender, disability, indigenous peoples, LGBTI people, youth, and other marginalized populations under the same conditions as above;
- Review procurement documents for inclusive development integration;
- Review scopes of work for analyses, assessments, and evaluations, as well as drafts of completed assessments and evaluations, for inclusive development integration;
- Serve as a resource to assist technical teams in conceptualizing inclusive development issues and drafting the above documents;
- Serve as a resource to assist technical teams in conducting consultations with marginalized groups to inform project design;
- In collaboration with the Program Office and the Development Outreach and Communication (DOC) Officer, on an *ad-hoc* basis, coordinate documentation of success stories related to inclusive development, making the stories available for posting to the Mission's and the main USAID websites, as appropriate; and incorporate inclusive development messaging into speeches, briefing documents, social media posts, program fact sheets, etc.;
- Work with the PO to implement comprehensive training for USAID/[X] staff and implementing partners related to gender, disability, LGBTI, youth and other marginalized groups;
- Build relationships with donors, government, business, and civil society organizations engaged in inclusive practices and inclusive development issues;
- Facilitate mapping of donors, government, business and civil society organizations' projects working on issues related to inclusive development; and
- Identify and help organize activities and outreach efforts around relevant international awareness and education days or months (i.e., International Day of People with Disability) in collaboration with Mission's DOC Officer.

G. Resident Legal Officer (RLO)

The RLO will assist the Mission to comply with legal requirements related to inclusiveness, equal opportunity and other related matters. Mission staff should consult with the RLO to address conduct that does not comport with this policy.

VI. PROCEDURES

This section outlines the procedures to be followed in integrating inclusive development throughout USAID/[X]'s program cycle and documentation.

A. Mission Resource Requests (optional)¹⁵

Mission resource requests will include budget attributions for gender, disability, indigenous, LGBTI, youth and support and training. Technical teams attribute program funds to these

¹⁵ This is an optional section for Mission consideration. Some Missions have included this language in Inclusive Development Mission Orders.

aspects of development assistance based on guidance provided by the PO. Attributions should include any stand-alone projects as well as assistance with integrated programming.

B. Country Development Cooperation Strategy

For all USAID/[X] strategic planning purposes or documents, inclusive development will be identified as a cross cutting theme. Increasing integration of gender, disability, indigenous peoples¹⁶, LGBTI people, youth and other marginalized groups will be indicated as a strategic priority in all programming areas.

The Mission must complete the mandatory country-level Gender Analysis prior to the conclusion of Phase Two of the CDCS development process. As much as possible, this Gender Analysis should not treat men and women as monolithic categories, but should reflect the intersection of sex with other characteristics such as age, marital status, income, ethnicity, race, disability status, location, sexual orientation, gender identity/expression and other socially relevant categories (see guidance provided in [ADS 205](#)).

The impact of gender, disability, indigenous, LGBTI, youth and other marginalized groups' disparities must be specifically noted in USAID/[X]'s CDCS, the Results Framework and the strategies and illustrative activities planned to address these groups' concerns¹⁷. For additional guidance on this section and examples of illustrative outcomes and questions, see Annex IV.

C. Project Design and Implementation

During Phase I and Phase II of project design as described in the ADS, design teams must conduct a project level mandatory Gender Analysis. As much as possible, this Gender Analysis should not treat men and women as monolithic categories, but should reflect the intersection of sex with other characteristics such as age, marital status, income, ethnicity, race, disability status, location, sexual orientation, gender identity/expression and other socially relevant categories (see guidance provided in [ADS 205](#)). While disability, indigenous peoples¹⁸, LGBTI, youth and other marginalized groups' analyses are not mandatory for project design, they help ensure effective inclusive development in project design and are a means to operationalizing USAID's [Nondiscrimination for Access to Supplies or Services for Beneficiaries Policy](#) and commitment to inclusivity.

Technical offices and project design teams must consult with a variety of key stakeholders, such

¹⁶ Currently there is no Indigenous Peoples Policy (it is under development) and thus there are no mandatory reporting requirements for indigenous people. However, several Missions already do programming with indigenous peoples, therefore the category of indigenous peoples has been included in the list of marginalized populations. Inclusion of indigenous peoples within this MO is at the Mission's discretion.

¹⁷ It is recommended that additional but non-mandatory inclusive development analyses (disability, indigenous peoples, LGBTI, youth, and other marginalized groups) also be performed. The findings of these analyses should be integrated into the Development Objectives and Intermediate/Sub-Intermediate Results.

¹⁸ Currently there is no Indigenous Peoples Policy (it is under development) and thus there are no mandatory reporting requirements for indigenous people. However, several Missions already do programming with indigenous peoples, therefore the category of indigenous peoples has been included in the list of marginalized populations. Inclusion of indigenous peoples within this MO is at the Mission's discretion.

as government, other donors, academics, official national and regional-level data and statistics, U.S. Department of State Country Human Rights Reports, periodic reports to United Nations (UN) Human Rights Committees and other reports by the UN, non-governmental organizations (NGOs), civil society organizations and implementing partners. It is essential to consult with local civil society organizations that represent marginalized populations, such as disabled people's organizations and organizations of, by, and for LGBTI individuals. It should be noted that mainstream NGOs who may work on LGBTI or disabilities issues are not necessarily run by LGBTI or persons with disabilities; therefore, organizations representative of the populations they intend to serve (i.e. self-advocate organizations) should be consulted.

The inclusive development analyses should determine if there are differences in the roles and statuses of individuals and if there are any inequalities or differences that could impinge upon achieving the project objectives. See Annex IV for a list of suggested questions to include.

Where it is likely that a project will impact indigenous peoples, Missions should make every effort to align their project design process with international standards by consulting with the indigenous peoples concerned through their own representative institutions prior to the approval of any project affecting their lands or territories and other resources. Technical teams are encouraged to work with the Agency's Advisor on Indigenous Peoples Issues to design and implement such consultations.

D. Procurement Solicitation and Selection

RFPs, RFAs and similar solicitation documents should include language to address gender, disability, indigenous peoples, LGBTI persons, youth and other marginalized groups in all activities where equality and equity is a relevant factor. If social equality issues have been determined not to be relevant, the technical teams must clearly document this fact.

The areas or aspects of an activity in which gender are relevant must be clearly indicated, and the offeror or applicant will be required to specifically show how gender issues will be addressed; how results are determined taking gender into account; and what level of effort will be provided to address each identified issue. It is recommended that inclusive development issues should be integrated into activity design in a similar manner as described for gender.

In designing the solicitation document, inclusive development issues should be identified and addressed in the following sections: Background and Objectives; Scope of Work/Description of Activities; Monitoring and Evaluation; Reports; Key Personnel; Instructions to Offerors/ Submission Guidelines; and Evaluation and Selection Criteria.

E. Monitoring, Evaluation and Learning

Activity Managers and the Mission Monitoring, Evaluation, and Learning Specialist will coordinate with the Inclusive Development Advisor, the Inclusive Development Working Group, AOR/CORs and the PO to ensure that all activity Project Monitoring and Evaluation Plans include the appropriate indicators to measure progress toward equality for women, people with disabilities, LGBTI persons, youth and people from other marginalized groups. Project Managers should include these indicators in the Mission Performance Management Plan, and the PO should ensure they are adequately reflected in Mission reporting. In addition, AOR/CORs should work with implementing partners of all new activities to ensure that work plans include the necessary steps to achieve the identified inclusion plan components. See Annex IV for examples of indicators and qualitative questions.

It is important to note that measuring the numbers of persons with disabilities, indigenous peoples, LGBTI individuals and youth participating in USAID programming may raise privacy concerns. AOR/CORs should work with implementing partners to ensure that work plans include the necessary steps to achieve the protection of personal identities (such as not requiring LGBTI people to self-identify) in all inclusive development plan components.

Missions are encouraged to develop approaches for direct communication with marginalized groups that provide individuals or communities with an opportunity to provide feedback to USAID in the event that they are adversely impacted by USAID-supported programming.

F. Mission Portfolio Reviews, Performance Plans and Reports, and Operational Plans

During every other Portfolio Review, Activity Managers should address at least one predetermined aspect of inclusive development that illustrates how their projects and activities contribute toward the Agency-level outcomes for gender equality, and inclusion of disability issues, LGBTI issues, youth issues and other marginalized groups' concerns. The PO and the Inclusive Development Advisor may include these issues in templates that will guide the Portfolio Review process, as well as PPR submission. Technical offices should report on gender, disability, LGBTI, youth and other marginalized groups' issues in the PPR using the appropriate Key Issues, based on guidance from the PO. The PO and the Inclusive Development Advisor are also responsible for compiling Key Issue narratives and budget allocations for Key Issues for the annual Operational Plan submission. The PO should provide technical offices guidance on submitting narratives and budget allocations for gender, disability, LGBTI, youth and human rights along with any other required Key Issue narratives related to inclusive development.

G. Training and Outreach

All USAID/[X] staff are required to complete *Gender 101: Gender Equality at USAID* within 12 months of hire. In addition it is strongly encouraged that new staff also complete social inclusion online courses, such as *Disability Inclusive Development 101*, *LGBTI 101: LGBTI Inclusion in the USAID Workplace* (required for all staff with formal supervisory responsibilities), *LGBTI 102: LGBTI Integration in USAID Programs* and the forthcoming *Positive Youth Development 101* and *Indigenous Peoples Issues 101*. As needed, the Inclusive Development Working Group and the Inclusive Development Advisor may hold awareness training and/or awareness-raising events on inclusive development issues for Mission staff and interested implementing partners. All USAID/[X] staff and U.S. Government staff are strongly encouraged to attend.

USAID/[X] is committed to providing staff and implementing partners with the tools necessary to effectively address inclusive development principles in their day-to-day operations and program implementation. The Inclusive Development Advisor and Inclusive Development Working Group should reach out to relevant bureaus or technical offices for additional guidance and tools. When possible, USAID/[X] may integrate inclusive development themes into annual partner meetings. Additionally, USAID/[X] may offer appropriate consultations or trainings on inclusive development to implementing partners when available.

VII. WORKFORCE INTEGRATION

Valuing diversity reflects a belief that there is more than one way to look at the world and that USAID's work will improve if it considers and takes into account a diversity of views, experience,

skills, capabilities, and beliefs (see [ADS 200](#)). USAID's success as an organization depends on having an inclusive and diverse workforce that works effectively with diverse customers, stakeholders, and partners around the world. USAID/[X] is committed to promoting inclusivity and diversity in its hiring and performance management practices, and encourages all implementing partners to do the same.

VIII. EFFECTIVE DATE

This Mission Order is effective immediately and will remain in force until cancelled or amended.

Annex I: Definitions

Inclusive Development Analysis: An analysis that is used to identify, understand, and explain gaps between persons of marginalized social groups and the general population that exist in households, communities and countries, in a specific context. Such analysis typically involves examining differences in the status of individuals or groups and their differential access to assets, resources, opportunities and services. Additionally, it should examine constraints, opportunities and entry points for narrowing social gaps and empowering marginalized groups, as well as potential differential impacts of development policies and programs on marginalized groups, including unintended or negative consequences.

Key Gender Equality and Female Empowerment Definitions

Female Empowerment: When women and girls acquire the power to act freely, exercise their rights and fulfill their potential as full and equal members of society. While empowerment often comes from within, and individuals empower themselves, cultures, societies, and institutions create conditions that facilitate or undermine the possibilities for empowerment.

Gender: A social construct that refers to relations between and among the sexes, based on their relative roles. It encompasses the economic, political, and socio-cultural attributes, constraints and opportunities associated with being male or female.

Gender Analysis: An analytic social science tool that is used to identify, understand, and explain gaps between males and females that exist in households, communities, and countries, and the relevance of gender norms and power relations in a specific context. Such analysis typically involves examining differences in the status of women and men and their differential access to assets, resources, opportunities, and services; the influence of gender roles and norms on the division of time between paid employment, unpaid work (including subsistence production and care for family members), and volunteer activities; the influence of gender roles and norms on leadership roles and decision-making; constraints, opportunities, and entry points for narrowing gender gaps and empowering females; and potential differential impacts of development policies and programs on males and females, including unintended or negative consequences.

Gender Equality: Concerns fundamental social transformation, working with men and boys, women and girls, to bring about changes in attitudes, behaviors, roles, and responsibilities at home, in the workplace, and in the community. Genuine equality means expanding freedoms and improving overall quality of life so that equality is achieved without sacrificing gains for males or females.

Gender Integration: Identifying, and then addressing, gender inequalities during strategy and project design, implementation, and monitoring and evaluation. Since the roles and power relations between men and women affect how an activity is implemented, it is essential that project managers address these issues on an ongoing basis.

Key Disabilities Definitions

The Americans with Disability Act (ADA) defines disability with respect to an individual as a person who has: “a physical or mental impairment that substantially limits one or more major life activities, has a record of such impairment, or is regarded as having such impairment.”

To date, 168 UN Member States have ratified the Convention on the Rights of Persons with Disabilities (CRPD). The CRPD defines disability as “persons with disabilities include those who have long term physical, mental, intellectual, or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others.”

Key Gender and Sexual Diversity Definitions¹⁹

LGBTI: Lesbian, gay, bisexual, transgender, and intersex. This acronym is commonly used to refer to gender and sexual minority communities. Variations exist that add, omit or reorder letters (i.e., LGBT, LGB, GLBT, LGBTIQA²⁰).

- **Lesbian:** A woman who is emotionally, romantically, and/or sexually attracted to other women.
- **Gay:** Emotional, romantic, and/or sexual attraction to the same gender. The term gay is used most often for homosexual men, and less often for lesbians and bisexuals.
- **Bisexual:** Emotional, romantic, and/or sexual attraction to men and women.
- **Transgender:** An umbrella term that refers to an individual whose gender identity is different from their sex assigned at birth.
- **Intersex:** An umbrella term that refers to a variety of chromosomal, hormonal, and anatomical conditions in which a person does not seem to fit the typical definitions of female or male.

SOGIESC: Sexual Orientation, Gender Identity/Expression, and Sex Characteristics.

Other acronyms used to describe these communities include MSM (men who have sex with men), WSW (women who have sex with women), and GSM (gender and sexual minorities).

Biological sex: A medical term used to refer to the chromosomal, hormonal, and anatomical characteristics that are used to classify an individual as female, male, or intersex.

Gender expression: The external display of one’s gender, through a combination of appearance, disposition, social behavior, and other factors, generally measured on a scale of masculinity and femininity.

Gender identity: A person’s deeply felt internal and individual experience of gender, which may or may not correspond with the sex assigned at birth.

¹⁹ For a comprehensive list of definitions, consult the [USAID LGBT Vision for Action](#).

²⁰ Q typically stands for “queer” or “questioning.” A typically stands for “ally” or “asexual.”

Gender non-conforming: People who do not conform to social norms about how they should look or act based on their birth-assigned gender. “Genderqueer” is sometimes used interchangeably with this term.

Gender norms: A culturally-defined set of roles, responsibilities, rights, responsibilities, entitlements, and obligations associated with being a woman or man, as well as the power relations between and among genders in a society. The social definitions of what it means to be masculine or feminine, and sanctions for not adhering to those expectations, vary among cultures, change over time, and often intersect with other factors such as age, class, disability, ethnicity, race, religion and sexual orientation.

Heterosexuality: An enduring emotional, romantic, or sexual attraction primarily or exclusively to people of a different sex and/or gender.

Homosexuality: An enduring emotional, romantic, or sexual attraction primarily or exclusively to people of the same sex and/or gender. People who are homosexual often identify as “gay” or “lesbian.”

Sexual orientation: An enduring emotional, romantic, or sexual attraction primarily or exclusively to people of a particular sex and/or gender.

Key Youth Definitions

Youth Engagement: For youth, a critical means for engagement and participation is having a role in an organization and an opportunity to express their voice on policies, programs and services in ways that are relevant and responsive to their needs and priorities. For the organization, it means raising its profile within the community and enhancing its effectiveness in reaching and engaging young people. “Youth Civic Engagement” and “civic participation” are defined as individual and collective actions designed to identify and address issues of public concern. They can take many forms, from individual volunteerism to organizational involvement to electoral participation. They can include efforts to directly address an issue, work with others in a community to solve a problem or interact with the institutions of representative democracy.

Positive Youth Development (PYD): PYD approaches build skills, assets, and competencies; foster healthy relationships; strengthen the environment; and seeks to transform systems. One of the primary distinctions between PYD approaches and other approaches is the emphasis on youth assets and the contributions young people can make to development, versus focusing primarily on deficits.

Annex II: Inclusive Development Language in Acquisitions and Assistance

USAID has adopted an official [Nondiscrimination for Access to Supplies or Services for Beneficiaries Policy](#). The specific provisions for Acquisitions and Assistance Awards are outlined below and must be included in each respective document.

- ACQUISITIONS (i.e., Contracts): The clause ([AIDAR 48 CFR 752.7038](#)) to be included in contracts is as follows:
 - (a) *USAID policy requires that the contractor not discriminate against any end-user of the contract supplies or services (i.e., the beneficiaries of the supplies or services) in implementation of this award, such as, but not limited to, by withholding, adversely impacting, or denying equitable access to the supplies or services (benefits) provided through this contract on the basis of any factor not expressly stated in the award. This includes, for example, race, color, religion, sex (including gender identity, sexual orientation, and pregnancy), national origin, disability, age, genetic information, marital status, parental status, political affiliation, or veteran's status. Nothing in this clause is intended to limit the ability of the contractor to target activities toward the assistance needs of certain populations as defined in the contract.*
 - (b) *The Contractor must insert this clause, including this paragraph, in all subcontracts under this contract.*

- ASSISTANCE AWARDS (i.e., Grants, Cooperative Agreements): The provision ([ADS Chapter 303](#)) to be included in assistance awards with NGOs is as follows:
 - (a) *USAID policy requires that the recipient not discriminate against any beneficiaries in implementation of this award, such as, but not limited to, by withholding, adversely impacting, or denying equitable access to the benefits provided through this award on the basis of any factor not expressly stated in the award. This includes, for example, race, color, religion, sex (including gender identity, sexual orientation, and pregnancy), national origin, disability, age, genetic information, marital status, parental status, political affiliation, or veteran's status. Nothing in this provision is intended to limit the ability of the recipient to target activities toward the assistance needs of certain populations as defined in the award.*
 - (b) *The recipient must insert this provision, including this paragraph, in all subawards and contracts under this award.*

Supporting USAID's Disability Policy in Contracts, Grants, and Cooperative Agreements
requirements for acquisitions and assistance awards are outlined below:

- ACQUISITIONS: For acquisitions (contracts) using program funds, when issuing a Request for Proposals (RFP) after the effective date of Dec 17, 2004, as stated in [this AAPD](#), the contracting officer must include the following provision in Section H of the RFP and resulting contract, and modify existing contracts to include it, with the contractor's agreement, whenever practicable.
 - (a) *The objectives of the USAID Disability Policy are (1) to enhance the attainment of United States foreign assistance program goals by promoting the participation and equalization of opportunities of individuals with disabilities in USAID policy, country and sector strategies, activity designs and implementation;*

(2) to increase awareness of issues of people with disabilities both within USAID programs and in host countries; (3) to engage other U.S. government agencies, host country counterparts, governments, implementing organizations and other donors in fostering a climate of nondiscrimination against people with disabilities; and (4) to support international advocacy for people with disabilities. The full text of the policy paper can be found at the following website: http://pdf.usaid.gov/pdf_docs/PDABQ631.pdf.

(b) USAID therefore requires that the contractor not discriminate against people with disabilities in the implementation of USAID programs and that it make every effort to comply with the objectives of the USAID Disability Policy in performing this contract. To that end and within the scope of the contract, the contractor's actions must demonstrate a comprehensive and consistent approach for including men, women and children with disabilities.

- ASSISTANCE: For assistance awards (grants and cooperative agreements), when issuing a Request for Applications (RFA), the agreement officer must include the following provision in the RFA and ensure its inclusion as a Special Provision in the schedule of the award itself. AOs are to amend existing grants and cooperative agreements to include the provision, with the recipient's agreement, whenever practicable.

"USAID Disability Policy – Assistance (December 2004)

(a) *The objectives of the USAID Disability Policy are (1) to enhance the attainment of United States foreign assistance program goals by promoting the participation and equalization of opportunities of individuals with disabilities in USAID policy, country and sector strategies, activity designs and implementation; (2) to increase awareness of issues of people with disabilities both within USAID programs and in host countries; (3) to engage other U.S. government agencies, host country counterparts, governments, implementing organizations and other donors in fostering a climate of nondiscrimination against people with disabilities; and (4) to support international advocacy for people with disabilities. The full text of the policy paper can be found at the following website: http://pdf.usaid.gov/pdf_docs/PDABQ631.pdf.*

(b) *USAID therefore requires that the recipient not discriminate against people with disabilities in the implementation of USAID funded programs and that it make every effort to comply with the objectives of the USAID Disability Policy in performing the program under this grant or cooperative agreement. To that end and to the extent it can accomplish this goal within the scope of the program objectives, the recipient should demonstrate a comprehensive and consistent approach for including men, women and children with disabilities."*

[Award Provisions Encouraging More Comprehensive Nondiscrimination Policies by USAID Contractors and Recipients](#) strongly encourages contractors (at all tiers) and grant recipients, and their subrecipients and vendors (at all tiers), performing both in the U.S. and overseas, to develop and enforce comprehensive nondiscrimination policies for their workplaces, subject to applicable law.

Per [AIDAR \(48 CFR Chapter 7\) 752.222-71: Nondiscrimination](#), as prescribed in (48 CFR) AIDAR 722.810(b), insert the following clause in section I of all solicitations and resulting contracts:

Nondiscrimination (June 2012) FAR part 22 and the clauses prescribed in that part prohibit contractors performing in or recruiting from the U.S. from engaging in certain discriminatory practices. USAID is committed to achieving and maintaining a diverse and representative workforce and a workplace free of discrimination. Based on law, Executive Order, and Agency policy, USAID prohibits discrimination in its own workplace on the basis of race, color, religion, sex (including pregnancy and gender identity), national origin, disability, age, veteran's status, sexual orientation, genetic information, marital status, parental status, political affiliation, and any other conduct that does not adversely affect the performance of the employee. USAID does not tolerate any type of discrimination (in any form, including harassment) of any employee or applicant for employment on any of the above-described bases. Contractors are required to comply with the nondiscrimination requirements of the FAR. In addition, the Agency strongly encourages all its contractors (at all tiers) to develop and enforce nondiscrimination policies consistent with USAID's approach to workplace nondiscrimination as described in this clause, subject to applicable law.

Annex III: Additional Descriptions of Roles and Responsibilities

A. Program Office (PO)

- Work with relevant staff at the onset of project design to integrate inclusive development considerations throughout the PAD development.
- Where appropriate, oversee any revisions to PADs and activities needed to better integrate gender, disability, LGBTI, youth and other marginalized group's concerns into existing activities. Additionally, any changes should be documented.
- Oversee and ensure completion of the mandatory Gender Analysis – which should be inclusive of disability, LGBTI, and youth – and encouraged additional but non-mandatory inclusive development analyses at the CDCS level as appropriate.
- Ensure that the Mission reports on Key Issues for gender, disability, LGBTI, youth and human rights in OPs, PPRs, and Portfolio Reviews.
- Play a lead role in advising, monitoring and promoting inclusive development policies throughout Mission programs and processes, including project design and approval, and in Statements of Work (SOWs) and Solicitations (i.e., Requests for Proposals, Requests for Applications, etc.).
- With input from DO teams, report on program expenditures for gender, persons with disabilities, LGBTI people, and youth through Key Issue attribution in OPs, PPRs, Country Narratives, and other reporting mechanisms.
- Identify training needs and facilitate training of Mission staff in gender, disability, LGBTI, and youth integration, and other relevant trainings, as well as assist technical offices to identify ways in which USAID implementing partners may increase their knowledge and ability to assess inclusive development issues and effectively integrate inclusive development considerations into their activities.
- As appropriate, ensure that inclusive development responsibilities are included in the relevant USAID staff position descriptions.
- Ensure that the Development Outreach and Communication (DOC) team incorporates inclusiveness throughout the Mission's communication and outreach strategy and activities. The DOC team and the Inclusive Development Advisor are responsible for recognizing international awareness and education days or months (i.e., International Day of People with Disability); and incorporating gender, disability, LGBTI and youth aspects in Mission events (i.e., field visits) and communications (i.e., success stories and factsheets).

B. Inclusive Development Advisor (IDA)

- In coordination with identified Mission staff that work on disability, LGBTI, youth and other marginalized group programs, liaise with appropriate Senior Coordinators at USAID. Responsibilities include dissemination of information/resources, reporting of Mission achievements, etc.
- The Inclusive Development Advisor works with technical and program officers to protect and promote the rights of the persons with disabilities, indigenous peoples, LGBTI persons, youth and other marginalized groups throughout the Program Cycle, and represents USAID in interagency and donor coordination groups in country.
- Advise technical and program officers to understand socio-political or development changes in the local context which could affect marginalized populations.
- Advise technical and program officers on how to address unintended consequences on marginalized populations from program interventions.

- Conduct periodic site visits (with the relevant AOR/COR or activity manager) to monitor progress in overcoming or reducing constraints to integrate marginalized groups into programs.
- Participate in the design of identified activities for inclusive development integration – review final drafts in the design phase, incorporating findings from inclusive development analyses where relevant.
- Liaise with the Program Office, DO teams, and technical teams on planning and reporting on inclusive development in the OP and PPR.
- Draft other cross-cutting inclusiveness reports and requests for information.
- Represent USAID at respective donor meetings, working groups and events on inclusiveness on behalf of the Mission and technical teams.
- Track and report budget attributions for inclusive development key issues through Operational Plans, spend plans and other requests for key budget attribution data.

C. Technical Teams

- Technical team members are responsible for ensuring that implementing partners integrate inclusive development objectives into programming. Where appropriate, implementing partners should develop custom indicators that measure specific equality goals for each activity and consistently report to USAID on results related to inclusive development.
- For contracts and grants/cooperative agreements that are issued following a competitive process, solicitation documents will include USAID's expectations regarding inclusive development expertise, capacity and tasking of the offeror/applicant with proposing meaningful approaches to address inclusive development considerations. Technical officers will also place appropriate emphasis on inclusive development related elements in the technical evaluation criteria.
- Technical teams will visit and suggest site visits for Mission leadership and colleagues related to major inclusive activities for improved knowledge sharing and to better understand challenges, successes, and lessons learned pertaining to these issues.

Annex IV: Additional Guidance for Procedures

A. Country Development Cooperation Strategy (CDCS)

- The PO and the Inclusive Development Advisor should ensure the mandatory Gender Analysis, and recommended but non-mandatory inclusive development analyses, are complete and that findings are incorporated into forthcoming PADs and activity designs. As much as possible, this Gender Analysis should not treat men and women as monolithic categories, but should reflect the intersection of sex with other characteristics such as age, marital status, income, ethnicity, race, disability status, location, sexual orientation, gender identity/expression and other socially relevant categories (see guidance provided in [ADS 205](#)). Taking into account the “do no harm” principle, outcomes incorporated into the country strategy and PAD results framework (where applicable), along with associated targets and indicators for tracking progress, should include:
 - Gender outcomes: 1) Reduce gender disparities in access to, control over, and benefit from resources, wealth, opportunities and services; 2) Reduce gender-based violence and mitigate its harmful effects on individuals and communities; and 3) Increase capabilities of women and girls to realize their rights, determine their life outcomes and influence decision-making.
 - Disability outcomes: 1) Promote the participation through access and equalization of opportunities for persons with disabilities; 2) Adopt and implement non-discrimination principles and practices, as well as best practices in programmatic inclusiveness of persons with disabilities; 3) Support the implementation and monitoring of rights under the UN Convention on the Rights of Persons with Disabilities; and 4) Support local disabled people’s organizations.
 - LGBTI outcomes: 1) Promote the participation and equalization of opportunities for individuals who identify as LGBTI; 2) Promote human rights, human dignity, diversity and inclusion of LGBTI persons; 3) Adopt and implement nondiscrimination principles and practices; and 4) Encourage and support legal, cultural, and economic reforms that protect LGBTI rights.
 - Youth outcomes: 1) Promote the participation and access to economic and social opportunities, economic growth, and democratic and development processes; and 2) Encourage the adoption of youth-friendly policies by local and national institutions so that youth can live healthy lives, and contribute to household, community, and national well-being.
 - Indigenous Peoples outcomes²¹: 1) Strengthen indigenous models of development, including traditional livelihoods and resource management systems; 2) Support legalization of indigenous peoples’ territories; 3) Strengthen capacity of indigenous peoples to realize their rights, practice self-determination and influence decision-making; and 4) Promote ideals expressed in United Nations Declaration on the Rights of Indigenous Peoples through legal, cultural and economic reforms that protect indigenous peoples’ rights.

²¹ Currently there is no Indigenous Peoples Policy (it is under development) and thus there are no mandatory reporting requirements for indigenous people. However, several Missions already do programming with indigenous peoples, therefore the category of indigenous peoples has been included in the list of marginalized populations. Inclusion of indigenous peoples within this MO is at the Mission’s discretion.

- Country strategy documents (or their equivalents), as well as modifications, may necessitate updating or additional inclusive development analyses to ensure that project activities continue to meet the most current needs within the [Country name] context. USAID/[X] should regularly assess relevant issues and questions related to inclusive development, examples of which include:
 - What information has been included about groups of women or men that are particularly disadvantaged or that have strong unmet needs for empowerment (i.e., women with disabilities, LGBTI persons, women from marginalized ethnic groups, etc.)? (See [ADS 205](#) for additional guidance)
 - How does this strategy affect women and girls, persons who identify as persons with disabilities, LGBTI people, youth and other marginalized groups differently from the general population?
 - What barriers/challenges exist that prevent people from participating in and benefitting from development assistance, and how can these barriers/challenges be mitigated?
 - In what way have women, persons with disabilities, the LGBTI community, youth and persons from other marginalized groups been engaged on this issue, and how can that engagement be enhanced?
 - What efforts in promotion of inclusive development have been attempted by the host government, U.S. Government, and/or other donors? What approaches were most effective?
 - Are there ongoing initiatives that can be leveraged to address inclusive development?

B. Project Design and Implementation

The initial lines of inquiry should include the following, the results of which should be attached to any project concept paper as an annex:

- Who is marginalized from this development process and how does this proposed project affect marginalized people (i.e., women, people with disabilities, LGBTI people, youth and other marginalized people, including people who may identify with more than one vulnerable status) differently from the general population?
- With respect to the planned project, what barriers/challenges to participation and equalization of opportunities exist for marginalized people and how can these barriers/challenges be mitigated? Are the benefits of the planned project expected to extend to these marginalized people equally?
- In what ways have marginalized people been engaged on the issues relevant to the planned project, and how can that engagement be enhanced?
- What efforts for inclusion of marginalized people in areas relevant to the planned project have been attempted by the host government, U.S. Government and/or other donors, and what approaches were the most effective?
- Are there ongoing initiatives that can be leveraged to address inclusive development in the planned project?
- Is there relevant enabling legislation protecting/addressing marginalized people? Conversely, are there laws/policies that restrict rights for certain populations?

C. Monitoring, Evaluation and Learning

Examples of indicators may include:

- Percent change in the number of women, people with disabilities, LGBTI persons, youth and people from other marginalized groups who are accessing or participating in services provided through USAID funding.
- Percentage of USAID/[X] approved activity work plans that (at the end of the fiscal year) included an inclusive development plan that contains focused indicators and targets.
- Percentage of USAID/[X] implementing partners who (during the fiscal year) developed or proposed a new activity (or modified an existing activity/project) that has a specified component and indicators to target inclusion of beneficiaries or has an activity-level result directly related to addressing inclusion.

Examples of qualitative questions may include:

- How has the project/activity taken into account the needs of women, persons with disabilities, LGBTI individuals, youth or other marginalized groups?
- What actions to improve inclusiveness were effective/ineffective and why?
- To what extent was outreach effective in reaching and motivating people (women, people with disabilities, LGBTI or youth) to participate in the activity and what were the main and critical factors leading to this?
- How have the policies and/or actions of other key actors affected (positively or negatively) USAID/[X]'s progress toward attaining the results specific to inclusive development?