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Got Inclusion? How Inclusive is your Organization? Assessing Inclusion through the iCAT: Inclusion Capacity Assessment Tool for Organizational Capacity

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Got Inclusion? How Inclusive is your Organization?

Assessing Inclusion through the *iCAT*: *Inclusion Capacity Assessment Tool* for Organizational Capacity

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A thesis submitted in partial fulfillment of the requirements for the Degree of Master of Arts
in
Sustainable Development: International Policy & Management

July 29, 2016

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Abbreviations and Acronyms

CBO	Community Based Organization
CDP	Capacity Development Plan
CRS	Catholic Relief Services
iCAT	Inclusion Capacity Assessment Tool
EDC	Educational Development Center
IS	Institutional Strengthening
HOCAI	Holistic Organizational Capacity Assessment Instrument
INTRAC	International NGO Training and Resource Center
IIED	International Institute for Environment and Development
N/A	Not applicable
MDGs	Millennium Development Goals
M&E	Monitoring and Evaluation
NGO	Non-Governmental Organization
OA	Organizational Assessment
OCA	Organizational Capacity Assessment
OD	Organizational Development
OCAT	Organizational Capacity Assessment Tool
PIA	Participatory Institutional Analysis
SDGs	Sustainable Development Goals
SWOT	Strengths, Weaknesses, Opportunities, Threats (analysis)
UN	United Nations
USAID	United States Agency for International Development

Abstract

Inclusion is a popular buzzword in development, but how can organizations evaluate and learn from their internal practices to better meet the needs of a more diverse population? In order for organizations to assess their strengths, weaknesses and opportunities for growth, organizational development and capacity tools, if conducted in a participatory way, are essential for revealing this information through the process of evaluation and learning. In this course-linked Capstone, social inclusion and capacity assessments are thematic focuses. The paper will begin by briefly tracing the origins and context of social inclusion and then establish the definitions, reasoning and practice behind organizational assessment tools. Proposing a new organizational development tool, the iCAT (Inclusion Capacity Assessment Tool), the paper will highlight the creation of this tool, the approach and design, capacity areas, and unique considerations for using capacity assessment tools. Finally, reflecting on the learning process and transformation of an idea into a product, this paper suggests opportunities for the evolution of the iCAT and its relevance in today's sustainable development field.

Introduction

Daily, news headlines highlight global catastrophes. Bombs are going off in schools, people with access to guns are going on murderous rampages in safe spaces, and one of the most promising unions both politically and financially is coming to an end as the United Kingdom voted on June 23, 2016 to leave the European Union, initially created to promote stability and continental collaboration (Erlanger, S., 2016). In addition to - or possibly in spite of - news headlines and current events are shifting the conversation in the development field as well. The Millennium Development Goals have been replaced by the Sustainable Development Goals, further emphasizing a new approach and process for creating more sustainable futures for all.

While there are many similarities between the MDGs, created in 2000 and expiring last year, and the SDGs, beginning in theory last year, there are also key differences. Outlined in an article released by The Hunger Project in 2014, their global advocacy group outlines ten ways in which the SDGs differ from the MDGs (Coonrad, J., 2014). In addition to the more universal and comprehensive goals, the SDGs also make it very clear that this was an inclusive process to create these focus areas and that the focus of inclusion is reflected within the goals and sub-targets themselves. Inclusion was reflected both in process and in thematic areas. In process, UN staff conducted interviews and face-to-face consultations with more than 100 countries (Coonrad, J. 2014). Additionally, in the 17 focus areas of the SDGs, "inclusion" is referenced 7 times and countless others within the sub-targets of each of these areas (SDGs, 2015). From the time of drafting the MDGs to the global creation of the SDGs, the world is more aware of the importance of inclusion, but there is still a mystifying idea about what inclusion means, how it can be achieved, and the benefits of inclusion sustainable societies. This paper will trace the origins of social inclusion from a historical perspective to connect to current discourse.

Highlighted in a briefing by IIED in early 2016, evaluation is a crucial ingredient for SDG success and "good evaluation informs policymaking, facilitates adaptive management, enhances government and organizational learning, demonstrates accountability, and informs and empowers citizens" (IIED, 2016). The article makes two critical arguments about evaluation for the SDGs. First, evaluation can address the complexity of the SDGs and how they are tied to one another. In addition to the existing complexity, inclusion is at the root of all of them. As a cross-cutting issue in every single area, from health to water sanitation to education to governance, evaluation of inclusion and inclusive practices is essential. Each SDG goal must look at who has access and power to these resources and who does not. Secondly, evaluation allows organizations, governments and people to ask "are we doing things right?" and "are these the right things to do?", encouraging informed and thoughtful decisions and recognizing the impact of these choices (IIED, 2016). The interconnectedness of wanting to know what the inclusion landscapes are in a society and wanting to better understand that is working, and conversely what is not working is the center of the current social inclusion discourse.

Without internal evaluation of organizational capacity to understand current inclusion practices and opportunities for improvement, how can organizations improve their own learning to be better prepared to face the challenges of today and tomorrow and meet the need of the millions of people globally who are excluded from society? The world is constantly shifting and the movement of people is continually challenging the status quo. I will make the argument that inclusion is essential to not only to create sustainable development programs, but also communities as we are interdependent on one another. We can no longer think of ourselves or others as a monolithic identity, and will only achieve human security through more inclusive processes. These inclusive processes are not guaranteed to be easy, in fact most take more time,

money, understanding of social and cultural norms as well as interpersonal communication skills (Gaventa, 2004, p.23). However, if we are to live in a society that grows together, history indicates that the times of greatest success globally are when people come together.

Capstone Paper and Tool

This paper will provide a context for social inclusion broadly, drawing on the origins of the feminist movement, and discuss the importance of organizational assessments. As a *Course-Linked Capstone* paper, this partially fulfills the requirements of the Masters in Sustainable Development and directly connects a tool developed in the Advanced Monitoring, Evaluation and Learning course to a final product, the iCAT, presented in this paper. The iCAT tool consists of four parts: the reflection, the guiding questions, the matrix, and the learning and action plan (all presented in annexes at the end of the Capstone). The main purpose of this paper is to offer a new matrix and tool for a participatory assessment to reflect, analyze and evaluate internal inclusion practices, fostering an opportunity to learn and improve as an organization.

Origins of Social Inclusion

The 2013 World Bank publication entitled *Inclusion Matters* defines social inclusion as "the process of improving the ability, opportunity, and dignity of people, disadvantaged on the basis of their identity to take part in society" (World Bank, 2013, p.4). Although recently more and more literature has focused on the term *inclusion*, for dozens of years women globally have been at the forefront of some of these similar calls for shifting power dynamics, recognizing unique experiences, and imploring programs to be more aware of their impact (Valentine, G., 2007, p. 11). For Valentine, a gender studies professor, she sees the original discussion of social inclusion stemming from the feminist movement and the discourse between interconnections of

class, race, and gender to explain inequalities (Valentine, G., 2007). For some practitioners and academics, such as Valentine, they see "social inclusion" as a more encompassing term that originated from gender movements.

Since gender is a cross-cutting identity that often manifests itself in exclusion, these approaches are the core foundation of all social inclusion methodology (World Bank, 2016). Valerie Haugen, an evaluator and gender expert with more than 20 years experience says that she has "seen the movement in gender dialogue shift from gender-blind (an unfortunate term) to gender-neutral to gender-sensitive to gender-responsive to gender-transformative", each promoting a different framework for how development practitioners engage with others (Haugen, V., 2016). For several decades, programming design planned for disaggregated data collection, a call to do a "gender analysis" and recognize and identify different barriers for women's involvement, exploring gender roles and what those mean contextually as well as including gender-specific identities (World Bank, 2016). It has been largely over the last ten years as several movements globally have really gained traction, such as LGBTI groups, that there has been a broader focus on social inclusion.

In the 80s and 90s, gender work became widely recognized as an integral ingredient for development. Since the 1990s, other frameworks began to emerge which expanded the gender domains and modules to better understand social inclusion, such as the social relations approach created by Naila Kabeer. This approach, created in the mid-1990s, looks specifically at the concept of social relations through institutional analysis and power structures (March, C., Smyth, I., & Mukhopadhyah, M., 1999, p.102). Kabeer's method analyzes "existing gender inequalities in the distribution of resources, responsibilities, and power" while ensuring that the core focuses on human well-being and dignity (March, C., Smyth, I., & Mukhopadhyah, M., 1999, p.102).

While this framework is rooted in feminist theory, it can be more broadly related to different identities as well and the intersectionalities of those identities.

Key Concepts: Intersectionality and Participatory Approaches

Intersectionality

Intersectionality is a pivotal concept to social inclusion. In the late 1980s, intersectionality was coined by a law professor trying to distinguish between structural and political intersectionalities as a way to discuss "interwoven inequalities" (Oxfam, 2015, p.5). Crenshaw, a self-proclaimed black feminist and brilliant lawyer was frustrated by the white feminist movement, claiming that it did not recognize the "interlocking categories of experience" by assuming that "black people have race and white women have gender and failed to recognize interdependence" (Valentine, G., 2007, p. 12). Recent articles in the new wave feminist movement conclude that we must return to the political roots of intersectionality to understand women's agency and how they fight multi-leveled discrimination (Oxfam, 2015). In addition to journals and publications, World Learning has created a definition as well to use for its own internal use and explanation of a very complicated concept: intersectionality is about the ways in which our individual identities - such as race, gender, class, disability status, employment status and age - interact in ways that can compound the inclusion or exclusion we experience from others, within institutions, and through systems and policies (Collins-Foley, J., 2016). In order to be able to listen to, respect, and really authentically work with all marginalized and vulnerable peoples, we need to understand the idea that we are complex people with multiple identities (World Bank, 2013, p.6).

It is important to understand how this plays out in a practical sense. The 2015 Development Progress Research Report, funded by the Gates Foundation, discussed ways in

which we have, and have not, achieved progress in the social inclusion sphere in the sectors of education and health (Lenhardt, A. and Samman, E., 2015). One of the most illustrative examples derives from girls education. In Ethiopia, for example, an ethnic minority woman has a 15% chance of completing primary school in a rural area, compared to 38% in an urban area. However, if you look at the ethnic majority, Ethiopian women holistically have a 77% chance of completing primary school, illuminating the cross sections of gender, rural/urban divide, and presumably wealth groups (Lenhardt, A. and Samman, E., 2015, p.29). In the health sector with access to health, maternal care and life expectancy the same data reveals itself: intersections of identities can potentially have a damning effect on daily life of individuals. In the article, they reinforce the idea that no community, culture, or country is immune to intersecting inequalities and that this is a global problem that requires global solutions.

Participatory Approaches

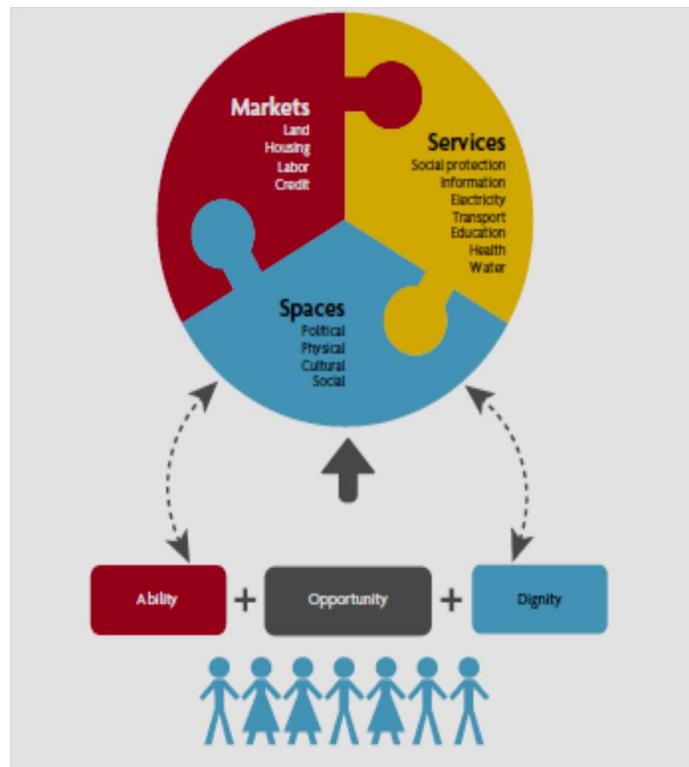
Another extremely important finding is that you must leverage local ownership and participatory processes to find and analyze this information. There are countless resources reflecting the need for participatory processes in designing and implementing development projects, but this also transcends development and reflects good governance. Valerie Haugen, a gender expert who has worked all around the world, states that "It is no small task to work with individuals and groups to identify and potentially disrupt the status quo of institutions and the organizations that replicate and reinforce exclusion and exclusivity. With disruption comes resistance. To be participatory means working with a wide range of individuals and groups to investigate the value chain of social relations to determine who is and who is not benefiting from the links in various social relations chains. Figuring out how to overcome resistance and also how identify and build on opportunities requires as full an understanding of these institutions and

the organizations as possible. Once this understanding is clear(er), the respective value chain can be reframed to positively strengthen and increase all people's access, agency and power" (Haugen, V., 2016). Gaventa, a scholar who focuses on dynamics in development work, states that "there is growing consensus that the way forward is to focus on both a more active and engaged citizenry" and this has led to a variety of new focuses on initiatives, such as a growing "concern with inclusion, especially of poor people, racial and ethnic minorities, youths, older people, and others previously excluded or marginalized" (Gaventa, 2004, p.3). Several ways that he suggests programs can become more participatory is through joint approaches to planning, changing forms of accountability, creating empowered forms of local direct participation among others (Gaventa, 2004, p. 3-12). An important part of inclusion is not just to find ways to engage people to check off a box of to-dos, it really involves actively working together and seeing people as agents of change. In Gaventa's words, "citizens move from being simply "users or choosers" of public service policies made by others to "makers and shapers" of policies themselves (Gaventa, 2004, p. 17). In this sense, social inclusion takes on a bit of a social justice stance; if people are not recognized with human rights and respect, authentic participation is unachievable. Fundamental to the creation of the iCAT tool is the idea and practice of thoughtful and intentional participation.

Framing Social Inclusion in Organizational Development

Recently, both USAID and The World Bank have published fundamental documents trying to define and analyze how best to capture social inclusion in process, but also discussing how organizations could actually begin to conceptualize the evaluation of social inclusion programming. The framework the World Bank uses reflects three intersecting domains: markets, services, and spaces which influence social inclusion by improving ability, opportunity, and dignity as shown in the diagram on the following page (World Bank, 2013, p. 9).

This is one framework for understanding social inclusion, but there are also core concepts and principles that resonate in all of the literature, such as intersectionality and participatory methods of assessment. While this discourse of inclusion is typically at a macro level, it can be more accessible at a micro, organizational level. Within the sphere of using the terms "diversity" and "inclusion"



in an organizational setting, it is important to realize that they are separate, yet related constructs.

In the *International Journal of Human Resource Management*, the article balances the unique challenge of understanding these terms from an organizational perspective yet also capturing the global and cultural complexities of what this means (Farndale, E., et al, 2015, p. 677). In the article, they clarify that "definitions of diversity focus on primarily heterogeneity and demographic compositions of groups or organizations whereas definitions of inclusion focus on employee involvement and integration of diversity into organizational systems and processes" (ibid, p. 678). For these authors originating from an human resource and psychology background, they pinpoint three different kinds of diversity: gender, age and nationality (ibid., p. 680-682). However, understanding the complexities of cultural contexts and intersectionalities, the iCAT tool will expand on these, challenging each organization to contextualize and broaden their meaning. For the purpose of creating the iCAT organizational development tool, inclusion is seen as a goal and a process that should be reflected in each capacity area of an organization.

What is Organizational Development? Capacity Assessments?

In order to frame the creation of the iCAT tool, first we must look at what constitutes organizational development and capacity. Organizational capacity is dynamic, subject to external and internal influences and is defined as "the capability of an organization to achieve effectively what it sets out to do" (Simister, N. & Smith, R., 2010, p.3). The assessment piece of this is to reflect and look internally to ensure that an organization is setting out to do what it intends to do. There are two perspectives of capacity development: inside-out and outside-in (Simister, N. & Smith, R., 2010, p.4). For the purpose of an internal capacity assessment, the importance is placed by looking inside-out. This depends "on an organization's ability to effectively define and achieve its own goals and objectives to accomplish its mission" (Simister, N. & Smith, R., 2010, p.11). While others can externally support this change, greater impact is addressed when an organization looks to discover for themselves what they are doing well, what they could improve on, and deciding how to get there as a unit.

In order to further this capacity building, there are several different methods for organizational assessments (OA), or organizational capacity assessment tools (OCATS). These tools can vary widely, using outside consultants and a large budget, a simple SWOT analysis or a hybrid of the two which leverages great facilitation skills to conduct and synthesize participatory assessments. According to an INTRAC article, there are three uses for OCATS: serving as an internal audit, serving as a way to see change over time, or it can serve as a general organizational assessment which focuses on learning (Simister, N. & Smith, R., 2010, p.11). For the iCAT, it will serve the third purpose, focusing on the organizational capacity to identify strengths and weaknesses and be able to learn from them.

General Steps of an OCAT

While each OCAT will differ with regards to timing, purpose, and thematic capacity areas, most OCAT tools are all fairly similar in the outline of how to conduct them. Generally, OCATs follow this procedure (Simister, N. & Smith, R., 2010; Pact OCA):

1. Partner Preparation
2. Breaking Capacity into Manageable Areas (Tool Design, including developing a matrix and process for ranking and grading capacity)
3. Guided self or group assessment and results processing
4. Creating action steps after synthesizing results. Continues institutions strengthening and learning component

Some OCATs, such as the Pact one discussed later in greater detail, places much more emphasis on relationship building and reflection as a key component. However, other OAs that are executed in a quicker fashion do not focus on the reflective nature, but value more of the quantitative data to make illustrative assessments, serving more as an internal audit. Depending on the size of an organization, purpose and function of the evaluation, sometimes hiring an external evaluator is necessary to facilitate the engagement and provide an unbiased viewpoint.

Regardless of who is championing the evaluation, the most important part of organizational capacity assessments should truly be the process and how to learn from that. The iCAT specifically will focus on the importance of an inclusive process, mirroring the overall goal of the organizational assessment. Furthermore, if there is not budgeted time for learning from the assessment, as reflected in step four, then no real changes will be made. Ensuring that the process compliments what an organization wants to get out of an evaluation is as important as the evaluation itself.

Benefits and Constraints of Organization Capacity Assessments

While organizational capacity assessments can be transformative and promote organizational change and serve as an exceptional learning process, they cannot be a central solution to all internal problems. No single tool has the ability to capture all of the capacity areas of an organization without being so expansive that the organization would solely be focusing on practicing with the tool and could not function as a working organization. Before conducting, supporting or participating in an OCAT, it is important that all people within an organization manage their expectations and are realistic about the impact it can have, weighing the financial and human resources an organization is willing to dedicate to the tool. Generally, the literature all discusses similar benefits and constraints that have been assessed by practitioners who traditionally conduct OD assessments. Inspired by several different articles and tools themselves, below is a table outlining the benefits and constraints of organizational capacity assessments (Simister, N. & Smith, R., 2010; CRS HOCAI).

Benefits	Constraints
<ul style="list-style-type: none"> • OA tools have the potential to ensure that different voices are being heard in an organization • Allow time and purpose for reflection • Can build the capacity of individuals tasked to lead the process within an organization • Enable organizations to identify strengths, challenges and opportunities and provide space to make changes to achieve this mission • If done periodically, will provide baseline data so that organizations can track and monitor change over time 	<ul style="list-style-type: none"> • Can be so broad or vague that the tool shows no real results • If there are serious time or financial restraints, can be difficult to have illustrative findings • Challenging to get the buy-in to do an assessment while people are working full time • Accusations of bias or subjective reporting if there is no external input • Can be very time intensive • Any tool is not going to be a "one size fits all" approach so need to engage in further adaptation

Foundational Resources: A Guide to Existing Matrixes

In creating the iCAT, it was important to draw from several resources that have been extensively researched and tested in several different capacities. Some are decades old, with minor revisions over time, while others are very new and speak to time sensitive issues that have arisen in the past few years. The three OA tools that I found most helpful to inform the creation of the iCAT are World Learning's PIA (Participatory Institutional Analysis), Catholic Relief Services' HOCAI (Holistic Organizational Capacity Assessment Instrument) and the OCA Handbook by Pact. The following session will give a brief background to each of their tools, highlighting the portions that inspired the context and structure of the iCAT in a final graphic.

World Learning's Participatory Institutional Analysis (PIA) Tool

In the early 1990s, the Institutional Strengthening (IS) team at World Learning was searching for a way to assess organizational capacity of their counterparts in countries in which they were working, thus spending several years and consultations to create the PIA (Angelsmith, class presentation). By definition, "PIA is a facilitated assessment that seeks to understand an organization's level of development or capacity against its goals, culminating in a Capacity Development Plan (CDP)" (Angelsmith, class presentation). Over the last decade, the IS team at World Learning has grown and the PIA has been used globally in ten countries, fourteen sectors, and 135 interventions. In order to structure the PIA, it is divided into seven capacity areas: monitoring and evaluation, governance, operations, human resource management, financial management, external relations and advocacy which are all central to the final area of service delivery (PIA tool). In this way, my tool exhibits similarities and differences. While several of the same capacity areas are reflected either in name or topic, the central focus of my tool is not service delivery. Similarly to iCAT, I chose to use a scale that reflects openness and possibilities for growth which allows for organizations to customize their own experiences. For example, for

each capacity area, organizations are asked to rank themselves from early/start-up to mature in a particular area. In the matrix, more sophisticated, but not prescriptive, additions are added each time (PIA Matrix). By not focusing on the numbers or quantitative data that would correspond to each stage of development, the tool is more universal and can be shifted a bit for the scope of each organization depending on size and context.

At the heart of the PIA are three things that were influential in conceptualizing the iCAT: its participatory nature, principles of the tool, and learning mechanism component. The PIA focuses on the idea that while assessing and evaluating is important, if there is no process of learning, then it was not worth completing. Unique to the PIA as compared to the other tools, it serves more as a guide with a scale system rather than a checklist of very elaborated options. In this way, I feel it is manageable to gather a wide range of information and triangulate it, rather than trying to add up different scales that could be incongruous. I was also able to draw on the guiding principles as an important launching point to create my own.

Catholic Relief Services' HOCAI (Holistic Organizational Capacity Assessment Instrument)

Of all of the tools I reviewed, the CRS guide is by far the most comprehensive. The HOCAI was updated and republished in 2011 and is open source for all organizations to use. After a brief introduction to the tool, its approach, and a fairly elaborate guide for how to plan to use it, almost all of the guide is an assessment matrix. From a structural standpoint, the HOCAI outlines nine capacity areas: identity and governance, strategy and planning, general management, external relations and partnerships, sustainability, organizational learning, human resource management, financial and physical resource management, and programming, services and results. All of these nine capacity areas encompass a lot of sub-areas in themselves, but the HOCAI goes a step further and outlines about six sub-sectors for each capacity area and within

the sub-sectors outlines targets for those. For each capacity area, one ranks both the level of achievement and the level of priority. Level of achievement is on the scale of strong, good, weak, poor, don't know and N/A while the level of priority has three stages: top, medium, and low. In all, it is extremely thorough but a bit overwhelming to think about how to conduct this sort of assessment in a participatory way, which on paper seems more similar to an audit in the aspect that you rate each individual target instead of looking at the overall picture. However, some of the overall capacity areas are quite useful, cumbersome as they might be.

Like the PIA, the HOCAI has insightful and useful guiding principles, especially since these principles touch on some very sensitive issues like "do no harm" and really does break down each capacity area into several smaller, digestible pieces. I also derived some of my step by step action plan for conducting the iCAT from the guide that HOCAI offers. As far as foundational knowledge, the glossary in the back of this tool was useful in digesting and interpreting what each capacity area entailed, challenging me to consider areas I had not previously thought about. For example, I realized that in using "financial and physical resource management", I could discuss how inclusive the layout of offices were and the practicality of accessibility in physical resource management, an important component to an inclusive workspace. Furthermore, I adapted the part of the matrix that contributes to conducting my learning component, the "Improvement and Reflection Plan Template" (Annex 4).

Pact Organizational Capacity Assessment (OCA) Handbook

Lastly, the Pact OCA guide was a helpful resources because, unlike the HOCAI, this tool guide was written for practitioners in the field with a simple tone and language. This tool originated in the late 1990s, developed through field experience in Africa and written in collaboration with the Education Development Center (EDC). Originating from one of the first

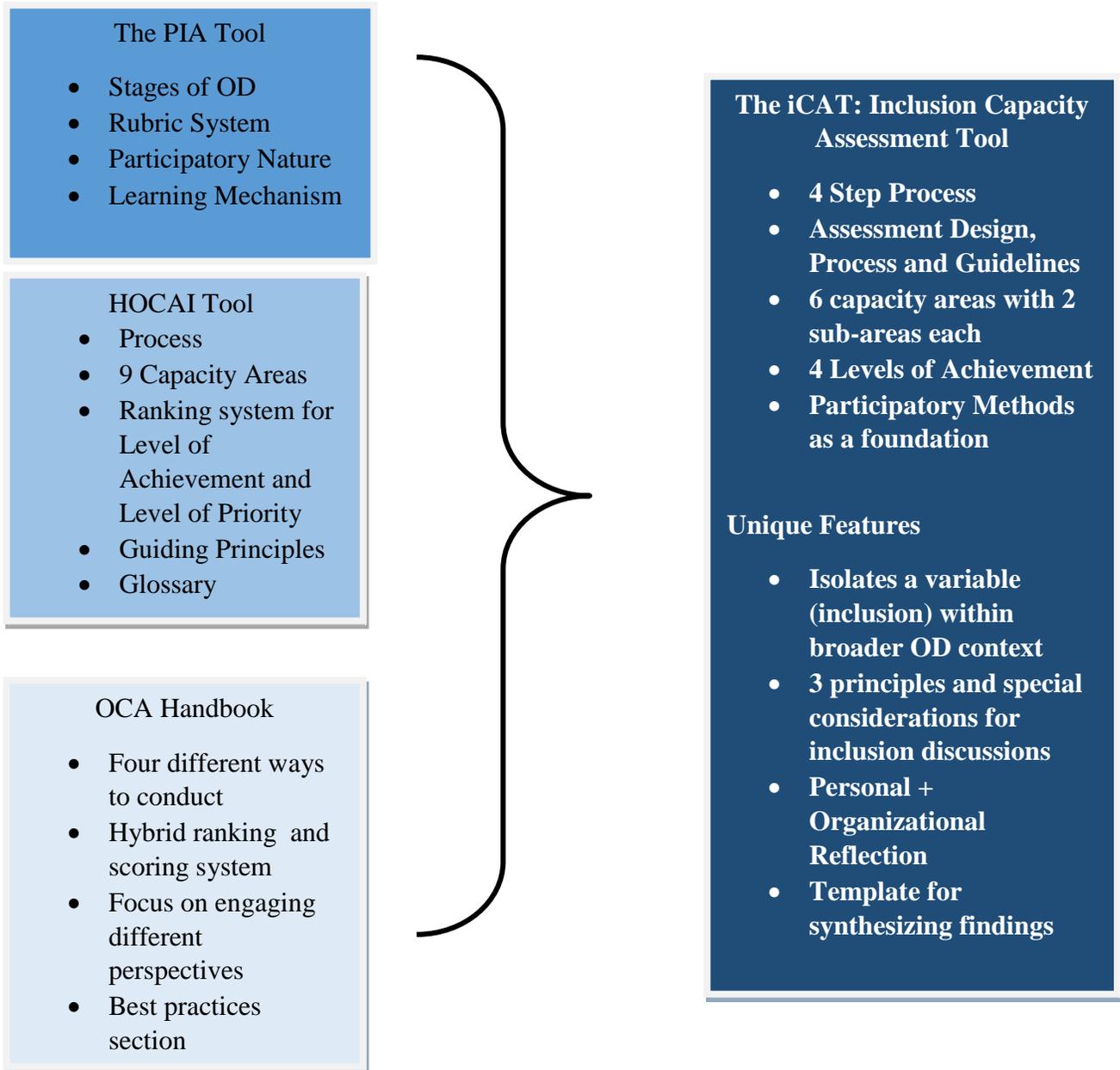
OCA's that USAID created, the heart of this tool is the participatory methods it employs and the ability to empower NGOs, nonprofits, and businesses alike to discuss and decide the strengths, weaknesses and overall opinions regarding these perceptions (OCA Handbook). To date, this tool has been used by over 150 facilitators globally, spanning diverse countries such as Afghanistan, Sudan, Cambodia and the United States. In practice, the OCA can be conducted in four ways, depending on resources, timing and facilitators: Rapid OCA, Negotiated OCA (facilitator scored), Cohort OCA, and CBO OCA, emphasizing the flexible nature of this tool. One particular part of the tool that seemed disjointed is the ranking system, a hybrid of numbers as well as smiley faces (see excerpt below), presumably to adapt to cultures that might be illiterate. However, with little insight and explanation into the scoring system and matrixes used, those aspects could not be adapted for the iCAT.

1	Our organization spends finances according to the budget throughout the project period.				
	1 ☹☹	2 ☹	3 ☹	4 ☹	5 ☹☹

From OCA Handbook by Pact. Capacity Area 1: Financial Management

The OCA was helpful in developing the approach and design of iCAT, focusing greatly on the multiple perspectives and engaging and empowering non-management staff in conversations (OCA Handbook, p. 5-6). As the foundation of iCAT is to evaluate inclusion, looking at the process of this deeply participatory tool was very important. Additionally, the "lessons learned" and "best practices" sections informed the special considerations section of the iCAT. I also appreciated the four different customized versions of Pact's OCA and perhaps that is a future goal for the expansion of my organization development assessment.

In sum, here is how I organized and conceptualized the other literature and incorporated it into the creation of iCAT.



iCAT: Inclusion Capacity Assessment Tool

Over the last year, I have been working with World Learning on inclusion initiatives, specifically around creating an inclusive approach to programming design, which will culminate in the publication of a toolkit. The iCAT is largely inspired by the work that we have been doing over the last year, including research and consultations that have led me to understand that organizational capacity and change is one of the most important beginnings to being a catalyst for change in other organizations. The iCAT tool is an organizational development tool which consist of three parts found in whole in the annexed portion of the Capstone: the guiding questions, the reflection exercise, the matrix with capacity areas and finally the learning and reflection plan. All processes of the creation of the tool are discussed below while all sections of the actual tool are annexed for clarity and ease of reading.

The Approach and Design

As a believer of the "inside-out" approach referenced earlier from the INTRAC paper, organizational change management must come from within. An organization's strategy, values, vision, finances, management, etc. must align or it will be more difficult to be able to collaborate with others as a service provider and leader. I looked at other sources, following their expert research on how to conceptualize and design these sorts of tools. Each tool establishes a purpose, the players, capacity areas, guiding principles, and the actual matrix or tool itself. The following sections of iCAT will do this, but I also will add special considerations for self-care for engaging in a process that could be potentially emotionally harmful or hurtful.

The purpose of the iCAT is to create an illustrative, yet simple tool, that will allow for the discussion of inclusion. For the design, it is essential to establish a safe space for engaging at an organizational and personal level to reflect on how inclusive an organization is and how that is impacting their work. The goal is that the process will be inclusive in and of itself, encouraging

the honest voices and multiple truths of all stakeholders within an organization, from management levels to temporary workers. Ideally, the iCAT is intended for small to medium sized organizations that have already expressed a commitment to inclusion on some level. This commitment could be very structured at a policy level, a vision reflected in the organization's mission, or something more informal that might be an individual passion but has yet to be formalized. iCAT will be most effective for organizations that have heard of "inclusion", are somewhat engaged in this global discussion, are opting by choice to conduct this organizational assessment and can genuinely dedicate the time and facilitator to walk through the process. This is a practical exercise to further their existing commitment and will culminate in creating an Improvement and Reflection Plan, to be revisited frequently. As mentioned previously, inclusion is both a process as a goal, and it is important to recognize that no single person or organization will ever "arrive" at inclusion, but steps can consistently be made to ensure that each and every person can bring their full self to the organization and will be respected and valued by all for the unique voice and experiences that enrich the environment.

Capacity Areas

Most of the tools that I researched had varying capacity areas, ranging from four to nine. I chose to select 6 capacity areas, and included two sub-areas within each of those, creating a uniform template. The six iCAT capacity areas are: (1) Core Values and Strategy (2) Human Resource Management (3) Stakeholders and Partnerships (4) Governance (5) Financial and Physical Resource Management and (6) Organizational Learning. Information regarding what each capacity area means is included in the matrix, found in Annex III. As mentioned previously, it is highly recommended that organizations will reflect on unique additional needs they have and feel empowered to expand on the existing tool to fit their organization. For example, if it is an organization with a focus in service delivery, perhaps that is a capacity area to add. Or, if it is

specifically an organization working in educational exchange for youth, perhaps adding a section on how included the youth are in their program planning and processes would make sense.

How to use iCAT: Process and Scoring

Like the steps discussed earlier when looking at the PIA, Pact OCA, and CRS's HOCAI, the process of conducting an iCAT is similar. As stated many times, this process must be participatory and inclusive in order to be the most illustrative assessment. First, ensure that the time, human, and financial resources are in place to dedicate to the assessment. Secondly, review the capacity areas in several small, focused groups to decide what can be added or amended for your organizational context. In essence, plan the assessment and map out an agenda. The iCAT must be facilitated in a way that is task oriented, going through the matrix and tool, yet also in an open and flexible space. Thirdly, prepare the participants. In an open session, discuss what the iCAT is, how it will be used, and offer opportunities for leadership in this process (ie note-takers, work group leader, etc.). Finally, conduct the assessment. Refer to Annexes 1-4 for details on what each part includes. This part cannot be prescriptive as every organization will have vastly different constraints and opportunities, but ideally a facilitator will engage in each section of the matrix with small groups. Then, this data must be analyzed, evaluated, and presented, culminating in the final improvement and reflection plan.

As seen in the annex, the iCAT is broken into six capacity areas, rated on a four part matrix scale. This was intentional in allowing for a discussion throughout each capacity area, not simply a checkbox. The goal is for groups to discuss where they think they are for each section and reflect on practices that have been successful as well as areas for improvement. Honest and open areas are key. In process, this tool is to help organizations celebrate existing strengths and identify needs. For example, an organization might have an excellent mission

statement, but if the governance does not reflect this, there is space for improvement. There is no need to create a formal consensus, but there is a need to discuss each area.

The Guiding Questions

In order to facilitate an OCA, having several starting questions is helpful to have people brainstorm what inclusion could look like. Realistically, these are meant only to serve as a broad basis for facilitating dialogue as each organization that will conduct an iCAT has unique needs and experiences that may or may not pertain to each question. After the first step in the iCAT, the personal assessment, it is important as a group to consider such questions as:

- What does inclusion mean? What does exclusion mean? How do we see this play out?
- What social, cultural, legal and economic constraints are in place? What windows of opportunity are there for more inclusive practices?
- How are we learning from inclusive practices? As managers? Project stakeholders? etc...

These questions are inspired by several other OCAs, but largely are derived from my experiences over the last year discussing inclusion with colleagues at World Learning and other organizations.

Principles and Special Considerations

For each tool, there are guiding principles and special considerations for how to use it and what possible consequences it could have. Below are three special considerations, unique to working with diversity and inclusion.

1. Do No Harm/ Safe Space: Specifically for a tool that discusses inclusion and diversity, which should initiate conversations of sex, gender identity, sexual orientation, ethnic and religious identity and those intersectionalities, it is very important to establish a safe space. This tool is not intended to bring private information to the forefront, but sometimes that can

happen. A space in which people's values, opinions and identities are protected is essential. For instance, if there is a discussion of inclusion of different genders in the focus groups, it is not appropriate for anyone to name someone else as a transgender or gender nonconforming if that person has not openly established this identity already. This is a learning and discovery process which requires open minds and non-judgmental attitudes, understanding that each opinion is valued.

2. Context and Ownership: Every organization will have a different context. iCAT encourages each organization to expand on the existing matrix provided. The organization should feel empowered to add additional capacity areas or amend ones for their purpose, as long as they continue to reflect on the fact that inclusion is a process and we should challenge each other to do better. As this is not a technical tool, specifically related to a field such as health, education, livelihood projects, etc., it does not analyze programmatic capacities. If the words or phrasing do not reflect an organizations tone or verbage, feel free to adapt the tool before using it so that people will feel as comfortable as possible being honest. By conducting an iCAT assessment, an organization is committed to growth and learning from this process and the outcomes and results. The organization should likewise be ready and open to continue capacity strengthening.

3. Self-Care: Discussion of strengths, weaknesses and personal reflection can be very tiring and incite anxiety, anger, guilt, withdrawal and resistance according to a resource by the American Evaluation Society (Donaldson, S., et al, 2002). When participants feel this way, it often leads to unfortunate consequences for the evaluation or capacity assessment, such as a lack of reporting or cooperation, decrease motivation, and frustration with the process (Donaldson, S. et al, 2002). This prevents a useful iCAT assessment from taking place.

The iCAT is an evaluation tool that is intended to promote dialogue in a safe space in an open, fair, and empowering manner. Although the scope of this tool does not provide specific guidelines, there are a plethora of resources published on how to create a safe space in focus groups, discussions, etc. and all facilitators are encouraged to reference these. In the article by American Evaluation Association, for example, it offers practical and key strategies for managing evaluation anxiety and ways to alleviate external stresses (Donaldson, S., et al, 2002). It is the facilitators and organization's responsibility to ensure that there are safety nets in place and time is dedicated to self care for participants in the iCAT. The iCAT in no way should be solely focused on shortcomings, as this may spiral into a negative session that is demoralizing. Constant reflection and feedback workshops are necessary for self-care and recognition that as a group there is potential for improvement and growth and celebration of strengths.

Learning from iCAT: Creating an Improvement and Reflection Plan

One of the most important, and often overlooked parts of an organizational capacity assessment is the learning piece. What now? Now that we have discussed some of the strengths, weaknesses and opportunities for more inclusive practices, what do we do with this information? Synthesizing and understanding diverse experiences is one of the most challenging aspects of OCAs in general. If one person feels strongly that the organization does not capture inclusive and illustrative data for its programs, but everyone else feels as though its sufficient, what weight do you give this opinion? Oftentimes a challenge of OCAs is that the negotiation process of understanding where an organization falls often just ends up in the middle, coalescing to every individual's opinions until there is no important and illustrative findings. The purpose of the iCAT is to have these conversations in a way that values the multiple truths that will exist, but also be able to map out an action plan and identify internal priorities. If creating a diversity and inclusion policy should be top priority, then dedicate significant resources and time to this and

centralize efforts. The Improvement and Reflection Plan template, located in the appendixes, is a helpful way for organizations to wear an inclusive lens while consolidating these findings, creating solution statements and defining priority areas.

Unique Features

iCAT is unique from other ODAs in many ways. First, there is deliberate process of both personal and organizational reflection which is important. Individuals first must reflect on their own biases and then begin to understand how this, in turn, impacts a broader body of people through a workplace. In the annexes, there is an example of a personal reflection tool that has been adapted. Secondly, the iCAT is unique in that it isolates a specific variable. In other ODA or HR tool for the private sector, there might be one section on "inclusion and diversity", but I could not find a single tool that shows that this overarching principle resonates in each aspect of the organization, from finances to employee well-being. Finally, this tool provides guidance and a map for how to learn from the findings and utilize them in a meaningful and inclusive way, one of the central goals to doing this sort of assessment.

The iCAT cannot be used alone as a "tell all" tool, but serves as an important supplement to more broad and overarching OCA tools available, such as the World Learning, Pact, or Catholic Relief Services comprehensive versions that were discussed earlier. With any tool that is attempting to measure a particular variable, it is important to know its strengths, weaknesses, purpose and limitations. Using an organizational development tool, such as iCAT, is only the beginning of a process that hopefully will have the catalytic for change.

Personal Reflection and Synthesis

At the start of the year, I did not envision myself going down the professional path of organizational development and inclusion. This year has been transformational, largely due to

the opportunity of engaging on a constant basis with smart and thoughtful students, faculty and colleagues through my internship with World Learning. I chose the M&E track because I felt like it was a practical skill that is important in the development field, but I was hesitant I would enjoy it due to my preconceived notion that it was all about big data and excel sheets, detracting from the human involvement that I value the most. However, through endless role models and guidance from mentors, I have really begun to reframe my view of what monitoring and evaluation can be.

Surprising myself, I realized that there is a lot of creativity in developing and writing an organizational development tool. Beginning with a blank matrix on my computer and dozens of OD tools laid out on a desk, the process of creating a tool that is both practical, yet robust, ended up being a challenge I really enjoyed, affirming that this field and specifically organizational development is really interesting to me. Over the course of the past year, I have gained a deeper theoretical knowledge and practical experience working in the thematic issue of inclusion as well as the technical areas of monitoring, evaluation and learning. Through my internship with World Learning working a full year with the Civil Society and Governance team, I have had the unique opportunity to constantly connect my area of interest to classes, which has allowed me to deepen my involvement in both spheres.

Even though I realize I will likely not be situated in this unique place again, where I am learning theory and practice all at the same time, I have appreciated the challenge and focus it has given me in understanding what I am most passionate about. Coming into SIT, I had a different idea of what I thought I would want to do with my career, but have realized through this process that I have many interests and am adaptable to situations around me. In all likelihood, I will be working with the US Government for an agency doing evaluations in varying contexts,

utilizing the skills I have learned in the advanced course while always remembering to keep an inclusive lens, an essential take away from my internship. In creating the iCAT, it reaffirmed my belief that people are what make up organizations, and that collective unity, mission and vision are so important to impact. My passion for organizational development and reflection has grown as I have learned more and been challenged by the process of creating a tool that ideally will be impactful and a catalyst for change. Hopefully colleagues at World Learning will be inspired by this tool and incorporate some of it into their internal practices, as well as providing feedback and suggestions, as this is absolutely a work in progress.

Inclusion is a trendy topic in development, but it is also essential to consider at the very basic roots of human interactions, programming, design, and impact of the work people do. It is thought-provoking, challenging and cannot be ignored in the current political, social and economic climate globally. While organizations and consortiums of development practitioners continue to do their work and go through the cycle of program design and proposal and implementation, sometimes we forget to step back and consider our own biases and reflect on the internal capacity we have, or not have, organizationally. An organizational development tool, such as iCAT, can help facilitate this process for organizations who are committed to understanding their strengths, weaknesses and opportunities specifically in the field of social inclusion. Understanding and learning from how inclusive the mission, structure, policies, external affairs and internal evaluation has on our own organization will in turn create better prepared organizations and practitioners to collectively address the pressing issues of today and the future that is to come.

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Annex 1: Internal Bias Assessment

Personal Self-Assessment of Anti-Bias Behavior

Directions: Using the rating scale of NEVER to ALWAYS, assess each item by placing an “X” on the appropriate place along each continuum. When you have completed the checklist, review your responses to identify areas in need of improvement. Create specific goals to address the areas in which you would like to improve.

1. I educate myself about the culture and experiences of other racial, religious, sexual orientations, ethnic and socioeconomic groups by reading and attending classes, workshops, events and/or engaging in conversations.


 Never Always

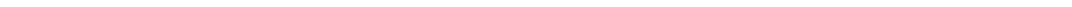
2. I spend time reflecting on my own upbringing and childhood to better understand my own biases and the ways I may have internalized the prejudicial messages I received.


 Never Always

3. I look at my own attitudes and behaviors as an adult to determine the ways they may be contributing to or combating prejudice in society.


 Never Always

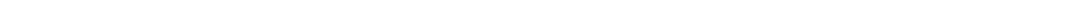
4. I am open to other people's feedback about ways in which my behavior may be culturally insensitive or offensive to others.


 Never Always

5. The value of diversity is reflected in my work, which includes a wide range of racial, religious, ethnic, genders and socioeconomic groups, even when these groups are not personally represented in my community.


 Never Always

6. I work intentionally to develop inclusive practices, taking the time to notice the needs of different people around me.


 Never Always

7. I contribute to my organization's achievement of its diversity and inclusion goals through programming, finances, advocacy, and work culture.

Never

Always

8. Personally, I demonstrate my commitment to social justice and inclusion in my personal life by engaging in activities to achieve equity and avoiding those that do not.

Never

Always

Areas of Growth:

Goals:

*Adapted from Anti-Defamation League resources. For full assessment, go to:

<http://www.adl.org/assets/pdf/education-outreach/Personal-Self-Assessment-of-Anti-Bias-Behavior.pdf>

Annex 2: Examples of Guiding Questions around Inclusion

Inclusion Broadly for Reflection

- What does inclusion mean to you? What does exclusion mean? How does this manifest itself in your organization?
- What does an inclusive society look like?
- How do inclusive approaches help development? What is the role of organizations in achieving this?

Context and Culturally Specific Questions

- What does inclusion mean to your organization?
- What cultural, legal, societal, and economic barriers are there to creating an inclusive society where you are?
- What are some traditionally marginalized and excluded groups in your context? Has this changed over time?
- What progress has been made? What windows of opportunity are there?

The Role of an Organization and its People

- How connected is your organization to inclusion? How connected are you?
- How are we learning from inclusive practices? As manager? Project stakeholders? How are we sharing this information more widely?
- Are we a thought leader in this space? Why or why not?
- How inclusive is our data? Is it a representative sample? How do we use this data for decision making?
- How are we continuing to learn about social inclusion globally? How does this affect us personally and organizationally?

Annex 3: iCAT Matrix

Levels of Achievement: These are the stages of development that the iCAT uses. Development is dynamic, so these will shift over time. From "start-up" to "mature", these characterize inclusive organizational practices for this assessment. They are intended to be helpful indicators of success and represent areas of growth, not deficits.

- **Start/up:** General characteristics of an organization at this stage may include: few individuals involved, not much history, small, not yet stable and firmly rooted. Will have little familiarity with inclusion and have not formally integrated any practices, although there might be a few people as individuals who are committed to diversity.
- **Developing:** General characteristics of an organization at this stage may include: growing fast with energy and enthusiasm, highly focused on delivering services but less concerned about structure and governance functions. While people in this organization might be very committed to inclusion, little is formally streamlined in the organization. Another possibility might be that these organizations are focused on one key group, like LGBTI, women, or disability, but have not considered the needs of multiple groups of people.
- **Integrating:** General characteristics of an organization at this stage may include: high quality service delivery; increased focus on structure and governance and organizational development; integrating and consolidating learnings into the organization as standards, traditions, and policies. Very aware of what they are doing and intentional with practices.
- **Mature:** This organization will be a model of inclusion. From its core mission to its visible presence, everything about the organization radiates its authentic appreciation and leadership in the realm of diversity and inclusion. This organization "walks the talk" and authentically and genuinely identifies and responds to needs of a variety of people, both in internal practices and external engagements.

**Adapted from the PIA Matrix (World Learning, 2013)*

Capacity Area 1: Core Values and Strategy

Achievement Level →	Start-up "Inclusion?"	Developing "The basics"	Integrating "Inclusive by Design"	Mature "Modeling Inclusion"
Capacity Sub-Area ↓				
A. Identity as an organization	<p>Organization has a vision or mission, but it does not reflect diverse opinions and respect for all peoples. There is no explicit value placed on human rights, diversity, or other similar concepts.</p>	<p>Organization has a mission that states that it respects all people, but it does not elaborate on who these people are and how they intend to do that.</p>	<p>Organization has created the mission and vision in a participatory way. The organization has social inclusion as a focal point, but has not fully developed their understanding of how they can be a leader in the community of practice in their industry.</p>	<p>Organization has a well-crafted and thoroughly vetted mission and vision created and revised by all members. Social inclusion is a key focal point, and the organization explicitly states how they will work to achieve this mission. This mission and vision of the organization is sensitive to all peoples, and is also visible on all resources the organization produces, both for internal and external use. The mission and vision are both frequently reviewed and updated as needed to reflect changes in society. They are a proud leader of inclusion.</p>

B. Strategic Planning Process

This organization does not have a strategic planning process. If they do, it only engages members of the advisory board.

The organization does have a strategic plan, but either it is not revisited each year or the process to create it is not inclusive by nature. Also, there is no specific social inclusion aspect to the plan.

This organization has a dedicated commitment to inclusion and it is outlined in the strategic plan, revised yearly. The plan is reviewed by some members of staff, but it is not fully actionable through lack of funding, time-specific deliverables, or incomplete analysis of the internal and external environment that the organizations operates.

This organization is a leader in the strategic planning process. Inclusion is always integral to their strategic plan. Meeting at least once a year as a whole organization, social inclusion and gender equity are essential components of a strategic plan specifically for social inclusion. The action plan is known by stakeholders, staff, and partners. This organization can fulfill its mission and vision without being donor dependent due to its extensively planned strategy. Each aspect of the strategic plan is crafted reflecting the mission and vision of the organization.

Capacity Area 2: Human Resource Management

Achievement Level →	Start-up "Inclusion?"	Developing "The basics"	Integrating "Inclusive by Design"	Mature "Modeling Inclusion"
Capacity Sub-Area ↓				
A. Internal Policies	<p>There might not be a gender and inclusion policy. If there is, it was created many years ago, is not continuously updated, and does not reflect current needs. This organization does not work specifically to broaden their hiring and recruitment practices to focus on minority groups.</p>	<p>There is a newly developed gender and inclusion policy for the organization, created solely by an HR department with little input from a variety of colleagues. The policy is bare bones: possibly discussing sexual harassment policy but leaving out maternity and paternity leave, child care provisions, flexible work hours, etc. This organization hires people from different backgrounds, races, and social classes but it is by accident mostly and the positions mirror the existing power structures existing in this culture.</p>	<p>This organization has revamped their internal policies recently, reviewing it with several different stakeholders in the company and expanding it as needed to reflect gender and social inclusion. These organizational policies promote social inclusion: flexible work hours, remote work, maternity and paternity leave, child care provision, expanded medical and mental health care.</p> <p>Social inclusion skills and responsibilities have started to be incorporated into job descriptions, but thus far no changes have been reported.</p>	<p>This organization is a leader in the space of internal policies for social inclusion. They consistently provide support and training to other organizations, and have been innovative in finding funding for policies that test the norm, such as sexual confirmation surgery for transgender employees. This organization creates its policies in an inclusive and participatory way. Additionally, they hold yearly trainings and meetings on the policies so that everyone knows what benefits they can access. All scopes of work reflect and promote social inclusion.</p>

B. Teamwork in the organization

The organization does not spend much time on creating an inclusive atmosphere and learning about one another. Possibly one event is held each year or informal gatherings within existing friend groups.

Seeing the benefits of engagement and understanding amongst co-workers, this organization has started to implement community dialogues once a month on different topics. If they are working on teams for program design, proposal, or reporting needs, the organization encourages people to get along and turn in timely work, but does not yet offer solutions on how to do this.

This organization has just initiated working groups as a way for the organization to provide space to hear and collaborate with different groups of people: there is a gender and racial minority working group maybe, but not yet an LGBTI, religious or other working groups. The working groups do not have dedicated time to meet from the organization, but are being intentional and strategic themselves. Occasionally, colleagues will host optional lunch sessions or workshops to educate peers on various religions, ethnicities, and other informal inclusion trainings.

There is a sophisticated system of support for being more inclusive minded at work. There are at least 6 working groups, with space and time to meet monthly. Each group has a scope of work and mission, which are incorporated into internal policies.

When new employees are on boarded, they are given a cross-cultural communication training and refresher courses are offered yearly. There is an incentive and reward system provided for successful work in promoting social inclusion, and employees are given a myriad of opportunities to engage in inclusion focused events and projects while also encouraged to create their own initiatives in teams.

Capacity Area 3: Stakeholders and Partnerships

Achievement Level →	Start-up "Inclusion?"	Developing "The basics"	Integrating "Inclusive by Design"	Mature "Modeling Inclusion"
Capacity Sub-Area ↓				
A. Risk Management	While the organization has started to use the word "inclusion", there are no internal systems or mechanisms to consider risk. A very bare bones risk analysis is occasionally undertaken. There might have been an instance of exposing an identity of a partner or partner organization that put them at risk unknowingly.	<p>This organization has just begun to create a set of norms around risk management since they are doing more projects alongside</p> <p>There is no set policy or specific procedures, each person is doing what they think makes the most sense, which has led to several inconsistencies.</p>	There are risk management policies and procedures in place, although they are not updated frequently. While the staff recognize that risk comes on a case by case basis, they do not solicit the help of global staff as often as needed. Staff are aware of "do no harm" policies that are sensitive for many groups in inclusion work and mostly abide by them.	There are a staff of people dedicated to consultations with various people, both within the organization and local partners, to receive feedback on inclusion efforts and identify priorities, needs, and map out potential risks. These efforts are in tandem with the strategic plan as well. Staff receive training on "do no harm" principles and it is a core value.
B. Networking and Advocacy	They are aware that a best practice in doing inclusion work is alongside local advocacy groups and build partnerships, but have yet to make steps to do this.	These organizations are still in the mentality of "us" versus "them", reinforcing global power dynamics. While they want to build relationships with advocacy groups, oftentimes it is for their own agenda.	Linkages and partnerships are built, but few are established with written agreements, which foster trust and cooperation. They consult and meet with stakeholders, but sometimes do not follow through fully.	Partnerships and coalitions are essential, appreciating the value and expertise of local organizations which spans a wide range of identities. As a supporter of advocacy efforts, they help as directed, aware of power dynamics.

Capacity Area 4: Governance

Achievement Level →	Start-up "Inclusion?"	Developing "The basics"	Integrating "Inclusive by Design"	Mature "Modeling Inclusion"
Capacity Sub-Area ↓				
A. Leadership of the Organization	There is a legally constituted board, but they are not representative of the organization and/or do not meet with any frequency to discuss inclusion.	The leadership of the organization expresses an outward commitment to inclusion and diversity, but does not yet reflect this in the senior staff and management. They are considering policies and procedures that would be helpful in finding pipelines for growth in the organization, but none have been implemented.	The leadership and management of this organization has made intentional strides to be more inclusive, but there still are several gaps in representation of distinct groups, such as women, religious, ethnic and sexual minorities. However, there is a set plan in place, perhaps a quote system, to identify and appreciate diverse talent through greater representation in leadership.	The leadership are all champions of inclusion and diversity, making this a priority in meetings, events and outreach. The leadership is diverse, with members of different identity groups not seen as "tokens", but as extremely valued and experts in their sectors. The leadership represents groups that possibly are not even represented in their communities.
B. Decision-making practices in the organization	Decisions are made ad-hoc and with little formal oversight. Rarely are staff at any level consulted in the process.	Leadership makes decisions and occasionally consults with staff, but largely with the management. When leadership consults with different staff, no meaningful changes are made.	The decision process is consultative most of the time, 60% or more. Management makes an intentional effort to create spaces for feedback from other employees.	Management and leadership always make timely decisions, consulting staff at various levels for input and encourage honest dialogue. Characterized as a supportive and effective team.

Capacity Area 5: Financial and Physical Resource Management

Achievement Level →	Start-up "Inclusion?"	Developing "The basics"	Integrating "Inclusive by Design"	Mature "Modeling Inclusion"
Capacity Sub-Area ↓				
A. Accessibility of the Workplace	<p>This organization is not very accessible for varying accommodations, such as disability and working mothers.</p>	<p>This organization has made the basic accommodations necessary for current staff members to feel comfortable, but has yet to explore additional options. There is not a specific financial plan with budgeting for inclusion.</p>	<p>This organization has recently edited its internal policy for inclusion and therefore changed its layout to be more accommodating. They have added such things as ramps, a wheelchair accessible bathroom. The inclusion additions strictly are aligned for people with disabilities, and do not yet look at the needs of people who require prayer rooms, nursing mothers, or other considerations.</p>	<p>This organization is a leader in accessibility, working in a space that is completely accessible and encouraging other organizations to do the same. The office is women-friendly and accessible to people with a variety of disabilities, even if not all needs are currently represented. The organization has invested in amenities, ranging from physical spaces (like a lactation room) to technology (like software to read computers) that have enhanced the workplace after engaging with staff and identifying needs. This is often the center for meetings with partners because of its accessible space for all.</p>

B. Investments in diversity

This organization has made no specific investments in inclusion activities thus far. While they pay staff on time and reasonable compensation, there is a pay gap between minority staff and other staff.

Thus far, there is not a specific plan for budgeting for inclusion on a yearly, strategic basis. This organization, when the need presents itself, finds money for these efforts but it is not streamlined and often time donor driven.

This organization has invested in inclusion activities and amenities just recently. It has started to put inclusion related items on every budget, but oftentimes they get cut. Inclusion is not seen as the top priority, but key members of the leadership do find way to invest money. While they do actively search for inclusion-minded organizations to partner with, oftentimes these organizations are more costly to work with and therefore the organization must reconsider.

This organization and its staff realize that the voice and expertise of diverse staff are worth paying for. Every staff member is paid on time and compensated fairly. Additionally, the organization has an elaborate financial plan to accommodate people with disabilities in member programs and activities (i.e. hiring interpreters, ensuring locations for events are in disability-friendly spaces, etc.). Social inclusion activities are a line item in all project budgets as well as organizational budgets. Additionally, the organization has reviewed its procurement practices and vendors and proactively seeks out and purchases goods and services from minority-owned and operated businesses.

Capacity Area 6: Organizational Learning

Achievement Level →	Start-up "Inclusion?"	Developing "The basics"	Integrating "Inclusive by Design"	Mature "Modeling Inclusion"
Capacity Sub-Area ↓				
A. Monitoring and Evaluation Frameworks for Projects	<p>There is a very rudimentary system for collecting data and information, but especially for inclusion data. While people at the organization might know a lot about marginalized groups, little to none of this data is collected or organized in a way that catalyzes and inspires thoughtful learning from these findings, perpetuating a cycle of poor data acquisition and delivery.</p>	<p>This organization has just begun to organize its data from monitoring and evaluation practices. The system can work both offline and online and allows for simple organization. Only certain people know how to use the system, limiting the accessibility of its use. Additionally, it only has the capacity to disaggregate data based on sex. Data findings are shared on a limited basis.</p>	<p>This organization has a good monitoring and evaluation system which enables the collection and analysis of inclusive data, although it is impossible to capture all of the identities for ideal inclusive data. The organization values inclusive data, and continually seeks out diverse opinions globally on how to improve data collection methods, realizing the current ones are not robust enough to understand what is really happening.</p>	<p>Organization has well-designed monitoring and evaluation systems which deliver clear quantitative and qualitative information. The information, to the extent possible, is disaggregated based on sex/gender as well as other variables, such as religion, race, ethnicity, sexual orientation and expression. The data is inclusive and is used in a sensitive manner, following all "do no harm" principles. All data collection methods appreciate the importance of diverse opinions and organize these in a responsible way, learning from past experiences and incorporating changes.</p>

B. Continued Education and Training for Staff

This organization is struggling to figure out how to make the time for inclusion and diversity work. Since there have yet to be inclusion and diversity work statements written into job descriptions, there is no time to attend extra trainings or workshops for continued education. Staff is trying to bring this to the attention of the management and leadership. While an onboard training with an inclusion component is always planned, it typically does not happen as things get busy. Continued education and training around diversity and inclusion is not a priority.

This organization does a yearly onboard training with new staff, and a small part is dedicated to inclusion. Other than the basic inclusion training, there are few opportunities specifically to engage in continued education and training. There are a few working groups, but there is not dedicated time for them to meet and few people are interested or know about the groups. The organization does do an occasional capacity assessment, but only a small portion is dedicated to their inclusion. Results are not shared with the entire staff.

This organization has done an inclusion audit or assessment in previous years, but does not do one yearly and budget this into the plan. Trainings do happen, but they are infrequent and not all staff can attend and not all of the trainings are accessible. While the organization is supportive of attending offsite workshops and trainings for additional learning opportunities, oftentimes the only staff that go are senior staff and leadership. There is a diversity and inclusion training for most staff that is participatory. This organization is working to make their education and training opportunities for inclusion more of a priority.

This organization takes institutional education and training very important, continuously offering opportunities for staff growth and supporting attendance at conferences and workshops for learning opportunities about more inclusive practices. A social inclusion assessment and/or audit is budgeted in the yearly fiscal plan and employees are given incentive for engaging. All results are shared with the entire team to promote learning. This organization supports staff who want to start and engage in working groups, host learning events, etc. Each new staff member, there is a required onboard training with a dedicated inclusion component. Not only do they do their internal training, they have created a manual for external use too.

Annex 4: Improvement and Reflection Plan Template

After the iCAT has been conducted, the data, both qualitative and quantitative, will be assessed and groups will form the Improvement and Reflection Plans with the action steps needed to promote organizational change. Each of the capacity areas should have an Improvement and Reflection plan, and each of the target changes and goals should be SMART: specific, measurable, achievable, relevant and timely. These should be robust, but realistic changes that an organization wants to make.

Capacity Area	Level of Achievement	Level of Priority	Action Plan	Persons Responsible and Resources Needed	Got Inclusion?
<i>Core Values and Strategy</i>					
<i>Human Resources Management</i>					
<i>Stakeholders and Partnerships</i>					
<i>Governance</i>					
<i>Financial and Physical Resource Management</i>					
<i>Organizational Learning</i>					

Capacity Area: The iCAT has 6 Capacity Areas to measure inclusion. Each capacity area should have an Improvement and Reflection Plan

Level of Achievement: How did you rank on this capacity area? What were the differences of opinion? The iCAT has 4 levels of achievement: start-up, developing, integrating, and mature. Make sure to address multiple truths in this area.

Level of Priority: How important is creating a change in this capacity area? Is this a top priority? A long-term priority? Not a priority at all? Each capacity area will have a varying level of importance to your organization and that is normal. Make sure to rate the changes you want on a scale so that specific deliverables can be addressed and achieved.

* A suggested ranking is 1-6: with one being "not a priority" and 6 being "the most urgent priority".

Action Plan: What is the problem statement and objective? What are the activities and approach the organization will take to make these changes? Are these SMART? How will you measure the achievements? What is the length of time and deadlines for each change?

Persons Responsible and Resources Needed: What are the human, financial, and material resources needed to make these changes? Who are the individuals and work units responsible? Who will lead?

Got Inclusion? This is the most important segment. Stop and reflect. Is this plan inclusive? Are all voices being heard? Will the process for change be inclusive? Who is involved and who is not involved? What are the potential unintended consequences?