Gender and Inclusion Responsive Emergency Food Security Training

PARTICIPANT MANUAL

USAID FROM THE AMERICAN PEOPLE

IDEAL

MERCY CORPS

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Acronyms

BHA......Bureau of Humanitarian Assistance

EFS ....Emergency Food Supply

EFSP.....Emergency Food Supply Programs

EP..........Emergency Program

FGD......Focus Group Discussion

FS..........Food Security

FTF ....Feed The Future

GBV......Gender-Based Violence

GESI......Gender Equality and Social Inclusion

HH........Household

IASC .....Inter-Agency Standing Committee

IDEAL...Implementer-led Design, Evidence, Analysis, and Learning

IGWG...Inter-Agency Gender Working Group

IPTT......Indicator Performance Tracking Table

IRB........Institutional Review Board

KII ....Key Informant Interview

LOE.......Level of Effort

MC........Mercy Corps

MSM ....Men who have Sex with Men

MEL......Monitoring, Evaluation, and Learning

OCDE...Organization for Cooperation and Development

PPT.......PowerPoint

SADD...Sex and Age Disaggregated Data

USAID..United States Agency for International Development

VAWG .Violence Against Women and Girls

Acknowledgements

Introduction

Background

Mercy Corps (MC) works with communities, local organizations, informal/formal leaders, and stakeholders to identify the root causes of food insecurity and uses this knowledge to develop programming that protects and enhances the lives and livelihoods of those affected by disasters and conflicts and those vulnerable to shocks. MC has a long history of partnership with the Bureau of Humanitarian Affairs (BHA), with almost a dozen current BHA-funded programs globally, including seven emergency food security programs (EP).

MC is committed to ensuring gender equality and social inclusion (GESI) are integrated into all food security programs. MC knows that it is essential for team members to understand the interplay of gender and other social dimensions (such as age, ethnicity, and origin) that factor into determining opportunities and constraints for women, men, boys, girls, and nonbinary people. Conducting a GESI analysis, addressing the key barriers and drivers of inequality throughout all program interventions, and developing well-defined indicators that are disaggregated by sex and age are all critical pieces to gender and inclusion responsive emergency food security programming.

At the center of every emergency food security program are vulnerable, food-insecure communities that projects aim to serve and support. Every community is unique and requires a solid understanding of gender and social dynamics in order to sustain improvements in their wellbeing and food security. Based on experience with emergency food security (FS) program design and implementation, it is evident that there remains a gap in practitioner knowledge and skill in conducting GESI analyses, particularly during sudden-onset emergencies and in protracted crises.

Training Objectives

To build the capacity of MC staff in designing and conducting GESI analyses as well as using results to improve implementation, MC has commissioned the development of an e-training on gender and inclusion responsive emergency food security programs (herein referred to as "training") supported by the Implementer-led Design, Evidence, Analysis, and Learning (IDEAL) Activity's small grant mechanism. The training is adapted to meet the needs of emergency food security teams, offering step-by-step guidance and tools for conducting a GESI analysis.

The primary purpose of the training is building the team member capacity to:

- Understand key GESI principles necessary for a minimum of gender-responsive emergency food security program design and implementation

- Prepare and conduct a GESI analysis in emergency food security programs, and,

- Use GESI analysis results to inform project design and implementation — including monitoring, evaluation, and learning (MEL)

The training consists of four modules with seven sessions (described in detail below). Each training module is comprised of webinar learning session(s) that apply adult learning principles, self-paced

learning activities and assignments, and online office hours to support participants in applying material to their individual projects/programs.

The training builds on many existing resources and tools. Specifically, this work is partly based on CARE's Global Gender Cohort technical training modules.[1]

Training Content

The training is comprised of the following modules:

1. Introduction and key GESI concepts
2. GESI integration
3. GESI analysis process and tools
4. GESI analysis and MEL

The first, third, and fourth modules both have two sessions. Below is a summary of the module objectives.

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[1] Please contact USA.GenderCohort@care.org for more information

Table 1: intro to the 4 modules, their parts and objectives

Module 1:	Module 2:	Module 3:	Module 4:
Introduction and Foundational Concepts (Part I & Part II)	GESI Integration	GESI Analysis — process and tools (Part I & II)	GESI Analysis & MEL (Part I and Part II)
Part I: Welcome, Introductions, and foundational concepts **Session Objectives:** 1. List the difference between gender and sex 2. Define gender roles, gender norms, social inclusion, and intersectionality **Part II: Gender, Inclusion, and Emergency Food Security Programs** **Session Objectives:** 1. Explain the difference between gender equity and equality 2. Explain why it's essential to integrate gender into emergency food security programs	**Session Objectives:** 1. Define gender and social inclusion integration 2. List and define the five categories of gender integration (continuum) 3. Classify different approaches across the gender and social inclusion integration continuum	**Part I: Introduction to GESI Analysis** **Session Objectives:** 1. Define GESI analysis 2. Understand key requirements for GESI analysis by key donors 3. List and define the GESI analysis domains 4. Be able to use GESI analysis domains to identify GESI trends **Part II: Key Steps and Tools for GESI Analysis** **Session Objectives:** 1. Identify key steps for completing a GESI analysis 2. Understand good practices in planning for a GESI analysis 3. Identify and adapt existing participatory GESI analysis tools	**Part I: Key Steps for GESI Analysis (cont.)** **Session Objectives:** 1. Understand good practices for GESI analysis recommendation (or objectives) 2. Understand the steps involved in validating GESI analysis results and recommendations (or objectives) 3. Identify methods and good practices for integrating results into project design and/or implementation **Part II: GESI Analysis & MEL** **Session Objectives:** 1. Understand key steps for planning a GESI analysis 2. Understand GESI consideration related to data collection 3. Understand key components of a GESI-sensitive MEL plan

Participant Manual

The participant manual is organized by module. Each module includes module agenda and participant resources, including key definitions, reflection exercises, and self-paced learning activities.

Training Ground Rules

- Confidentiality
- Suspend judgement
- Respect the opinions and feelings of others
- Active listening and speaking your truth
- Commitment to participation in all modules

Module 1, Part I: Welcome, Introductions, and Foundational Concepts

Module 1, Part I Objectives

By the end of this session participants will be able to:

1.   List the difference between gender and sex

2.   Define gender roles, gender norms, social inclusion, and intersectionality

Module 1, Part I Agenda

Table 2: Module 1 Part 1 Agenda Activity and Timing

Activity	Timing
Welcome & Introductions	40 minutes
Values clarification activity	35 minutes
Gender versus sex & Gender roles and norms	15 minutes
Break	15 minutes
Genderbread person	30 minutes
The man/woman box activity	45 minutes
Diversity, social inclusion, and intersectionality	15 minutes
Learning activities and close	10 minutes
Total	**3 hours 25 minutes**

Values Exercise

Listen to each statement read by the facilitator and take 10-15 seconds to reflect and decide whether you agree or disagree with the statement. When you decide, hold up either the "agree" or "disagree" sign below:

AGREE

DISAGREE

Gender Versus Sex

Sex:

biological characteristics that are used to categorize humans as female or male, undetermined, or intersex (i.e., the anatomical, genetic, hormonal, and other characteristics that play a role in reproductive or developmental processes).

Gender:

roles, behaviors, activities, expectations, and attributes that a given society may construct or consider appropriate for the categories of "men" and "women." Gender is a *social construct* that varies from society to society and can change over time.

- In most developing countries rural women's tasks often add up to a 16 hours day. (World Bank, FAO & IFAD. 2009)
- Women bear disproportionate responsibility for unpaid care work. (UN Women, 2015).
- Rural women's labor is characterized by multiple and simultaneous activities (home and childcare, farming & minding stock, community work). *(M. Blackden & Q. Wodon, eds. Gender, time use, and poverty in sub-Saharan Africa)*
- Rural women spend up to four hours a day walking to collect fuel and water for the household. *(FAO, 2011)*

Adapted from Addressing women's work burden Key issues, promising solutions

Source: Lancet Series on Gender Equality, Norms and Health. Paper 1, 2019
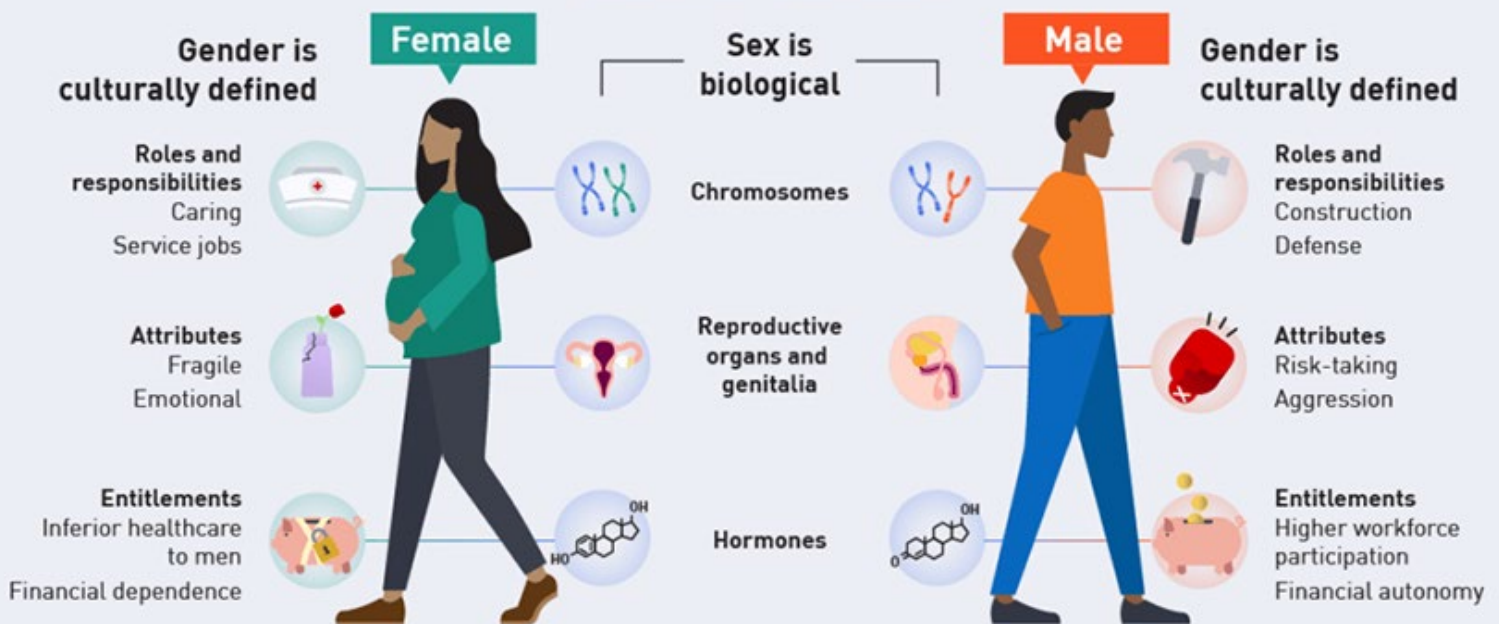
Gender Norms, Roles, and Stereotypes

Gender norms

are what society considers male and female behaviors.
Gender norms lead to the formation of gender roles.

Gender roles

are the behaviors, tasks, and responsibilities that are considered appropriate for women and men as a result of socio-cultural norms and beliefs.
Gender roles are usually learned in childhood. They change over time as a result of social and/or political change.

Masculinity

refers to qualities or attributes regarded as characteristics of men.

Femininity

refers to qualities or attributes regarded as characteristics of women.

Gender stereotypes

are ideas that people have on masculinity and femininity: what men and women of all generations should be like and are capable of doing.

Genderbread Person Definitions

Gender identity

is about who you think you are. It is all about how you (in your head) think about who you are, physically, and how you feel that you fit within the roles that society has defined for women and men. In other words, do you think you fit better with the roles society defines for men or for women? Are you somewhere in between the two? Or do you feel that you don't fit into either of these two? The answers to these questions are your gender identity.

Gender expression

is about how you demonstrate who you are to the world. Gender expression is all about how you express your gender through the ways you act, dress, behave, and interact with others. It's about whether the way you express yourself fits or does not fit with what society tells you is the right way to express (the way you dress, speak, act, etc.) yourself according to the gender you were assigned at birth. The left side refers to people who express who they are in a feminine way, by following the messages society communicates about the way women and girls should behave, dress, think, etc. The right side refers to people who express themselves in a masculine way, by following the messages society communicates about the way boys and men should behave, dress, think, etc. Some people may express themselves in ways where they combine both feminine and masculine characteristics — we refer to them as "androgynous."

Biological sex

refers to the sexual and reproductive organs you are born with.

Sexual orientation:

People often get "gender" and "sexual orientation" confused. Gender has to do with how you express yourself as a man, woman, or nonbinary person, while sexual orientation has to do with whom you are attracted to sexually and romantically. We often make false assumptions that a man who is considered tough must be straight, or that a man who is considered sensitive must be gay. However, the exact opposite could be true, because gender roles and sexual orientation are two totally different things. Biological sex, gender identity, gender expression, and sexual orientation do not determine one another. For example: As we saw, gender identity and expression are not signs that a person is gay or heterosexual. We also saw that a person's biological sex does not determine their gender identity or how they express their gender.

The Genderbread Person

Gender Identity
Woman — Transgender — Man

Gender Expression
Feminine — Androgynous — Masculine

Biological Sex
Female — Intersex — Male

Sexual Orientation
Heterosexual — Bisexual — Homosexual

Identity

Attraction

Expression

Sex
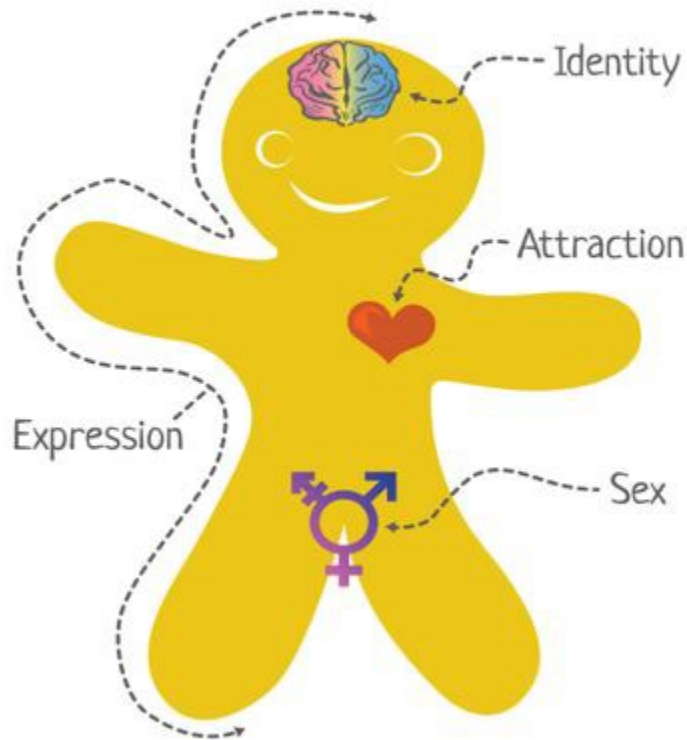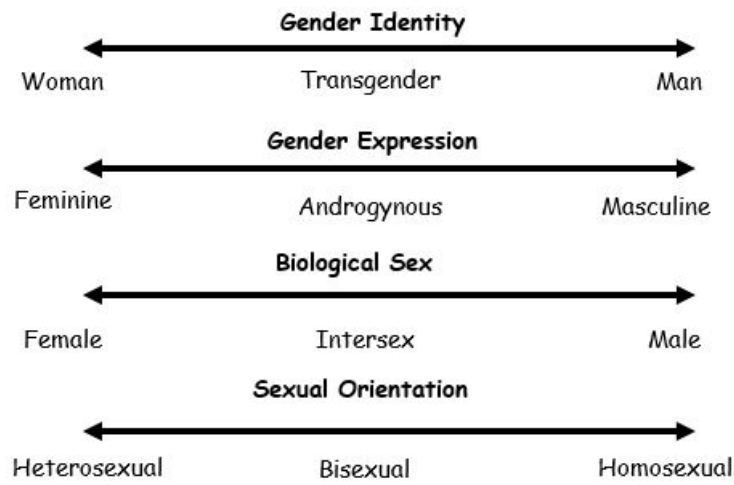
Gender Roles and the Man/Woman Box

It is not uncommon for someone to be told to "behave like a man," or, "you are behaving like a woman."

These two statements show how society creates very different rules for how men and women are supposed to behave. These rules are sometimes called "gender norms." This is because they say what is "normal" for men to think, feel, and act and what is "normal" for women. These rules restrict everyone's lives; The rules try to keep men in their "Act like a man" box, women in their "Act like a woman" box, and they ignore the existence of nonbinary people entirely.

Throughout a person's life, they receive messages from family, media, and society about how they should act and relate to others. As we have seen, many of these differences are constructed by society, and are not part of our nature or biological make-up. Many of these expectations are completely fine, and help us enjoy our identities. However, we all have the ability to identify unhealthy messages and the right to keep them from limiting our full potential as human beings. As you become more aware of how some gender stereotypes can negatively impact your lives and communities, you can think constructively about how to

challenge them and promote more positive gender roles and relations in your lives and communities. We are all free to create our own gender boxes of how we choose to live our lives.

If and how a father is involved in child care is not linked exclusively to biological characteristics, but depends more on how people are raised and whether they are raised to believe that men can also take care of children. Although girls and women are frequently brought up from an early age to care for children, men can also learn to care for a child — and learn to do it well.

Take 15 minutes to reflect on what is implied when someone says, "act like a man" or, "act like a lady." What are the expectations? List different ideas in the two boxes below (starting with your gender identity first — if you identify as a man/woman — and if time, moving to the other gender box).

Think through some of the following areas: clothing/physical appearance, demeanor, hobbies, toys, colors, dating/relationships, communication, leadership, sexuality, education, professions, etc.:

Act like a man	Act like a woman

Questions for Reflection:

1. Who taught you everything that's in the box?

2. What were you glad or upset to see in the box?

3. What has happened to you when you have stepped out of the box? How did it make you feel?

4. How do the items in these boxes affect relationships across genders?

5. What are other identities that get "boxed in' (intersectionality)?

6. Are people interested in getting rid of the boxes? Why or why not?

Concluding Points:

- The characteristics listed in the "man" box and the "woman" box are forms of hegemonic masculinity and hegemonic femininity, respectively

- **Hegemonic masculinity/femininity** is the social pressure to conform to a singular predominant idea of what it means to be a woman or a man in one's culture. Hegemonic masculinity and hegemonic femininity are valued more than other expressions of masculinity and femininity; they are also often defined in opposition to one another – e.g., in order for men to remain dominant, women must be submissive and subordinate.

- There are often consequences when people step out of the box, including threats, harassment, assault, verbal abuse, etc.

Diversity and Social Inclusion

Diversity

is the range of human differences, including but not limited to race, ethnicity, gender identity, sexual orientation, age, social class, physical ability, values system, national origin, etc.

Social inclusion

is the process of improving the ability, access, dignity, and opportunity for people who are disadvantaged on the basis of social identity, to take part in society.

The process requires changing systems and challenging social norms.

Diversity

is the mix and **inclusion** is getting the mix to work well together.

"Inclusion is messy…It's not about bringing outsides into the existing mainstream culture — it's about creating a new and negotiated culture together."

Uzma Shakir,
Pakistani-Canadian community-based researcher, advocate, and activist

Intersectionality

- How multiple identities intersect and interact in ways that can intensify inclusion or exclusion
- Different forms of identify influence an individual's experiences of oppression and discrimination that gender further compounds
- Intersecting identities include gender, race, social class, ethnicity, nationality, disability, sexual orientation, religion, age, mental health, etc.

intersectionality

ETHNICITY · SEX · RACE · GENDER IDENTITY · GENDER EXPRESSION · CLASS · AGE · SEXUAL ORIENTATION · RELIGION · PHYSICAL ABILITY · EDUCATION
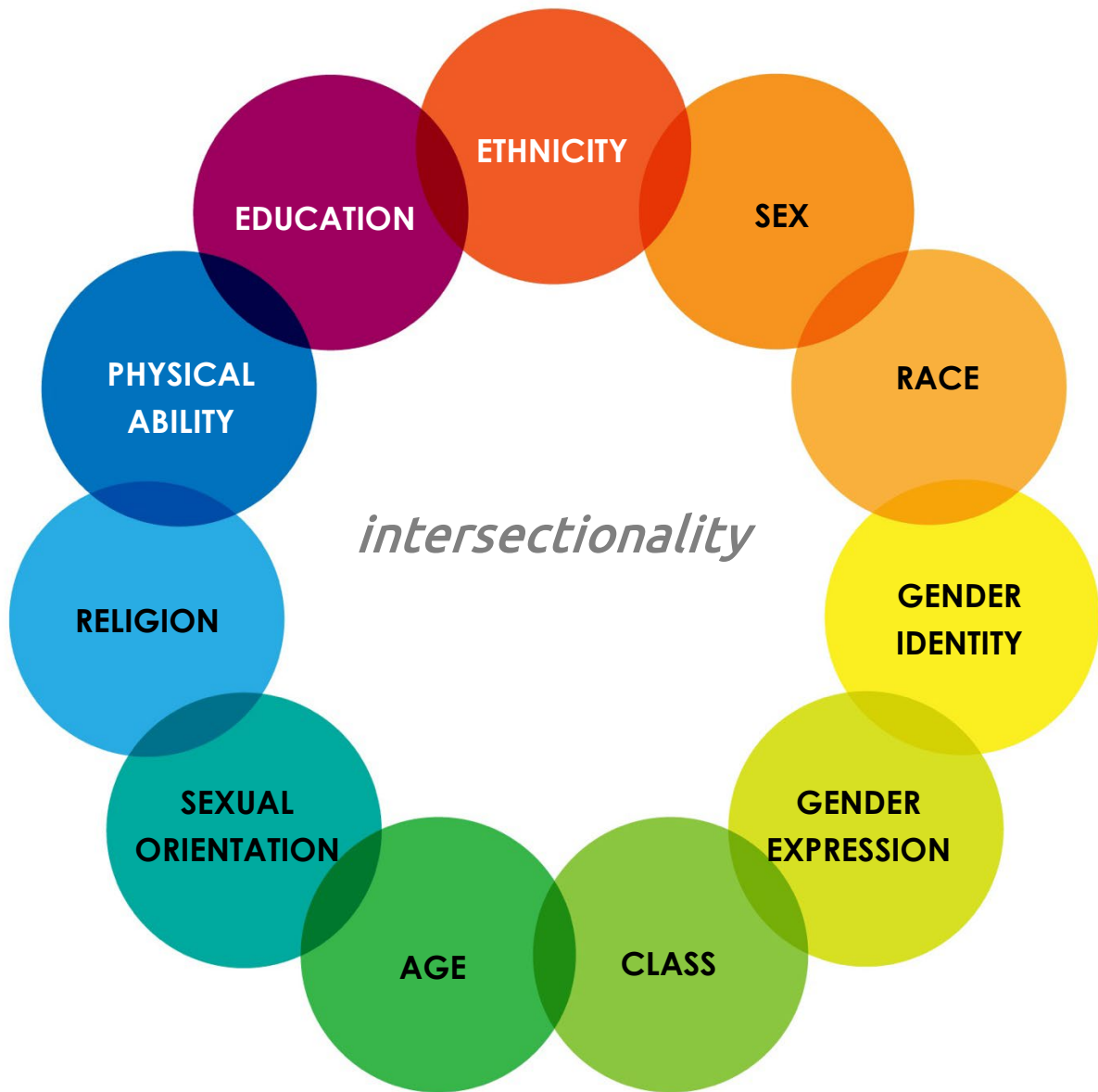
Illustrative questions to ask to understand intersectional factors:

- What forms of identity are critical organizing principles for this community/region?

- Which women, girls, men, boys, and nonbinary people are most at risk of marginalization and why?

- What social and economic programs are available to different groups in the community?

- Who has the lowest and the highest levels of public representation and *why*?

- What laws, policies, and organizations limit opportunities for different groups?

- What are the expressed needs and priorities of these marginalized groups?

Additional resources on diversity, social inclusion, and intersectionality:

- [Podcast — Intersectionality Matters! hosted by Kimberlé Crenshaw](#)
- [UNWOMEN (2020) — Intersectional Feminism: What it means and why it matters right now](#)
- [Gender and Development Network — Intersectionality](#)
- [World Economic Forum — Five Ways Intersectionality Affects Diversity and Inclusion at Work](#)

Foundational GESI Terms (Module 1, part I)

Ableism: A type of discrimination in which able-bodied individuals are seen as normal and superior to those with a disability, resulting in prejudice toward the latter.

Ageism:[2] The stereotyping and discrimination against an individual or group on the basis of their age. Ageism can take many forms, including prejudicial attitudes, discriminatory practices, or institutional policies and practices that perpetuate stereotypical beliefs.

Cisgender:[3] A person who feels comfortable with the gender identity assigned to them based on their sex assigned at birth.

Classism:[4] The belief that people from certain social or economic classes are superior to others.

Colonialism:[5] A practice of domination that involves the subjugation of one people to another.

Empowerment:[6] When individuals 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.

Ethnicity:[7] A social construct that divides people into smaller social groups based on characteristics such as group membership, values, behavioral patterns, political and economic interests, history, and ancestral geographical base.

Gender roles: Are the behaviors, tasks, and responsibilities that are considered appropriate for women and men as a result of socio-cultural norms and beliefs. Gender roles are usually learned in childhood. Gender roles change over time as a result of social and/or political change.

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2 Frequently Asked Questions: Ageism. (2016). World Health Organization. https://www.who.int/ageing/features/faq-ageism/en/

3 Williams Institute on Sexual Orientation and Gender Identity Law and Public Policy, The Davis Center. https://lgbt.williams.edu/resources/terms/

4 Classism definition and meaning | Collins English Dictionary. (n.d.). https://www.collinsdictionary.com/dictionary/english/classism

5 Kohn, M., & Reddy, K. (2017, August 29). Colonialism (Stanford Encyclopedia of Philosophy). Stanford.edu. https://plato.stanford.edu/entries/colonialism/

6 Modified from (2017). Integrating Gender Equality and Female Empowerment in USAID's Program Cycle [Review of Integrating Gender Equality and Female Empowerment in USAID's Program Cycle]. U.S. Agency for International Development ADS Chapter 205. https://2012-2017.usaid.gov/sites/default/files/documents/1870/205.pdf

7 Adams, M., Bell, L. A., & Griffin, P. (Eds.). (2016). Teaching for diversity and social justice. Routledge.

Gender norms:[8] Are the accepted attributes and characteristics of male and female gendered identity at a particular point in time for a specific society or community. They are the standards and expectations to which gender identity generally conforms, within a range that defines a particular society, culture, and community at a point in time. Gender norms are ideas about how girls, boys, women, men, and nonbinary individuals act. Internalized early in life, gender norms can establish a life cycle of gender socialization and stereotyping.

Gender relations: Are the social relationships between men, women, and nonbinary people shaped by beliefs and social institutions.

Gender stereotypes: Are ideas that people have on masculinity and femininity; what men and women of all generations should be like and are capable of doing (e.g., girls are allowed to cry, and boys are expected to be brave and not cry).

Sexual orientation: Refers to an individual's physical and/or emotional attraction to the same and/or opposite sex. A person's sexual orientation is distinct from a person's gender identity and expression. *Heterosexuality* is attraction to the opposite sex. *Homosexuality* is attraction to the same sex. *Bisexuality* is attraction to both sexes.

Gender identity: Refers to one's innermost concept of self as male, female, a blend of both or neither — how individuals perceive themselves and what they call themselves. One's gender identity can be the same or different from their sex assigned at birth.

Gender expression: Refers to the external translation of one's gender identity, usually expressed through behavior, clothing, haircut or voice, and which may or may not conform to socially defined behaviors and characteristics typically associated with being either masculine or feminine.

Heteronormativity:[9] The assumption, in individuals or in institutions, that everyone is heterosexual, and that heterosexuality is superior to homosexuality, bisexuality, and other sexual orientations.

Heterosexism: The presumption that everyone is heterosexual and/or the belief that heterosexual people are naturally superior to homosexual and bisexual people.

Homophobia:[10] The irrational fear, hatred, or intolerance of people who identify or are perceived as non-heterosexual, including the fear of being thought to be a part of the gay community. Homophobic behavior can range from telling "gay jokes," to verbal abuse, to acts of physical violence.

Racism:[11] The belief that races have distinct cultural characteristics determined by hereditary factors and that this endows some races with an intrinsic superiority over others. Abusive or aggressive

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[8] UNICEF ROSA Gender Section. (2018). Gender Toolkit: Integrating Gender in Programming for Every Child in South Asia. UNICEF South Asia. https://www.genderhealthhub.org/wp-content/uploads/2021/03/Gender-Toolkit-Integrating-Gender-in-Programming-for-Every-Child-UNICEF-South-Asia-2018.pdf

[9] Williams Institute on Sexual Orientation and Gender Identity Law and Public Policy. (n.d.). The Davis Center. https://lgbt.williams.edu/

[10] Ibid.

[11] The Collins English Dictionary. (1986). Great Britain: William Collins Sons & Co. Ltd., p.1259

behavior towards members of another race on the basis of such belief. Racism ranges from dislike and avoidance of particular racial groups, to discrimination in employment, to violent and aggressive acts. It can express itself through subtle actions or assumptions to direct aggressive actions taken against a specific race.

Sexism:[12] Prejudice or discrimination based on sex or gender, especially against women and girls. Sexism can be a belief that one sex is superior to or more valuable than another sex. It imposes limits on what men and boys can and should do and what women and girls can and should do.

Social exclusion:[13] Is a complex and multi-dimensional process. It involves the lack or denial of resources, rights, goods and services, and the inability to participate in the normal relationships and activities available to the majority of people in society, whether in economic, social, cultural, or political arenas. It affects both the quality of life of individuals and the equity and cohesion of society as a whole.

Social inclusion:[14] Is a process which ensures that those at risk of poverty and social exclusion gain the opportunities and resources necessary to participate fully in economic, social, political, and cultural life and to enjoy a standard of living that is considered normal in the society in which they live. It ensures that they have greater participation in decision making which affects their lives and access to their fundamental rights.

Transgender: An umbrella term for people whose gender identity and/or expression is different from cultural expectations based on the sex they were assigned at birth. Being transgender does not imply any specific sexual orientation. Therefore, transgender people may identify as straight, gay, lesbian, bisexual, etc.

Xenophobia: Attitudes, prejudices, and behaviors that reject, exclude, and often vilify people based on the perception that they are outsiders or foreigners to the community, society, or national identity. Xenophobic behavior is based on existing racist, ethnic, religious, cultural, or national prejudice. Those who are perceived to be outsiders or foreigners — often migrants, refugees, asylum-seekers, displaced persons, and non-nationals — are primary targets.

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[12] Masequesmay, G. (2020, May 28). *Sexism. Encyclopedia Britannica.* https://www.britannica.com/topic/sexism

[13] Leaving no one behind. (2018). United Nations Committee for Development Policy. https://sustainabledevelopment.un.org/content/documents/2754713_July_PM_2._Leaving_no_one_behind_Summary_from_UN_Committee_for_Development_Policy.pdf.

[14] Ibid.

Module 1, Part I Learning Activities

1. Watch "A Call to Men: Tony Porter," a short video on masculinities and "The Man Box," and reflect on the following questions:

   - In what ways can you relate to the content in Tony Porter's speech?

   - What did you feel as you were watching and why?

2. Read the following case studies on intersectionality:

   a. Beyond Sex and Gender Analysis: An intersectional view of the COVID-19 pandemic outbreak and response

   b. Intersection of Gender and Disability in Humanitarian Responses

3. Complete the following "identity wheel" exercise below:

Identity Wheel[15]

Write "human" in the center circle.

Then, working individually, write a social identity for which you identify in each of the outer sections. This can include anything: tribe, female, sister, athlete, student, Muslim, musician, Christian, teacher, activist, or any group with which you identify. The idea is to indicate social identities rather than individual attributes: for example, "artist" is a social identity whereas "creative" is a personal attribute.

Avoid personal adjectives such as "adventurous," "hard-working," and so forth. Reflect carefully and respond as thoroughly as possible (though it is not necessary to fill in all slices of the wheel).

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[15] Adapted from the TAAP toolkit. https://taapinclusion.org/toolkit/
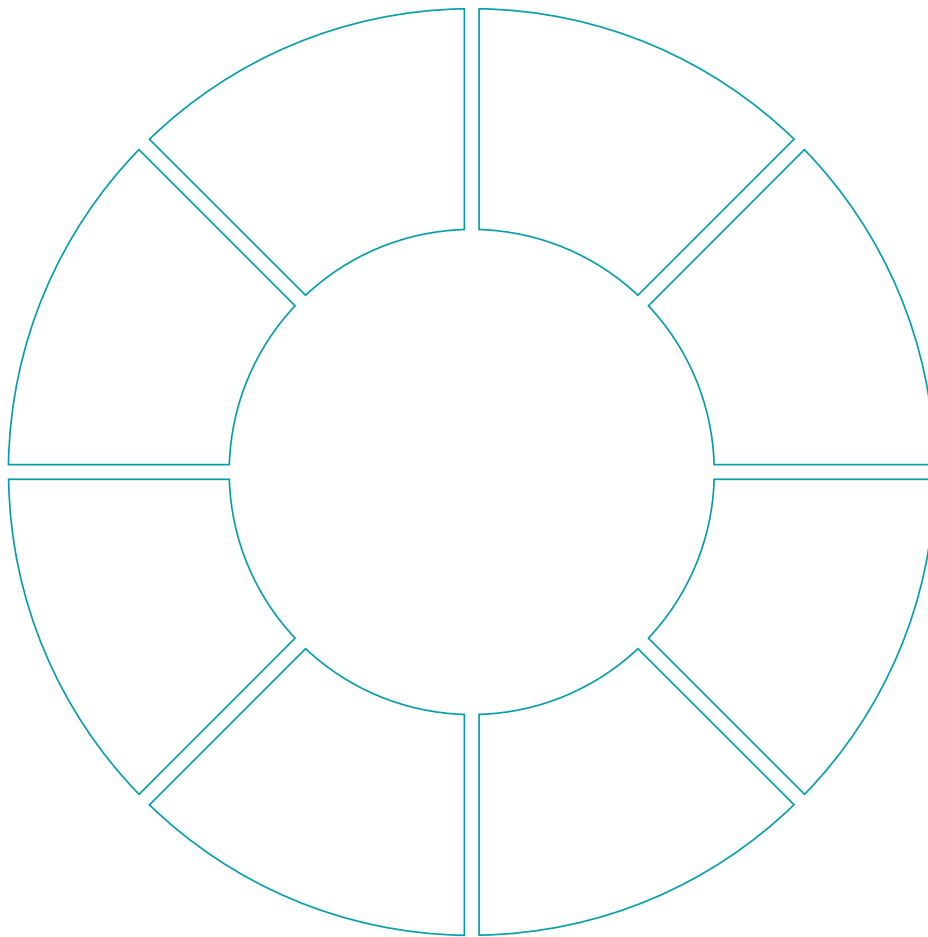
After filling out your identity wheel, take a few more minutes and reflect on the following questions:

- What is your sex? What role does your sex play in your identity? What is your gender identity? What is your marital status/family status?

- What about geographical location? Where were you born? Where are you from? Where is your family from? How important to you is where you grew up?

- What is your religious affiliation or spirituality? Is that a big part of who you are?

- What is your political ideology? Is that meaningful for you and why?

- Consider your interests or hobbies and how that forms your identity. Perhaps you are an athlete, like to cook, have traveled extensively, or enjoy libraries, fine art, and/or music.

- Does your academic background have an impact on your identity? If you accessed higher education, did this become part of who you are? Do you associate with other members of an academic group?

- What is your racial, ethnic, or tribal background and is this important to you? Are you part of a "group" in this way?

- What is your profession? Do you consider the work that you do or your title/position to be an important part of who you are?

- What is your socioeconomic class? Many do not realize how much our class status impacts who we are. How might your economic status or life experience help to have formed who you are?

- What other aspects of yourself, life experiences, or groups of which you are a part do you consider to be important parts of your identity?

Guiding Questions for Building Social Identity Awareness

- Which of your identities are most important to you? Which parts of yourself define you the most?

- Which of your identities is a birthright (ethnicity, nationality)?

- Which ones did you choose (teacher, singer, artist)?

- Which of your identities were assigned or expected (mother, father, wife, provider, leader, breadwinner, stay-at-home spouse)?

- Which aspects of your identity can be classified as part of a marginalized or excluded group, according to your context? Reflect on how it feels/felt to be a member of a marginalized or excluded group.

- Which aspects of your identity can be classified as belonging to a particularly privileged group, according to your context? Reflect on how it feels/felt to be a member of a privileged or included group.

- What are some common stereotypes about your identities?

- How will your identities impact the work that you are doing in your own or another context?

- How can your learning and reflections from this exercise inform your work as a development practitioner, including in the design of programs?

- If you are currently or will be an outsider in a context in which you plan to work, and you know that context, how will any of your identities impact your work there?

- What, if anything, did you learn from this exercise about yourself and your positionality?

- Can you think of ways to increase your self-awareness about your positionality, especially in relation to the context in which you will implement programming?

Module 1, Part II: Gender Equality and Social Inclusion (GESI) and Emergency Food Security Programming

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Module 1, Part II Objectives

1. Explain the difference between gender equity and equality

2. Explain why it's essential to integrate GESI into emergency food security programs

Module 1, Part II Agenda

Table 3: Module 1 Part 2 Agenda Activity and Timing

Activity	Timing
Introductions and learning objectives	5 minutes
Module 1, part I learning activities debrief	25 minutes
Review of foundational concepts	20 minutes
Equity and Equality	25 minutes
Gender-Based Violence (GBV)	20 minutes
Break	15 minutes
GESI integration and emergency food security	45 minutes
Learning activities and close	10 minutes
Total	**2 hours 45 minutes**

Equity and Equality
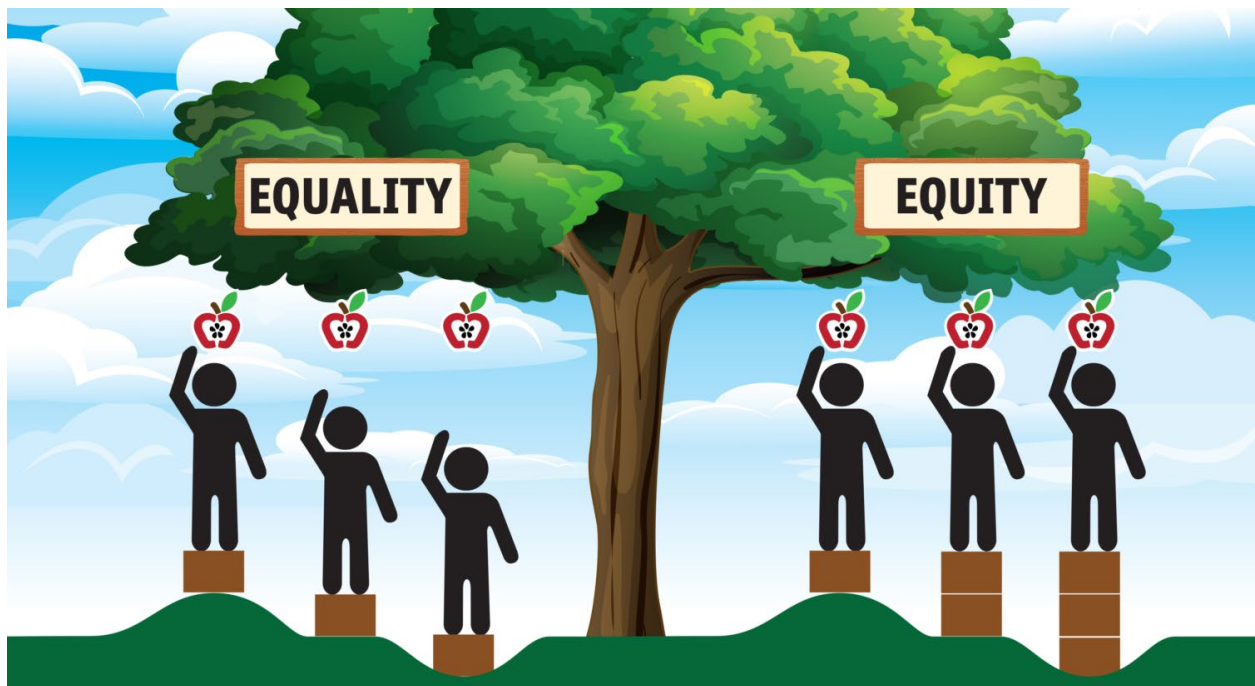
Equality

- The state of **balanced power relations —** equal rights, responsibilities, opportunities, and decision-making

- Does <u>not</u> mean that women, men, and people outside the gender binary are the same, but that their enjoyment of rights, opportunities and life chances are **not limited by their gender identity** (or other intersecting forms of identity)

Equity

- Equity is the fair treatment of all people **according to their respective needs**

- The process to achieve gender equality

- May involve the use of temporary special measures to compensate for **historical or systemic bias or discrimination**

Gender-based Violence (GBV)

GBV is a harmful act or threat based on a person's sex or gender identity. This includes physical, sexual, and psychological abuse; coercion; denial of liberty; and economic deprivation, whether occurring in public or private spheres.

GBV is rooted in unjust power relations, power structures, and social/cultural norms.

Anyone can experience GBV, but the majority of victims, globally, are women and girls.

Most violence between men is gendered (because violence is a way to express masculinity), but not necessarily GBV.

Men experience GBV when they step outside of traditional gender norms; they do not express in a masculine enough way.

Definitions of the Various Forms of GBV[16]

Gender-based violence is enacted under many different manifestations, from its most widespread form, *intimate partner violence,* to acts of violence carried out in online spaces. These different forms are not mutually exclusive and multiple incidences of violence can be happening at once and reinforcing each other. Inequalities experienced by a person related to their race, (dis)ability, age, social class, religion, and sexuality can also drive acts of violence. This means that while women face violence and discrimination based on gender, some women experience multiple and interlocking forms of violence.

The Istanbul Convention (the Council of Europe convention on preventing and combating violence against women and domestic violence) defines violence against women as falling under four key forms: **physical, sexual, psychological, and economic.**

Physical violence: Any act which causes physical harm as a result of unlawful physical force. Physical violence can take the form of (among others) serious and minor assault, deprivation of liberty, and manslaughter.

Sexual violence: Any sexual act performed on an individual without their consent. Sexual violence can take the form of rape or sexual assault.

Psychological violence: Any act which causes psychological harm to an individual. Psychological violence can take the form of (for example) coercion, defamation, verbal insult or harassment.

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[16] Adapted from: European Institute for Gender Equality. (2019, March 7). Forms of Violence. European Institute for Gender Equality; EIGE. https://eige.europa.eu/gender-based-violence/forms-of-violence, which is based on definitions from the Istanbul Convention

Economic violence: Any act or behavior which causes economic harm to an individual. Economic violence can take the form of (for example) property damage; restricting access to financial resources, education, or the labor market; or not complying with economic responsibilities, such as alimony.

It is also important to recognize that gender-based violence may be normalized and reproduced due to structural inequalities, such as societal norms, attitudes and stereotypes around gender (generally) and violence against women (specifically). Therefore it is important to acknowledge structural or institutional violence — which can be defined as the subordination of women in economic, social, and political life — when attempting to explain the prevalence of Violence Against Women and Girls within our societies.

GBV in Humanitarian Response

- GBV is the most extreme manifestation of gender inequality and a fundamental human rights violation

- Protracted crises can create and/or exacerbate many forms of GBV

- The psychological stress and collapse of social structures that may have previously provided protection can have serious implications for violence and aggression, particularly towards women and children

- GBV has a devastating impact on the agriculture sector and food security by reducing the capacity and productivity of survivors as a result of illness, injury, stigma and discrimination

- Some humanitarian actors use the language of, "Violence Against Women and Girls" (VAWG) in order to avoid any confusion associated with broader interpretations of GBV. They also may use the language of VAWG in order to avoid some of the challenges associated with translating the terminology of GBV in local contexts

Additional Resources on GBV:

- Thematic Area Guide: Guidelines for Integrating Gender-based Violence Interventions in Humanitarian Action — Food Security and Agriculture

- Inter-Agency Standing Committee (IASC) Guidelines for Integrating Gender-Based Violence Interventions in Humanitarian Action, 2015

- The Gender-based Violence Area of Responsibility (GBV AoR) website[17]

- GBV Area of Responsibility (AoR) Tools and Resources for COVID-19

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[17] The GBV AoR works to ensure the recognition that GBV response and prevention is lifesaving, and that GBV programming is the responsibility of all humanitarian actors and needs to be addressed with adequate, comprehensive, and coordinated action in humanitarian emergencies from the outset.

- Interagency Minimum Standards for GBV Prevention and Response (2019)

- Handbook for Coordinating GBV Interventions in Emergencies

- CARE (2020) "Do No Harm" Approach: Inspiring Newly Married Adolescent Girls to Imagine New Empowered Futures (IMAGINE)

GESI and Food Security Programming Resources

- Food Security Information Network — Gender and Food Security Resources

- Asian Development Bank — Gender Equality and Food Security: Women's Empowerment as a Tool against Hunger

- World Food Programme (2020) — The Power of Gender Equality for Food Security

- FAO (2016) — Gender, Food Security, and Nutrition in Protracted Crises: Women and girls as agents of resilience

- World Food Program (2017) — Gender Toolkit, (specifically the sections, "Gender Analysis and Gender" and "Emergency Preparedness and Response")

Module 1, Part II Learning Activities

Listen to the following Women's Protection and Empowerment podcast episodes:

- How to provide psychological first aid?

- How can we integrate GBV programming and cash-based interventions: Jordan Case Study?

- Can we have an intersectional approach to humanitarian work?

Module 1, Part II Additional Resources

- Oxfam. (2017). Training Manual: Gender Leadership in Humanitarian Action, Oxfam

- IASC. (2018). Gender Handbook in Humanitarian Action

- Sphere Project. (2018). Humanitarian Charter and Minimum Standards in Humanitarian Response

- IASC. Gender and Age Marker (GAM).

- UNHCR. (2020). Gender equality toolkit

- CDA Collaborative Learning Projects. (2018). Collaborative Do No Harm and Gender: A guidance note

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Mercy Corps (2020). Gender, Diversity, and Social Inclusion strategy (2020-2023). https://drive.google.com/file/d/1FYqJVQjg36DXWOBo9NihiY9fTtHtyWKs/view?usp=sharing

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Oxfam (2017) Training Manual: Gender Leadership in Humanitarian Action, Oxfam. https://policy-practice.oxfam.org/resources/training-manual-gender-leadership-in-humanitarian-action-620215/

TAAP: Transforming Agency, Access, and Power. Toolkit. https://www.taapinclusion.org

World Bank, FAO & IFAD. (2009). Gender in agriculture sourcebook. Washington, DC. http://www.fao.org/3/aj288e/aj288e.pdf

Module 2: Gender Equality and Social Inclusion (GESI) Integration

Module 2 Objectives

By the end of this session, participants will be able to:

1. Define gender and social inclusion integration

2. List and define the five categories of gender integration (continuum)

3. Classify different approaches across the Gender Integration continuum

Module 2 Agenda

Table 4: Module 2 Agenda Activity and Timing

Activity	Timing
Introduction and Learning Objectives	5 minutes
Review of Key Concepts from Module 1, Part II	25 minutes
Gender Integration Continuum	35 minutes
Break	15 minutes
Continuum Exercise	60 minutes
Continuum Discussion	15 minutes
Close, Questions, and Learning Activities	10 minutes
Total	**2 hours 45 minutes**

Definitions of GESI Integration

- Refers to strategies applied in program assessment, design, implementation, and evaluation to take gender and social norms into account and to compensate for gender, social, and identified-based inequalities

- GESI integration does not view women and men as homogenous

Importance of GESI Integration for Humanitarian Response

- Existing power inequalities between women, girls, men, and boys are exacerbated during crises due to lack of access to and control of resources, lack of decision-making power, experience of violence, etc.

- It is important to ensure that all people affected by a crisis are acknowledged and that all of their distinct needs, vulnerabilities, and realities are taken into account.

- It is important to facilitate the design of more appropriate and effective responses to ensure equitable and safe access and equal opportunities for women, girls, boys, men, and socially marginalized populations — This is ensured when a GESI analysis is done and done during the design phase of a project. It will help you to make sure you are targeting the socially marginalized populations that are specific to your context.

- Women and girls are an important resource in designing and delivering humanitarian programs and it is absolutely essential to engage women, girls, men, and boys equally in humanitarian programming and interventions.

GESI Integration Continuum

HARMFUL → NEUTRAL → SENSITIVE → RESPONSIVE → TRANSFORMATIVE

In social and cultural contexts where gender norms remain a highly sensitive issue, gender sensitive or responsive approaches often provide a sensible first step to GESI integration because they strive to ensure that all project participants are able to equitably benefit from the project's efforts.

GESI Integration Continuum Definitions

Gender-harmful (exploitative): Projects or approaches that reinforce, exploit, or take advantage of harmful gender or social norms, or stereotypes to achieve desired outcomes. This approach can also undermine the objectives of the program in the long run and perpetuate inequalities.

Gender-neutral (Blind): Programs that have no consideration of the gender norms that characterize the social environment and the ways in which they might affect program participants.

Gender-neutral programs/policies do not consider how gender norms and unequal power relations affect the achievement of program objectives, or how program objectives might impact gender norms and unequal power relations.

Gender-sensitive: Programs that highlight gender differences, issues, and inequalities. Though they highlight these differences, they might not proactively address them like a gender-responsive program would.

Gender-responsive: Programs that take action to respond to differences in needs among women, girls, men, boys, and people of a spectrum of gender identities.

Programs in this category adhere to Gender Minimum Standards (i.e. conducting a GESI analysis, using analysis findings to inform program design, and collecting Sex-and Age-Disaggregated Data (SADD). They acknowledge the role of gender norms and inequities, and seek to develop actions that adjust to and often compensate for them.

While such projects do not actively seek to change the norms and inequities, they strive to limit the harmful impacts. Gender responsive programs are different from gender transformative programs in that they do not seek to change the status quo, rather they work within the confines of existing gender norms.

Gender-transformative: Policies and programs that seek to change inequitable gender norms, systems, and structures that entrench gender inequality. They encourage critical awareness on gender roles and norms among men, women, and other gender identities. They actively strive to examine, question, and transform harmful gender norms and power imbalances in order to achieve gender equality.

Gender Transformative Humanitarian Action at-a-Glance

- Changes unequal gender power relations by transforming roles

- Addresses the unique needs and challenges of women and other socially marginalized populations and builds on their strengths and capacities

- Monitors potential backlash as women and social minorities can experience increased violence and other repercussions as their status rises

- Takes a long-term view of humanitarian activities, given the long-term nature of change and the protracted and recurring nature of most humanitarian crises

- Engages men and boys in a way that makes them authentic allies

- Engages past the gender binary, recognizing that people with different sexual orientations and gender identities experience unequal gender power dynamics too

GESI Integration Continuum Case Studies

Read your assigned case studies and decide (with your group) its placement along the GESI integration continuum.

Please note not all examples fit squarely under one category but may rather fall somewhere along the continuum.

1. Following the October 2005 earthquake in Kashmir, Pakistan, women frequently share a shelter with distant male relatives and/or non-related men. A gender analysis finds that the lack of privacy and support leads many women to stop breastfeeding as they feel uncomfortable exposing their breasts in front of men. As a result, the project decides, as an urgent need to develop lactation corners in project-supported communities impacted by the earthquake in order to support continued breastfeeding.

2. A project in the Democratic Republic of Congo (DRC) works with mothers of young children to form "care groups" which are groups of 10–15 community-based health educators, who regularly meet together with project staff for training and supervision. The purpose is to reduce malnutrition. The group is led by a "lead mother" who organizes local capacity building initiatives and provides demonstrations on nutrition, health, and hygiene. More than 4,500 households have been reached with care-group trainings.

3. An emergency response program plans to distribute the same package of non-food items (NFI) to both men and women. The distribution will take place in a public space on a first-come-first-serve basis.

4. The Integrated Child Development Services in India are intended to provide supplementary nutrition, health care, child care, and preschool education to children below the age of six. The services extend to adolescent girls and pregnant and lactating mothers. The schemes are implemented through community centers, located in local communities, and run by women workers who are usually from the local village. These centers operate from permanent structures; children below two years are given a fortified powder, while those aged between two and five years old receive hot cooked meals consisting of pulses, cereals, vegetables, and one egg per week. In addition, nutrition education sessions are organized for pregnant and lactating mothers in most districts. Pregnant women are immunized, and iron and folic acid tablets are given to adolescent girls. A village-level monitoring committee actively enrolls children (up to five years of age) and women in the schemes, and also educates them about hygiene and the negative effects of early marriage and female infanticide. These centers also run another program to empower young girls to improve literacy and provide vocational training in nutrition and health.

5. A maternal and child health project recognizes that men are the main decision makers in most families. The project taps the influence of male barbers to encourage discussion of immunization with their clients as barber shops typically serve as hubs for men to talk about current or community events. The project selects barbers to receive orientation about polio and routine immunizations. These men are trained in adult learning methodologies, such as interactive sessions and role plays, and are given comprehensive information about polio and routine immunization, including the dates of polio campaigns, information about the benefits and side effects of vaccines, and where families can obtain vaccines.

6. Agricultural extension agents are trained in gender barriers related to the uptake of improved agricultural practices. A gender-barrier analysis showed that a key obstacle to women, in particular, is being able to adopt improved agricultural practices is their lack of decision-making power when it came to the use of resources for agricultural inputs. As a result, agricultural extension agents were trained specifically on household livelihood planning to promote joint planning and decision-making at the household level between men and women. The extension agents used developed tools (image flip charts, talking points, etc.) to work with couples to understand the benefits of more equitable practices related to the control of resources and decision making during their household and community visits.

7. A program proposes training women and marginalized groups to assume leadership positions in water-user associations. The training focuses on leadership skills and public speaking. The project also sensitizes community and traditional leaders on the importance of equitable participation and leadership opportunities. Water-user association meetings are organized during times that are convenient for all members, based on results from a GESI analysis.

8. A program proposes to train fathers to lead peer-learning fathers' groups focused on improving household behaviors and practices in nutrition, maternal and child health, hygiene,

and safe water consumption in order to address men's low participation in care-related activities.

9. An agriculture project seeks to identify and train 15 lead farmers in two target communities. Lead farmers will be responsible for leading farm field school activities and managing a demonstration plot where good agricultural practices are taught.

10. A Maternal and Child Health project has successfully reduced the maternal mortality rate in the project area by engaging communities, and men in particular, on the importance of birth spacing and not tying a man's wealth and status to the number of children he has.

11. Agricultural extension agents know that men in the communities where they work in Rwanda are interested only in farming techniques for cash crops. As a result, a coffee value chain project decides to target men with improved agricultural techniques by showcasing posters of successful male coffee farmers as very rich. One campaign uses posters depicting a coffee farmer in a bar drinking beer with a beautiful young woman (who has implied to be not his wife).

12. A needs assessment indicates that women have adequate knowledge of food intake during pregnancy, transmitted through government programs and the mass media. However, in practice pregnant women often do not consume the recommended diet. Women usually cook the food every day and serve it to their families, but often eat last and reduce their food intake when supplies are short. To address this an NGO encourages project staff to reflect on their own gender biases and assumptions around health and food. Pregnant women and their mothers-in-law are then brought together to discuss how the food intake patterns can be changed. Expectant fathers are also organized into groups and encouraged to reflect on some of the health needs of men and women, specifically during pregnancy. Many of them have said they are happy to begin eating together with their wives. Families who have tried these new practices shared their experiences at men's group meetings and mother's group meetings.

13. A recent study in rural areas of Ethiopia finds disparities in household food distribution for male and female adolescents. In times of food insecurity, parents often 'buffer' the effects for their children by reducing their own food intake. However, the study revealed that only boys are benefiting from this redistribution of scarce resources. Girls are not receiving any additional food and are more likely to be food insecure than boys. This gender difference is most evident in severely food-insecure households. As a result, actors working in this same rural zone decide to train targeted households on the importance of equitable food consumption during cash voucher distribution.

14. Government-supported school feeding programs in Senegal aim to address the gender gap in education by offering the incentive of free food for girls (and their parents) if they attend school. The scheme is so successful that the number of girls in school increases exponentially, but it has the inverse effect of reducing the number of boys attending school, their parents making the choice to keep them at home where they can assist with farm labor. As a result, the project introduces school canteens for both girls and boys which has leads to more gender parity in Senegalese schools.

15. A project seeks to set up water-user associations in 15 targeted villages. The goal of the project is to increase access to water for rural communities. The water-user association members are also trained on water pump management and repair and were supported to hold elections for president and treasurer. They are also trained in community assessments that include community leaders in the identification of needs related to WASH.

16. A project in Nepal trains agricultural facilitators who operate on a commission basis for input suppliers, acting as a part of the last-mile supply chain that links rural farmers to markets and information. Facilitators are also trained on integrated pest management (IPM) practices and technologies. Considered trusted individuals in their communities, community business facilitators often serve as rural farmers' key access points to necessary inputs. Despite the fact that more than 70% of farmers in Nepal are women and that women farmers are more likely to seek technical services from female agricultural agents, only 20% of the agricultural facilitators are women.

17. A Somalia fisheries program makes special efforts to include women in fisheries activities. After a request from women's representatives, women are included in the training to build safe fishing vessels. As part of the program, women are also trained in sewing life jackets, maintaining electronic tracking devices for fishing boats, post-harvest processing of fish, and business skills to increase fish consumption, prevent food losses, and generate income.

18. A project in Mali provides groups of women with diesel-powered platforms that have the capacity to mechanically carry out functions usually performed by women such as husking rice and grinding and extracting oil from shea nuts in order to free up time for the women to engage in agricultural production and commercial activities such as selling their surplus produce.

19. A project in Ethiopia seeking to increase farmers' access to inputs conducts a gender analysis to identify men and women farmers' specific needs. As a result, they adapt an input supply chain model to include packaging of inputs in smaller bags so women can afford to purchase and carry them.

20. An NGO recognizes the need for women to participate in a water-user committee in one of the communities they are working with. As such, they institute a quota to ensure there are at least three women on a 10-member committee in each community where they are working. In reality, the women selected are unable to attend meetings regularly, and when they do, they are often not actively voicing their needs or opinions.

Module 2 Learning Activities

1. **Spend 30–45 minutes going through your project's work plan and deciding where its key approaches fall along the GESI continuum. Answer the following questions after your review:**

Table 5: Fill-in-the-blank spaces for GESI continuum questions

A	Where would you classify your own projects (or project's key approaches) and why?
B	What does it take to move our projects along the continuum to be more gender responsive and even gender transformative?
C	What are some of the challenges you face in your specific contexts to adhere to gender-responsive programming?

2. **Reading: Gender Transformative Change in Humanitarian Settings**

- [Women's Refugee Commission (2021) Gender-Transformative Change in Humanitarianism: A view from inside](#)
- [Oxfam Report (2018) Protected and Powerful: Putting resources and decision-making power in the hands of women in conflict](#)
- [UN Women (2020) 'Who Holds the Microphone?' Crisis-affected women's voices on gender-transformative changes in humanitarian settings: Experiences from Bangladesh, Colombia, Jordan and Uganda](#)
- [Oxfam (2019) Making Gender-Transformative Humanitarian Action a Reality](#)

References (Module 2)

- Interagency Gender Working Group. Training: Gender analysis and integration
  https://www.igwg.org/training/

- Global Affairs Canada. A Feminist Approach: Gender Equality in Humanitarian Action.
  https://reliefweb.int/sites/reliefweb.int/files/resources/A%20Feminist%20Approach_%20Gender%20Equality%20in%20Humanitarian%20Action.pdf

Module 3, Part I: Introduction to Gender Equality and Social Inclusion (GESI) analysis

Module 3, Part I Objectives

By the end of this session, learners will be able to:

- Define GESI analysis
- Understand key requirements for GESI analysis by key donors
- List and define the GESI analysis domains
- Be able to use GESI analysis domains to identify GESI themes

Module 3, Part I Agenda

Table 6: Module 3 Part 1 Agenda Activity and Timing

Activity	Timing
Introduction and Learning Objectives	5 minutes
Review Module 2 GESI Integration Continuum	5 minutes
Module 2 Learning Activity Debrief	25 minutes
Definition of GESI Analysis	10 minutes
Donor Requirements and MC Minimum Standards	10 minutes
Break	15 minutes
Introduction to GESI Analysis Domains	20 minutes
Key Questions by Domain for Food Security	20 minutes
GESI Analysis Domains Case Study	40 minutes
Close, Questions, and Learning Activities	15 minutes
Total:	**2 hours 45 minutes**

GESI Analysis

Gender equality and social inclusion (GESI) analysis seeks to examine relational differences among women, men, boy, girls, and other gender identities with intersecting and diverse identities in order to discover priority areas that promote gender equality and social inclusion and to ensure the needs of diverse populations are met and inequities are not exacerbated.

Through data collection, GESI analysis identifies and interprets:

- Consequences of GESI differences and relations for achieving food security objectives
- Implications of food security interventions for changing relations of power between people of various genders and intersecting identities

GESI analyses ask two fundamental questions:

1. How will GESI relations affect the achievement of sustainable results?

2. How will proposed results affect the relative status of people of all genders and with different intersecting identities? (i.e., will it exacerbate social inequalities or accommodate or transform gender relations?)

Gender and Identity-Based OPPORTUNITIES:

GESI themes (across different domains) that **facilitate** equitable access to resources or opportunities of any type

Gender and Identity-Based CONSTRAINTS:

GESI themes (across different domains) that inhibit equitable access to resources or opportunities of any type

Resources on Donor Requirements and Mercy Corps Minimum Standards

- Bureau for Humanitarian Affairs Emergency Application Guidelines – Annex A (includes detailed information on gender and protection requirements)
- Mercy Corps Gender Equality and Social Inclusion Standards

GESI Analysis Domains

Access to & Control of Resources

Beliefs & Perceptions

POWER

Practices, Roles & Participation

Institutions, Laws & Policies
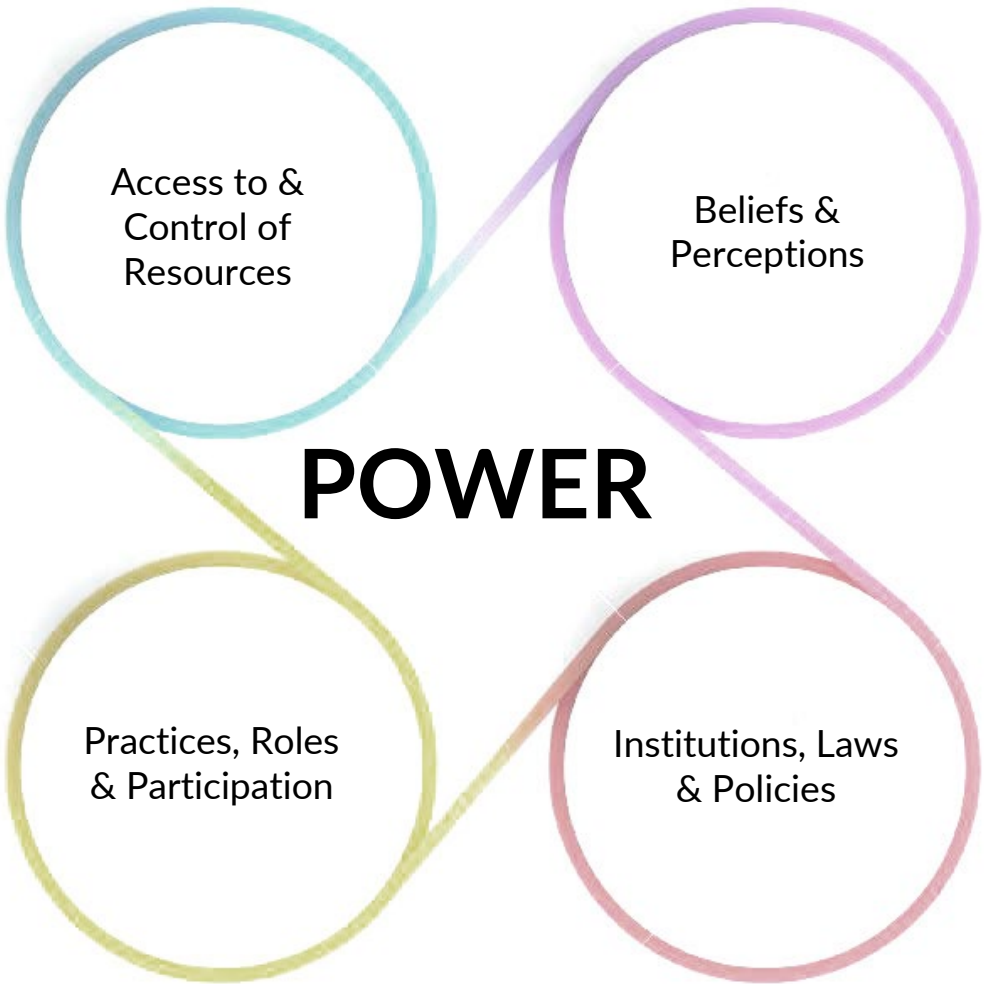
Practices, Roles, and Participation

The norms that influence women's and men's behaviors structure the type of activities they engage in as well as their roles and responsibilities. This dimension of the framework captures information on: different gender roles; the timing and place where their activities occur; their participation in different types of economic, political; and social activities; and their participation in decision making.

Beliefs and Perceptions

Refers to social and cultural expectations and beliefs about appropriate behaviors (including individual expectations about appropriate behaviors) based on gender. These beliefs and expectations affect behavior, dress, participation, and decision-making capacity. They may also facilitate or limit people's access to education, services, and economic opportunities.

Access to, and Control of Resources

Refers to people's ability to access and use the resources necessary for a person to be a productive member of society. It includes tangible assets (e.g., land, capital, tools), as well as intangible assets (e.g., knowledge, education, information, employment, benefits).

Institutions, Laws and Policies

This domain focuses on information about gender differences in formal and informal rights, and how they are dissimilarly affected by policies and rules governing institutions based on gender. This domain includes an individual's right to (amongst other things):

- Inherit and own property
- Legal documents (e.g., identity cards, property titles, voter registration)
- Reproductive choice
- Health care
- Representation

Power (cross-cutting)

It pervades all four domains, and informs (amongst other things): who has, can acquire, and can use resources; who is able to make decisions about their bodies and their health and that of their children; who can take advantage of economic opportunities, etc. Power also determines the way people are treated by different types of institutions, policies and laws.

<u>Safety and Security</u> is another area that should be explored in a GESI analysis

Safety and security focuses on GESI-specific risks and vulnerabilities of various sub-segments of the population due to a conflict/crisis and based on their gender or social identity — including, specifically, the risk of GBV and sexual exploitation and abuse.

Illustrative Emergency Food Security GESI Analysis Questions by domain

(*Sources: ECHO – Guidance Document: Gender & Age Analysis; CARE Toolkit – Rapid Gender Analysis for Emergencies; Save the Children Designing at the Margins: child-centered gender equality and social inclusion analysis guidance*)

* Indicates question relates to cross-cutting domain of power

Table 7: Gesi Domains and Illustrative Questions

GESI Domain	Illustrative Questions
Practices, Roles, and Participation	- Who does what work? For example, household chores, caregiving, farming, earning cash income? How has the emergency impacted these roles? - Where (location/patterns of mobility)? - When (daily and seasonal patterns)? - In what ways have household roles and responsibilities shifted during periods of crisis? Are certain members of the household taking on additional burdens, with consequences on time devoted to education, health, and nutrition? - Who in the household is responsible for fetching fuel, water, and food? Who is responsible for caring for those who are ill or injured? Have responsibilities in these areas changed during and after the emergency? - What responsibilities do women, men, girls, boys, and nonbinary individuals have in the different stages of cultivation, processing, and marketing of different types of crops? How is this different for other social identity factors (e.g., ethnicity, region, age, etc.)? - What are the gender differences in use and availability of time? - What are the structures and systems that the community uses to make decisions? How do women, men, and nonbinary individuals participate in these? How do young men, women, and nonbinary individuals participate? How do other underrepresented groups participate? * - How has the emergency affected the functioning of existing community decision-making structures and systems? How has it affected participation of various groups? * - Do women, men, boys, girls, and nonbinary individuals actively participate in community-level decision making? Do these groups have the same access they had before? More or less? *

	• Are women, men, and nonbinary individuals participating in assessment and in emergency programs? Are other underrepresented groups participating? • To what extent do women, men, and nonbinary individuals hold leadership and decision-making positions in aggregation platforms such as agricultural producer groups and workers cooperatives? Does leadership differ based on gender identity, age, disability status, or migrant or refugee status? * • Who leads and takes part in decision making on food-management and asset-creation committees? Who is excluded? • What opportunities exist to increase the meaningful participation of young women, young men, and nonbinary youth from different backgrounds in planned project activities, as relevant? *
Access to and Control of Resources	• What are the HH resources the different members of the HH (women, men, elderly, youth, etc.) are allowed to access and use? Does this access vary based on age, religion, ethnicity, marital status, disability status etc.? * • What livelihood opportunities exist in the community for women, men, and nonbinary individuals? Do these differ based on age, disability status, or migrant/refugee status, etc.? • Are single-headed, child-headed and vulnerable-group-headed households getting enough food (or other)? Do they require special assistance for receiving food? • In programs where cash assistance is provided directly to women, to what extent do they retain control over the cash? * • To what extent are cash assistance payments made through formal financial institutions and how does this affect access to them for women, men, nonbinary individuals, youth, people with disabilities, and migrants or refugees? • Who has been consulted about the humanitarian response and how? Who has been excluded (even if inadvertently)? * • Who can access markets — physical access for basic goods and services, and others (such as labor)? How has that changed since the crisis? Can people of all genders, backgrounds, ethnicities, and religions safely access markets? • Who gets food aid on behalf of the household? Who decides how to use it? (How is food shared within households? Who eats first?) • To what extent do cash for work programs provide leadership opportunities to young women, young men, nonbinary youth, youth with disabilities, and migrant or refugee youth? * • What is the crisis-affected population's access to financial service providers (e.g., mobile phones and mobile money providers, banks, or remittance

	companies)? Are there differences between genders and their subgroups? Has this changed since the crisis? Are there any barriers for certain populations?

- How do women, men, and nonbinary people (as well as young men, young women, and nonbinary youth) access nutritious food locally, and does this access differ based on their sex or gender identity, disability status, or migrant or refugee status?

- Who is allowed to receive cash/food vouchers and/or food aid? Do differences exist based on a recipient's sex or gender identity, disability status, and migrant or refugee status?

- Who controls the family's resources and assets? How has the emergency changed these arrangements? Does this power vary based on age, religion, ethnicity, marital status, disability status, etc.? *

- Who makes decisions in the household (about the use of income, humanitarian aid, and access to services)? *

- Do women, men, girls, and boys have sufficient access to humanitarian assistance? What other groups have barriers to access to humanitarian assistance (e.g., ethnic minorities, disability status, etc.)? *

- Who makes food purchasing decisions in the household and why? *

- Who has decision-making power within the household related to access and use of humanitarian aid and services? How has the emergency changed this? *

- Who in the community has the authority to make decisions related to access to services, humanitarian aid, and benefits that men, women, and nonbinary individuals receive? *

- What are the main sources of information (on agriculture, nutrition, WASH etc.) for women, girls, men, boys, ect? Are there any variations in sources based on ethnicity, nationality, disability status, etc.?

- To what extent do men, women, and nonbinary individuals have access to feedback mechanisms in order to support accountability of humanitarian efforts?

- Are food distribution points equally accessible for people of all genders and people with disabilities? Are distribution sites and routes to reach them safe for women, girls, and other at-risk groups?

- Do certain groups, households, or individuals find it more difficult to access food and agricultural inputs, distribution sites, work sites, workshops, or registration points?

- Do young women, young men, and nonbinary youth have equal access to information needed to prepare for and recover from crises? Are there gaps in knowledge associated with gender identity, age, disability status, or migrant or refugee status? |

	- What is the availability of services (health, education, GBV, etc.) at intervention sites? How has the emergency impacted this availability? - What are the different climate adaptation methods used by women, men, and nonbinary people in agricultural production? Do these differ based on age, disability status, or migrant or refugee status? - To what extent do cash for work programs make accommodations for female-only work crews? - What are the specific food-related needs and capacities of women, girls, men, boys, and nonbinary individuals of the affected population? - What are the aid modality preferences of men, women, and other sub-population groups? - Who is recruited to cash-for-work activities? Are there enough opportunities for women/men?
Beliefs and Perceptions	- What is the role of religious and cultural practices, beliefs, and institutions in the community? How do they affect gender roles, attitudes, and behaviors? How do they influence what men and women, boys, girls and nonbinary people can/cannot do? (especially related to agricultural production) - What food taboos exist and who do they benefit and disadvantage in the household? - Are there any food taboos or restrictions for women, men, children under five or pregnant and breastfeeding women? - What are the eating habits of the population as a whole? Do food needs differ by age and gender? - What are the cultural or religious food preferences of women and men in the community? - Are there any beliefs or practices that may affect the nutritional status of women, men, girls, boys, and nonbinary people differently? - What are the social and cultural norms/expectations concerning the way women and men should behave? Do these norms/expectations vary based on age, religion, ethnicity, marital status, economic status, disability status etc.? How does this impact women's role in income generation? - Do local customs forbid women or men from doing any tasks? - What are the dominant norms and beliefs about power? To whom do culture and society attribute the most power? Do some women have more power than other women? Do some men have less power than other men? * - To what extent is GBV accepted by community members as a normal or justified part of life (including harmful practices like child marriage)? *

	• In what ways do communities recognize and value the role of women and girls in building disaster resilience, if at all? • What cultural practices affect women's hygiene and sanitary needs, especially during menstruation?
Institutions, Laws, and Policies	• What is the existence of laws protecting the rights of women, girls, nonbinary people, and other socially marginalized groups (e.g., disabled, ethnic minorities, refugees, IDPs, etc.)? How has the emergency affected the implementation of these laws? • What are the national policies, programs, or strategies that promote the rights of women and other socially marginalized groups (e.g., disabled people, ethnic minorities, refugees, IDPs etc.)? • Does national policy ensure equal rights to land for men, women, and other socially marginalized groups? • Can women, men, and nonbinary equally report and seek redress for violations of humanitarian law in safety (including sexual exploitation or abuse by peacekeepers and humanitarian workers)? • What level of awareness do women, men, girls, boys, and nonbinary people have of their legal rights to humanitarian assistance and protection? • What are the community's laws and customs on issues such as human trafficking; sexual and gender-based violence; and child, early, or forced marriage? How do these affect women, men, girls, boys, and nonbinary people differently? What are some national policies, programs, or strategies that promote the rights of women and other socially marginalized groups (e.g., disabled, ethnic minorities, refugees, IDPs etc.)? • What is the existence of village, district/regional, or national decision-making institutions? To what extent are women and women's interests represented in these spaces? To what extent are the interests of other minority groups represented in these spaces? • Does local and regional procurement of food equally benefit young male, female, and nonbinary producers? • What are the risks (GBV-related and otherwise) that may be associated with the different assistance modalities (e.g., cash, vouchers, in-kind, service delivery, etc.)? • Do food distribution policies take into account arrangements that do not add time and labor burdens on female caregivers (e.g., distribution points that don't require long travel time, distribution hours that allow female caregivers to get home during daylight, etc.)?

	• To what extent do disaster risk reduction policies and strategies take into account the experiences and priorities of young women, young men, nonbinary youth, youth with disabilities, and migrant or refugee youth? • How do land and property ownership laws and practices impact people of different gender identities (as this will affect their ability to recover and rebuild)? • Are policies in place to prevent sexual harassment and abuse of power by food distributors (e.g.,: participants clearly understand that nothing is required in exchange for receiving food aid, abuse reporting channels and methods are clear to participants)?
Safety & Security (humanitarian /emergency setting)	• What do men, boys, women, girls, and nonbinary people identify as the risks connected to different assistance modalities (e.g., cash transfers, vouchers, in-kind and service delivery, etc.)? • Who is vulnerable? What are they vulnerable to, and why? What are the different vulnerabilities of women, men, boys, girls, and nonbinary individuals? What about other marginalized groups? • How has the emergency affected the community? Are women, men, girls, boys, and nonbinary people affected differently? What about other marginalized groups? What specific risks has the emergency caused for these groups? • How do individual coping strategies differ based on sex or gender identity, age, disability status, and migrant or refugee status? • Are men, women, young women, young men, and nonbinary individuals engaging in risky behavior in order to get enough food? What kind of behaviors? And do they differ based on gender identity, age, disability status, and migrant or refugee status? • What are the rates of reported GBV? Has this increased since the emergency? Who are the primary survivors? Who are the perpetrators? • Do young women, young men, and nonbinary youth feel equally safe in route to and at food distribution sites? • What possible food distribution spaces have been identified by young women, young men, nonbinary youth, youth with disabilities, and migrant or refugee youth as easily accessible and safe? • What safety and protection concerns, including GBV risks, exist for participants (e.g., risks at work or intra-household risks to women from participation in livelihood interventions)? • Are water points and sanitation facilities safe for everyone to use (especially women, children, and other vulnerable groups like older people and persons with disabilities)?

| | • Are water points, toilets, and bathing facilities located and designed for privacy and security? Are water points and sanitation facilities easily accessible and secure for vulnerable groups who have mobility problems as well as communication problems?

• Do risks exist for violence against female caregivers should cash assistance be provided directly to them rather than to male caregivers?

• What are the protection risks associated with the type of emergency shelter in which the affected population are staying? |
|---|---|

GESI Analysis Domains Case Study

Adapted from USAID/Burundi Gender Analysis report (2017)

Please read the following illustrative gender analysis report from Burundi and highlight when you identify a finding relevant to one of the following domains:

- Practice, roles, and participation (PRP)

- Access to and control of resources (AC)

- Beliefs and perceptions (BP)

- Institutions, laws and policies (ILP)

Make sure to recognize areas related to power (P) as a cross-cutting domain.

Please also identify any findings relevant to safety and security (SS)

The Government of Burundi (GoB) nutrition and food security strategies and programming recognize the nutritional needs of women of childbearing age, pregnant women, and nursing women, but require quantitative indicators to measure changes in gender equality in food availability, accessibility, and consumption.

Women are also often responsible for agricultural production (unpaid), even when they are pregnant or carrying an infant on their backs. Across all agricultural value chains in Burundi, women play a critical role. They dominate land preparation, planting, cultivation and harvest, accounting for 62% of the work hours. With respect to food availability, one of the biggest challenges is women's weak access to productive inputs, including training on new agricultural technologies, formal credit, participation, and leadership roles in agricultural cooperatives or associations. Men, in turn, traditionally are involved with production-related activities that are meant to yield a financial profit. In agriculture, for example, men are involved with cash crops (such as coffee, cotton, and tea) and banana plantations. Men are more likely to engage in commerce and carpentry or to become a salaried employee.

Although women largely produce the food needed to feed their families, they do not have control over the food they harvest. They cannot, for example, sell a part of the harvest to meet their individual needs without their husband's permission. Often, the land women cultivate is legally held in the name of their husbands. Though the male head of household is traditionally the only person in the house who can own cows, women may own small livestock (such as goats, sheep, and chickens). Even when women own livestock, however, their husbands are still allowed to use the livestock for whichever purpose(s) they deem necessary.

Women have limited access to inputs for agricultural production, such as credit and land. Per the 2008 General Population and Housing Census, 80.2% of the population owns land — 62.5% are men and 17.7% are women. The absence of an inheritance law deprives women of the right to inheritance and property, further limiting their access to credit. In the absence of a formal inheritance law, women often are subject to discrimination enshrined in customary norms, in which the daughter "comes in fifth place in the order of succession." In customary usufruct norms, a small piece of land is given to married female children to exploit as a usufructuary, but a woman's brothers often dispute this right.

Challenges in accessing formal lines of credit, due to a lack of collateral, impede women from gaining access to other productive inputs needed to expand and evolve their agricultural production. Qualitative research found that although Burundian women traditionally have more access to informal credit through community-based savings and lending groups, they rarely control the use of the credit at the household level. Another factor affecting household food availability is gender inequality in intra-household and communal decision-making on agricultural production.

The role of Burundian women overseeing household and childcare responsibilities is acknowledged and respected and women are called *gahuzamiryango* (the one that binds families together). As such, the upbringing of girls is often centered on how to become a proper bride and housewife, with many Burundian proverbs linked to gendered roles in society. A girl must learn "female" tasks such as housework, cooking, cleaning and raising children. She is taught to respect men, especially her future husband, and to be hardened to work in the fields; for once married she will be "the plow and ox useful for agricultural production." The Burundian woman is "*umukenyezi,*" the one who ties her loincloth on thorns (who endures all burdens linked to the marriage) and walks without flinching and without the outside world noticing her pain. These norms reinforce the idea that women should respect men and be hardworking both inside and outside the home. The widespread acknowledgement of these norms often means that gender roles are defined early in a child's life, and it can be challenging for anyone to break out of these socially accepted roles later in life.

Once married, the community expects a woman in both rural and urban environments to be submissive to her husband, to respond to his sexual desires, and to be a good parent. These sociocultural norms and standards often limit the alternatives available to everyone in the private and public sphere and can engender unequal power dynamics between men, women, boys, girls, and people outside a binary gender. They may also result in the physical and economic exploitation of women, as well as intimate-partner violence.

With respect to sociocultural norms in the public sphere, the man is meant to represent the entire family in all domains, both in and outside of the home. Women, traditionally, are not called upon or expected to speak in public, though norms in this domain are changing in urban areas. A Burundian saying goes, "*Nta nkokokazi ibika isake iriho,*" (the hen does not sing when the cock is present).

With respect to food accessibility, gender equality is key in the management of household resources in Burundi. More precisely, men (in some cases) may use household resources, including the agricultural harvest, to buy alcohol or meat for themselves rather than choosing to use the harvest to benefit the household as a whole. Gender inequality also has an impact on food utilization and consumption. Better quality food is often allocated to male members of the household in Burundi. Furthermore, diminishing stocks of firewood affect the ability of women to prepare food for the family. Women and girls have to travel further away from their homes and communities to look for firewood which impacts their safety.

With widespread access to school, women increasingly have gainful employment outside their homes. They are largely present in the low-paying agricultural sector, but they are poorly represented in the trade and banking sectors and in the modern sector, where they account for only 35.6%, occupying positions requiring generally low qualifications or working in the informal sector. This can be linked to women's high illiteracy rate of 61.7%, compared to 53.2% for men. Women maintain low purchasing power in Burundi, limiting their access to healthy food and social services, including health care.

Political and economic crises in Burundi have displaced many families and brought many women, some of whom have become heads of households, into activities that were once the stronghold of men. The presence of women in nonagricultural sectors remains low, however, and women generally occupy subordinate posts. Civil society movements are growing and many women join groups or associations (for example, community savings groups, associations of women farmers, and small cooperatives) that may provide opportunities for personal growth and income generation outside of the home.
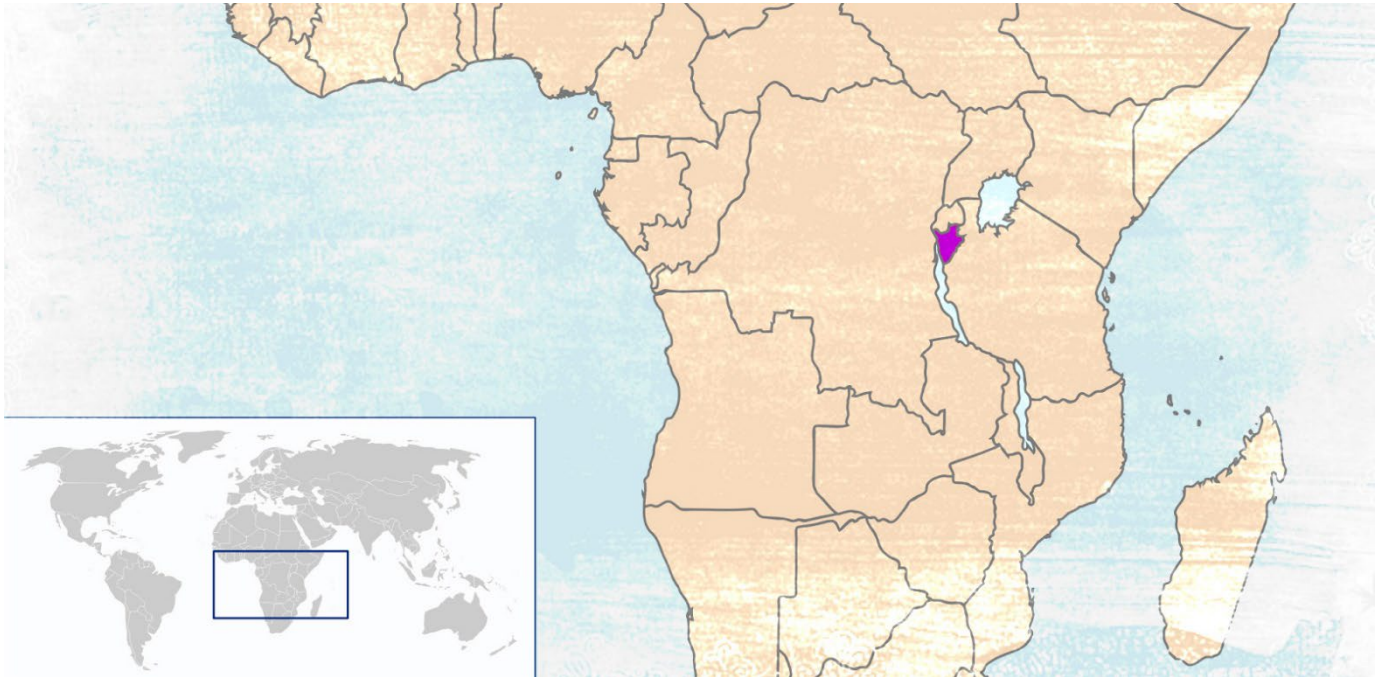
GESI Analysis Table 1— Identifying Gaps

Objective: To organize existing data to understand needs for primary data collection.

Program goal and/or objective: _____

Be sure to consider gender and social relations as they affect different dimensions of identity (ethnic, religious, sexual orientation, etc.) and at different levels (individual, household, community, etc.) **Consider power across all domains when highlighting key GESI themes.**

Table 8: GESI analysis table with space for filling in information

A	B	C	D
What does the existing literature indicate as the key GESI themes emerging from each domain that affects people of all genders and with various intersecting identities in your project area? (Remember to address power as cross-cutting.)	**What other potential information is missing** but needed to understand how GESI themes could impact the achievement of the project objective?	**What questions would you ask during primary data collection to fill the gaps in secondary data?** (And/or indicate appropriate existing tools as relevant).	**Who should you ask/consult to get this information?**
Domain 1: Practices, roles, and participation:			
Domain 2: Access to and control of resources:			
Domain 3; Beliefs and perceptions:			

Domain 4: Institutions, laws, and policies:			
Please highlight any GESI-related **safety and security risks** from existing literature:	What other potential information is missing but needed to understand the existing or potential GESI-related safety and security risks (and mitigation strategies) in the project zone?	What questions would you ask during primary data collection to fill the gaps in secondary data? (And/or indicate appropriate existing tools as relevant.)	Who should you ask/consult to get this information?

Module 3, Part I Learning Activities

1. Do a quick search of existing GESI analysis reports/papers for your country/region. Review the list of GESI literature sources in the participant manual (See Sources for a GESI analysis literature review) and use them to identify additional documents detailing country/region-specific GESI trends.

2. Read the analyses/reports and fill out Table 1 columns A and B above

Additional Resources (Module 3, Part I)

Sources for a GESI analysis literature review

Project documents

Project documents can be requested from project staff, including the program manager or gender and inclusion staff in the field or at headquarters, and might include the following:

- Project proposal, or description of project activities

- Project work plan

- Project monitoring and evaluation plan

- Project annual/quarterly reports

- Project gender/youth/social inclusion analyses, assessments, and evaluations (or theses reports for other similar projects)

- Other gender and inclusion-focused or gender and inclusion-sensitive project research

- Project sector-based research reports (such as social and behavior change analyses or market research analysis, vulnerability, and market (VAM) assessments, etc.)

Demographic data

High level demographic and sex-disaggregated data can be found online through a number of sources including:

- Demographic and Health Survey Program

- Global Gender Gap Reports

- World Population Data

- World Bank EdStats

- [OECD Society Institutions and Gender Index](#)

Census data from the country's national statistical bureau

- [The WomanStats Project](#)

Time use surveys
- [Global Partnership for Financial Inclusion](#)
- [ILO Women at Work Trends](#)
- [Gender and Land Rights Database](#)
- [OECD Gender, Institutions and Development Database](#)
- [World Bank Gender Data Portal](#)
- [UN Women: Progress of the world's women report](#)
- [Inter-Parliamentary Union: Open data hub](#)
- [UN Population Fund Dashboard](#)
- [WEF Global Gender Gap Report](#)
- [ILO Stat](#)
- [UN Women Global Database on Violence Against Women](#)
- [Global Findex Database](#)
- [Women's Empowerment in Agriculture Index](#)
- [Women's Workplace Equality Index](#)
- [Global Internal Displacement Database](#)
- [UN Global Migration Database](#)
- [Disability Data Portal](#)

For emergency FS programs, consider data on the following indicators, if possible:

- Target population distribution, by sex and age group (at individual and/or head of HH level)
- Proportion of underweight children among affected children aged 24 to 59 months, by sex
- Share of girls among out-of-school affected children of primary school age
- Number and location of people (women, men, girls, boys, non-binary individuals) who have experienced S/GBV (*Use the GBVIMS database or other secondary sources)
- Most recent percentage of affected population with poor Food Consumption Score (FCS)/undernourishment by sex of head of HH
- Most recent stunting/wasting rate among girls and boys

- Most recent estimate of average household food expenditure share in total expenditures, by gender of head of HH

- Coping Strategies Index (CSI), by gender of head of HH

Third Party Research and Reports

Third party research and reports can usually be found online through a simple keyword search or based on recommendations from project staff. These could include:

- Reports by donors and multilateral organizations (to note, many USAID country-level gender assessments are available on the Development Experience Clearinghouse)

- Shadow reports submitted to the Convention on the Elimination of all forms of Discrimination Against Women (CEDAW), the International Convention on the Elimination of All Forms of Racial Discrimination (ICERD), the Convention on the Rights of Persons with Disabilities (CRPD), and the Declaration on the Rights of Indigenous Peoples (UNDRIP)

- Universal Period Review (UPR) Reports to the United Nations

- National Human Rights Institution (NHRI) Reports

- UNESCO Global Education Monitoring Report

- UNDP Human Development Reports

- U.S. Department of State Human Rights Report

- U.S. Department of State Trafficking in Persons Report Country Narratives

- Country reports written by national and international NGOs, such as Mobility International USA, Humanity & Inclusion, HelpAge International, Human Rights Watch, Amnesty International, Freedom House, and Minority Rights Group, as well as women's rights groups and minority rights groups

- Local and international media reporting

- Academic research papers (some good journals include: The intersect, Gender & Development, Gender & Society, Feminist Economics, International Feminist Journal of Politics)

Policy Documents

Country-level laws and policies are often available online, but you may need the help of project staff to access regional or local policy documents, which may only be available in hard copy. Policy databases and documents you may want to review include:

- FAO Gender and Land Rights Database

- UN Women Global Gender Equality Constitutional Database

- Women, Business, and the Law Database

- NORMLEX Database on International Labor Standards and National Legislation

- National gender and human rights laws

- National non-discrimination laws

- National gender-based violence and sexual harassment laws

- National family and personal status laws

- Right to organize legislation

- Association law

- National budgets

- Social assistance programs

- Land right laws and policies

- Tax laws and policies

- Business, trade, and SME growth laws and policies

- Health laws and policies

- Economic growth and poverty reduction strategies

- Vocational education and training policies

Biodiversity's List of Gender Responsive Research Tips

Adapted from CGIAR Gender and Inclusion Toolbox: Participatory research in climate change and agriculture

Gendered Division of Labor

Multiple Roles

A focus on agricultural production tends to prioritize field activities related to staple and marketable crops, obscuring the multiple labor and knowledge-intensive activities women and/or men carry out in forests and home gardens, seed selection and conservation, marketing, healing, food processing, and so on.

The Reproductive Sphere

The reproductive sphere refers to all activities required to maintain the household and its members, such as cooking, cleaning, raising children, and so on. In addition to contributing to agricultural production and natural resource management, women's particularly heavy responsibilities in the reproductive sphere limits their opportunity to pursue other activities.

Crop Production

Women and men may cultivate different crops or assume specific tasks in the cultivation of the same crops. For instance, men may prepare the land for cultivation, while women sow and weed, and both men and women may harvest crops together, performing distinct tasks in the process. Women may contribute a significant amount of labor in the cultivation of 'male' crops (crops controlled by men), but this contribution often lacks recognition.

Seasonality

Women and men's activities vary throughout the year; no snapshot can capture the range of activities pursued annually. Exploring these seasonal variations is important for understanding the labor constraints women and men experience at specific times of the year, among other considerations. Gendered seasonal calendars — a tool for gender analysis — are an effective way of making these visible.

Gendered Livelihoods

Informal Activities

Women generally have less access than men to formal institutions and forms of employment but participate intensely in informal institutions and organizations and in the informal economy.

Various Sources of Income

Income from multiple sources may be small but nonetheless significant to women and men and must be included in livelihood analyses. Income can be monetary or non-monetary. For example, one product may be bartered for another without money exchanging hands.

Non-staple Crops

Women tend to grow many crops in small quantities that are nonetheless important to their livelihoods and to their family. These are found not only in women's fields, but also often on the borders of men's fields and in home gardens.

Non-timber Forest Products (NTFPs)

Women and men use various forest resources beyond timber, which tends to be controlled by men or by community organizations. NTFPs can be used for both consumption and sale, and the timing at which they become available can correspond with lean periods (before the harvest, when food is in short supply), making them especially important for food security. Women's ability to access many NTFPs and the income from them makes these forest products highly prized by women.

Non-market Activities

Rural women are often involved in the collection of NTFPs and the production of crops for household consumption rather than for sale. This important contribution to household food security is overlooked when studies focus exclusively on income generating activities.

Animal Rearing

Animal husbandry is not exclusively the domain of men. In fact, in some region's women are the main animal managers. Women typically raise fewer large stock than men and focus instead on raising poultry and small stock. Women may also assume complete responsibility for animals kept at the homestead and may procure fodder for animals as well as processing and marketing livestock products. Yet, their contribution to these activities is often ignored.

Gendered Access to and Control Over Resources

Informal Access to Resources

Consider not only land tenure, which is often tenuous for women, but also other important forms of access to resources, such as access rights to trees and their products, that may differ from rights to the land on which the trees grow.

Gendered Spaces

Women and men frequently exploit different spaces. For instance, women tend to collect products (NTFPs, firewood) from commons and uncultivated lands, such as the bush and interstices between fields. These spaces, which are crucial for women's livelihoods, are often ignored in analyses that focus on "productive" lands.

Control Over Resources

While women may have access to certain resources, they may not have the ability to decide the fate of these resources (how to use them, dispose of their products, transfer them, and so on). Knowing who controls resources is important for understanding resource management processes.

References (Module 3, Part I)

BHA Emergency Application Guidelines | Humanitarian Assistance | U.S. Agency for International Development. (2021, June 2). https://www.usaid.gov/humanitarian-assistance/partner-with-us/bha-emergency-guidelines

CARE Toolkit – Rapid Gender Analysis for Emergencies
http://gender.careinternationalwikis.org/care_rapid_gender_analysis_toolkit

ECHO – Guidance Document: Gender & Age Analysis
https://ec.europa.eu/echo/files/policies/sectoral/gender_age_marker_toolkit.pdf

Gender and Inclusion Toolbox: Participatory Research in Climate Change and Agriculture. (2014, October 13). Ccafs.cgiar.org. https://ccafs.cgiar.org/resources/publications/gender-and-inclusion-toolbox-participatory-research-climate-change-and

Interagency Gender Working Group Training: Gender analysis and integration.
https://www.igwg.org/training/

Save the Children Gender and Power Analysis: Child-centered and Intersectional Approach.
https://resourcecentre.savethechildren.net/pdf/GAP-Guidance_FINAL.pdf/

Module 3, Part II: Key Steps and Tools for GESI Analysis

Module 3, Part II Objectives

By the end of this session, participants will be able to:

- Identify key steps for completing a GESI analysis

- Understand good practices in planning for a GESI analysis

- Identify and adapt existing participatory GESI analysis tools

Module 3, Part II Agenda

Table 9: Module 3, Part 2 Agenda Activity and Timing

Activity	Timing
Introduction and Learning Objectives	5 minutes
Review of GESI Analysis Domains	10 minutes
When to Conduct a GESI Analysis	10 minutes
Key Steps: Overview and Steps 1 and 2	15 minutes
Module 3 Learning Activity Debrief	20 minutes
Step 3 and Group Work	30 minutes
Break	15 minutes
Steps 4–7	20 minutes
Resources in Participant Manual	10 minutes
Close, Questions, and Learning Activities	15 minutes
Total	**2 hours 30 minutes**

When to Conduct a GESI Analysis

- Ideally done during program identification and program design to inform design of activities, identification of project participants, theory of change development, results framework, and indicators

- Often, however, GESI analyses are done after award and used to adapt implementation strategies and refine approaches

- GESI analyses can also be integrated into mid-term review or other planned MEL processes

- For humanitarian response programs, GESI analyses may need to be integrated into other planned assessments

Important Considerations

- **Existing Secondary Data and GESI literature** — In certain contexts, there is a lot of existing data and research related to GESI issues. If this is the case, analyzing secondary data and applying to your project is the best and most responsible use of resources/time.

- **Resources** — How much budget and human/technical resources you have will influence the scope of work for the GESI analysis

    o A GESI technical background is not necessary to manage or participate in a GESI analysis process, but GESI specialists should be engaged in some capacity

- **Timeframe** — How long is the project?

- **Donor requirements**

All of these factors will impact the scope of your GESI analysis.

Key Steps to Conducting a GESI Analysis

Sources (Module 3, part II)

1

Develop GESI analysis workplan & team

2

Conduct a GESI literature review (and identify gaps)

3

Adapt/Design tools (where relevant)

4

Train GESI analysis team, finalize tools, & data collection plan

5

Collect Data

6
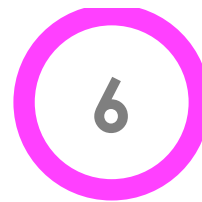
Synthesize and analyze data*

7

Identify key themes, barriers, opportunities

8

Formulate recommendations (*or objectives)*

9

Validate GESI analysis findings

10

Develop GESI action plan

11

Report Writing

12

Integrate GESI actions into project work & MEL plans

Sample GESI Analysis Work Plan Template

*Level of effort (LOE) described below is specific to a GESI analysis Team Lead working on an Emergency Food Security Program lasting more than 12 months. LOE can be reduced/increased depending on the project scope, availability of resources and the existing GESI data.

For GESI analyses that will not conduct primary data collection, teams should follow step 1 and 2 and then skip to step 6.

Table 10: Sample GESI Analysis data collection table with blank areas for fill-in

KEY GESI ANALYSIS STEP	LEVEL OF EFFORT (LOE) FULL TIME[18]	TIMELINE							
		Weeks							
Step 1: Develop GESI workplan & establish GESI analysis team	**LOE: 2-3 days**	**1**	**2**	3	4	5	6	7	8
• Develop a Scope of Work (SoW) for the GESI Analysis • Develop GESI Analysis workplan • Develop budget for the GESI analysis • Hire GESI consultant, if necessary • Set dates for GESI analysis training and data collection • Reach out to GESI technical advisors so they are aware of process and timeline • Establish GESI analysis team (and indicate Team Lead) • Assign point-person(s) for logistics • Hire enumerators if necessary									
		Weeks							
Step 2: Literature review (identification of gaps)	**LOE: 3-4 days**	1	**2**	3	4	5	6	7	8
• Conduct a GESI literature review									

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[18] to help with staff time budgeting or potential contracting an external consultant

KEY GESI ANALYSIS STEP	LEVEL OF EFFORT (LOE) FULL TIME[18]	TIMELINE							
• Organize data from literature review (to identify gaps- Table 1)									
Step 3: Adapt/design tool	**LOE:** 2-3 days	**Weeks**							
		1	2	3	4	5	6	7	8
• Develop GESI Analysis data collection tools (solicit GESI advisor feedback, as relevant) • Translate data collection tools into local language									
Step 4: Train GESI analysis team, finalize tools, & data collection plan	**LOE:** 4-5 days	**Weeks**							
		1	2	3	4	5	6	7	8
• Train GESI analysis team • Field test and finalize data collection tools • Ensure all logistics for field data collection (transport, lodging, staff per diem etc.) • Work with MEL experts to develop sampling strategy • *Seek IRB approval, if necessary*									
Step 5: Data Collection	**LOE:** 5-10 days	**Weeks**							
		1	2	3	4	5	6	7	8
• Complete data collection • Designate Team Lead to manage team debriefs during data collection (ongoing synthesis) • Data entry / transcribing (and translating if necessary) • Debrief daily identifying themes, trends, issues to resolve, etc.									

KEY GESI ANALYSIS STEP	LEVEL OF EFFORT (LOE) FULL TIME[18]	TIMELINE							
Step 6: Data synthesis & analysis, Step 7: Identify key themes, barriers, opportunities Step 8: Formulate recommendations	Concurrent with Step 5 & additional LOE 4-5 days of LOE post-data collection	Weeks							
		1	2	3	4	5	6	7	8
• After field work, finalize data analysis and recommendation formulation (if possible, in collaboration with key technical staff)									
Step 9: Validate GESI analysis findings	**LOE**: 1 day	Weeks							
		1	2	3	4	5	6	7	8
• Organize validation workshop with key project staff & stakeholders • Identify and invite key stakeholders to validation workshop • Carry out the validation workshop									
Step 10. Develop GESI action plan*	**LOE**: 1-2 days	Weeks							
		1	2	3	4	5	6	7	8
• Create GESI action plan (addressing key findings from GESI analysis)									
Step 11. Report writing	**LOE**: 5-10 days	Weeks							
		1	2	3	4	5	6	7	8
• Draft report (or finalize table) • Finalize report (or table) including any feedback from the validation workshop or the team /GESI advisor • Translate final report (as relevant)									

KEY GESI ANALYSIS STEP	LEVEL OF EFFORT (LOE) FULL TIME[18]	TIMELINE							
		Weeks							
Step 12. Integrate GESI actions into project work & MEL plans	**Ongoing**	1	2	3	4	5	6	7	8
• Integrate GESI Action Plan into project planning processes engaging with project annual planning platforms, etc. • Designate a key staff to monitor progress made in implementing the GESI action plan									

GESI Analysis Detailed Checklist by Step

Step 1: **Develop GESI work plan and establish GESI analysis team**

- ☐ Develop a scope of work (SoW) for the GESI analysis
- ☐ Develop GESI analysis work plan
- ☐ Develop budget for the GESI analysis
- ☐ Hire GESI consultant, if necessary
- ☐ Set dates for GESI analysis training and data collection
- ☐ Reach out to GESI technical advisors so they are aware of process and timeline
- ☐ Establish GESI analysis team (and indicate Team Lead)
- ☐ Assign point-person(s) for logistics
- ☐ Hire enumerators, if necessary

Step 2: **Literature review (identification of gaps)**

- ☐ Conduct a GESI literature review
- ☐ Organize data from literature review (to identify gaps — Table 1)

Step 3: **Adapt/design tools**

- ☐ Develop GESI analysis data collection tools (solicit GESI advisor feedback, as relevant)
- ☐ Translate data collection tools into local language (if necessary)

Step 4: **Train GESI analysis team, finalize tools, and data collection plan**

- ☐ Train GESI analysis team
- ☐ Field test and finalize data collection tools
- ☐ Ensure all logistics for field data collection (transport, lodging, etc.)
- ☐ Work with MEL experts to develop sampling strategy
- ☐ *Seek IRB approval, if necessary*

Step 5: **Data collection**

- ☐ Complete data collection
- ☐ Designate team lead to manage team debriefs during data collection (ongoing synthesis)
- ☐ Complete data entry/transcribing (and translating, if necessary)

☐   Debrief daily identifying themes, trends, issues to resolve, etc.

Step 6: Data synthesis and analysis, Step 7: Identify key themes, barriers, opportunities, and Step 8: Formulate recommendations

☐   After field work, finalize data analysis and recommendation formulation (if possible, in collaboration with key technical staff)

Step 9: Validate GESI analysis findings

☐   Organize the validation workshop with key project staff and stakeholders
☐   Identify and invite key stakeholders to validation workshop
☐   Carry out validation workshop

Step 10: Develop GESI action plan

☐   Create the GESI action plan (addressing key findings from GESI analysis)

Step 11: Report writing

☐   Draft report (or finalize table)
☐   Finalize report (or table) with feedback from the validation workshop or the team/GESI advisor
☐   Translate the final report (as relevant)

Step 12: Integrate GESI actions into project work and MEL plans

☐   Integrate GESI action plan into project planning processes engaging with project annual planning platforms, etc.
☐   Designate a key staff person to monitor progress made in implementing the GESI action plan

Description of Key Data Collection Methods

Literature Review

What is it?

A literature review is the compilation and examination of available quantitative and contextual data on gender dynamics in the country. It often serves as a proxy for conducting quantitative research, such as household or population-based surveys, as these can be expensive, difficult, and too complex for the objective. GESI analyses often rely on a review of secondary data from both published and "grey" literature (e.g., completed surveys, national statistics, journal articles) and qualitative results to identify information gaps and provide context.

When to use

A literature review is done before planning the GESI analysis. The review gathers sex- and age-disaggregated data (SADD), and qualitative and quantitative background information as a base to help with developing the scope and questions of the analysis and to complement the GESI analysis results and findings.

What is entailed?

Review of GESI-related qualitative and quantitative reports and studies, local and national statistics, journal articles, grey literature, and Mercy Corps documents (proposals, work plans, other barrier analyses, etc.).

Key Informant Interview (KII)

What is it?

Individual semi-structured interviews with key managers, leaders, or others with firsthand knowledge of the community or the theme being explored to inform programming (e.g., agriculture value chain actor, agricultural extension agent, etc.).

What is entailed?

Succinct, semi-structured discussion guide of key topics developed in advance to concentrate on knowledge gaps, pending changes in program and environment, and leadership input. Although it is best practice to have an interviewer and a note taker, it is possible for one person to do both.

Focus Group Discussions (FGD)

What are they?

Structured discussions with groups of six to eight people with similar demographics that either benefit from or can affect achievement of program objectives (e.g., for information on improving the status of young women in a value chain, possibly these members of the community: married men, single young women farmers, married women, LGBTQI+ youth, IDP young men, women with disabilities, etc.). Making the group small and its members similar puts attendees at ease and enhances participation.

What is entailed?

A discussion guide tailored to the topic (can adapt from existing tools such as those listed in annex 3J). Choose a quiet space out of the sun to allow private discussion; select participants with similar demographics to facilitate participation, and comfort; if feasible, have snacks and water. The number of group discussions to conduct is flexible but should be repeated until "saturation" is reached.

Other Participatory methods

Adapted from IFPRI GAAP project A Toolkit on Collecting Gender & Assets Data in Qualitative & Quantitative Program Evaluations (2012):

- Ranking and scoring activities can be useful to identify important traits and criteria for organizing issues and items by preference. While these methods tend to be used for technology evaluation, the ranking of priority options (e.g., prioritizing household income options, asset preferences) can also be used to compare preferences across groups (e.g., men and women). There are a number of advantages to these activities: For example, they can be used with symbols and counters, especially with groups with low literacy levels; they can be done individually or in groups; they allow for group contributions of lists to be ranked/rated and the criteria to used; and they can be easily quantified. However, a disadvantage is that these activities take considerable

time especially when community groups identify their own lists and criteria for evaluation.

- Diagramming/mapping exercises can take a variety of forms, including participatory impact diagrams, before and after maps and diffusion maps. Mapping exercises have a number of advantages as well; for example, they can be used with groups that have low literacy levels; they are very engaging; they provide easy visual presentation; they can provide massive amounts of information that combine qualitative as well as simple numbers; and they can be done on paper or on the ground. However, there are a number of disadvantages, including the fact that they require close facilitation, can be time consuming, and can be dominated by those who can write (who holds the pen, chalk, or stick etc.).

Sample Participatory GESI Analysis Tools

Tool 1: Security and Mobility Mapping

40 minutes

Identification of criteria to create safe spaces for learning and to identify locations for program activities. Use it to inform your security checklist for review of all proposed activity sites. You will need large flip chart sheets and 12 markers (four red, four black, four green).

Instructions to participants:

- Get together into groups of two or three
- Take the **black** marker and draw the place where you live, your school, the market, and other places you go to regularly.
- Prompts*: Where do you go to play? Where do you fetch water? Where do you earn money? Where do you go to pray? Where do you go when you get sick? Where do you visit family or friends?*
- When you are done, take the **red** marker and circle the areas in which you do not feel secure — places where you do not feel comfortable or at ease; places where you don't like to go.

Questions after RED exercise:

- What are the places you circled in red?
- Why do you not feel comfortable there?
- Are there things in the environment that make it feel unsafe or uncomfortable? (*Prompts: Lighting, isolation, access to bathrooms*)
- Are there people there that you feel unsafe or uncomfortable around?
- What is it about them that makes them unsafe?

Table 11: Fill-in-the-blank location and criteria unsafe exercise table

Location	Criteria: Unsafe & Insecure

When you are done, take the green marker and circle the areas where you feel protected, comfortable, and at ease.

Questions after GREEN exercise:

- What are the places you circled in green?

- Why do you feel comfortable there?

- Are there things in the environment that make it feel safe and comfortable?

    o *(Prompts: Lighting, central location, access to bathrooms)*

- Are there people there that you feel safe or comfortable around?

- What is it about them that makes them safe?

Table 12: Fill-in-the-blank location and criteria safe exercise table

Location	Criteria: Safe & Secure

Tool 2: Daily Time Use (Calendar)

30 minutes

You will need a large flip chart page with an arrow on the left-hand side and 24 notches representing the 24 hours of the day. The group will draw their activities next to the corresponding time period.

Introduction:

In the next activity, we will be talking about what a normal day looks like for you during the dry season. Think about your activities over the past couple weeks.

Questions: Notes

- When do you get up in the morning?
- What is the first thing you do?
- What do you do after this?
- And after that?
- When do you prepare food during the day?
- When do you take care of children during the day?
- Do you take care of other people in your family?
- When do you work in the fields?
- When do you work in the garden?
- When do you work in the market?
- What activities earn you money?
- Do you raise animals? If yes, when do you care for them?
- When do you take time to visit with friends and family?
- When do you take time to rest and relax?
- When do you go to bed at night?

Table 13: Fill-in-the-blank calendar with times / earnings

Hour	Activity	Earn $
1:00		
2:00		
3:00		
4:00		
5:00		
6:00		
7:00		
8:00		
9.00		
10:00		
11:00		
12:00		
13:00		
14:00		
15:00		
16:00		
17:00		
18:00		
19:00		
20:00		
21:00		
22:00		
23:00		
24:00		

Tool 3: Access and Control Chart

45 minutes

You will need a large flip chart page with a chart dividing the paper in two; at the top, an image of a woman on one side of the divide and an image of a man on the other side. Consider other marginalized groups, as necessary for this exercise (e.g., youth male IDPs, young women of a certain ethnic group, etc.) If you are outside, give participants 10 stones. For each resource listed, ask the group to show you the relative access women and men have to it. Then ask them what men and women's relative control is over the resource. (So, if women feel they have exclusive access over a resource, they would place the 10 stones in the "woman" category and none in the "man" category)

Introduction

In this activity, we will be thinking about the resources and tools that we have access to and control over in our agricultural and gardening activities.

> ⇒ What resources, tools, equipment, and other assets do you need to be a successful farmer? Make a list.

Prompt: Land, seeds, hand tools, larger equipment, money, labor, animals, transportation, cell phone.

Instructions:

For the first resource, tell us how you think access is distributed between women and men. "Access" means you can use it but you can't make decisions about it. Do women and men both have equal access to the resource? Does one group have more or better access than another? Divide up the 10 stones to represent how access is divided between women and men. Now, tell us how much relative control you think women and men have over this resource. Control means we can use it and also decide to sell it if we want to.

Notes

RESOURCE	ACCESS		CONTROL	
	WOMEN	MEN	WOMEN	MEN
Land				
Seeds				
Fertilizer				
Pesticides				
Small equipment				
Large equipment				
Income				
Remittances				
Hired labor				
Animals				
Transportation				
Cell phone				
Agricultural training				
Market info				
Other:				
Other:				
Other:				

Tool 4: Value Chains Roles/Responsibilities Mapping

1 hour
You will need a large flip chart page which will be populated during the exercise with drawings of key activities along an arrow, going from acquiring seeds to selling the product.

Introduction: In farming, we know that sometimes women and men, girls and boys take on different responsibilities. In this activity, we will be mapping out what happens from the time you buy or produce seeds to the moment you sell the crop. We will look at who does different activities and focus on two crops in particular: [X and X]. Let's answer the questions first for [X].

Questions:

- Who buys or produces seeds? Is this something you do, your wife does? Do you do it together? Do you hire someone else to do it?
- Who clears the land?
- Who ploughs the land?
- Who creates compost?
- Who spreads out compost?
- Who plants/seeds?
- Who weeds?
- Who applies pesticides?
- Who applies fertilizer?
- Who manages irrigation?
- Who creates trellises (for tomatoes)?
- Who makes repairs to tools and equipment?
- Who checks on crop growth and health?
- Who picks and collects the harvest?
- Who hires additional labor if needed?

- Who checks the quality of the crop?
- Who sorts and grades the crop?
- Who cuts and dries the crop (for elephant foot yam)?
- Who packages the crop for the market?
- Who negotiates the price of sale?
- Who transports or organizes transport for the product?
- Who sells the product at the market?
- Who manages the money made from the sale?
- Who manages relationships with new and existing buyers?
- Who seeks out new knowledge and practices to improve the crops and lessen the workload?
- Who seeks out loans or financing when needed?
- Are we missing any activity in this process?

NOTES:

_____

_____

_____

_____

Table 15: Gender Roles and Responsibilities fill-in-the-blank

ACTIVITY	WOMEN	MEN	WOMEN & MEN
Buy or produce seeds			
Clear the land			
Plough the land			
Create compost			
Spread out compost			
Plant/seed			
Weed			
Apply pesticides			
Apply fertilizer			
Manage irrigation			
Build trellises			
Repair tools or equipment			
Monitor crop health			
Collect harvest			
Hire labor			
Check quality of crop			
Sort and grade			
Cut and dry			
Package			

ACTIVITY	WOMEN	MEN	WOMEN & MEN
Negotiate pricing			
Transport/manage transport			
Sell at market			
Manage money made			
Manage relationship with new and existing buyers			
Learn new techniques			
Seek out financing			

⇒ If you have children, are they involved in any of these activities? Describe how they help you.

⇒ Are your sons involved in different activities than your daughters?

GESI Analysis Table 2 — Data Synthesis and Analysis

Adapted from IGWG

Program goal and/or Food Security Objective:_____

Instruction

Synthesize/Analyze data from your GESI analysis by answering the key questions in each column by domain (keeping in mind power as a cross-cutting domain for all).

When identifying barriers, focus on: control over or access to resources; context-specific roles and responsibilities between the genders; differences in the level of labor borne by various gender groups; sources of information; access to markets and technology; freedom of movement; and common causes of gender-based violence (GBV), intimate partner violence (IPV), and child marriage.

When identifying opportunities, focus on: identification of influential individuals or groups; identification of community assets; positive traits associated with role models; the type of messaging people gravitate towards; and aspects of masculinity in relation to spouses and/or children that are seen as aspirational.

Please also identify GESI-specific risks and mitigation factors in questions listed in the bottom row of the table

Table 16: GESI themes, barriers and opportunities fill-in chart

A	B	C
What are the key GESI themes emerging from each domain that affect people of all genders & with various intersecting identities in your project area?	**What are the GESI-based barriers** to reaching program objectives?	**What are the GESI-based opportunities** to reaching program objectives?
Domain 1: Practices, roles, & participation:		

Domain 2: Access to & control of resources:		
Domain 3: Beliefs & perceptions:		
Domain 4: Institutions, laws, & policies		
What are the key GESI-related safety and security risks in the targeted zone?	What are some things that can increase these risks?	What are some things that can mitigate these risks?

Module 3, Part II Learning Activities

1. Find additional GESI data for your context using the resources list from page 60

2. Using secondary data (and work you did in table 1). Fill out GESI Table 2 (above) — noting any questions or comments that arise

Additional Resources (Module 3, Part II)

- Gender, Assets, and Agriculture Project: A Toolkit on collecting gender and assets data in qualitative and quantitative program evaluations

- Rapid Gender Analysis - CARE

- Improving Gender Equality in Youth Livelihood Programs

- Agri-ProFocus Gender in Value Chains: Practical toolkit to integrate a gender perspective in agricultural value chain development

- Overseas Development Institute (ODI): Rethinking social protection using a gender lens (2010)

- ILO Making the Strongest Links: a practical guide to mainstreaming gender analysis in value chain development (2009)

- Gender Analysis for Sustainable Livelihoods: Frameworks, tools, and links to other sources:

- The Cohorts Livelihoods and Risk Analysis (CLARA)

Module 4, Part I: Key Steps for GESI Analysis (continued)

Module 4, Part I Objectives

By the end of this session, participants will be able to:

- Understand good practices for GESI analysis recommendation (or objectives)

- Understand the steps involved in validating GESI Analysis results and recommendations (or objectives)

- Identify methods and good practices for integrating results into project design and/or implementation

Module 4, Part I Agenda

Table 17: Module 4, Part 1 Agenda Activity and Timing

Activity	Timing
Introduction and Learning Objectives	5 minutes
Review of Key Steps to GESI Analysis, and Tables 1 and 2	10 minutes
Debrief Learning Activity	20 minutes
Group Work: Data Analysis	50 minutes
Break	15 minutes
Step 8 and Group Work	30 minutes
Step 9 and 10	10 minutes
Steps 11 and 12	10 minutes
Close, Questions, and Learning Activities	15 minutes
Total	**2 hours 45 minute**

GESI Analysis Table 2 — Data Analysis Plus Recommendations

Adapted from IGWG
Program goal and/or objective:_____

Instruction

Analyze data from your GESI analysis by answering the key questions in each column by domain. After that has been completed identify some priority recommendations to address identified barriers and opportunities.

When identifying barriers, focus on: control over or access to resources; context-specific roles and responsibilities between the genders; differences in the level of labor borne by various gender groups; sources of information; access to markets and technology; freedom of movement; and common causes of gender-based violence (GBV).

When identifying opportunities, focus on: identification of influential individuals or groups; identification of community assets; positive traits associated with role models; the type of messaging people gravitate towards; and aspects of masculinity in relation to spouses and/or children that are seen as aspirational.

Table 18: GESI Themes, Barriers, Opportunities and Recommendations fill-in chart

A	B	C	D
What are the key GESI themes emerging from each domain that affect people of all genders & with various intersecting identities in your project area?	**What are the GESI-based barriers** to reaching program objectives?	**What are the GESI-based opportunities** to reaching program objectives?	**Identify priority recommendations to address identified barriers/opportunities?**
Domain 1: Practices, roles, & participation:			

Domain 2: Access to & control of resources:			
Domain 3: Beliefs & perceptions:			
Domain 4: Institutions, laws, & policies:			
What are the key <u>GESI-related</u> <u>safety and security</u> risks in the targeted zone?	**What are some things that can increase these risks?**	**What are some things that can mitigate these risks?**	**What recommendations can you make to ensure risk mitigation or to improve safety and security?**

GESI Data Synthesis Exercise

This is an example of data from a GESI analysis conducted in the Democratic Republic of Congo (DRC).[19,20] Below is a *summary* of the data.

Your assignment is to: 1) classify the theme by relevant GESI analysis domain(s) indicating power as relevant, and also highlighting when a finding relates specifically to safety and security, and 2) identify the theme as a GESI-based barrier or GESI-based opportunity.

1. Women in targeted health zones (HZ) have access to key resources in daily life, but control over these resources is held by men; they are the ones with final say over how to use the resources and whether or not to sell them. This includes small livestock, land, agricultural tools and machinery, hired labor, education, household goods, diamonds, and money.

2. Women have significant access to land, informal credit, and the labor of others (ristournes), which are necessary for their primary livelihood activity, agricultural production; but change of use in these resources will likely require negotiation with their husbands, who have the final say in all decisions.

3. Adolescent boys emerge as natural champions for gender equality. Adolescent boys are the only group to not only emphatically recognize and condemn gender inequities in access to and control over resources, but to base their arguments in concepts of individual human rights. They are the most highly educated of the groups and can be engaged as leaders in gender-equitable behavior change, notably on issues in which they can play an active role to prevent harmful behavior in their own relationships and households: child marriage, adolescent pregnancy, family planning, and equitable sharing of household responsibilities.

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19 Lepillez, K. et. al. (2017) Budikadidi Project Food for Peace: Gender Analysis, September.
https://www.fsnnetwork.org/sites/default/files/ENGLISH%20Budikadidi%20Gender%20Analysis%20Final%20Report%202017%2009%20 30%20compressed.pdf and (here).

20 Banyan Global (2020) Rapid Gender Analysis DRC COVID-19. https://banyanglobal.com/wp-content/uploads/2020/10/GITA-II-USAID-DRC-CSGA-9-October-2020.pdf

4. Women and girls are most readily seen as leaders in agricultural and religious groups, as well as in women and youth groups, where there is no expectation of leadership over adult men. They are also, to a lesser extent, seen as leaders in credit and savings groups. It will be easier to find women with leadership experience in these sectors to engage in literacy and leadership training. In other sectors, women will likely face higher barriers and require more holistic support, as they will not naturally receive community support in areas with little history of female leadership.

5. Primary barriers to women's leadership include a high and unequal workload, illiteracy, and their husbands' lack of consent. Women are said not to have time for extra activities beyond their daily work and household chores. They also have primary care responsibilities for the sick, elderly, and bereaved, which further limits their free time. When they do try to participate, they arrive late or don't have time to complete assignments. Women note that their lack of education is a hindrance, especially for taking on roles that require literacy.

6. The DRC Constitution states that women and men have the same rights and responsibilities; however, the Family Code designates the husband as the head of the household. The wife is legally obligated to obey her husband.

7. Husbands were seen as a key barrier, forbidding women to take part in meetings by placing restrictions on women directly and indirectly (for example, by increasing women's chores).

8. One strong cultural barrier is the language around public women as prostitutes. Married women who take on a public rather than solely private life operate outside of social norms.

9. Men and boys are willing to encourage female leadership. Men indicate that they could best support women in leadership by engaging them in predominantly male-dominated activities, increasing dialogue between women and men, providing verbal encouragement to women, and supporting efforts to increase female literacy.

10. Gender is not a defining factor in role models for adolescent girls. While adult ambitions for their daughters are limited by culture and tradition (girls can become wives of chiefs and diamond traders), girls themselves do not limit their ambitions to the roles prescribed to them in traditional culture or the few examples provided to them by women in the community. They see both successful women and men as role models to follow: state administrators, heads of state offices, sector chiefs, pastors, school directors, and journalists, among others.

11. In DRC, lack of criminalization of some forms of GBV and inadequate implementation of laws and strategic frameworks create an enabling environment for GBV. There is no law prohibiting domestic violence. There is also an absence of shelters, counseling, and rehabilitation services for survivors of domestic violence. Law enforcement rarely intervenes, because domestic disputes are customarily regarded as a private family matter.

12. Women require their husband's permission for activities outside the house. Most women indicate needing their husband's permission to go to the market or the fields, to visit family or friends, to fetch water, and to go to church.

13. Women and girls have approximately three fewer hours of rest and play than men and boys daily, hours that could be shifted for more equitable sharing of household chores.

14. Women spend most waking hours on productive work, leaving little time for community work or even some reproductive activities such as childcare (children care for themselves). Men do not engage in food preparation and are rarely at the market, where they feel uncomfortable.

15. Young girls, who are not in school, are often responsible for children's care and nutrition during the day. Girls are often at home rather than in school and available to care for their sisters and brothers while their mothers are in the fields all day. They watch over their younger siblings, wash them, clean their clothes, make food for them, and fetch water for them. But even young girls are engaged in productive activities, and vulnerable family

members such as the elderly and members with disabilities often end up with little supervision or care during the day.

16.   Women's time poverty is attributed primarily to manual labor in the fields, long hours transporting products on dangerous roads, and time-intensive food preparation. Women's most time-intensive activities include the clearing, weeding, and harvesting of fields, all of which are done by hand or with hoes, machetes, and *coupe coupes*. Many also spend hours transporting products to and from the fields and the market, some up to four hours a day, and several hours preparing food for the family in the evening.

17.   Women are familiar with, but not currently using, the following time- and labor-saving devices: rakes, spades, watering cans, colanders, grinding machines, ropes, boots, gloves, and wheelbarrows. These represent an opportunity for easier uptake. Women also indicate wanting access to bicycles, motorcycles, and cars for transport; and tractors and cattle for field work. These larger items might be appropriate for collective purchase and use.

18.   Roads connecting villages to the markets and fields are high-risk environments, especially for women and girls, who are said to be at risk of rape, beatings, and theft from bandits and militias. Several noted that even when walking in groups they were vulnerable to attack. Lack of lighting, isolation, and the presence of bushes in which criminals could hide all put respondents at risk. Large rivers also presented a clear danger, where people of all genders said their goods and harvest could be swept away and reported lives lost to strong currents.

19.   Men feel uncomfortable in markets, where they have to pay fees and risk encounters with militias or the military.

20.   Safe spaces for all include the church, the school, and the health center. The village chief's house is also cited by many as a secure space, where they are safe from attack and under the protection of the state. Any new learning space should be constructed in an area considered by all as secure, accessible, and calm, with solar lighting, near population and housing, and in a cleared area with no bushes.

21. Women indicate needing a space in which they would not be interrupted by children for training or other initiatives for literacy, etc. — because it would difficult to learn and also because they are ashamed of their lack of education and do not want their children to see them learning.

22. Radio stands out as the most widely accessible and used method of receiving information across categories and topics, including health, reproductive and sexual health, puberty, nutrition, family relations, marital conflict, agriculture, credit and savings, education, entrepreneurship, and political leadership

23. Men and boys broadly have access to a wider, more specialized, and more powerful circle of counsel on most topics from health and nutrition to agriculture and credit. Men and boys are more likely to trust their own experience and instinct when seeking advice on an issue. Women and girls often seek out counsel closer to home, from family, neighbors, and friends. They are also limited in their access to expert advice by social anxieties about female purity, which keep them from seeking out male advisors on some issues.

24. The target regions are rife with political instability as it represents a strong-hold of the opposition party. Recently, the conflict is developing beyond political grievances and taking on an ethnic dimension, pitting groups who consider themselves as native to the region (Tchokwe and Pende — mostly from the south of the Kasai provinces) against those they describe as non-natives (Lulua and Luba, who are closely related).

25. Elderly women (55 and above) raise significant concerns about their own level of influence and vulnerability speaking out on issues of GBV. They do not feel that they would be listened to and risk being stigmatized as 'witches' by the community if they speak up; some even fear death. They recommend that issues of domestic violence, child marriage, and adolescent pregnancy be addressed by individuals with more social power, including community and religious chiefs.

26. People with albinism are identified as particularly at risk of social exclusion and discrimination in target communities. These

individuals are often socially ostracized which leads to lower levels of education as well as market integration.

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27. Nearly all young fathers say they make household decisions unilaterally, with or without consulting their spouses. This behavior was tied to assertions about the traditional male role as household head and breadwinner: "I decide because I am the one working and I am the one earning money."

Module 4, Part I Learning Activities

Please fill in the GESI and MEL self-assessment worksheet (below)

Self-Evaluation Form — GESI and Monitoring, Evaluation, and Learning (MEL)

Answer the following questions based on a review of your project's MEL plan, project reports, MEL-related terms of reference (TORs), etc. and discussion with MEL colleagues (as necessary)

Table 19: GESI Sensitive MEL Project questions fill-in chart

1	**What is the ratio of male to female staff in the MEL department?**
2	**Please indicate the gender ratio in data collection teams, including enumerators, used in the last six months (as relevant)**
3	**Has MEL staff been trained in GESI analysis and GESI-sensitive MEL? If so, how many staff, when and what training was provided?**
4	**For any planned/implemented project assessment, was a GESI-related objective and/or question included in terms of reference (ToR)?**
5	**During any project data collection, are women FGDs or KIIs led by female investigators? [Always, frequently, occasionally, rarely, or never?]**

6	Is all data collected for projects/programs systematically disaggregated by gender and age? [Always, frequently, occasionally, rarely, or never?]
7	Does your project disaggregate by any other social factors? If yes, please list.
8	Does the project include indicators that measure change in decision-making power, access to and control of resources, time constraints, gender roles and responsibilities, (e.g., at the outcome level)? (If so, please list examples.)
9	In addition to collecting data on project indicators, field visits focus on monitoring the impact of programming on gender equality and social inclusion (including unintended consequences (positive or negative) such as gender-based violence, access, etc.)? If so, how? Please share examples.
10	Does your project have accountability mechanisms that allow recipients to conduct confidential reports?
11	Are there examples from your projects when the implementation team adapted their programming approach or strategy to suit GESI-specific learning? Please provide examples if they exist.

Module 4, Part I Additional Resources

Sample GESI Analysis Report Table of Contents

A GESI analysis report for an EP program should be around 10–15 pages (not counting annexes) and include the following sections and content:

- Cover page

- Table of contents and list of acronyms

- Executive summary (1 page)

- Introduction (include map) (1 page)

- Program background (1/2 page)

- Methodology (1/2–1 page)

- Key findings and implications (by project objective or GESI analysis domain) (5–10 pages)

- Recommendations (2–3 pages)

- Annexes (References, tools, list of KIIs)

Resources for GESI Proposal Development and Review

- USAID SPRING Integrating Gender Throughout a Project's Lifecycle

- CARE Good Practices for Integrating Gender Equality and Women's Empowerment in Climate-Smart Agriculture Programme

- IASC Gender and Food Security Checklist

- Gender & Protection Checklists: Food Security and Livelihoods

- Land O'Lakes USAID Integrating Gender throughout a Project's Life Cycle 2.0

- Care Gender Marker

- Asia Development Bank Gender Checklist: Agriculture

References (Module 4, Part I)

CGIAR Gender and Inclusion Toolbox: Participatory research in climate change and agriculture. (2014, October 13). Ccafs.cgiar.org.

CARE Toolkit. Rapid Gender Analysis for Emergencies
http://gender.careinternationalwikis.org/care_rapid_gender_analysis_toolkit

Interagency Gender Working Group. Training. Gender analysis and integration www.igwg.org/training/

Module 4, Part II: GESI Analysis and Monitoring, Evaluation, and Learning (MEL)

Module 4, Part II Objectives

By the end of this session, participants will be able to:

- Understand key steps for planning a GESI-analysis
- Understand GESI consideration related to data collection
- Understand key components of a GESI-sensitive MEL plan

Module 4, Part II Agenda

Table 20: Module 4, Part 1 Agenda Activity and Timing

Activity	Timing
Introduction and Learning Objectives	5 minutes
Debrief Learning Activity: MEL Self-Assessment	35 minutes
Review GESI Analysis Work Plan and Checklist	15 minutes
GESI Analysis Team Composition and Training	10 minutes
GESI Considerations during Data Collection	10 minutes
Break	15 minutes
MEL Plan: Disaggregation and GESI Indicators	10 minutes
Group Share: GESI Indicators	20 minutes
Monitoring for GESI Risks	10 minutes
Indicator Resources	5 minutes
Close, Questions, and Learning Activities – Post-Test and Evaluation	15 minutes
Total	**2 hours 30 minutes**

GESI and MEL

Who should be on a GESI analysis team?

- Ideally Mercy Corps project staff

- GESI expert(s) — ideally leading the GESI analysis process

- MEL expert (to support in data collection planning, logistics, and technical support)

- Technical experts in food security (including project staff)

- Staff (or hired enumerators) who speak the *language(s)* of targeted zones and, ideally, who are from the region (i.e., representation of ethnic groups, religion, etc.)

- Equal number of men and women

Aspects to address in GESI analysis team training:

- Key GESI concepts

- Awareness of their perceptions on gender and social inclusion and the potential impact on data quality

- Participant and team safety and informed consent process

- Maintaining confidentiality

- Recognizing and responding to GBV: referral process and resources

- Understanding and practicing the tools

Data Collection Planning and Sampling

- For an emergency food security program, teams should strive to identify a minimum of two gender-and-age disaggregated groups within each cultural population segment

  o 2–3 Focus Group Discussions (FGDs) — roughly 6–8 people in each FGD — for each group identified

  o 2–3 Key Informant Interviews (KIIs) of each identity group identified for the GESI analysis

- FGDs and KIIs separated by gender and age, and other relevant identities

Saturation

- For qualitative methods, a general principle is to continue group discussions with separate groups until the "saturation" point, or the point at which no new information or themes are observed in the data

- Briefly synthesizing results daily after data collection can help GESI analysis team members determine if they need to continue or have adequate results

- The saturation point can also help determine the sample size as it indicates that adequate data has been collected for a detailed analysis

GESI Considerations during Data Collection

When planning times for interviews

- Interviews and group discussions are at convenient times for all participants to maximize equitable participation

When selecting sites for interviews

- Locate and confirm sites ahead of time

- Ensure sites allow for participants' safety and confidentiality (i.e., make sure no one else can hear what is being said)

- Ensure sites allow for participants' comfort and accessibility (including those with disabilities)

Informed consent

- <u>Must</u> seek consent from every participant

- Keep the informed consent script short and use simple, clear language

- All consent forms and interviews need to be in the primary language of the respondents

- Include:

   o   Purpose of the data collection and sponsoring organization

   o   Explain confidentiality

   o   Expected duration

- Note when verbal consent is given

- The data collection should not continue unless consent is explicitly given

- Sample consent forms (page 114)

Reduce power imbalances

- Build research teams that include women, nonbinary or LGBTQ individuals, people with disabilities, migrants, and other key population groups (as identified)

- Consider the dyad/triad interviews, which can shift the focus of power from the researcher to participant(s) and reduce intimidation

- Sex-and-age disaggregate FGDs and triad interviews (e.g., women aged 18–25, men 45 and up, etc.)

- Minimize team's external displays of wealth that highlight economic disparities

- Sit at the same height as participants so that they are not looking up at you

- When a group speaks on behalf of another, triangulate this information with either the involved group or other best placed informants

MEL Plan: Disaggregated Data

GESI-sensitive MEL plans help measure:

- Outcomes of program activities for individuals of all genders and social groups

- The degree to which activities are equitably reaching target groups

- GESI-related assumptions and risks (e.g., GBV)

- Whether programs have helped to promote GESI, increased existing GESI inequalities, or created new inequalities

GESI analysis should inform the MEL plans:

- Disaggregation requirements, beyond sex-and age-disaggregated data (SADD)

- GESI-related indicators (where relevant)

- Monitoring of GESI-related risks and unintended consequences

- GESI research questions (as relevant)

- GESI into the project's adaptive management approach -*including when will GESI data be used and how?*

Collect appropriately disaggregated data

- Collecting SADD is a minimum standard of program management at Mercy Corps

- It's important to consider other social factors like religion, caste, ethnicity, and economic status as relevant (combined with SADD)

SADD is different from comparisons of male- and female-headed households — limiting analyses to this kind of comparison can be problematic because it confounds gender/age and household structure

SADD checklist:

- Specify indicators within the MEL framework at all levels (output, outcome, impact) for which both SADD will be collected

- Ensure data collection forms and monitoring tools include space to record SADD

- Schedule regular meetings to analyze SADD

o   Discuss, as a team, how data may reflect changes in participants' needs, risks, and capacity

- Discuss how programming has been adapted to date, what effect(s) this has had, and what action steps are needed for further adaptation

Module 4, Part II Additional Resources

Key Tips for Using Qualitative Methods

Facilitation Skills

Listen, do not teach. Explain how the data will be reported (e.g., anonymous summaries and general quotes, but not linked to a person). Ask open-ended questions that require an explanation (versus a yes or no answer) to encourage discussion. Avoid leading questions (e.g., "Don't you think girls should go to high school?").

Qualitative facilitating (e.g., for FGDs and KIIs) works best when conducted by two facilitators. These facilitators have both individual and shared responsibilities. One serves as the moderator of the discussion, while the other acts as a note taker. Both facilitators should be prepared to perform either role in case they need to switch roles during or between FGDs and KIIs.

Effective facilitators are familiar with all materials and activities used during the session. Facilitators should know the purpose of the FGD or KII, how the information collected during their session will be used in the future, and should be able to explain these concepts in their own words.

When conducting FGDs and KIIs, facilitators must:

- Ensure informed consent before every FGD and KII

- Understand and follow the ethical considerations for gender-sensitive research

- Focus on facilitating the discussion, not leading, directing, or participating

- Be sensitive to power dynamics among the group, and attempt to create a balance of participation

- Encourage detailed conversation, using open-ended questions like, "Please explain further," "Say more," and, "Does anyone have a different experience?"

- Take detailed notes; write down **everything** participants say; note their body language and non-verbal cues

Engagement with the Community for Field Activities

Typically, GESI analysis fieldwork is done in communities that already have Mercy Corps programming. It is important to enter any community in a respectful way, including advance preparation and approval, proper introductions and greetings upon arrival for fieldwork, and clarity about community expectations for results (e.g., there is no material benefit, this is a training exercise to improve Mercy Corps programming, this is a test of tools we will use to gather information). Be sure to thank participants and leaders and explain how you plan to present results back to the community and its leaders. Then, be sure to do what you promise.

Saturation

For these qualitative methods, a general principle is to continue group discussions with separate groups until the "saturation" point, or the point at which findings tend to repeat themselves and contradictions are cleared up. Briefly synthesizing results on the spot can help researchers determine if they need to continue or have adequate results.

Team Debriefs and Data Entry

Teams should meet every day, by the end of the day, to review results, check consistency, clean up notes, and discuss areas for overall improvement. If data conflicts, the team may need to refine questions or pursue the topic in more detail. Data entry should take place every day.

Preparing Your Note Taker

The quality of your GESI analysis relies upon the data collected from your note taker(s)

- During training, the research team needs to decide on the depth of their notes — summarizing is not enough for qualitative research. **Exact quotes and stories are necessary.**

- If the burden seems too heavy for just one note taker, consider adding a second to your team.

- During the tool review and pre-test, the facilitator and note taker should practice working together to use techniques like echoing — the facilitator repeats what the participant says to both validate the participant's comment and allow the note taker to have more time to record the exact comment made or story told — to ensure better note taking.

- Also, during the review and pre-test, the team needs to complete the data entry part of the process to both get into the habit and to figure out ways to improve the note taking for actual data collection.

- For actual testing, sessions can be recorded but only to provide support to the note takers. **The team should always take thorough notes.**

- For actual testing, the GESI analysis team should work together at the end of each day to complete the transcript from the notes and recollections of quotes and stories. You should not hire someone to do qualitative data entry for your project. Only the research team can compile a database, and **the note taker is the key to this process**.

Sample Consent Form

Adapted from [the Cohort Livelihoods and Risk Analysis (CLARA) Assessment Tool](#)

Sample KII Consent Form:

Thank you very much for setting aside time to talk with me today. As you know, our interview is part of the GESI analysis that will inform [PROJECT] by [ORGANIZATION]. We are speaking with a number of different stakeholders at different levels.

The GESI analysis focuses on identifying key gender advances, inequities, constraints, and opportunities in food security [ADDITIONAL SECTORS as relevant] in [COMMUNITIES].

The interview will take between 1 and 1.5 hours. Your participation in this interview is completely voluntary. If you would like to stop the interview at any time, please let me know. There are no right or wrong answers. Please feel free to give your honest opinion and experiences and as much information as you can in response to the questions.

Everything you share with us will remain anonymous but not confidential. This means that we may share quotes or stories, but your name will not be tied to them. No personal information will be disclosed in any setting.

If you wouldn't mind, I (my colleague and I) will be taking notes to capture the highlights of our conversation to use in our analysis. Would that be alright? (I will also be recording for backup purposes; will that be okay?)

Do you have any questions for me before we begin?

Let's begin.

Sample FGD Consent Form:

Thank you very much for setting aside time to talk with me today. As you know, our interview is part of the GESI analysis that will inform [project] by [organization]. We are speaking with several different stakeholders at different levels.

We will be talking about key gender advances, inequities, constraints, and opportunities in food security [additional sectors as relevant] in your community. We are interested in how to reduce inequities and constraints in order to improve [organization] food security programming.

Selection: You have been identified because you are [women, adolescent girls, men, adolescent boys, etc.] living in this community. [organization] values your perspectives on [food security] needs and risks.

Procedure: This Focus Group Discussion will take approximately 1–1.5 hours. We appreciate the time that you have taken to attend. We will ask you a series of questions and discuss the topics. You are free to respond to any of the questions asked and provide additional comments. Your responses do not need to be personal (about you and your family in particular), they can be general and reflect the community at large or in this area of [location]. If you do not wish to answer specific questions or participate in activities, you do not need to do so. We will take notes to document responses and may ask for clarifications if needed. We will not write down your names. In a group discussion it can be challenging to ensure that all voices are heard equally, but we will do our best to make sure everyone is heard. It is important that all of you agree that everyone's voices are valued and try to ensure everyone's voices are heard. [Agreement?].

Voluntary Participation: Your participation in the focus group is entirely voluntary. You may decide to participate or not. If you decide not to participate in or to leave the focus group at any time, it will not

affect your future access to potential [organization] services or that of any other provider. Again, you may leave the group discussion at any time if you feel uncomfortable.

Risks and Benefits: We will ask you some questions related to your food security and any associated risks. We do not think that these questions will be upsetting to you but if you do not wish to answer certain questions you do not need to. The main benefit of your participation is to help us ensure that our programs are appropriate to your needs and do not harm communities in [location].

Use of Information: Your ideas and suggestions will be used along with other information sources (like interviews) to improve programs in [location].

Confidentiality: Participants in this group will not be identified by their names. Your comments will remain anonymous. We ask that all participants in this discussion keep each other's comments confidential. [Agreement?]

Sharing of Results: We will look at all of what we have learned here and will make a presentation of initial findings in a meeting at the end of data collection. This meeting will be attended by [Organization(s)] staff and other key stakeholders. This meeting will also be attended by representatives from your community. This meeting will be an opportunity for this group's chosen representative to make sure that the ideas shared today were well-captured by [organization(s)]. The community representative(s) will be responsible for sharing feedback from that meeting with other members of the community afterward.

I would like to answer any questions you might have about this research and/or your participation. Do you have any questions? If there is anything you didn't understand, I am happy to give clarification.

Consent: Again, your participation is completely voluntary. I will now ask for the group to tell me (verbally) if everyone understands the purpose of this research [to improve programs] and agrees or does not agree to participate. If you agree, I will make a note of this [Wait for participants to agree/give consent]. If there is anyone who does not agree, please feel free to leave now [adjust participant numbers on cover sheet].

Photos (if required):
[Use the photo consent form to get group members signatures or fingerprints as appropriate]

It will be helpful to us if we can include some photographs of people from this community. We would like to take some photos of people in this group. These photographs will be available on the internet, where anyone can see, but your names will not be included. If there are participants who do not want their photo to be included, you can still participate in the group and no photos will be taken of this group as a whole. [Agreement? If no, no photos!]

_____ Initials of facilitator upon completion of verbal consent.

Additional Resources

- [USAID BHA Indicators for Emergency Assistance (2020)](#)

- [Oxfam A Quick Guide to Gender-Sensitive Indicators](#)

- [National Level Indicators for Gender, Poverty, Food Security, Nutrition and Health in Climate-Smart Agriculture (CSA) Activities](#)

- [Promoting Gender Equitable Opportunities: Why it matters for agricultural value chains](#)

- [A Toolkit on Collecting Gender and Assets Data in Qualitative and Quantitative Program Evaluations](#)

- [Practical Tips for Conducting Gender-responsive Data Collection](#)

- [The Gender Asset Gap Project: Collecting Sex-Disaggregated Asset Data](#)

- [Feinstein International Center Sex and Age Matter: Improving humanitarian response in emergencies](#)

Contact

MAIMOUNA TOLIVER
Senior Advisor, GESI | Gender Equality & Social Inclusion Team
mtoliver@mercycorps.org

ALYSSA RUSSO
GESI Program Management Advisor | Program Performance and Quality Team
arusso@mercycorps.org

About Mercy Corps

Mercy Corps is a leading global organization powered by the belief that a better world is possible. In disaster, in hardship, in more than 40 countries around the world, we partner to put bold solutions into action — helping people triumph over adversity and build stronger communities from within. Now, and for the future.

45 SW Ankeny Street, Portland, Oregon 97204
888.842.0842
mercycorps.org