

# Gender and Inclusion Responsive Emergency Food Security Training

**FACILITATOR MANUAL**





COPYRIGHT © 2021 MERCY CORPS. NO PART OF THIS MANUAL MAY BE REPRODUCED, IN ANY FORM, WITHOUT CREDIT TO THE SOURCE.

# Table of Contents

**ACKNOWLEDGEMENTS.....v**

**Acronyms.....vi**

**INTRODUCTION..... vii**

Module 1, Part I Objectives..... 9

Module 1, Part I Agenda ..... 9

Module 1, Part I Session Plan .....10

    Annex 1A: Training Pre-Test..... 22

    Annex 1B: GESI Definitions..... 25

    Annex 1C: Example Value Statements..... 28

    Annex 1D: Genderbread Person Definitions ..... 30

    Annex 1E: Myths and Realities About Sexual Orientation and Gender Identity..... 31

    Annex 1F: Genderbread Person ..... 33

    Annex 1G: Man/Woman Box Activity ..... 34

    Annex 1H: Identity Wheel ..... 37

Module 1, Part II Objectives .....41

Module 1, Part II Agenda .....41

Module 1, Part II Session Plan .....42

    Annex 1I: GBV Definitions..... 50

    Annex 1J: Additional Resources on GBV ..... 51

    References (Module 1)..... 52

Module 2 Objectives .....54

Module 2 Agenda .....54

Module 2 Session Plan .....55

    Annex 2A: Definitions of Different Levels of Gender Integration ..... 62

    Annex 2B: Example Approaches for Continuum Exercise..... 63

    References (Module 2)..... 68

Module 3, Part I Objectives.....70

Module 3, Part I Agenda .....70

Module 3, Part I Session Plan .....71

    Annex 3A: Definitions of GESI Analysis Domains ..... 79

    Annex 3B: GESI Domains Case Study ..... 80

    Annex 3C: Illustrative Emergency Food Security GESI Analysis Questions by Domain..... 83

    Annex 3D: List of Gender-Responsive Research Tips..... 91

    Annex 3E: GESI Analysis Table 1 – Identifying Gaps ..... 93

Module 3, Part II Objectives .....95

Module 3, Part II Agenda .....95

Module 3, Part II Session Plan .....96

Annex 3F: Sample GESI Analysis Work Plan..... 105

Annex 3G: GESI Analysis Detailed Checklist by Step ..... 107

Annex 3H: Sources for GESI Analysis Literature Review ..... 109

Annex 3I: Description of Key Qualitative Data Collection Methods..... 112

Annex 3J: Examples of GESI Analysis Participatory Tools..... 115

Tool 3: Access and Control Chart (*45 minutes*)..... 118

Annex 3K: GESI Analysis Table 2 – Data Synthesis and Analysis..... 122

Annex 3L: Additional Resources..... 124

Module 4, Part I Objectives..... 126

Module 4, Part I Agenda ..... 126

Module 4, Part I Session Plan ..... 127

    Annex 4A: GESI Analysis Table 2 – Data Analysis Plus Recommendations  
    ..... 135

    Annex 4B: GESI Data Synthesis Exercise ..... 137

    Annex 4C: Sample GESI Report Table of Contents ..... 145

    Annex 4D: Resources for GESI Integration During Project Design..... 145

    References (Module 4, Part I)..... 145

Module 4, Part II Objectives ..... 148

Module 4, Part II Agenda ..... 148

Module 4, Part II Session Plan ..... 149

    Annex 4E: Self-Assessment: GESI-Sensitive MEL..... 157

    Annex 4F: Key Tips for Using Qualitative Methods..... 159

    Annex 4G: Sample Consent Form ..... 161

    Annex 4H: Additional Resources..... 164

    Annex 4I: Training Post-Test..... 165

    Annex 4J: Training Evaluation..... 167

Contact ..... 168

# ACKNOWLEDGEMENTS

This manual would not be possible without the hard work of the author, Laura Groggel (consultant), and co-authors, Maimouna Toliver (Senior Advisor, GESI) and Alyssa Russo (Program Management Advisor, GESI).

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

Please contact [USA.GenderCohort@care.org](mailto:USA.GenderCohort@care.org) for more information.

This curriculum was made possible by a grant from The Implementer-Led Design, Evidence, Analysis and Learning (IDEAL) Activity. The IDEAL Small Grants Program is made possible by the generous support and contribution of the American people through the United States Agency for International Development (USAID). The contents of the materials produced through the IDEAL Small Grants Program do not necessarily reflect the views of IDEAL, USAID, or the United States Government.

## Acronyms

<b>BHA</b> .....	Bureau of Humanitarian Assistance
<b>EFS</b> .....	Emergency Food Supply
<b>EFSP</b> .....	Emergency Food Supply Programs
<b>EP</b> .....	Emergency Program
<b>FGD</b> .....	Focus Group Discussion
<b>FS</b> .....	Food Security
<b>FTF</b> .....	Feed The Future
<b>GBV</b> .....	Gender-Based Violence
<b>GESI</b> .....	Gender Equality and Social Inclusion
<b>HH</b> .....	Household
<b>IASC</b> .....	Inter-Agency Standing Committee
<b>IDEAL</b> .....	Implementer-led Design, Evidence, Analysis, and Learning
<b>IGWG</b> .....	Inter-Agency Gender Working Group
<b>IPTT</b> .....	Indicator Performance Tracking Table
<b>IRB</b> .....	Institutional Review Board
<b>KII</b> .....	Key Informant Interview
<b>LOE</b> .....	Level of Effort
<b>MC</b> .....	Mercy Corps
<b>MSM</b> .....	Men who have Sex with Men
<b>MEL</b> .....	Monitoring, Evaluation, and Learning
<b>OCDE</b> .....	Organization for Cooperation and Development
<b>PPT</b> .....	PowerPoint
<b>SADD</b> .....	Sex and Age Disaggregated Data
<b>USAID</b> .....	United States Agency for International Development
<b>VAWG</b> .....	Violence Against Women and Girls

# 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 Assistance (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 (FS) 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 EPs.

At the center of EPs 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 EP 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 a e-training on gender and inclusion responsive EPs 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 EP teams, offering step-by-step guidance and tools for conducting a GESI analysis.

The primary purpose of the training is to building staff capacity to:

- Understand key GESI principles necessary for a minimum of gender-responsive EP design and implementation
- Prepare and conduct for a GESI analysis in EP, 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.<sup>1</sup>

### **Training content**

The training is comprised of the following modules:

1. **Introduction and Foundational Concepts (parts I and II)**
2. **GESI Integration**
3. **GESI Analysis Process and Tools (parts I and II)**
4. **GESI Analysis and Monitoring, Evaluation, and Learning (MEL) (parts I and II)**

---

<sup>1</sup> Please contact [USA.GenderCohort@care.org](mailto:USA.GenderCohort@care.org) for more information.

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

Tableau 1: Modules and Objectives

<b>Module 1:</b> Introduction and Foundational Concepts (Part I & II)	<b>Module 2:</b> GESI Integration	<b>Module 3:</b> GESI Analysis – Process and Tools (Part I & Part II)	<b>Module 4:</b> GESI Analysis and MEL (Part I & Part II)
<p><b>Part I: Welcome, Introductions, and Foundational Concepts</b></p> <p><b>Session Objectives:</b></p> <ol style="list-style-type: none"> <li>1. List the difference between gender and sex</li> <li>2. Define gender roles, gender norms, social inclusion, and intersectionality</li> </ol> <p><b>Part II: Gender, Inclusion, and Emergency Food Security Programs</b></p> <p><b>Session Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Explain the difference between gender equity and equality</li> <li>2. Explain why it is essential to integrate gender into Emergency Food Security Programs</li> </ol>	<p><b>Session Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Define gender and social inclusion integration</li> <li>2. List and define the five categories of gender integration (continuum)</li> <li>3. Classify different approaches across the Gender and Social Inclusion Integration Continuum</li> </ol>	<p><b>Part I: Introduction to GESI Analysis</b></p> <p><b>Session Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Define GESI analysis</li> <li>2. Understand key requirements for GESI analysis by key donors</li> <li>3. List and define the GESI analysis domains</li> <li>4. Be able to use GESI analysis domains to identify GESI trends</li> </ol> <p><b>Part II: Key steps and Tools for GESI Analysis</b></p> <p><b>Session Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Identify key steps for completing a GESI analysis</li> <li>2. Understand good practices in planning for a GESI analysis</li> <li>3. Identify and adapt existing participatory GESI analysis tools</li> </ol>	<p><b>Part I: Key steps for GESI Analysis (cont.)</b></p> <p><b>Session Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Understand good practices for GESI analysis recommendations (or objectives)</li> <li>2. Understand the steps involved in validating GESI analysis results and recommendations (or objectives)</li> <li>3. Identify methods and good practices for integrating results into project design and/or implementation</li> </ol> <p><b>Part II: GESI Analysis &amp; MEL:</b></p> <p><b>Session Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Understand key steps for planning a GESI analysis</li> <li>2. Understand GESI consideration related to data collection</li> <li>3. Understand key components of a GESI-sensitive MEL plan</li> </ol>

## Organization of the Facilitator's Manual

---

At the beginning of each module, you will find guidance on the materials needed, advance preparation required, and additional resources, as well as an overview of the sessions. Activities and content presentations are spread out throughout the modules. Content and supplementary information are incorporated into facilitator instructions, while participant handouts and facilitator tools are included at the end of each module as annexes.

## PowerPoint Presentation

---

The PowerPoint slide sets were developed to facilitate presentations and discussions throughout the training and are available as separate slide decks.

## Evaluation

---

The pre-/post-test is designed to assess knowledge gained as a result of the training. Both tests are exactly the same, except that the pre-test is administered before the start of the training and the post-test at the end of the training.

## Materials Needed

---

- Facilitator's Manual
- Participant's Manual
- PowerPoint (PPT) slides to accompany each module

## Guidance on Facilitating Discussions on Gender and Inclusion Issues

---

To facilitate open and nonjudgmental discussions, facilitators should take time to:

- Consider their own assumptions and biases. Take time to consider your opinions about gender and inclusion and why you hold them.
- Practice using neutral language (this includes gender-neutral language) and avoid making judgments about "right" or "wrong" behavior

The role of the facilitator in a participatory session is one of guidance, not authority. Facilitation should be a learning journey that participants and facilitators take together, not a one-off delivery of information from expert to

audience. While there are content presentations included in the manual, the facilitator should always strive to achieve a dialogue with participants.

## Setting Ground Rules for Discussions

Before starting the training, work with participants to agree to a set of “agreements.” Because of the sensitive nature of discussions on gender, the ground rules should emphasize:

- Privacy and confidentiality for participants
- Using nonjudgmental language in the training space
- Allowing space for reaction and emotion
- Admitting when you do not know something
- Treating each other with respect
- Creating space for each person to speak

It is good practice to periodically revisit the agreements during the training.

## Preparatory Work

Each module in this curriculum has information about work to be done in advance for the sessions in that module. You — the facilitator or co-facilitator — should familiarize yourselves with all components of this curriculum in advance of the training.

The Facilitator's Manual was developed to support facilitators and co-facilitators to plan and implement the training. At the beginning of each module, you will find learning objectives, session agenda, and then a detailed session plan which provides information on preparation and materials needed, resources, activity timing, as well as facilitator tips and talking points – as relevant.

Before conducting the training, you should study each of the modules, read the technical content to ensure you understand it, review the exercises closely, take note of exercises that require advance preparation, and try to anticipate participant questions.

The exercises in each module include large group discussions, brainstorms, small group work, work in pairs, and games. Instructions, including recommended timeframes, for each exercise can be found in the exercise instructions.

Be flexible — be ready to change exercises or the order of the agenda to adapt to the needs of participants and the amount of time available.

Become familiar with the PPT slides prior to the training by reviewing them several times and comparing them with the module content. You may even want to practice using the slides.

## **Participatory Training Methodologies**

---

This curriculum is firmly grounded in a participatory approach to learning. The sessions benefit learning through interactive activities, discussions, small group work, etc. Participatory learning methodologies help learners build their knowledge and skills through shared reflection, critical analysis, and collective problem solving. The role of the facilitator in a participatory session is one of guidance, not authority. This training should be considered a learning journey that participants and facilitators are taking together, not a one-off delivery of information from one source to a target audience. While there are content presentations included in this training curriculum, the facilitator should always strive for a conversational tone and a dialogue with participants.

## Key Principles of Adult Learning Theory<sup>2</sup>

---

- € **Respect** – Adult students must feel respected and feel like equals
- € **Affirmation** – Adult students need to receive praise, even for small attempts
- € **Experience** – Adult students learn best by drawing on their own knowledge and experience
- € **Relevance** – Learning must meet the real-life needs of adults for their work, families, etc.
- € **Dialogue** – Teaching and learning must go both ways, so that the students enter into a dialogue with the teacher
- € **Engagement** – Adult students must engage with the material through dialogue, discussion, and learning from peers
- € **Immediacy** – Adult students must be able to apply the new learning immediately
- € **20/40/80 Rule** – Adult students typically remember 20% of what they hear, 40% of what they hear and see, and 80% of what they hear, see, and do
- € **Thinking, feeling, and acting** – Learning is more effective when it involves thinking, feeling (emotions), and acting (doing)
- € **Safety and comfort** – Adult students need to feel safe and comfortable in order to participate and learn. They need to know that their ideas and contributions will not be ridiculed or belittled

## Training Evaluation

---

You will ask participants to complete a training evaluation form at the end of the training. This evaluation form is an important source of feedback and provides much information on how the training could be improved in the future to better meet participant training needs. Upon completion of the training, take at least a half hour to read through the training evaluation forms. Focus on the questions where the ratings were relatively low and think through how these areas can be strengthened in the future. Think of ways to address suggestions offered in response to *“How can we improve this training?”*

---

<sup>2</sup> Training of Trainers: A manual for training facilitators in participatory teaching techniques. (2011). Partners in Health. <https://www.pih.org/practitioner-resource/training-of-trainers/training-of-trainers>

# 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, norms, social inclusion, and intersectionality

## Module 1, Part I Agenda

*Table 1: Agenda activities and times*

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 & Close	10 minutes
<b>Total:</b>	<b>3 hours 25 minutes</b>

# Module 1, Part I Session Plan

Table 2: Module 1, Part 1 Session Plan

Venue: <i>Zoom</i>	Module: 1, Part I	Duration: 3 hours 25 minutes
<p><b>Topic:</b></p> <p>Welcome, introductions, and foundational concepts</p>		
<p><b>Session Objectives:</b></p> <p>By the end of this session, participants will be able to:</p> <ol style="list-style-type: none"> <li>1. List the difference between gender and sex</li> <li>2. Define gender roles, norms, social inclusion, and intersectionality</li> </ol>		
<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Annex 1A: Training Pre-Test</li> <li>• Annex 1B: GESI Definitions</li> <li>• Annex 1C: Example Value Statements</li> <li>• Annex 1D: Genderbread Person Definitions</li> <li>• Annex 1E: Myths and Realities About Sexual Orientation and Gender Identities</li> <li>• Annex 1F: Genderbread Person</li> <li>• Annex 1G: Man/Woman Box Activity</li> <li>• Annex 1H: Identity Wheel</li> </ul> <p><b>Advance Preparation:</b></p> <ol style="list-style-type: none"> <li>1. Invite guests for the opening. Request that the opening remarks focus on why GESI is important to the organization in regards to high-quality programming, donor perspectives, and sustainable development goals.</li> <li>2. Familiarize yourself with the participant list, country program, and — where possible — project role.</li> </ol>		

Venue: <i>Zoom</i>	Module: 1, Part I	Duration: 3 hours 25 minutes
<ol style="list-style-type: none"> <li>3. Review dates for roll-out of all training modules, as well as for office hours and fill in the table on slide 5 of the <b>Module 1, Part I PowerPoint</b>.</li> <li>4. Send a reminder to all participants (with session dates) a few days prior to <b>Module 1, Part I</b>.</li> <li>5. Send the electronic version of the Participant Manual to all participants and ask everyone to print it in advance.</li> <li>6. Input the Pre-Test questions from <b>Annex 1A</b> into a Google survey format, create a shareable link and send the link to participants so they can complete the pre-test prior to the training.</li> <li>7. Review the <b>Example Value Statements (Annex 1C)</b> and add/remove as necessary based on cultural context.</li> <li>8. Review the session plan and annexes in detail.</li> </ol>		

Table 3: Methods, Activities, Materials and Resources

Methods & Activities	Materials & Resources
<p><b>Welcome Remarks (10 minutes)</b></p> <ol style="list-style-type: none"> <li>1. Introduce yourself as the facilitator, go to slide 2 and explain that you will begin with a word of welcome from a Mercy Corps representative.</li> <li>2. Allow the representative to make an opening statement.</li> <li>3. Thank the representative and briefly go over the remaining agenda points on slide 3. Make sure to tell participants this first session is just to get to know one another and to have a common understanding of the training objectives.</li> </ol>	<p><b>Module 1, Part I (PowerPoint slides 2-3)</b></p>
<p><b>Participant Introductions (25 minutes)</b></p> <ol style="list-style-type: none"> <li>1. Start with an ice breaker that allows everyone to speak and introduce themselves briefly.</li> </ol>	

Methods & Activities	Materials & Resources
<p><b>Training Rationale, Schedule, and Ground Rules (5 minutes)</b></p> <ol style="list-style-type: none"> <li>1. Present slides 4-5 on the background/rationale for the overall training (IDEAL grant) and then review the content (modules, homework, and virtual office hours).</li> <li>2. Give participants time to ask any questions about the training purpose, content, and schedule.</li> </ol> <p><b>Note to Facilitator:</b> Each module has its own set of learning objectives that will be shared at the beginning of each module. Note that modules 1, 3, and 4 have two parts each.</p> <ol style="list-style-type: none"> <li>3. Go to slide 6 and tell participants that it is important to establish ground rules for the next few weeks they will be working together. After reading the points on slide 6 ask if anyone has anything else to add.</li> </ol> <p><b>Note to Facilitator:</b> Setting this tone is particularly important for GESI trainings as issues of gender and identity are personal for everyone (everyone has a gender identity, etc.) and we come with our own belief systems, experiences, etc.</p> <ol style="list-style-type: none"> <li>4. Pause for any questions before proceeding to key the GESI concepts.</li> </ol>	<p><b>Module 1, Part I (PowerPoint slides 4-6)</b></p>
<p><b>Introduction (2 minutes)</b></p> <ol style="list-style-type: none"> <li>1. Introduce the session by explaining that this module is about having a common understanding of key or foundational concepts related to GESI.</li> <li>2. Go over the learning objectives on slide 8.</li> <li>3. Next, go over the agenda on slide 9 — allow some time for questions.</li> </ol>	<p><b>Module 1, Part I (PowerPoint slides 8-9)</b></p>
<p><b>Values Clarification (35 min)</b></p> <ol style="list-style-type: none"> <li>1. Explain to participants that you will read a series of statements. Each participant will need to decide (on their own) whether they disagree or agree with each statement.</li> <li>2. Explain that you will read each statement aloud twice. Participants should show their “AGREE” sign if they agree with the statement, or their “DISAGREE” sign if they disagree with</li> </ol>	<p><b>Annex 1C: Example Value Statements</b></p>

Methods & Activities	Materials & Resources
<p>the statement (on <a href="#">page 7 of the Participant Manual</a>). Explain that after they have shown their signs, you will call on a few participants to share their opinions; If someone does not have a printed manual, instruct them to type 'agree' or 'disagree' in the chat box.</p> <ol style="list-style-type: none"> <li>3. Emphasize to participants that there are only two answer options: "Agree" or "Disagree". Before beginning, make sure that everyone understands the rules.</li> <li>4. Next, refer to <b>Annex 1C: Example Value Statements</b> and read the first statement aloud. Allow participants a few seconds to decide on their answer and hold up their sign.</li> </ol>	
<p><b>Note to Facilitator:</b> Facilitation tips for this exercise are included in <b>Annex 1C</b>.</p>	
<ol style="list-style-type: none"> <li>5. Once all participants have chosen an answer, ask 2–3 volunteers from each side to explain their answer to the group. (Spend no more than 3 minutes on this step)</li> <li>6. Next, ask participants to lower their signs and read the next statement aloud to the group.</li> <li>7. Repeat steps 5-6 for the remaining statements.</li> <li>8. Once you have read all of the statements, thank participants for their participation.</li> <li>9. Facilitate a short discussion (no more than 10 minutes) using some of the following questions as prompts:             <ul style="list-style-type: none"> <li>• What statements, if any, did you have strong opinions and not so strong opinions about? Why?</li> <li>• Did some of the opinions in the group surprise you? Why or why not?</li> <li>• How did it feel to have an opinion that was different from the opinions of most of the other participants?</li> </ul> </li> <li>10. End the activity by emphasizing the importance of thinking about our personal attitudes towards gender, race/ethnicity, and sexuality, and continuing to challenge our own values and beliefs around broader diversity issues. State that while it is important to respect other people's attitudes about these various diversity issues, it is also important that we challenge attitudes and values that are harmful.</li> </ol>	

Methods & Activities	Materials & Resources
<p><b>Gender Versus Sex; Gender Norms, Roles and Stereotypes (25 minutes)</b></p> <ol style="list-style-type: none"> <li>1. Tell participants that they will explore the difference between sex and gender as these are foundational concepts for the training. Explain that they will complete different participatory exercises to help them to understand these concepts.</li> <li>2. Go to slide 11 and ask a participant the difference between sex and gender before presenting the definitions.</li> </ol>	<p><b>Module 1, Part I (PowerPoint slides 11-13)</b></p> <p><b>Annex IB: GESI Definitions</b></p>
<p><b>Note to Facilitator:</b> Make sure to stress that gender is a social construct and, as such, expectations around gender change over time.</p>	
<ol style="list-style-type: none"> <li>3. Ask for any questions or comments before proceeding.</li> <li>4. Present slide 12 and ask for two participants to read each of the definitions aloud. Allow time for any clarification questions from participants.</li> </ol>	
<p><b>Note to Facilitator:</b> Stress that gender roles consist of activities that women and men engage in with varying frequency. They are usually learned during childhood and can change over time as a result of social and/or political changes. They often lead to the perception of gender roles as natural, biologically-derived, or historically confirmed – and therefore valid. This leads to the creation and perpetuation of gender stereotypes.</p>	
<ol style="list-style-type: none"> <li>5. Before proceeding, ask participants: “How do gender norms and related gender roles impact the division of labor in households and communities?”</li> </ol>	
<p><b>Note to Facilitator:</b> Make sure to mention that a major hurdle in many societies is an inequitable division of labor, especially in the unpaid care sphere. This often leads to a “time poverty” for women and girls with a number of negative outcomes related to health, education, etc.</p>	
<ol style="list-style-type: none"> <li>6. Next, ask participants: “How can gender roles change during crises and/or emergencies?”</li> </ol>	
<p><b>Note to Facilitator:</b> If not mentioned by participants, make sure to state that upheaval in times of emergency can lead to drastic changes in gender roles out of necessity. The shift in roles can, in some cases, offer a good opportunity to promote more equitable relations between women and men.</p>	
<ol style="list-style-type: none"> <li>7. Present slide 13. Ask for 1–2 volunteers to share a common gender stereotype in their culture.</li> </ol>	

Methods & Activities	Materials & Resources
<p>8. Pause for any questions or comments.</p>	
<p><b>Break (15 minutes)</b></p>	
<p><b>Genderbread Person (30 minutes)</b></p> <ol style="list-style-type: none"> <li>1. Go to slide 14 and tell participants they will discuss the image and the related definitions (which are found on <u>page 10 of the Participant Manual</u>)</li> <li>2. Explain <i>gender identity</i> using the discussion points below: <ul style="list-style-type: none"> <li>• 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 with the roles that society has defined for women and men. In other words, do you think you fit better with the roles that 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.</li> <li>• One side of the continuum refers to people who identify with the roles that society has set for women, while the right side refers to people who identify with the roles society has set for men. <i>A person’s gender identity is not always the same as their biological sex.</i> When a person feels that their inner self is different from their biological sex, we say the person is “transgender,” meaning that they feel their gender identity is different than the sex they were assigned at birth. A transgender person may decide to wear clothing traditionally associated with their gender identity (e.g., A person assigned male at birth wearing women’s clothing, a person assigned female at birth wearing men’s clothing, etc.), they may have surgery to change their biological sex organs (in order for her or his internal self to match with their external self), or they may do neither of these things. Some people may feel that their gender identity doesn’t even fit on this continuum.</li> <li>• Most everyone forms their gender identity at around the age of three and after that age it is very difficult to change the identity. Our gender identity is formed</li> </ul> </li> </ol>	<p><b>Module 1, Part I (PowerPoint slides 14-16)</b></p> <ol style="list-style-type: none"> <li>4. Annex 1D: Genderbread Person Definitions</li> <li>5. Annex 1E: Myths and Realities About Sexual Orientation and Gender Identities</li> <li>6. Annex 1F: Genderbread Person</li> </ol>

Methods & Activities	Materials & Resources
<p style="text-align: center;">by the influence of biology, society, and events that happen in our lives.</p> <ol style="list-style-type: none"> <li>3. Ask for any questions or comments on the concept of gender identity</li> <li>4. Next, proceed to defining <i>gender expression</i> using the points below:                             <ul style="list-style-type: none"> <li>• 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 how 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. One side of the continuum 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 other side of the continuum 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.</li> <li>• Some people may express themselves in ways where they combine both feminine and masculine characteristics — we refer to them as “androgynous.”</li> <li>• Our gender expression can change from year to year, month to month, even day to day and we don’t even think about it. For example: Imagine a young girl. When she’s leaves the house in the morning, she is wearing a dress and she makes sure to have breakfast ready for her siblings — her gender expression is very feminine and she is very much on the left side of the continuum. At school that same day, she leads a student meeting because she is the class president — here her gender expression is more androgynous to male. She returns home at the end of the day and immediately starts helping her mother in the kitchen while her father and brothers watch television — she is back to being ‘feminine’ again.</li> </ul> </li> <li>5. Pause and ask if there are any questions or comments regarding gender expression</li> <li>6. Proceed to <i>biological sex</i> and discuss the concept using the following points:                             <ul style="list-style-type: none"> <li>• Biological sex refers to the sexual and reproductive organs you are born with. One side of the continuum refers to people who were assigned female at birth,</li> </ul> </li> </ol>	

Methods & Activities	Materials & Resources
<p>meaning they are born with what is often referred to as “female” sexual and reproductive organs (e.g., vagina, ovaries, etc.) and they have a biologically “female” configuration (e.g., two X chromosomes). The other side of the continuum refers to people assigned male at birth, meaning they are born with what is often referred to as “male” sexual and reproductive organs (e.g., testes, penis, etc.) and they have a biologically “male” configuration (e.g., XY chromosomes).</p> <ul style="list-style-type: none"> <li>• In the middle of the continuum are people who are born intersex. Intersex describes a person whose sexual organs are not strictly male and not strictly female. The term hermaphrodite, which many people use to describe an intersex individual, is a negative term that should not be used. In addition, the term hermaphrodite refers to a person who is both entirely female and male which is biologically impossible.</li> <li>• An intersex person could be born with a combination of female and male sexual and reproductive organs — for example, a person can be born with the appearance of being physically male (penis, scrotum etc.) but have a functional uterus and ovaries inside. There are many ways intersex can present itself.</li> </ul> <p>7. Pause for any questions or comments regarding sex</p> <p>8. Proceed to <i>sexual orientation</i> and explain the concept using the points below:</p> <ul style="list-style-type: none"> <li>• People often confuse “gender” and “sexual orientation”. 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.</li> <li>• Heterosexual means being attracted to a person of a different sex.</li> <li>• Homosexual means being attracted to a person of the same sex.</li> <li>• Bisexual means being attracted to people of the same sex and to people of a different sex.</li> </ul>	

Methods & Activities	Materials & Resources
<ul style="list-style-type: none"> <li>• Sexual orientation is all about who you are physically, spiritually, and emotionally attracted to.</li> <li>• Some people are asexual, meaning they are not sexually attracted to anyone and/or have no desire to act on their attraction to anyone. Sometimes, however, asexual people do experience affectionate/romantic attraction to others.</li> <li>• Some people do not like labels and do not use them to define their sexual identity. Others identify as “questioning,” a term used to describe a person who is unsure of or exploring their sexual orientation.</li> <li>• Sexual orientation is not a choice. We do not choose to be gay, lesbian, bisexual, heterosexual, etc. and it is not something that can change.</li> </ul> <p>9. End by saying that biological sex, gender identity, gender expression, and sexual orientation do not determine one another. For example: Gender identity and expression are not signs that a person is gay or heterosexual, nor does a person’s biological sex determine their gender identity or how they express their gender (e.g., transgender people exist).</p> <p>10. End the discussion on gender concepts by presenting slides 15 and 16. When presenting slide 16, mention the following key points:</p> <ul style="list-style-type: none"> <li>• There are many misconceptions of what ‘gender programming’ is in the development and humanitarian spheres. The sector has evolved from one focused on ‘women in development’ to a more nuanced focus on unequal power dynamics of ‘gender and development.’</li> <li>• In some contexts, ‘gender’ is seen as only being about women and girls and/or something that is ‘zero-sum’, meaning when one group gains (e.g., women) the other group loses (e.g., men). We need to move away from these simplistic misconceptions and promote the evidence that tells us the more equal a society is, the more likely it will thrive across all development outcomes.</li> </ul> <p>11. Before moving on to the next exercise, pause for any questions or comments from participants.</p>	
<p><b>The Man/Woman Box (40 minutes)</b></p> <ol style="list-style-type: none"> <li>1. Tell participants that they will complete a group activity. The activity is intended to deepen their understanding and</li> </ol>	<p><b>Module 1, Part I (PowerPoint slide 19)</b></p>

Methods & Activities	Materials & Resources
<p>awareness of the different social rules/expectations applied to women and men (girls and boys), the ways in which they may unwittingly perpetuate some of these rules/expectations, and the positive and harmful impacts of these rules/expectations on their lives.</p> <ol style="list-style-type: none"> <li>2. Ask the male participants if they have ever been told to “act like a man.” Ask for a few volunteers to share some experiences in which someone has said this or something similar to them. Probe by asking: <ul style="list-style-type: none"> <li>• Why did the person say this?</li> <li>• How did it make you feel?</li> </ul> </li> <li>3. Next, ask the female participants if they have ever been told to “act like a woman.” Ask for a few volunteers to share some experiences in which someone has said this, or something similar to them. Probe by asking: <ul style="list-style-type: none"> <li>• Why did the person say this?</li> <li>• How did it make you feel?</li> </ul> </li> </ol> <p><i>(Spend no more than five minutes on steps 1–3)</i></p> <ol style="list-style-type: none"> <li>4. Tell participants that they will now spend some time looking more closely at these two phrases. Explain that by studying them, we can begin to see how society can make it very difficult to be either female or male. Ask participants to turn to <a href="#">page 12 in the Participant Manual</a>.</li> <li>5. Give participants 10 minutes to read the directions and fill in the boxes on <a href="#">page 13 of the Participant Manual</a>. After 10 minutes, call time and lead a brief plenary discussion using some of the questions on slide 18.</li> <li>6. Next, facilitate a 10-minute group discussion using some of the questions below. Record participants’ answers on a Zoom whiteboard: <ul style="list-style-type: none"> <li>• What are the benefits to men and boys of living inside this box? What are the harms to men and boys?</li> <li>• In what ways could men’s and boys’ adherence to the rules of the “man box” impact the lives of women and girls?</li> <li>• Can men and boys live outside the box? Is it possible for them to challenge and change the rules?</li> <li>• What consequences do men and boys face in stepping out of the box?</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>7. Annex 1G: Man/Woman Box Activity</li> </ol>

Methods & Activities	Materials & Resources
<ul style="list-style-type: none"> <li>• When is it acceptable for men and boys to step out of the box?</li> </ul> <p>7. Next, introduce the concepts of hegemonic masculinity and hegemonic femininity (slide 19) by explaining the following points (spend no more than 3 minutes on this step):</p> <ul style="list-style-type: none"> <li>• The characteristics listed in the “man box” and the “woman box” are forms of hegemonic masculinity and hegemonic femininity, respectively.</li> <li>• 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.</li> </ul> <p>8. Close the activity by stating that throughout their lives, men, women, and nonbinary people receive messages from family, media, and society about how they should act and how they should relate to others. 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, as well as the right to keep them from limiting our full potential as human beings. There are many different ways to be a woman or a man, and some people live outside that binary entirely. As we become more aware of the ways in which some gender stereotypes can negatively impact on our lives and our communities, we can begin to think constructively about how to challenge them and promote more positive gender roles and relations. Therefore, we are all free to create our own “man box” and “woman box;” or eliminate the boxes altogether.</p> <p><b>Note to Facilitator:</b> This activity is a good way to assess participants’ perceptions of gender norms. Remember that these perceptions may also be affected by class, race, ethnicity, gender identity, sexual orientation, and other differences. It is also important to remember that gender norms are changing in many countries; it is getting easier in some places for people to step outside of their boxes.</p>	

Methods & Activities	Materials & Resources
<p><b>Diversity, Social Inclusion, and Intersectionality (15 minutes)</b></p> <ol style="list-style-type: none"> <li>1. Tell participants they will spend some time reviewing three more key concepts. Next, present slides 20-22.</li> </ol> <p><b>Note to Facilitator:</b> Mention participants that social inclusion is addressed in tandem with gender equality in the development and humanitarian sectors. This helps with adopting an intersectional view of marginalization. However, programming tools, language, and technical skills are still catching up. If someone is primarily a gender expert, it may be necessary to engage with a social inclusion specialist with expertise in their country or region when conducting a GESI analysis.</p>	<p><b>Module 1, Part I (PowerPoint slides 20-22)</b></p> <ol style="list-style-type: none"> <li>8. Annex IB: GESI Definitions</li> </ol>
<p><b>Learning Activities and Close (10 minutes)</b></p> <ol style="list-style-type: none"> <li>1. Thank everyone for their participation and refer participants to <u>pages 22-24 of the Participant Manual</u>.</li> <li>2. Next, pull up slide 23 and introduce the participant learning exercise.</li> <li>3. Pause for any questions and comments.</li> <li>4. Before closing, remind participants of the 'office hours'.</li> </ol>	<p><b>Module 1, Part I (PowerPoint slide 23)</b></p> <p><b>Annex 1H: Identity Wheel</b></p>

## Annex 1A: Training Pre-Test

**Note to Facilitator:** The answers are **bolded**. Pre-test scoring is out of 25 points. *Use the same test for the post-test.*

### Mercy Corp's Gender and Inclusion Responsive Emergency Food Security Training

*Please answer to the best of your ability, the following questions. You will have 15 minutes.*

Please type a unique, 4-digit number for anonymous scoring purposes (write down the code so you will not forget it):

-----

1. What is the definition of gender? Select the best choice. (1 point)
- 

Correct response is starred:

- a. **roles, behaviors, activities, expectations and attributes that a given society has constructed and considers appropriate for the categories of "men" and "women"**
- b. a label someone is assigned at birth based on the genitals they were born with
- c. the institutional framework that ensures equal rights on the basis of sex
- d. the way society treats you based on your sex

2. List 2 behaviors or characteristics that are linked to sex: (1 point)
- 

Responses:

**Genitalia, childbirth, chromosomes, adam's apple, etc.**

3. True or False? Indicate if the below statements are true or false by circling "true" or "false" for each statement (1 point each)
- 

Responses in parentheses:

- a. True / **(False)** – Gender integration is only relevant for projects with specific gender objectives
- b. **(True)** / False – 'Gender stereotypes' are ideas that people have on masculinity and femininity: what men and women should be like and what they are capable of doing.
- c. **(True)**/False - Diversity is the range of human differences, including but not limited to race, ethnicity, gender, gender identity, sexual orientation, age, social class, physical ability, values system, national origin, etc.
- d. **(True)**/False- Protracted crises can create and/or exacerbate many forms of Gender-Based Violence (GBV)

4. What is the definition of intersectionality? Select the best choice. (1point)

---

Correct response is starred:

- a. How men and women interact to influence power dynamics
- b. The process of analyzing gender equality and social inclusion data
- c. **\*How multiple identities intersect and interact in ways that can intensify inclusion or exclusion**
- d. A person's social networks

5. "Gender equity" is defined as: (1point)

---

Correct response is starred:

- a. Providing the same opportunities and resources to women and men.
- b. Ignoring a person's gender.
- c. **\*The process of being fair to women, men, and those with different gender identities.**
- d. Legal rights given to women.

6. "Social inclusion" is defined as: (1 point)

---

Correct response is starred:

- a. the principle to not discriminate against anyone by law
- b. the range of human differences, including but not limited to race, ethnicity, gender, gender identity, sexual orientation, age, social class, physical ability.
- c. ensuring all community members participate in decision-making
- d. **\*the process of improving ability, access, dignity, and opportunity for people who are disadvantaged, on the basis of social identity, to take part in society.**

7. What are the five levels of gender integration? (2 points)

---

Correct response is starred:

- a. neutral, harmful, minimum standard, sensitive, and educational
- b. exploitative, sensitivity, responsibility, responsive, and extraordinary
- c. exclusionary, neutral, responsive, exceptional, and transformative
- d. **\*harmful, neutral, sensitive, responsive, and transformative**

8. Please list the four GESI analysis domains: (5 points)

---

**Practices, roles, and participation; Access to and control over resources; Beliefs and perceptions; Institutions, laws, and policies**

9. Please write the cross-cutting consideration that overlays the GESI analysis domains (1point)

---

**Power**

10. True or False? Indicate if the below statements about gender are true or false by circling "true" or "false" for each statement (1 point each)

---

Responses in parentheses:

- a. True / **(False)** you always need to collect primary data in order to complete a GESI analysis
- b. **(True)**/ False "saturation" is reached in qualitative data collection when no new information or themes are observed in the data
- c. **(True)** / False Safety and Security are important considerations during GESI analysis in humanitarian and emergency contexts.
- d. **(True)** / False: GESI indicators should be linked to project objectives
- e. True/**(False)**: Informed consent is only required in data collection if you are collecting data from children (18 and below)

11. Please list at least 3 things to consider when creating a GESI analysis team for primary data collection: (3 points)

---

**Gender, ethnic, language makeup of team  
Geographic experience (from targeted region, etc.), technical expertise (GESI, Food Security etc.)**

12. How should a GESI analysis inform a project's monitoring, evaluation, and learning (MEL) plan? (1 point)

---

**Should inform the type of disaggregation for indicators (or new GESI indicators, as relevant), identify internal indicators to include to monitor for GESI risk and potential GESI-related learning questions.**

## Annex 1B: GESI Definitions

---

**Ableism:** 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:**<sup>3</sup> The stereotyping and discrimination of individuals based on their age. Ageism can take many forms, including prejudicial attitudes, discriminatory practices, or institutional policies and practices that perpetuate stereotypical beliefs.

**Cisgender:**<sup>4</sup> A person whose gender identity matches with the gender assigned to them at birth.

**Classism:**<sup>5</sup> The belief that people from certain social or economic classes are superior to others.

**Colonialism**<sup>6</sup> is a practice of domination that involves the subjugation of one people to another.

**Empowerment**<sup>7</sup> is 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**<sup>8</sup> is 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.

**Gender norms**<sup>9</sup> are the accepted attributes and characteristics of gendered identity at a particular point in time for a specific society or community. They are the standards and expectations to which gender identity 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 should act. Internalized early in life, gender norms can establish a life cycle of gender socialization and stereotyping.

**Gender relations** are the social relationships between people of different genders, shaped by beliefs and social institutions.

**Gender stereotypes** are ideas that people have about masculinity and femininity: what men and women of all generations should be like

<sup>3</sup> Frequently Asked Questions: Ageism. (2016, October 31). World Health Organization.

<https://www.who.int/ageing/features/faq-ageism/en/>

<sup>4</sup> Glossary – The Trevor Project. (2017). The Trevor Project.

[https://www.thetrevorproject.org/trvr\\_support\\_center/glossary/](https://www.thetrevorproject.org/trvr_support_center/glossary/)

<sup>5</sup> Classism definition and meaning | Collins English Dictionary. (n.d.). [www.collinsdictionary.com](https://www.collinsdictionary.com/dictionary/english/classism).

<https://www.collinsdictionary.com/dictionary/english/classism>

<sup>6</sup> Kohn, M., & Reddy, K. (2017, August 29). Colonialism (Stanford Encyclopedia of Philosophy). Stanford.edu.

<https://plato.stanford.edu/entries/colonialism/>

<sup>7</sup> ADS Chapter 205. (2021). Integrating Gender Equality and Female Empowerment in USAID's Program Cycle. USAID.

<https://www.usaid.gov/sites/default/files/documents/205.pdf>

<sup>8</sup> Adams, M., Bell, L. A., & Griffin, P. (Eds.). (2016). Teaching for Diversity and Social Justice. Routledge.

<sup>9</sup> 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>

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 or gender. **Homosexuality** is attraction to the same sex or gender. **Bisexuality** is attraction to the same sex and at least one other gender.

**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, hairstyle, or voice. One's gender expression may or may not conform to socially-defined behaviors and characteristics typically associated with being either 'masculine' or 'feminine'.

**Heteronormativity**<sup>10</sup> is the assumption, within individuals or in institutions, that everyone is heterosexual, and that heterosexuality is superior to homosexuality, bisexuality, and other sexual orientations.

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

**Homophobia**<sup>11</sup> is 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**<sup>12</sup> is the belief that races have distinct cultural characteristics determined by hereditary factors, and that this endows some races with an intrinsic superiority over others that justifies abusive or aggressive 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. Racism can express itself through subtle actions or assumptions as well as direct aggressive actions taken against a specific race.

**Sexism**<sup>13</sup> refers to 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**<sup>14</sup> 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**<sup>15</sup> 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

<sup>10</sup> *Glossary – The Trevor Project*. (2017). The Trevor Project. [https://www.thetrevorproject.org/trvr\\_support\\_center/glossary/](https://www.thetrevorproject.org/trvr_support_center/glossary/)

<sup>11</sup> Ibid.

<sup>12</sup> *The Collins English Dictionary* (1986) Great Britain: William Collins Sons & Co. Ltd., p.1259

<sup>13</sup> Masequesmay, G. (2016). Sexism | sociology. In Encyclopædia Britannica. <https://www.britannica.com/topic/sexism>

<sup>14</sup> *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](https://sustainabledevelopment.un.org/content/documents/2754713_July_PM_2_Leaving_no_one_behind_Summary_from_UN_Committee_for_Development_Policy.pdf)

<sup>15</sup> Ibid.

the society in which they live. It ensures that they have greater participation in decision making that affects their lives and access to fundamental rights.

**Transgender** is 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** refers to 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.

## Annex 1C: Example Value Statements

---

### Value statement facilitation tips:



Be clear with participants that they are being asked about their own, personal opinions regarding a statement.

Participants' answers should not reflect what people in their society and culture believe, but rather what they believe as individuals.

If all of the participants agree about any of the statements, play the role of "devil's advocate" by asking why someone might have an opposite answer (i.e., what values would they have that would make them answer this way?).

Some participants may say that they do not know whether they agree or disagree and do not want to choose a side. If this happens, ask these participants to say more about their reactions to the statement. Then, encourage them to choose an answer. If they still do not want to pick a side, label these participants as belonging to a "do not know" category.

During facilitation you may address topics that are sensitive and challenging to discuss. It is likely you will have to deal with participants who make statements that are not in line with the views and values of the organization. These could include sexist, homophobic, or racist remarks or opinions. Everyone has a right to their opinion, but they do not have a right to oppress others with their harmful views.

## Value statements

1. *It is a luxury to consider gender issues in life and death situations and one that we can't always afford*

**Possible answer:** It is not a luxury. There is a humanitarian imperative to provide protection and assistance to communities and individuals appropriate to their need — i.e., to provide equitable assistance and to contribute to the protection of civilians so that those at greatest risk receive the support they need. This must be based on an understanding of the vulnerabilities and capacities of different groups, including those who are disadvantaged and marginalized. This means we must pay attention to gender dynamics. When we have limited resources, we must ensure that they are used to assist those who are most affected and most vulnerable.

2. *Gender is too complex to address during a crisis. It should be left to those involved in long-term development as it requires long-term changes in attitudes and beliefs*

**Possible answer:** It is not too complex. Indeed, it is as critical to address gender before, during, and after an emergency as at any other time. Ignoring the different needs of women, girls, men, and boys may result in unintentional harm and have serious implications for the protection and survival of people caught up in a crisis. Also, addressing GESI in emergency programming sets a strong foundation for sustainable recovery.

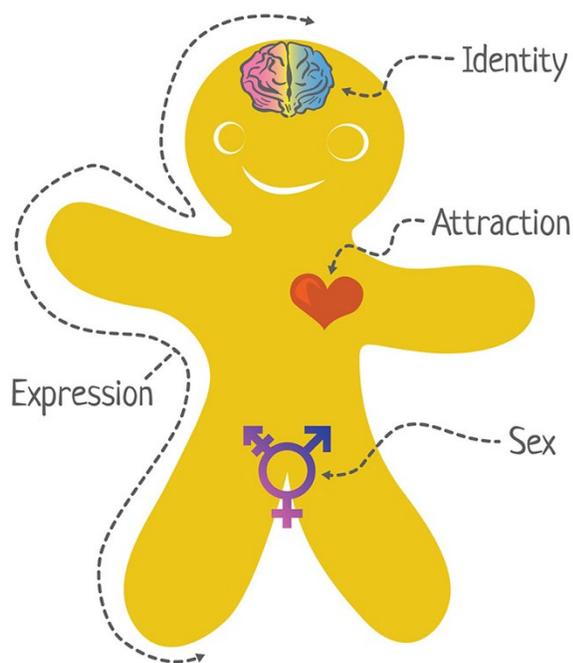
3. *Emergencies are not an appropriate time to be trying to change cultural norms*

**Possible answer:** It is appropriate and possible for cultural norms to shift during emergencies. Sometimes the social upheaval caused by disaster and conflict opens up opportunities for positive change, enabling people to take on more progressive gender roles (e.g., men having to share more of the caring responsibilities in the household; women assuming nontraditional economic roles; women assuming more prominent peace-building roles). These opportunities need to be

seized, and the gains made by women supported, so that after the emergency, gender roles do not slip back into the old status quo. Women's active engagement in shaping humanitarian response will support this process by ensuring that opportunities for progress are identified and acted upon.

## Annex 1D: 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 with 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 how 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. The

left side of the continuum 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 of the continuum 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 confuse “gender” and “sexual orientation”. 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, gender identity and expression are not signs that a person is gay or heterosexual. A person's biological sex does not determine their gender identity or how they express their gender.

## Annex 1E: Myths and Realities About Sexual Orientation and Gender Identity<sup>16</sup>

---

1. *Sex between two men is, by definition, risky.*

**FALSE**

---

Explanation: Variance in gender identities, sexual behaviors, and sexual orientations is not inherently harmful. Sexual orientation does not itself determine risk. People's sexual exposure to Human immunodeficiency virus (HIV) varies according to patterns of sexual behavior, condom use, other sexual risk-reduction practices, and overall HIV prevalence among sexual partners. People's ability to negotiate safer sex, safer drug use, and access to HIV treatment and care can be influenced by poverty, social and gender inequality, drug use, and other social or structural factors.

2. *Sex between two men is, by definition, coercive*

**FALSE**

---

Explanation: Consensual sex between adults takes many forms, including sex between people of the same and other sexes/genders. So too, does sexual coercion. Coercion is characterized by a lack of consent, regardless of the sex/gender of those involved.

3. *Sex between two men is motivated by love, sexual pleasure, and economic exchange*

**TRUE**

---

The same things that motivate sex between a man and a woman motivate men to have sex with other men. The reasons may include love and companionship, sexual pleasure, and as a way of earning money in exchange for sex.

4. *Lesbians have little need for HIV prevention, treatment, or care*

**FALSE**

---

Sexual and reproductive health programs and providers have traditionally excluded lesbians because they may not have contraceptive needs and because sexual transmission of HIV between lesbians is relatively low; however, providers should not make assumptions about HIV vulnerability based on sexual orientation alone. While the risk of sexual transmission of HIV between two women is very low, women who are lesbians nevertheless face risks for HIV as women and as lesbians. Research shows that many lesbians also have male partners. As women in society, lesbians may be vulnerable to HIV through rape (especially in contexts where sexual violence is used as a "punishment" or "cure" for homosexuality). Lesbians are also at risk for HIV and other STIs through the sharing of sex objects. Finally, just like people of any other sexual orientation, lesbians could be vulnerable to HIV transmission through injecting drug use. Lesbians should have full access to the same range of

---

<sup>16</sup> IGWG *Gender, Sexuality and HIV Training Module* (pp 55–58) (2010) Interagency Gender Working Group (IGWG). Washington..

reproductive healthcare as any women, including information about sexual and reproductive health, STI and HIV counseling and testing, pap tests, breast exams, and fertility services.

5. *Bisexual people are just sex addicts who will have sex with anyone*

**FALSE**

---

Bisexual is the term for people who have affection and sexual attraction towards people of the same sex/gender and people of one or more other sexes/genders. This does not imply that bisexuals are more likely than anyone else to have multiple partners or to be less “choosy” about sexual partners.

6. *You can spot a homosexual by the way they look or act. “Feminine” men or “masculine” women are usually gay*

**FALSE**

---

Gender identity and gender expression do not determine sexual orientation or vice versa. Ideas that link the two are rooted in *stereotypes* meant to preserve very rigid distinctions between men and women; that is, by accusing those who diverge from gender norms of being homosexual. Remember: Though Lesbian, gay, bisexual, transgender, queer, and intersex (LGBTQI) communities sometimes accept or promote gender deviance more than “mainstream” society, almost everyone acts or looks in some way different from the expectations of their sex. Likewise, there is a range of sexual orientation, and many people experience sexual orientation as fluid.

7. *MSM engage in the same sexual practices as other couples*

**TRUE**

---

MSM use many of the same sexual practices as heterosexual couples, including kissing, masturbation, touching, anal sex, and oral sex. These activities are not restricted to sex between a man and woman or MSM, but are commonly practiced by both groups. Some of us, for example, assume that all MSM practice anal sex, but in fact, many do not and there are many heterosexual couples who practice anal sex.

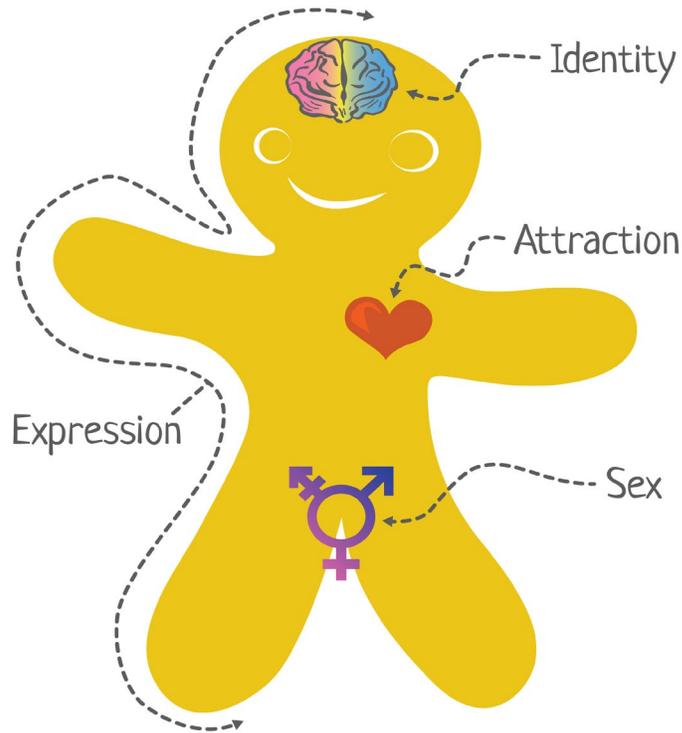
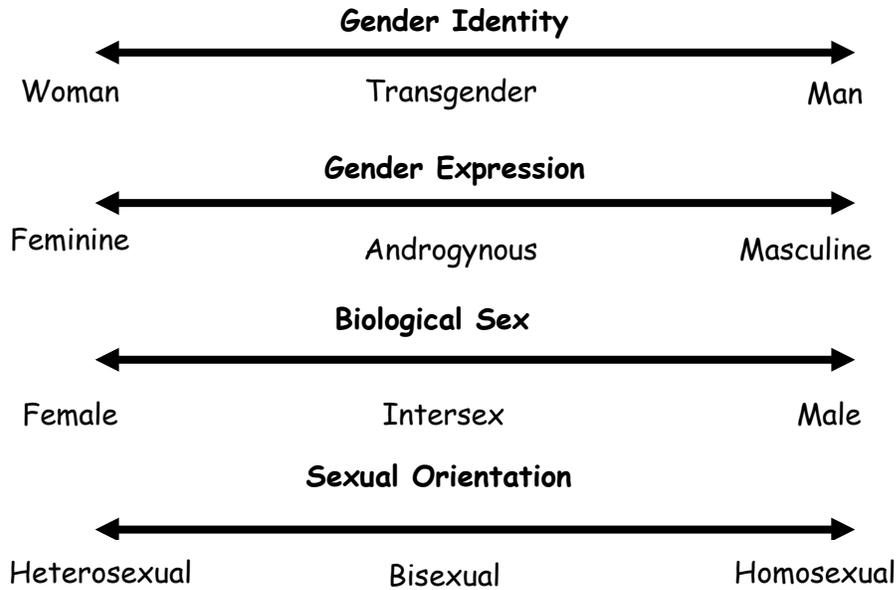
8. *Homosexuality is a new phenomenon brought to my country by Westerners*

**FALSE**

---

Despite the fact that homosexuality is more visible in some contexts than others, same-sex intimate behavior is relatively common, having been found in almost every known culture of the world. Further, historians have documented that colonization in many areas altered pre-existing attitudes toward homosexuality, introducing extreme *homophobia* (rather than homosexuality) by naming, categorizing, and even criminalizing same-sex practices and intimacies. Others argue that the invention of the term MSM by the development field, similarly collapsed diverse experiences into a singular category of “other” — especially separating MSM in the global south from gay (white) men in the north. Around the world, visibility and acceptance of homosexuality is slowly growing.

## Annex 1F: Genderbread Person



## Annex 1G: Man/Woman Box Activity

---

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 dictate 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 life and community. We are all free to create our own gender boxes and choose how we want to live our lives.

If and how a father is involved in childcare 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 woman.” 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 then (if there is 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.

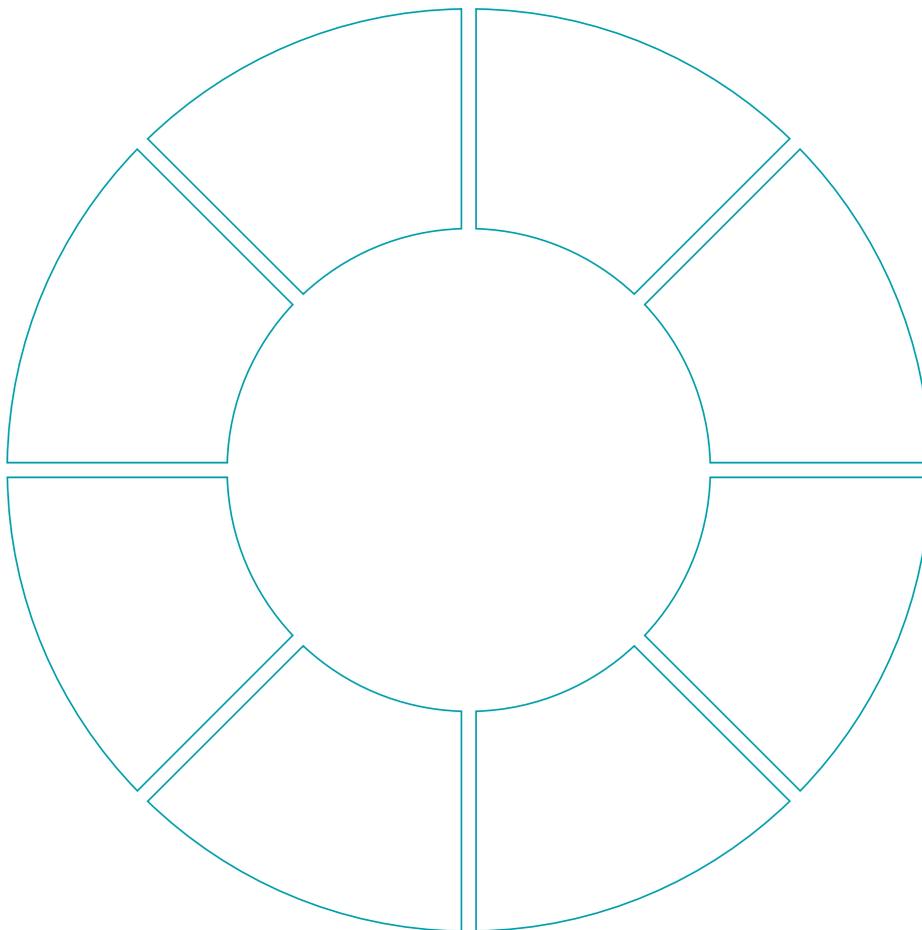
# Annex 1H: Identity Wheel

---

## Identity Wheel <sup>17</sup>

Write “human” in the center circle.

Then, working individually, write a social identity with 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 (it is not necessary to fill in all slices of the wheel).

---

<sup>17</sup> 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 are familiar with 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



## Module 1, Part II Objectives

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

- Explain the difference between gender equity and equality
- Define GESI integration
- Understand why it's essential to integrate GESI into Emergency Food Security Programs (EP)

## Module 1, Part II Agenda

*Table 4: Agenda activities and times for Part 2*

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	20 minutes
Break	15 minutes
GESI Integration and Emergency Food Security (EFS)	45 minutes
Learning Activities and Close	10 minutes
<b>Total:</b>	<b>2 hours 45 minutes</b>

## Module 1, Part II Session Plan

Table 5: Part 2 Session Plan

Venue: <i>Zoom</i>	Module 1, Part II: GESI and EP	Duration: 2 hours 45 minutes
<p><b>Topic:</b> GESI and EP</p>		
<p><b>Session Objectives:</b></p> <p>By the end of this session, participants will be able to:</p> <ol style="list-style-type: none"> <li>1. Explain the difference between gender equity and gender equality</li> <li>2. Define GESI integration</li> <li>3. Explain why it is essential to integrate gender into EPs</li> </ol>		
<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Annex 1I: GBV Definitions</li> <li>• Annex 1J: Additional Resources on GBV</li> </ul> <p><b>Advance Preparation:</b></p> <ol style="list-style-type: none"> <li>1. Familiarize yourself with the Participant Manual and the learning activities for <b>Module 1, Part II</b>.</li> <li>2. Review in detail the facilitators guide for this session including all annexes.</li> <li>3. Send an email to participants asking them to come prepared to share briefly on the learning activities from <b>Module 1, Part I</b>.</li> </ol>		

Table 6: Methods, Activities, Materials and Resources

Methods & Activities	Materials & Resources
<p>4. Introduction and Part I Learning Activities Debrief (30 minutes)</p> <p>5. Welcome participants back and tell them that they will continue to talk about foundational concepts related to GESI, specifically in relation to EP.</p> <p>6. Present the learning objectives and agenda for the day (slides 3 and 4).</p> <p>7. Ask participants if they had a chance to watch the video on masculinities. Ask one or two participants to share their thoughts on the video with the group. Ask: Did you relate to the content? How did it make you feel?</p> <p><b>Note to Facilitator:</b> Reemphasize that the restrictions societies place on 'appropriate' behaviors for women and men often has negative consequences for all involved. It is important to remember that GESI programming seeks to change norms that are harmful and that restrict individuals from living to their full potential.</p> <p>8. Ask if anyone had time to complete the Identity Wheel exercise. Ask for a volunteer to share their experience. Ask: Did you enjoy the exercise? Did you learn anything new about yourself?</p>	<p><b>Module 1, Part II (PowerPoint slides 3-4)</b></p>
<p><b>Review of Key Concepts from Module 1, Part I (20 minutes)</b></p> <p>1. Remind participants that the concepts they learned and discussed in <b>Module 1 Part I</b> are foundational and that you will spend some time reviewing them.</p> <p>2. Pull up slide 7 and ask for a volunteer to describe the key differences between gender and sex.</p> <p><b>Note to Facilitator:</b> Make sure participants mention gender as a social construct and something that can change.</p> <p>3. Ask for another volunteer to define diversity and social inclusion.</p> <p><b>Note to Facilitator:</b> Make sure someone mentions diversity is the 'mix' and social inclusion is how we ensure the mix works well together.</p> <p>4. Next, ask for a final volunteer to explain how diversity and social inclusion relate to the concept of intersectionality.</p>	<p><b>Module 1, part II (PowerPoint slide 7)</b></p> <p><b>Annex IB: GESI Definitions</b></p> <p><b>Annex 1D: Genderbread Person Definitions</b></p> <p><b>Annex 1H: Identity Wheel</b></p>

Methods & Activities	Materials & Resources
<p>Before moving on to the next exercise, pause for any questions and comments.</p> <p><b>Note to Facilitator:</b> Remind participants that intersectionality is a useful framework for understanding how to integrate GESI issues into our programs.</p>	
<p><b>Equity and Equality (25 minutes)</b></p> <ol style="list-style-type: none"> <li>1. Pull up the “Equity versus Equality” image on slide 9 and ask participants for their reactions — what they see and what they think it represents.</li> <li>2. After a few reactions, explain the image using the following discussion points: <ul style="list-style-type: none"> <li>• On the left-hand side of the image we can see three individuals of the same size each standing on a box, trying to pick an apple from the tree. This part of the image depicts a state of equality because each individual has access to the same tree and each person has the same single box on which to stand — in other words, they have each been treated equally and provided with the exact same resources.</li> <li>• Despite the equal treatment, the outcome is visibly different for each since each person is positioned on uneven ground. As a consequence, some are more elevated than others which results in some having greater access to the apples on the tree.</li> <li>• On the right side of the image, we can see that those located on lower ground have been given an extra box on which to stand to compensate for the greater distance between themselves and the tree. As a result, everyone is now able to pick apples from the tree. The outcome of providing an extra box is one of equality in access.</li> <li>• Equity (the boxes) consists of the measures/strategies adopted to remedy historical structural and systemic barriers to individuals’ ability to exercise their human rights and equally benefit from social, economic, and political opportunities. Equity leads to equality — and equity implies equality.</li> <li>• It is important to note that all the individuals in the image are the same size and have the same body parts — in other words there are no physical or intrinsic differences acting as barriers to their ability to reach the apples.</li> </ul> </li> </ol>	<p><b>Module 1, Part II (PowerPoint slides 9-11)</b></p> <p><b>Annex IB: GESI Definitions</b></p>

Methods & Activities	Materials & Resources
<p>Rather, some of them are at a disadvantage as a result of the uneven terrain which is producing unequal outcomes in access. The uneven ground in this image can be seen as symbolizing the structural and systemic barriers at the foundation of social, economic, and political inequalities among individuals. Some individuals have been (and continue to be) marginalized and excluded as a result of unfair systems and structures actively seeking to disenfranchise persons on the basis of race, ethnicity, sex, religion, sexuality, gender identity, etc.</p> <ol style="list-style-type: none"> <li>3. Pause and allow 5 minutes for questions and/or comments, then briefly review the definitions included on slide 10.</li> <li>4. Next, pull up slide 11 and ask for a volunteer to read some of the categories that appear under the boxes. Ask for comments from the group and then explain that the categories refer to institutional and structural barriers that impede equality and equity. Emphasize the following key points about gender equity and equality: <ul style="list-style-type: none"> <li>• The goal of gender equality is not for women and men, girls and boys, to become the same. The goal of gender equality is to ensure that women, men, and nonbinary people have the same chances to access and benefit from social, economic, and political resources (e.g., have the same opportunities to vote, to be educated, etc.).</li> <li>• The goal of gender equity is to move beyond equality towards equality of outcomes. Thus, it moves beyond considering people of different genders as being equal under the law to ensuring that conditions will not block their equal participation in social, economic and political life; it recognizes, for example, that people with different genders may have different needs, preferences, and interests, and that achieving equality of opportunity (e.g., gender equality) may require treating women and men differently, and/or separately (e.g., an organization that adopts a positive discrimination policy during recruitment in order to increase women's representation).</li> <li>• Gender equality differs from gender equity in that gender equity is about how public services meet different population needs, whereas gender equality is about making sure that everyone is given the same opportunity to use those services.</li> </ul> </li> <li>5. Next, ask the group whether or not they believe gender equality exists in their country. As the group debates this,</li> </ol>	

Methods & Activities	Materials & Resources
<p>type onto the Zoom whiteboard any statements that explain why women <u>do not</u> share equal status with men in all spheres of society. (Spend no more than 5 minutes on this step)</p> <p>6. Close the discussion by stating that gender equality does not exist anywhere in the world. Mention the following points as illustration:</p> <ul style="list-style-type: none"> <li>• Globally, women and girls are more likely than men and boys to experience violence or be food insecure.</li> <li>• In many countries, men are paid more than women for the same work.</li> <li>• In many countries, men occupy higher positions than women in organizations, companies, etc.</li> <li>• In many countries, women are underrepresented in government and other decision-making positions.</li> </ul>	
<p><b>Gender-Based Violence (20 minutes)</b></p> <p>1. Tell participants that while there is not enough time to cover the complex issue of GBV in depth, you will briefly discuss its definition. Present slides 13-14.</p> <p><b>Note to Facilitator:</b> Make clear that GBV is an umbrella term for any harmful act that is perpetrated against a person's will, and that is based on socially ascribed (gender) differences between males and females. Make sure participants understand that GBV is intrinsically linked to unequal power dynamics but that it differs from violence writ large because it refers to violence committed against someone because of their gender identity.</p> <p>2. Continue by explaining that GBV is a complicated and specific technical area which while very linked with GESI issues, oftentimes requires a separate specialist. It is important to understand key concepts related to GBV given its prevalence in humanitarian settings. However, this is just a very brief introduction. There are additional resources in the Participant Manual including a link to the <a href="#">IASC GBV Guidelines</a> (page 28 of the Participant Manual).</p> <p>3. Next, use the discussion points below to explain the importance of considering GBV within the context of humanitarian response (focus on points not previously raised by participants):</p>	<p><b>Module 1, Part II</b> <b>(PowerPoint slides 13-15)</b></p> <p><b>Annex 1I: GBV Definitions</b></p> <p><b>Annex 1J: Additional Resources on GBV</b></p>

Methods & Activities	Materials & Resources
<ul style="list-style-type: none"> <li>• Gender-based violence (GBV) is the most extreme manifestation of gender inequality and a fundamental human rights violation.</li> <li>• Protracted crises can create and/or exacerbate many forms of GBV.</li> <li>• 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.</li> <li>• 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.</li> <li>• While women and girls are the primary victims of GBV, in some instances people and organizations will use the term GBV to refer to violence against men and boys and/or violence against LGBTQI populations.</li> <li>• 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 to avoid some of the challenges associated with translating the terminology of GBV in local contexts.</li> </ul> <ol style="list-style-type: none"> <li>4. Pause and allow participants a few minutes to ask any questions they may have.</li> <li>5. Next pull up slide 15 and ask for a volunteer to read the information presented aloud. Ask for someone to explain how an understanding of the situation could have informed a ‘Do No Harm’ approach. After a few responses, ask participants if they have similar examples that they have heard or seen from their experience working with communities.</li> <li>6. Next, refer participants to <a href="#">page 27-28 of the Participant Manual</a> for definitions of the various forms of GBV.</li> </ol>	
<p><b>Break (15 minutes)</b></p>	

Methods & Activities	Materials & Resources
<p><b>GESI Integration and Emergency Food Security (10 minutes)</b></p> <ol style="list-style-type: none"> <li>1. Explain to participants that you are shifting gears to talk about GESI integration, specifically as it relates to Emergency Food Security Programming (EP).</li> <li>2. Present slide 17 and then pause to allow for questions or comments from the group. Then, present the principles of 'Do No Harm' on slide 18.</li> </ol> <p><b>Note to Facilitator:</b> Make sure to emphasize the fact that integrating GESI into a program allows us to ensure we are not inadvertently exacerbating inequalities which would qualify as 'doing harm'</p> <ol style="list-style-type: none"> <li>3. Tell participants that GESI issues are important for all sectors, and global evidence shows that integrating GESI into development and humanitarian programs improves their effectiveness. Ask participants other reasons why integrating GESI into EPs is a best practice. Next, pull up slide 19 and focus on any points not previously mentioned by participants.</li> <li>4. Pull up slide 20 and ask for a volunteer to read the information on the slide aloud to the group. Pause for any questions or comments.</li> </ol>	<p><b>Module 1, Part II (PowerPoint slides 17-20)</b></p>
<p><b>GESI Integration and Humanitarian Response Case Studies (35 minutes)</b></p> <ol style="list-style-type: none"> <li>1. Tell participants they will work through a few case studies to better understand the importance of GESI integration in humanitarian response. Explain that each case study illustrates an organization that faced an unanticipated situation which it explored further through a GESI analysis which was instrumental in an ensuring adequate understanding of and response to the situation.</li> <li>2. Go to slide 22 and read the first case study aloud; give participants 2-3 minutes to share their thoughts on the following:             <ul style="list-style-type: none"> <li>• What they think the organization found in its analysis of the situation</li> <li>• Strategies they would propose to mitigate or address the issue in question</li> </ul> </li> <li>3. Repeat step 2 for the remaining three case studies (spending roughly 5 minutes per case study).</li> </ol>	<p><b>Module 1, Part II (PowerPoint slide 22-26)</b></p>

Methods & Activities	Materials & Resources
<p>4. Close the exercise by presenting slide 26. Emphasize the following key takeaways:</p> <ul style="list-style-type: none"> <li>• Existing power inequalities between women, girls, men, boys, and nonbinary people are exacerbated during crises due to lack of access to and control of resources, lack of decision-making power, experience of violence, etc.</li> <li>• 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.</li> <li>• 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 completed during the design phase of a program; this will help teams ensure their programming is reaching the socially marginalized populations that are specific to the implementation context.</li> <li>• Women and girls are an important resource in designing and delivering humanitarian programs and it is essential to engage women, girls, men, and boys equally in humanitarian interventions.</li> </ul> <p>5. Pause for any last comments or questions.</p>	
<p><b>Learning Activities and Close (10 minutes)</b></p> <ol style="list-style-type: none"> <li>1. Thank everyone for their participation and then introduce the learning exercise (slide 27). Explain that the podcasts are hyperlinked in the electronic version of the <u><a href="#">Participant Manual (on page 31)</a></u>.</li> <li>2. Pause for any questions and comments.</li> <li>3. Before closing, remind participants of the 'office hours'.</li> </ol>	<p><b>Module 1, Part II (PowerPoint slide 27)</b></p>

## Annex 1I: GBV Definitions<sup>18</sup>

---

**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 reinforce 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 into four categories: **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.

**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.

---

<sup>18</sup> 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

## Annex 1J: Additional Resources on GBV

---

### 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<sup>19</sup>](#)
- [GBV Area of Responsibility \(AoR\) Tools and Resources for COVID-19](#)
- [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 \(IMAGINE\)](#)

---

<sup>19</sup> 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.

## References (Module 1)

---

*Men as Partners: A Program for Supplementing the Training of Life Skills Educators.*(2001) Second edition. New York, NY: EngenderHealth.

*The State of Food and Agriculture.* (2011). Food and Agriculture Organization of the United Nations. <http://www.fao.org/3/i2050e/i2050e00.htm>

Garred, M., Booth, C., Barnard-Webster, K., & Saleh, O. (2018). *Do No Harm and Gender: A Guidance Note.* In . CDA Collaborative Learning Projects. Cambridge, MA. <https://www.cdacollaborative.org/publication/no-harm-gender-guidance-note/>

*The Genderbread Person.* (2017). <https://www.genderbread.org>

*Guidelines for Integrating Gender-Based Violence Interventions in Humanitarian Action* (2015) [Inter-agency Standing Committee \(IASC\)](https://interagencystandingcommittee.org/working-group/iasc-guidelines-integrating-gender-based-violence-interventions-humanitarian-action-2015). <https://interagencystandingcommittee.org/working-group/iasc-guidelines-integrating-gender-based-violence-interventions-humanitarian-action-2015>

*Gender, Diversity, and Social Inclusion strategy (2020–2023).* (2020). Mercy Corps <https://drive.google.com/file/d/1FYqJVQjq36DXWOB09NihY9FTtHtyWKs/view?usp=sharing>

M. Blackden & Q. Wodon, eds. (2006) *Gender, time use, and poverty in sub-Saharan Africa.* World Bank Working Paper No. 73. Washington, DC, World Bank. <https://openknowledge.worldbank.org/handle/10986/7214>

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

*The TAAP Toolkit.* (n.d.). TAAP Inclusion. <https://www.taapinclusion.org>

[Gender Equality Continuum Tool.](https://www.iqwq.org/training/programmatic-guidance/) (n.d.) USAID Interagency Gender Working Group (IGWG). <https://www.iqwq.org/training/programmatic-guidance/>

*“Act Like a Man, Act Like a Woman”.* (n.d.) USAID Interagency Working Group (IGWG) <https://www.iqwq.org/wp-content/uploads/2017/05/ActLikeAMan.pdf>

*Gender 101: Gender Equality at USAID eLearning Course.* (2013). USAID Learning Lab. <https://usaidearninglab.org/library/gender-101-gender-equality-usaid>

*Gender in Agriculture Sourcebook.* (2009). World Bank, FAO & IFAD. 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:

- Define GESI integration
- List and define the five categories of gender integration (continuum)
- Classify different approaches across the Gender Integration Continuum

## Module 2 Agenda

Table 7: Module 2 agenda and times

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
<b>Total</b>	<b>2 hours 45 minutes</b>

## Module 2 Session Plan

Table 8: Module 2 Session Plan

Venue: <i>Zoom</i>	Module 2	Duration: 2 hours 45 minutes
<p><b>Topic:</b></p> <p>Gender Equality and Social Inclusion (GESI) integration</p>		
<p><b>Session objectives:</b></p> <p>By the end of this session, participants will be able to:</p> <ol style="list-style-type: none"> <li>1. Define GESI integration</li> <li>2. List and define the five categories of gender integration (continuum)</li> <li>3. Classify different approaches across the Gender Integration Continuum</li> </ol>		
<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Annex 2A: Definitions of Different Levels of Gender Integration</li> <li>• Annex 2B: Example Approaches for Continuum Exercise</li> </ul> <p><b>Advance Preparation:</b></p> <ol style="list-style-type: none"> <li>1. Review <b>Module 1, parts I and II</b> (to familiarize yourself with key concepts that will be reviewed at the beginning of <b>Module 2</b> and are essential to the GESI analysis training package).</li> <li>2. Ask all participants via email to bring a copy of their respective project's work plans (electronic copies are acceptable).</li> <li>3. Review <b>Annex 2B: Example Approaches for Continuum Exercise</b> and adapt to participants' context, if necessary.</li> <li>4. Familiarize yourself with the <b>Module 2</b> learning activities.</li> <li>5. Use the participant list to randomly organize participants into small groups of three persons and create individual zoom breakout rooms for each group. Next, refer to <b>Annex 2B: Example Approaches for Continuum Exercise</b> and assign each group a case study number. Ensure all case studies have been assigned.</li> </ol>		

Table 9: Methods, Activities, Materials & Resources

Methods & Activities	Materials & Resources
<p><b>Introduction (5 minutes)</b></p> <ol style="list-style-type: none"> <li>1. Welcome participants back for <b>Module 2</b>.</li> <li>2. Introduce the day's theme of "gender equality and social inclusion (GESI) integration." Link the day's theme back to the discussion (during <b>Module 1, Part II</b>) on equity by explaining that GESI integration is a way to ensure equitable approaches in programming which is a pathway towards equality.</li> <li>3. Briefly review the learning objectives for the session (slide 3), and the day's agenda (slide 4).</li> <li>4. Before continuing, pause and allow for any questions or comments.</li> </ol>	<p><b>Module 2</b> (PowerPoint slides 3-4)</p>
<p><b>Reflections from Learning Activities (5 minutes)</b></p> <ol style="list-style-type: none"> <li>1. Ask if anyone listened to the podcasts on GBV in emergency/humanitarian contexts and then ask for some volunteers to share something they learned from the podcasts or something they found interesting. After a few responses, pause additional comments from the group.</li> </ol>	
<p><b>Review of Key Concepts from Module 1, Part II (20 minutes)</b></p> <ol style="list-style-type: none"> <li>1. Remind participants that the concepts they learned and discussed in <b>Module 1 parts I and II</b> are foundational and if anything is unclear, now is the time to ask and clarify before you we on to more technical work around GESI analysis.</li> <li>2. Go to slide 7 and ask for a volunteer to tell the group what they remember about the concept of Gender-Based Violence (GBV).</li> </ol> <p><b>Note to Facilitator:</b> Make sure participants mention that GBV is violence that is linked to a person's gender.</p> <ol style="list-style-type: none"> <li>3. Ask for another volunteer to define 'Do No Harm'.</li> </ol> <p><b>Note to Facilitator:</b> Link the concept of 'Do No Harm' and humanitarian programming by explaining that a GESI analysis helps inform approaches in humanitarian response that are aligned with this principle.</p> <ol style="list-style-type: none"> <li>4. Pause and welcome any lingering questions regarding concepts or content presented in <b>Module 1</b>.</li> </ol>	<p><b>Module 2</b> (PowerPoint slide 7)</p>
<p><b>Gender Integration Continuum (35 minutes)</b></p> <ol style="list-style-type: none"> <li>1. Ask participants if they have ever heard of the Gender Integration Continuum. Continue by saying that different organizations have adapted the continuum in different ways, but the stages remain the same. State that Mercy Corps has adopted CARE's approach to the Gender Integration Continuum.</li> </ol>	<p><b>Module 2</b> (PowerPoint slides 9-15)</p> <p><b>Annex 2A: Definitions of Different Levels of Gender Integration</b></p>

Methods & Activities	Materials & Resources
<ol style="list-style-type: none"> <li>2. Explain that the Gender Integration Continuum is a way to measure the degree of gender integration in projects or project approaches. Though its primary focus is gender, it can also be used to assess the degree of social inclusion in projects. Tell participants that they will be using it as a tool to understand the level of programmatic gender and social inclusion integration.</li> <li>3. Pull up slide 9 and explain to participants that there are five categories of integration. Remind participants that a continuum means that sometimes categorization can fall along the continuum – in between two categories – and may not fit neatly into one category. Remind participants of the gender identity continuum explored during the Genderbread Person exercise in <b>Module 1</b>.</li> <li>4. Ask participants what they think the first category, “harmful”, means. Allow a few participants to respond and then go to slide 10 and read the definition aloud.</li> <li>5. Illustrate the category of “harmful” by using the example of a program being implemented in an IDP camp and focused on helping people in the camp participate in a camp management committee. In this regard, a harmful approach would be to only engage active men in the community because we know they are the ones in this context who are powerful and the key decision-makers. This inadvertently perpetuates a harmful and inequitable power dynamic.</li> <li>6. Present slides 10-14 and repeat step 4 for the remaining four categories of the continuum. Use each of the four points below to adapt the IDP camp example to the category in question:             <ul style="list-style-type: none"> <li>• <b>Neutral:</b> In a gender-neutral approach the program would create committees without any distinctions of identity or representation. No thought would be given to the importance of recognizing the need to have equitable representation.</li> <li>• <b>Sensitive:</b> In setting up the committee, program staff might recognize the need to have certain groups present (e.g., women) and may make an effort to include 1–2 women, for example, but mostly in a tokenized manner instituted, for example, by quotas.</li> <li>• <b>Responsive:</b> In setting up the camp management committees, the team would use the results from a GESI analysis, for example, to understand who is currently present in such structures and to what extent these structures account for the various needs of the segments of the population. In response, they would design interventions to mobilize various segments of the population to ensure adequate representation from various groups on such committees and even work with traditional leaders to support this endeavor. Another example would be that the GESI analysis showed women experience a major barrier to participation in</li> </ul> </li> </ol>	

Methods & Activities	Materials & Resources
<p>such committees because of childcare. As a result, the project would need to set up childcare for women so that they can freely participate.</p> <ul style="list-style-type: none"> <li>• <b>Transformative:</b> The team would seek to understand the root causes of women’s low participation and decision-making in similar structures and then seek to address those constraints. For example, this might require a leadership training session for women combined with approaches to engage men in the support of women’s leadership. It might also include a broader community-level campaign to highlight inequitable gender norms around division of labor in the household and the resulting impacts on women’s free time. The project could seek to work with male “positive deviants” or “gender champions” who understand and live these principles in order to have them promote such behavior with other male peers in the camp.</li> </ul> <p>7. Go to slide 15 and review some of the points on the slide, pausing for questions or comments.</p> <p>8. Next, facilitate a 10-minute group discussion around the following questions:</p> <ul style="list-style-type: none"> <li>• Have you ever seen or implemented a gender-responsive or gender-transformative approach in your Emergency Food Security programs before? What were the elements that made the program(s)/approach(es) gender-responsive or gender-transformative?</li> <li>• In your opinion, why are gender-responsive or gender transformative approaches difficult in humanitarian settings?</li> </ul>	
<p><b>Facilitator Note:</b> As participants share their thoughts, make sure to emphasize the need for a GESI analysis to inform gender-sensitive, gender-responsive and gender-transformative program approaches.</p>	
<p>9. End the discussion by emphasizing the following points:</p> <ul style="list-style-type: none"> <li>• Evidence shows that gender roles are not static, and crises can create opportunities for change. In protracted crises, humanitarian actors are sometimes present for decades.</li> <li>• Humanitarian crises are increasingly protracted, with 89% of humanitarian funding from OECD countries going to protracted crises, and the average displacement situation lasting 17 years. This leaves many opportunities to address acute, immediate needs in ways that promote long-term gender equality.</li> <li>• Because of the (short) length of a first phase response, the possibilities for gender transformation are limited in the early stages of emergencies. However, humanitarian organizations can put in place the basic building blocks of transformation,</li> </ul>	

Methods & Activities	Materials & Resources
<p>such as strong community engagement with affected women, and informed partnerships. This lays the groundwork for gender-transformative work in the future.</p> <p>10. Next, explain that, after the break, participants will complete an exercise that will help them better master the five categories of gender integration.</p>	
<p><b>Break (15 minutes)</b></p>	
<p><b>Continuum Group Exercise (70 minutes)</b></p> <ol style="list-style-type: none"> <li>1. Tell participants they will now complete an interactive exercise to better understand the five levels of the Gender Integration Continuum.</li> <li>2. Explain to participants that they have been assigned to small groups and that each group will work separately in a virtual breakout room. Read aloud the names of the participants for each of the small groups and, for each group, specify the case study number their group should start with (e.g., group 1 start with case study 1, group 2 case study 5, etc.). This is to ensure all case studies are covered.</li> <li>3. Instruct small group members to refer <u>to page 37 in the Participant Manual</u> and begin reviewing their assigned case studies. Depending on the number of participants, they should plan on reporting out on 3–5 case studies, but they should review as many as time allows.</li> <li>4. Explain that each group will have 20 minutes to discuss their assigned case studies as a group and agree on their placement along the Gender Integration Continuum.</li> <li>5. Ensure everyone has understood the instructions and then launch the breakout rooms. (Spend no more than five minutes on steps 1–4)</li> </ol>	<p><b>Annex 2B: Example Approaches for Continuum Exercise</b></p>

**Facilitator Note:** Remind participants that some projects may not fit squarely under one category but may rather fall somewhere along the continuum.

6. After 20 minutes, bring participants back into the larger group. Ask for a volunteer from one of the groups to share their group's placement of their first case study and the justification for the placement. After the group member has shared the group's answer for the first case study, ask the other workshop participants whether they agree or disagree with the group's placement. Allow a few minutes of debate and then provide the correct answer. Then, ask the same group representative to read the second case study assigned to her/his group, and follow the same process used for the group's first case study. Repeat this process for the remaining groups. Spend no more than 30 minutes on step 6.
7. Pull up slide 17 and facilitate a 10-minute group discussion using the questions on the slide.

**Facilitator Note:** As participants discuss and debate the placement of case studies, emphasize the fact that, in most cases, there is no "correct" answer for these examples. People's interpretation of the project's intention or design will inevitably be influenced by their cultural/social realities. Encourage diversity in this exercise, letting people explain their placements and any assumptions they made to arrive at their decision.

8. End the exercise by emphasizing the following points (spend no more than 5 minutes on this step):
  - Programs will not necessarily fall neatly under one level of the continuum. For example, a program may include both responsive and transformative elements.
  - While the continuum focuses on gender integration in the design phase, it can also be used to monitor and evaluate gender outcomes with the understanding that sometimes programs lead to unintended consequences (e.g., a sensitive approach may contribute to a transformative outcome even if that was not the intended objective; conversely, a transformative approach may produce a reaction that — at least temporarily — exacerbates gender inequities).
  - Programs must follow two gender integration principles:
    - a. **Under no circumstances should programs/policies adopt a harmful approach** since one of the fundamental principles of development is to "do no harm".
    - b. **The overall objective of gender integration is to move toward gender transformative programs/policies**, thus gradually challenging existing gender inequities and promoting positive changes in gender roles, norms, and power dynamics.

**Module 2**  
(PowerPoint slide 17)

**Learning Activities and Close (10 minutes)**

1. Thank participants for their engagement and then pull up slide 18 and present the learning activities. Refer participants to page 41 of the Participant Manual. Explain that the first activity involves completing a thorough review of their project's work plan, looking to see where most of the activities fall along the integration continuum. Participants should also consider the bigger picture of their project, including objectives, etc. and see if they can classify their project broadly along the continuum. They should reflect on any areas where there is a potential to move toward a gender-responsive or gender-transformative approach.
2. Next, tell participants that the Participant Manual (page 41) includes a number of readings on gender-transformative approaches in humanitarian contexts. These readings provide additional explanation for what such programming could look like in emergency situations.
3. Pause for any last questions and then remind participants of the 'office hours.'

**Module 2  
(PowerPoint slide 18)**

## Annex 2A: Definitions of Different Levels of Gender Integration

---

### Gender-harmful (exploitative)

Programs 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 for 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 on 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, collecting SADD). Such programs acknowledge the role of gender norms and inequities and seek to develop actions that adjust to and often compensate for them.

While such programs do not actively seek to change the norms and inequities, they strive to limit their 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. Such programs actively strive to examine, question and transform harmful gender norms and power imbalances in order to achieve gender equality.

## Annex 2B: Example Approaches for Continuum Exercise<sup>20,21</sup>

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.

⇒ **Gender responsive**

2. A project in 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.

⇒ **Gender sensitive/responsive**

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 public space on a first-come-first-serve basis.

⇒ **Gender neutral (blind)**

4. The Integrated Child Development Services in India is intended to provide supplementary nutrition, health care, childcare, 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 and vegetables, and one egg per week. In addition, nutrition education sessions are organized for pregnant and

<sup>20</sup> *Gender and Food Security Towards Gender-just Food and Nutrition Security*. (2014). BRIDGE. [https://www.eda.admin.ch/dam/deza/en/documents/publikationen/Diverses/ids-bridge-food-security-report-online-kl\\_EN.pdf](https://www.eda.admin.ch/dam/deza/en/documents/publikationen/Diverses/ids-bridge-food-security-report-online-kl_EN.pdf)

<sup>21</sup> Cash Transfers for Food Security in Epidemics: A Review of the USAID Food for Peace Response to the Ebola Crisis in Liberia and Sierra Leone. (2017). USAID. <https://www.calpnetwork.org/wp-content/uploads/2020/03/calp-ebola-documentation-report-web-1.pdf>

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 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.

⇒ **Gender responsive** (some transformative elements)

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.

⇒ **Gender responsive**

6. Agricultural extension agents are trained in gender-barriers related to the uptake of improved agricultural practices. A gender-

barrier analysis shows that a key obstacle to women face in being able to adopt improved agricultural practices is their lack of decision-making power when it comes to the use of resources for agricultural inputs. As a result, agricultural extension agents are trained specifically on household livelihood planning to promote joint planning and decision-making at the household level between men and women. The extension agents use training tools (image flip charts, talking points, etc.) to work with couples to improve their understanding of the benefits of more equitable practices related to control of resources and decision-making during their household and community visits.

⇒ **Gender transformative**

7. A program proposes to train 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.

⇒ **Gender responsive/transformative**

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

⇒ **Gender responsive/transformational**

- 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.

⇒ **Gender neutral/blind**

- 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.

⇒ **Gender responsive/transformational**

- 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 used posters depicting a coffee farmer in a bar drinking beer with a beautiful young woman (who was implied to be not his wife).

⇒ **Gender exploitative**

- 12.** A needs assessment indicates that women have adequate knowledge of food intake during pregnancy, transmitted through government programs and the mass media. In practice, however, 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.

⇒ **Gender transformational**

- 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 reveals 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.

⇒ **Gender responsive**

**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 because their parents make the choice to keep them at home where they can assist with farm labor. The project's introduction of school canteens for both girls and boys has since led to more gender parity in Senegalese schools.

⇒ **Gender responsive**

**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 are supported to hold elections for president and treasurer. They are also trained in community needs assessments that include community leaders in the identification of needs related to WASH.

⇒ **Gender responsive**

**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, 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.

⇒ **Gender neutral/blind**

**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.

⇒ **Gender responsive/transformativ**

**18.** A project in Mali provides groups of women with diesel-powered platforms

with 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.

⇒ **Gender sensitive**

**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.

⇒ **Gender responsive**

**20.** An NGO recognizes the need for women to participate in the 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.

⇒ **Gender sensitive**

## Module 2 Resources

---

- USAID/HC3. Gender and Social and Behavior Change Communication Implementation Kit  
<https://healthcommcapacity.org/hc3resources/gender-social-behavior-change-communication-implementation-kit/>
- United Nations Development Programme. Gender Mainstreaming in Practice: a toolkit  
<https://www.undp.org/kyrgyzstan/publications/toolkit-gender-mainstreaming-practice>
- Land O'Lakes International Development. Integrating Gender throughout a Project's Life Cycle 2.0. A Guidance Document for International Development Organizations and Practitioners  
[http://www.wocan.org/sites/default/files/Integrating-Gender-throughout-a-Project-s-Life-Cycle\\_FINAL\\_compressed.pdf](http://www.wocan.org/sites/default/files/Integrating-Gender-throughout-a-Project-s-Life-Cycle_FINAL_compressed.pdf)
- USAID/IGWG. Do's & Don'ts for engaging men & boys  
<https://www.iqwq.org/resources/dos-donts-for-engaging-men-boys/>
- CORE Group. Enhancing Nutrition and Food Security during the First 1,000 Days through Gender-sensitive Social and Behavior Change: a technical resource guide [https://coregroup.org/wp-content/uploads/media-backup/documents/Resources/Tools/Gender Sensitive SBC Tech Brief Final.pdf](https://coregroup.org/wp-content/uploads/media-backup/documents/Resources/Tools/Gender_Sensitive_SBC_Tech_Brief_Final.pdf)
- The TOPS Program and CARE International. REALIZE: Social and Behavioral Change for Gender Equity and Diversity  
<https://www.fsnnetwork.org/resource/realize-social-and-behavioral-change-gender-equity-and-diversity>

## References (Module 2)

---

*Training* / Interagency Gender Working Group. (n.d.)  
<https://www.iqwq.org/training/>

*Programmatic Guidance* / Interagency Gender Working Group. (n.d.).  
www.igwg.org. Retrieved June 11, 2021, from  
<https://www.iqwq.org/training/programmatic-guidance/>

Canada, G. A. (2017, February 21). *A Feminist Approach: Gender Equality in Humanitarian Action*. GAC. [https://www.international.gc.ca/world-monde/issues\\_developpement-enjeux\\_developpement/priorities-priorites/fiap\\_humanitarian-action-humanitaire\\_paif.aspx?lang=eng](https://www.international.gc.ca/world-monde/issues_developpement-enjeux_developpement/priorities-priorites/fiap_humanitarian-action-humanitaire_paif.aspx?lang=eng)

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



## Module 3, Part I Objectives

By the end of this session, participants 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 10: Module 3 Agenda activities and times

Activity	Timing
Introduction and Learning objectives	5 minutes
Review Module 2 GESI Integration Continuum	5 minutes
Debrief: Module 2 Learning Activity	25 minutes
Definition of GESI Analysis	10 minutes
Donor Requirements and Mercy Corps 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
<b>Total:</b>	<b>2 hours 45 minutes</b>

## Module 3, Part I Session Plan

Table 11: Module 3, Part 1 Session plan

Venue: <i>Zoom</i>	Module 3, Part I	Duration: 2 hours 45 minutes
<p><b>Topic:</b></p> <p>Introduction to GESI analysis</p>		
<p><b>Session Objectives:</b></p> <p>By the end of this session, participants will be able to:</p> <ol style="list-style-type: none"> <li>1. Define GESI analysis</li> <li>2. Understand key requirements for GESI analysis by key donors</li> <li>3. List and define the GESI analysis domains</li> <li>4. Be able to use GESI analysis domains to identify GESI themes</li> </ol>		
<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Annex 3A: Definitions of GESI Analysis Domains</li> <li>• Annex 3B: GESI Domains Case Study (with answers)</li> <li>• Annex 3C: Illustrative Emergency Food Security GESI Analysis Questions by Domain</li> <li>• Annex 3D: List of Gender-Responsive Research Tips</li> <li>• Annex 3E: GESI Analysis Table 1- Identifying Gaps</li> </ul>		
<p><b>Advance Preparation:</b></p> <ol style="list-style-type: none"> <li>1. Remind participants via email that they will be asked to report back on the learning activities from <b>Module 3, part II</b> and that they should come prepared to share.</li> <li>2. Review Module 2, Annex 2A: Definitions of Different Levels of Gender Integration.</li> <li>3. Email participants and ask them to come prepared to share the results from the GESI assessment of their respective projects.</li> <li>4. Review the <b>Module 3, part I</b> PowerPoint notes which contain relevant examples by domain to share with participants.</li> <li>5. Review Annex 3E to familiarize yourself with GESI Analysis Table 1 – Identifying Gaps.</li> </ol>		

Table 12: Methods, Activities, Materials and Resources

Methods & Activities	Materials & Resources
<p><b>Introduction (5 minutes)</b></p> <ol style="list-style-type: none"> <li>1. Welcome participants back for Module 3. Explain to participants that <b>Module 3</b> will have two parts: today’s session, which is an introduction to GESI analysis, key definitions and the GESI domains of analysis; and tomorrow’s session, which will focus more concretely on the steps required to complete a GESI analysis.</li> <li>2. Briefly review the learning objectives for the session (slide 3), and the day’s agenda (slide 4).</li> <li>3. Pause and ask for any questions and/or comments from participants.</li> </ol>	<p><b>Module 3, Part I (PowerPoint slides 3–4)</b></p>
<p><b>Review of the Gender Continuum (5 minutes)</b></p> <ol style="list-style-type: none"> <li>1. Remind participants that the Gender Continuum serves as a basis for understanding programmatic GESI integration.</li> <li>2. Use slide 6 to briefly review the continuum, asking participants to define the different levels of integration.</li> </ol> <p><b>Note to Facilitator:</b> Make sure to emphasize again that to arrive at GESI-responsive programming, projects must conduct a GESI analysis – during design or initial stages of implementation– in order to identify key barriers and opportunities that can impact on the project’s ability to meet its objectives.</p> <ol style="list-style-type: none"> <li>3. Remind participants again that programming should strive to be, at a minimum, GESI-sensitive, and that in many cases achieving gender transformative outcomes may not be feasible, especially in humanitarian response. In that regard, GESI-sensitive or GESI-responsive approaches are both advised over GESI-neutral and GESI-harmful approaches. Explain that in social and cultural contexts in which gender and other identity norms remain a highly sensitive issue, GESI-sensitive and GESI-responsive approaches often provide a sensible first step to GESI integration as they strive to ensure that all project participants are able to equally benefit from the project’s efforts. As unequal power relations and harmful gender and other identity norms are recognized and addressed through programs, a gradual shift toward challenging social inequities may take place.</li> </ol>	<p><b>Module 3, Part I (PowerPoint slide 6)</b></p>

Methods & Activities	Materials & Resources
<p>4. End the continuum review by stating that projects/programs must follow two GESI integration principles:</p> <ul style="list-style-type: none"> <li>• <b>Under no circumstances should programs/policies adopt a harmful/exploitative approach</b> since one of the fundamental principles of development work is to “do no harm”.</li> <li>• <b>The overall objective of GESI integration is to move toward GESI transformative programs/policies</b> thereby gradually challenging existing inequities and promoting positive changes in gender roles, gender and social identity norms, and power dynamics.</li> </ul> <p>5. Before moving to the next exercise, allow participants a few minutes to ask any questions and/or make comments.</p>	
<p><b>Reflections from Learning Activity (25 minutes)</b></p> <p>1. Tell participants that they will spend some time reflecting on the GESI analysis they completed for their respective projects. Ask for 2–3 volunteers to share their experience of the assignment. Use the questions listed on slide 8 to probe deeper.</p> <p><b>Note to Facilitator:</b> It is important to foster an environment in which participants feel comfortable sharing examples of gender-neutral/blind programming. You can do this by giving an example of a project that used gender-blind targeting for distribution of Non-Food Item Kits (NFIs) during an emergency situation in East Asia. The NFIs were distributed to both men and women, without classification or distinction. The NFI kits contained sanitary napkins for women and girls, but because of gender norms and mobility constraints, men were the ones to receive NFI kits on behalf of the family. Humanitarian actors in the zone noticed men using the napkins as handkerchiefs because men were unfamiliar with sanitary napkins. The next round of distribution was intentionally adapted to women/girls with NFI kits being distributed at times that were convenient for them.</p>	<p><b>Module 3, Part I (PowerPoint slide 8)</b></p>
<p><b>GESI Analysis Definition (10 minutes)</b></p> <p>1. Start the next part of the session by stating that you will be discussing GESI analysis. Remind participants that in order to be, at a minimum, gender sensitive, programs/projects must be</p>	<p><b>Module 3, Part I (PowerPoint slides 10–13)</b></p>

Methods & Activities	Materials & Resources
<p>aware of key issues related to gender and other social identities — in this regard, a GESI analysis is crucial.</p> <ol style="list-style-type: none"> <li>2. Pull up slide 10 and read the definition of a GESI analysis aloud to the group. Before moving on to the next slide, allow participants a few minutes to ask questions.</li> <li>3. Next, present the information provided on slides 11–13 regularly pausing to allow for questions and/or comments from participants</li> <li>4. Close the exercise by emphasizing the following points: <ul style="list-style-type: none"> <li>• A GESI analysis seeks to systematically reveal the GESI-based constraints and opportunities that may influence a program/project’s ability to achieve sustainable results. In order to surface constraints and opportunities, a GESI analysis focuses on specific domains of analysis that represent key dimensions of people’s lives.</li> </ul> </li> </ol>	
<p><b>Mercy Corps and Donor GESI Analysis Requirements (10 minutes)</b></p> <ol style="list-style-type: none"> <li>1. Continue the discussion on GESI analysis by stating that the donor community is increasingly recognizing the importance of GESI analysis in project design, implementation, and Monitoring, Evaluation and Learning (MEL). As such, it has become a requirement for a number of donors. Explain that you will briefly review key requirements of USAID’s Bureau for Humanitarian Affairs (BHA) since USAID is the primary donor for Mercy Corps’ EFS portfolio.</li> <li>2. Next, pull up slide 14 and read the guidance aloud to the group.</li> </ol> <p><b>Note to Facilitator:</b> Whereas all BHA applications must include a gender analysis within the technical narrative, the donor states that partners are welcome to submit a more detailed gender analysis as an annex in addition to (not instead of) the gender analysis in the technical narrative. The guidance says, specifically: “This annex would 1. collect and analyze recent, context-specific primary and secondary data to identify how the current crisis affects men, women, girls, and boys differently; and 2. specify how the applicant will incorporate and monitor the findings of this analysis during implementation.”</p> <ol style="list-style-type: none"> <li>3. Next, state that Mercy Corps also has minimum requirements with respect to programmatic GESI integration. Pull up slide 15 and present the agency’s guidance.</li> <li>4. Before moving on to the next exercise, allow participants a few minutes to ask questions and/or make comments.</li> </ol>	<p style="text-align: center;"><b>Module 3, Part I</b> <b>(PowerPoint slides 14–15)</b></p>

Methods & Activities	Materials & Resources
<p><b>Break (15 minutes)</b></p>	
<p><b>GESI Analysis Domains (20 minutes)</b></p> <ol style="list-style-type: none"> <li>1. Once all participants are back from the break, explain that the remainder of the day’s session will be spent learning about GESI domains of analysis. State that you will provide a brief overview and then participants will have an opportunity to gain a more in-depth understanding of the domains in the second part of Module 3 which will be delivered the following week.</li> <li>2. Introduce the domains by stating that they provide a framework for the GESI analysis. Next, present the information provided on slides 17–22. As you present each domain, start by first asking participants to suggest possible definitions and then share the correct definition. For each domain, ask participants for examples — from their contexts and/or related to EFS — that illustrate the ideas communicated by the domain in question.</li> <li>3. When discussing power as a cross-cutting domain, emphasize the following points: <ul style="list-style-type: none"> <li>• Invisible power is in many ways the most insidious and problematic of all to challenge and confront because we rarely see it operating on us; and yet it has the capacity to shape people’s self-image, self-esteem, social attitudes, and biases without playing any apparent role in doing so. The media and marketing/advertising industries are classic purveyors of such invisible power.</li> <li>• Visible or direct power operates in both public and private realms and determines who participates in and who is excluded from decision making; how privileges, tasks, and opportunities are allocated and who has the authority to control resources, people, or access to knowledge and information.</li> </ul> </li> </ol>	<p style="text-align: center;"><b>Module 3, Part I (PowerPoint slides 17–24)</b></p> <p><b>Annex 3A: Definitions of GESI Analysis Domains</b></p> <p><b>Annex 3D: List of Gender Responsive Research Tips</b></p>
<p><b>Note to Facilitator:</b> Stress that the domains are overlapping and, as such, there are often overlapping elements. It is important to not get too caught up in the precise classification of data into the domains.</p>	
<ol style="list-style-type: none"> <li>4. Pull up slide 23 and state that because the focus of the training is on EPs, it is important to consider additional principles that are particularly relevant to emergency situations: safety and security. Explain that like power, safety and security also have cross-cutting implications.</li> </ol>	

Methods & Activities	Materials & Resources
<p>5. Next, present the information detailed on slide 24. As you present the information on the slide, make sure to point out that GBV is a common risk in times of conflict and humanitarian crisis. GBV risk along with other conflict/emergency-related risks, should be examined from a safety and security perspective.</p> <p><b>Note to Facilitator:</b> Safety and security is not a separate GESI analysis domain. However, for humanitarian and emergency programming, it is crucial to identify safety and security risks faced by women, girls, men, boys, non-binary gender identities, and socially excluded groups.</p> <p>6. Before moving on to the next exercise, allow participants a few minutes to ask questions and/or make comments.</p>	
<p><b>GESI Domain Key Questions for Food Security (20 minutes)</b></p> <ol style="list-style-type: none"> <li>1. Divide participants into six small groups of 4–5 persons. Assign each group one GESI analysis domain and the cross-cutting theme related to safety and security.</li> <li>2. Go to slide 26 and tell participants they will spend 10 minutes in their small groups formulating 3–4 questions that would help teams completing a GESI analysis to identify key themes in the specific domain assigned to their small group. Instruct participants to formulate questions that are relevant for EPs.</li> <li>3. Ensure everyone has understood the exercise and then send participants into their respective breakout rooms.</li> <li>4. After 10 minutes, bring the groups back to plenary and invite volunteers to share 1–2 of the analysis questions formulated by their small group. After a group has shared their proposed questions, allow the larger group to comment/ask questions.</li> </ol> <p><b>Note to Facilitator:</b> While share, stress that questions may not fit neatly into each domain and that they may sometimes provide insights into more than one domain. For example, a question that seeks to understand who controls household income (the domain here is “access to and control of resources”) may provide some insight into the “practices, roles, and participation” domain.</p> <p>5. After all of the groups have presented, refer participants to <a href="#">page 48 of the Participant Manual</a> and review the list of illustrative questions by GESI domain.</p>	<p><b>Module 3, Part I (PowerPoint slide 26)</b></p> <p><b>Annex 3C: Illustrative Emergency Food Security GESI Analysis Questions by Domain</b></p>
<p><b>GESI Domain Case Study Practice (40 minutes)</b></p>	<p><b>Module 3, Part I (PowerPoint slides 27-28)</b></p>

Methods & Activities	Materials & Resources
<ol style="list-style-type: none"> <li>1. Tell participants that they will spend some time deepening their understanding of the GESI analysis domains by identifying them in a case study.</li> <li>2. Pull up slide 27 and explain to participants that they will remain in their small groups. In their groups, they will have 15 minutes to read a case study and work together to identify key “GESI themes” for their group’s assigned domain. Instruct participants to refer to page 55 of the Participant Manual for the case study. Encourage participants to write down the themes as they identify them. Ensure everyone has understood the directions and then send participants into their virtual breakout rooms.</li> <li>3. After 15 minutes, bring all of the groups back into plenary and invite a first group to share 1–2 key GESI themes they were able to identify for their group’s domain. After the group has shared, ask for reactions from the larger group (e.g., are the themes identified for the domain in question accurately captured/formulated?), and then move on to the next group. (Spend no more than 10 minutes on this step.)</li> <li>4. Conclude the exercise by asking the questions on slide 28.</li> </ol>	<p><b>Annex 3B: GESI Domains Case Study</b></p>
<p><b>Introduction to GESI Analysis Table 1 (5 minutes)</b></p> <ol style="list-style-type: none"> <li>1. Tell participants that they will look briefly at a tool that is helpful for analyzing and organizing GESI data, as well as facilitating the programmatic integration of GESI. Explain that because they will be using the tool in their learning activities, it is important for them to become familiar with its components.</li> <li>2. Explain that one of the most critical steps to conducting a GESI analysis is to first conduct a thorough review of existing GESI-related literature. In some cases, there may be sufficient literature to inform program design. In other instances, it is important to avoid collecting data that has already been collected so as to avoid wasting resources and time.</li> <li>3. Pull up slide 29 and explain that the table supports the initial GESI literature stage that should precede any decision to collect primary data. The table serves as a framework for sorting key GESI themes (pulled from secondary data) by domain, determining key data gaps, formulating analysis questions to address data gaps, and identifying supplemental data sources.</li> <li>4. Explain each of the individual columns, regularly pausing to make sure participants have a clear understanding.</li> </ol>	<p><b>Module 3, Part I (PowerPoint slide 29)</b></p> <p><b>Annex 3E: GESI Analysis Table 1 – Identifying Gaps</b></p>

Methods & Activities	Materials & Resources
<p><b>Note to Facilitator:</b> It is important to stress to participants that the GESI analysis domains will be used for all of the workshop activities moving forward and that it is okay if participants need to keep referring back to the participant manual for domain definitions.</p>	
<p><b>Learning Activities and Close (10 minutes)</b></p> <ol style="list-style-type: none"> <li>1. Thank participants for their active engagement and then pull up slide 30 and explain the weekly learning assignment as follows: <ul style="list-style-type: none"> <li>• Complete a quick search of existing GESI analysis reports/papers for your country/region. Review the list of GESI literature sources on <u>page 60 of the Participant Manual</u> and use them to identify additional documents detailing country/region-specific GESI themes.</li> <li>• Read the analyses/reports and fill out columns A and B of Table 1 (<u>pages 58-59 of the Participant Manual</u>).</li> </ul> </li> <li>2. Pause for any last questions and then remind participants of the 'office hours.</li> </ol>	<p><b>Module 3, Part I (PowerPoint slide 30)</b></p>

## Annex 3A: Definitions of GESI Analysis Domains

### Practices Roles and Participation

---

The norms that influence women's and men's behaviors also 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 these activities occur; participation in different types of economic, political, and social activities; and participation in decision making.

### Beliefs and Perceptions

---

This 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 people 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
- Healthcare
- 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.

## Annex 3B: GESI Domains Case Study

### Case Study: Burundi

Adapted from USAID/Burundi Gender Analysis report (2017)<sup>22</sup>

Answers are in brackets for the facilitator. It is important to note, however, that since there is so much overlap between domains, participants may have differing perspectives. The most important thing is the identification of the GESI trends/themes. **Some participants may identify themes that are specific to power, and safety and security; it is important to reiterate that power, and safety and security are not analysis domains on their own—power is cross cutting across the 4 GESI analysis domains, and safety and security is a specific assessment to be completed as part of the GESI analysis:**

- Practices, roles and participation (PRP)
- Access to and control of resources (AC)
- Beliefs and perceptions (BP)
- Institutions laws and policies (ILP)

For specific findings related to power, and safety and security within the above analysis domains, highlight them as follows:

- Power (P)
- 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 related to food availability, accessibility, and consumption. (ILP)

Women are also often responsible for agricultural production (unpaid) even when they are pregnant or carrying an infant on their backs. (PRP) 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. (PRP) 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, and participation and leadership roles in agricultural cooperatives or associations. (AC) Men, in turn, traditionally are involved in 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. (PRP)

Although women largely produce the food needed to feed their families, they do not have control over the food they harvest. (AC) They cannot, for example, sell a part of the harvest to meet their individual needs without their husband's permission. (P) Often, the land

<sup>22</sup> Victoria Rames, Clémence Bununagi, and Caritas Niyonzima. USAID/Burundi Gender Analysis Report. Prepared by Banyan Global. 2017.

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. **(AC)** Women have limited access to inputs for agricultural production, such as credit and land. **(AC)** Per the 2008 General Population and Housing Census, 80.2% of the population owns land — 62.5% are men and 17.7% are women. **(AC)** 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.” **(ILP)** 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. **(ILP)**

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. **(AC)** 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. **(AC)** Another factor affecting household food availability is gender inequality in intra-household and communal decision making on agricultural production. **(PRP, P)**

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). **(PRP)** 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. **(BP)** 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.” **(BP)** The Burundian woman is “umukenyenzi,” 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. **(BP)** These norms reinforce the idea that women should respect men and be hardworking both inside and outside the home. **(BP, P)** 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. **(BP)**

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. **(BP, P)** These sociocultural norms and standards often limit the alternatives available to both 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. **(BP, P, SS)**

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. **(BP, P)** Women, traditionally, are not called upon or expected to speak in public, though norms in this domain are changing in urban areas. **(PRP, P)** A

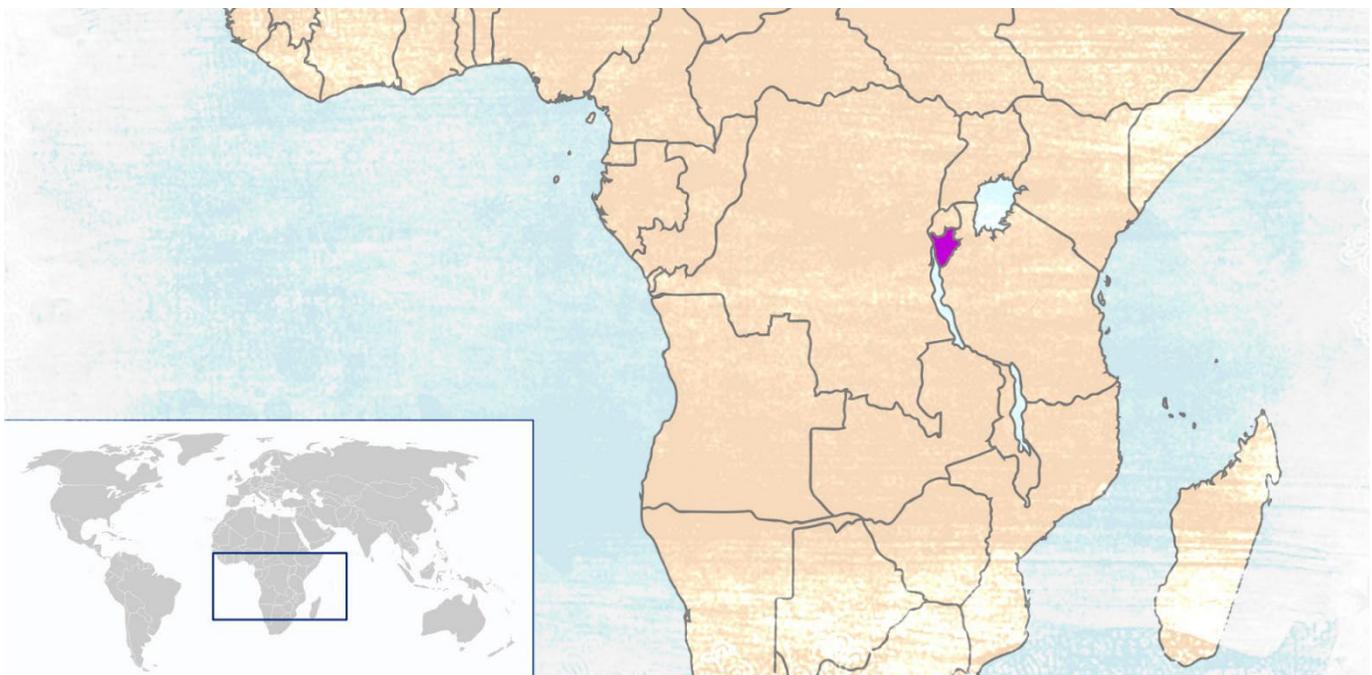
Burundian saying goes, “Nta nkokokazi ibika isake iriho” (the hen does not sing when the cock is present). **(BP)**

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. **(AC)** 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. **(AC)** Furthermore, diminishing stocks of firewood affect the ability of women to prepare food for the family. **(PRP)** Women and girls have to travel further away from their homes and communities to look for firewood which impacts their safety. **(SS)**

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. **(PRP)** 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. **(AC)**

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. **(PRP,P)** 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. **(PRP)**



# Annex 3C: Illustrative Emergency Food Security GESI Analysis Questions by Domain

## Illustrative application of GESI domains to a GESI analysis for EFS

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

\* Indicates questions relating to the cross-cutting domain of power

Table 13: GESI Domains and related illustrative questions

GESI Domain	Illustrative Questions
<p><b>Practices, roles, and participation</b></p>	<ul style="list-style-type: none"> <li>• Who does what work? For example, household chores, caregiving, farming, earning cash income? How has the emergency impacted these roles?                             <ul style="list-style-type: none"> <li>○ Where (location/patterns of mobility)?</li> <li>○ When (daily and seasonal patterns)?</li> </ul> </li> <li>• 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?</li> <li>• 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?</li> <li>• What responsibilities do women, men, girls, boys, nonbinary individuals have in the different stages of cultivation, processing, and marketing of different types of crops? How is this different for other social identities (e.g., ethnicity, region, age, etc.)?</li> <li>• What are the gender differences in use and availability of time?</li> <li>• 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 other underrepresented groups participate? *</li> <li>• How has the emergency affected the functioning of existing community decision-making structures and systems? How has it affected participation of various groups? *</li> </ul>

GESI Domain	Illustrative Questions
	<ul style="list-style-type: none"> <li>• Do women, men, boys, girls, and nonbinary individuals actively participate in community-level decision making? Do these groups have the same level of participation they had before? *</li> <li>• Are women, men, and nonbinary individuals participating in assessments and in emergency programs? Are other underrepresented groups participating?</li> <li>• 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? *</li> <li>• Who leads and takes part in decision making in food management and asset-creation committees? Who is excluded?</li> <li>• 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? *</li> </ul>
<p><b>Access to and control of resources</b></p>	<ul style="list-style-type: none"> <li>• 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.? *</li> <li>• 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.?</li> <li>• Are single-headed, child-headed and vulnerable-group-headed households getting enough food (or other)? Do they require special assistance for receiving food?</li> <li>• In programs where cash assistance is provided directly to women, to what extent do they retain control over the cash? *</li> <li>• 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?</li> <li>• Who has been consulted about the humanitarian response and how? Who has been excluded (even if inadvertently)? *</li> </ul>

GESI Domain	Illustrative Questions
	<ul style="list-style-type: none"> <li>• 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?</li> <li>• Who gets food aid on behalf of the household? Who decides how to use it? (How is food shared within households? Who eats first?)</li> <li>• 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? *</li> <li>• 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?</li> <li>• How do women, men, and nonbinary people (as well as young men, 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?</li> <li>• 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?</li> <li>• 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.??*</li> <li>• Who makes decisions in the household (about the use of income, humanitarian aid, access to services)? *</li> <li>• 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, people with disabilities, etc.)? *</li> <li>• Who makes food-purchasing decisions in the household and why? *</li> <li>• Who has decision-making power within the household related to access and use of humanitarian aid and services? How has the emergency changed this? *</li> </ul>

GESI Domain	Illustrative Questions
	<ul style="list-style-type: none"> <li>• Who in the community has the authority to make decisions related to access to services, humanitarian aid, and benefits that people receive? *</li> <li>• What are the main sources of information (on agriculture, nutrition, WASH, etc.) for women, girls, men, boys, etc.? Are there any variations in sources based on ethnicity, nationality, disability status, etc.?</li> <li>• To what extent do men, women, and nonbinary individuals have access to feedback mechanisms that support accountability of humanitarian efforts?</li> <li>• 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?</li> <li>• Do certain groups, households, or individuals find it more difficult to access food and agricultural inputs, distribution sites, work sites, workshops, or registration points?</li> <li>• 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?</li> <li>• What is the availability of services (health, education, GBV, etc.) at intervention sites? How has the emergency impacted this availability?</li> <li>• 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?</li> <li>• To what extent do cash for work programs make accommodations for female-only work crews?</li> <li>• What are the specific food-related needs, and capacities of women, girls, men, boys, and nonbinary individuals of the affected population?</li> <li>• What are the aid modality preferences of men, women, and other sub-population groups?</li> <li>• Who is recruited to cash-for-work activities? Are there enough opportunities for both women/men?</li> </ul>

GESI Domain	Illustrative Questions
<p><b>Beliefs and Perceptions</b></p>	<ul style="list-style-type: none"> <li>• 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.)</li> <li>• What food taboos exist and who do they benefit and disadvantage in the household?</li> <li>• Are there any food taboos or restrictions for women, men, children under five or pregnant and breastfeeding women?</li> <li>• What are the eating habits of the population as a whole? Do food needs differ by age and gender?</li> <li>• What are the cultural or religious food preferences of women and men in the community?</li> <li>• Are there any beliefs or practices that may affect the nutritional status of women, men, girls, boys, and nonbinary people differently?</li> <li>• 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?</li> <li>• Do local customs forbid women or men from doing any tasks?</li> <li>• 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? *</li> <li>• To what extent is GBV accepted by community members as a normal or justified part of life (including harmful practices like child marriage)? *</li> <li>• In what ways do communities recognize and value the role of women and girls in building disaster resilience, if at all?</li> <li>• What cultural practices affect women's hygiene and sanitary needs, especially during menstruation?</li> </ul>

GESI Domain	Illustrative Questions
<p><b>Institutions, laws and policies</b></p>	<ul style="list-style-type: none"> <li>• What is the existence of laws protecting the rights of women, girls, nonbinary people, and other socially marginalized groups (e.g., disabled persons, ethnic minorities, refugees, IDPs, etc.)? How has the emergency affected the implementation of these laws?</li> <li>• What are the national policies, programs or strategies that promote the rights of women and other socially marginalized groups (e.g., disabled persons, ethnic minorities, refugees, IDPs etc.)?</li> <li>• Does national policy ensure equal rights to land for men, women, and other socially marginalized groups?</li> <li>• Can women, men, and nonbinary people equally report and seek redress for violations of humanitarian law in safety (including sexual exploitation or abuse by peacekeepers and humanitarian workers)?</li> <li>• What level of awareness do women, men, girls, boys, and nonbinary people have of their legal rights to humanitarian assistance and protection?</li> <li>• 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? National policies, programs or strategies that promote the rights of women and other socially marginalized groups (e.g., disabled persons, ethnic minorities, refugees, IDPs, etc.)?</li> <li>• 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?</li> <li>• Does local and regional procurement of food equally benefit young male, female, and nonbinary producers?</li> <li>• What are the risks (GBV related and otherwise) that may be associated with the different assistance modalities (cash, vouchers, in-kind, service delivery)?</li> <li>• 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)?</li> </ul>

GESI Domain	Illustrative Questions
	<ul style="list-style-type: none"> <li>• 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?</li> <li>• 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)?</li> <li>• 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)?</li> </ul>
<p><b>Safety &amp; security (humanitarian/emergency setting)</b></p>	<ul style="list-style-type: none"> <li>• 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)?</li> <li>• 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?</li> <li>• 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?</li> <li>• How do individual coping strategies differ based on sex or gender identity, age, disability status, and migrant or refugee status?</li> <li>• Are men, women, young women, young men, and nonbinary individuals engaging in risky behavior in order to get enough food? What kinds of behaviors and do these behaviors differ based on gender identity, age, disability status, and migrant or refugee status?</li> <li>• What are the rates of reported GBV? Has this increased since the emergency? Who are the primary survivors? Who are the perpetrators?</li> <li>• Do young women, young men, and nonbinary youth feel equally safe enroute to and at food distribution sites?</li> <li>• 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?</li> </ul>

GESI Domain	Illustrative Questions
	<ul style="list-style-type: none"> <li>• 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)?</li> <li>• Are water points and sanitation facilities safe for everyone to use (especially women, children, and other vulnerable groups like older people and people with disabilities)?</li> <li>• 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?</li> <li>• Do risks exist for violence against female caregivers should cash assistance be provided directly to them rather than to male caregivers?</li> <li>• What are the protection risks associated with the type of emergency shelter in which the affected population is staying?</li> </ul>

## Annex 3D: 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 people 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 limit 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 people of different genders 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, 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)**

Forest resources beyond timber tend 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 (e.g., 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 regions, 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 (e.g., how to use them, dispose of their products, transfer them, and so on). Knowing who controls resources is important for understanding resource management processes.

## Annex 3E: GESI Analysis Table 1 – Identifying Gaps

**Objective:** To organize existing data in order 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.).

**Please make sure to consider power across all domains when highlighting key GESI themes.**

Table 14: GESI analysis table with space for filling in information

A	B	C	D
<p><b>What does the existing literature indicate as the key <u>GESI themes</u> emerging from <u>each domain</u> that affects people of all genders and with various intersecting identities in your project area? (Remember to address power as cross-cutting.)</b></p>	<p><b>What other potential information is missing but needed to understand how GESI themes could impact the achievement of the project objective?</b></p>	<p><b>What questions would you ask during primary data collection to fill the gaps in secondary data? (And/or indicate appropriate existing tools as relevant).</b></p>	<p><b>Who should you ask/consult to get this information?</b></p>
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			
<p>Please highlight any GESI-related <b>safety and security risks</b> from the existing literature:</p>	<p>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?</p>	<p>What questions would you ask during primary data collection to fill the gaps in secondary data? (And/or indicate appropriate existing tool as relevant.)</p>	<p>Who should you ask/consult to get this information?</p>

# 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 15: Module 3, Part 2 Agenda

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 the Participant Manual	10 minutes
Close, Questions, and Learning Activities	15 minutes
<b>Total:</b>	<b>2 hours 30 minutes</b>

## Module 3, Part II Session Plan

Table 16: Module 3, Part 2 Session Plan

Venue: <i>Zoom</i>	Module 3, Part II	Duration: 2 hours 30 minutes
<p><b>Topic:</b></p> <p>Key steps and tools for a GESI analysis</p>		
<p><b>Session objectives:</b></p> <p>By the end of this session, participants will be able to:</p> <ol style="list-style-type: none"> <li>1. Identify key steps for completing a GESI analysis</li> <li>2. Understand good practices in planning for a GESI analysis</li> <li>3. Identify and adapt existing participatory GESI analysis tools</li> </ol>		
<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Annex 3F: Sample GESI Analysis Work Plan</li> <li>• Annex 3G: GESI Analysis Detailed Checklist by Step</li> <li>• Annex 3H: Sources for GESI Analysis Literature Review</li> <li>• Annex 3I: Description of Key Qualitative Data Collection Methods</li> <li>• Annex 3J: Examples of GESI Analysis Participatory Tools</li> <li>• Annex 3K: GESI Analysis Table 2 – Data Synthesis and Analysis</li> <li>• Annex 3L: Additional Resources</li> </ul> <p><b>Advance Preparation:</b></p> <ol style="list-style-type: none"> <li>1. Review all annexes to familiarize yourself with the participant resources available.</li> <li>2. Review Annex 3K: GESI Analysis Table 2—Data Synthesis and Analysis.</li> <li>3. Email participants and ask them to come prepared to share out in some detail the homework from <b>Module 3, part I</b> (Table 1).</li> <li>4. Divide participants into four groups for the group work on the GESI analysis tools.</li> </ol>		

Table 17: Methods, Activities, Materials and Resources

Methods & Activities	Materials & Resources
<p><b>Introduction (5 minutes)</b></p> <ol style="list-style-type: none"> <li>1. Welcome participants back for <b>Module 3, Part II</b> and explain that during this session they will be reviewing the steps for planning and implementing a GESI analysis.</li> <li>2. Briefly review the learning objectives for the session (slide 3), and the day’s agenda (slide 4).</li> <li>3. Tell participants that they will spend some time reviewing the learning activities from <b>Module 3, Part I</b> as the results from their work will inform the day’s activities.</li> <li>4. Ask for any questions and/or comments before moving on to the next exercise.</li> </ol>	<p><b>Module 3, Part II</b> (PowerPoint slides 3–4)</p>
<p><b>Review of GESI Analysis Domains (10 minutes)</b></p> <ol style="list-style-type: none"> <li>1. Tell participants that they will continue to build on the content presented during the previous week’s session, namely, the GESI analysis domains.</li> <li>2. Go to slide 6 and ask for a volunteer to illustrate one of the GESI analysis domains using an example from a Food Security perspective. Repeat this process for each of the remaining domains.</li> </ol> <p><b>Note to Facilitator:</b> As participants share examples for the individual domains, make sure safety and security is included as a key consideration; and emphasize its relevance for emergency contexts.</p> <ol style="list-style-type: none"> <li>3. After you have reviewed all of the domains, allow a few minutes for participants to ask questions and/or make comments.</li> </ol>	<p><b>Module 3, Part II</b> (PowerPoint slide 6)</p>
<p><b>When to Conduct a GESI Analysis (10 minutes)</b></p> <ol style="list-style-type: none"> <li>1. Explain to participants that the next activity will focus on the timing of a GESI analysis.</li> <li>2. Start by asking the group if anyone has ever conducted a GESI analysis or similar type of study (e.g., social analysis). If someone has, ask the person to share when the study was conducted and for what purpose. After the participant has shared their example, ask for another volunteer to share their experience with GESI analysis.</li> </ol> <p><b>Note to Facilitator:</b> Try to probe for examples of GESI analyses completed to inform design as well as GESI analyses completed post award.</p>	<p><b>Module 3, Part II</b> (PowerPoint slides 8 – 9)</p>

Methods & Activities	Materials & Resources
<p>3. Next, present slide 8 using the discussion points below:</p> <ul style="list-style-type: none"> <li>• A GESI <i>analysis</i> is completed at the program design stage; a GESI <i>assessment</i> is completed at the end of a program to highlight areas of GESI-related impact.</li> <li>• A GESI analysis should be carried out during the program design stage; it is intended to inform activity design, identification of program participants, theory of change development, results framework development (including indicators to measure decreases in gender and social inequalities as well as increases in empowerment measures).</li> <li>• Questions in a GESI assessment will shift slightly from a focus on understanding systems of social inequality and their impact on participants and planned program activities to a focus on program effectiveness, unanticipated results, and outcomes linked to the program's GESI activities. A GESI assessment allows staff to learn from their efforts to address gender and social inequality gaps and to analyze their findings in the context of a larger learning agenda.</li> <li>• A GESI analysis can also inform proposal content. In this case, a shortened GESI desk review can help identify stakeholders to interview during the capture-planning trip, as well as formulate questions for a rapid assessment. Results from the capture-planning trip, triangulated with the desk review, can then inform project design (including monitoring and evaluation indicators and a learning agenda) and the development of a broad GESI strategy. Once the program begins, a full GESI analysis can be carried out to test, confirm, and expand on findings from the desk review.</li> </ul> <p>4. Go to slide 9 and emphasize to participants that a number of factors influence the potential scope of a GESI analysis. Present the information on slide 9.</p>	
<p><b>Note to Facilitator:</b> Make sure to emphasize that there are numerous ways to ensure that programs are informed by a GESI analysis, and they do not all require an internal process of primary data collection. In many situations, a desk review of existing secondary data may be sufficient and serve as a starting point for GESI integration. In sum, participants should not be dissuaded from conducting some sort of GESI analysis due to shortage of resources or the short timeframe of a program. A thorough desk review is better than nothing at all and often leads to significant improvements with respect to a program's GESI integration.</p>	

Methods & Activities	Materials & Resources
<p><b>GESI Analysis: Overview and Steps 1 and 2 (15 minutes)</b></p> <ol style="list-style-type: none"> <li>1. Tell participants that they will spend time reviewing each step of the GESI analysis process in detail. Explain that the steps they will be reviewing represent all of the key steps required for a GESI analysis. Remind participants of the previous discussion around time and resource limitations faced by program teams that may restrict their ability to follow all of the steps in the GESI analysis process.</li> <li>2. Go to slide 11 and state that Mercy Corps has identified 12 key steps to conducting a GESI analysis. During this week’s session, they will cover steps 1–7. State that steps 8–12, which relate to the post-data-collection phase, will be covered in <b>Module 4, Part I</b> the following week.</li> </ol>	<p><b>Module 3, Part II (PowerPoint slides 11–14)</b></p> <p><b>Annex 3F: Sample GESI Analysis Work Plan</b></p> <p><b>Annex 3G: GESI Analysis Detailed Checklist by Step</b></p>
<p><b>Note to Facilitator:</b> Emphasize for participants that while each step has an estimated level of effort (LOE) for a typical Emergency Food Security Program, it is important to not get caught up in this detail as LOE will largely depend on a program’s scope, resources, and timeline.</p>	
<p><b>Note to Facilitator:</b> Module 4, Part II will provide more in-depth descriptions of MEL aspects associated with a GESI analysis. These include GESI considerations when constituting the GESI analysis team, training of enumerators, and the actual data collection process. Refer to the session plan for Module 4, Part II for more details.</p>	
<ol style="list-style-type: none"> <li>3. Once you have presented all of the steps on slide 11, tell participants they will spend some time reviewing each step in more detail. Next, present the information detailed on slides 12-14.</li> </ol>	
<p><b>Note to Facilitator:</b> Inform participants that there are a number of resources in the Participant Manual – including a GESI analysis work plan and checklist – that will help teams with planning a GESI analysis.</p>	
<p><b>Note to Facilitator:</b> Make the point that relying first on secondary data also reduces opportunity costs borne by women in particular as a result of the unpaid time they are investing to participate in the program’s data collection.</p>	
<ol style="list-style-type: none"> <li>4. Before moving on to the next exercise, allow participants a few minutes to ask questions and/or make comments.</li> </ol>	
<p><b>Module 3, Part I Learning Activity Debrief (20 minutes)</b></p>	<p><b>Module 3, Part II (PowerPoint slides 15–16)</b></p>

Methods & Activities	Materials & Resources
<ol style="list-style-type: none"> <li>1. Instruct participants to have their learning assignments from the previous week available, as they will be sharing the work they completed.</li> <li>2. Next, pull up slides 15-16 and ask for volunteers to share their experience completing columns A and B in Table 1 (<u>Participant Manual pages 58-59</u>). Ask each volunteer to share the following: <ul style="list-style-type: none"> <li>• Challenges (did they have difficulty finding resources?)</li> <li>• 1-2 findings for column A</li> <li>• 1-2 key gaps identified for column B</li> </ul> </li> </ol> <p><b>Note to Facilitator:</b> Make the point that the exercise they completed as a part of the learning assignment is essentially the same process that is involved in completing a GESI desk review.</p> <ol style="list-style-type: none"> <li>3. Before moving on to the next exercise, refer participants to <u>pages 60-63 of the Participant Manual</u> which list a number of sources for secondary GESI data.</li> </ol>	<p style="text-align: center;"><b>Annex 3H: Sources for GESI Analysis Literature Review</b></p>
<p><b>GESI Analysis: Step 3 (5 minutes)</b></p> <ol style="list-style-type: none"> <li>1. Explain that Step 3 builds from the work completed to identify specific data gaps (column B) in the literature that may need to be addressed through primary data collection.</li> <li>2. Next, pull up slide 17 and present the information shown. Emphasize the following points: <ul style="list-style-type: none"> <li>• Qualitative methods are usually prioritized in GESI analysis as they allow for a deeper understanding of the root causes of inequality, and the ways in which they manifest differently based on gender and other social identities.</li> <li>• Triad interviews are semi-structured interviews with three participants. This sort of interview can help alleviate feelings of stress among participants in circumstances where power dynamics between the researcher(s) and the participant(s) can hinder data quality.</li> </ul> </li> <li>3. Refer participants to <u>page 48 of the Participant Manual</u> which provides a list of EFS-specific illustrative questions by domain.</li> <li>4. Next, pull up slide 18 and explain that this step relates to the last two columns of Table 1. Review Table 1 using the discussion points below:</li> </ol>	<p style="text-align: center;"><b>Module 3, Part II (PowerPoint slides 17–20)</b></p> <p style="text-align: center;"><b>Annex 3C: Illustrative Emergency Food Security GESI Analysis Questions by Domain</b></p>

Methods & Activities	Materials & Resources
<ul style="list-style-type: none"> <li>• For Column D, it is important to be as specific as you can with regards to whom you should consult. This means specifying, at a minimum, gender and age groups (e.g., women aged 25–49 from community A), but also considering representation from vulnerable groups who are underrepresented and socially marginalized (e.g., landless young men IDPs from community X aged 18–25).</li> <li>• In instances where it is not possible to speak with these groups directly, for security and safety reasons, it is necessary to identify participants who can speak to the experiences of these groups – making note of the fact that this will be a limitation of the study.</li> </ul> <p>5. Next, tell participants that there are many existing tools for GESI analysis that can be adapted according to questions identified by program teams. Present slide 19 and note that these tools are included in the <u>Participant Manual (page 80)</u>. State that participants will have time to review these tools in more depth later.</p> <p><b>Note to Facilitator:</b> Explain to participants that participatory research methods are geared towards planning and conducting the research process <i>with</i> those people whose lives are under study. Participatory methods are different from standard research methods in that the process is guided by respondents with a facilitator present only to ensure that respondents understand the exercise and to answer any questions. Many participatory research approaches are in and of themselves a method for awareness-raising.</p> <p>6. Next, pull up slide 20 on additional participatory methods. Explain to participants that the list of resources on <u>page 78 of the Participant Manual</u> includes examples and explanations of these various participatory methods.</p>	
<p><b>Group Work (25 minutes)</b></p> <ol style="list-style-type: none"> <li>1. Divide participants into four groups and assign each group one of the tools as follows: <ul style="list-style-type: none"> <li>• Group 1: Safety and Mobility Mapping</li> <li>• Group 2: Daily Calendar</li> <li>• Group 3: Access and Control Chart</li> <li>• Group 4: Value Chain Roles and Responsibilities</li> </ul> </li> </ol>	<p><b>Annex 3J: Examples of GESI Analysis Participatory Tools</b></p>

Methods & Activities	Materials & Resources
<ol style="list-style-type: none"> <li>2. Explain that each group will have 10 minutes to review their assigned tool and answer the following questions:                             <ul style="list-style-type: none"> <li>• What sort of data can this tool help to identify (i.e., information relating to specific GESI analysis domains or to an identified data gap)?</li> <li>• For what types of respondents (e.g., socially marginalized groups, youths, persons who cannot read or write, etc.) is this tool best suited?</li> </ul> </li> <li>3. Tell participant groups they will be expected to share out (briefly) their group's answers in plenary. Make sure everyone has understood the instructions and then send participants into their virtual breakout rooms.</li> <li>4. After 10 minutes bring all of the groups back. Allow each group 2–3 minutes to briefly describe their assigned tool and share their answers to the two questions. Allow a few minutes at the end of each small group presentation for other participants to ask questions and/or comment.</li> </ol>	
<p><b>Break (15 minutes)</b></p>	
<p><b>GESI Analysis: Steps 4–7 (20 minutes)</b></p> <ol style="list-style-type: none"> <li>1. Tell participants that after the tools have been adapted, the GESI analysis team needs to be trained, and the data collection plan needs to be finalized. Pull up slide 22 and present the information detailed on the slide.</li> </ol> <p><b>Note to Facilitator:</b> Institutional Review Board (IRB) approval varies from country to country. In general, the IRB ensures that research protocols are aligned with ethical principles – particularly if there are human subjects involved. It is essential that the GESI analysis team leads check to see their country's requirements related to research involving human subjects.</p> <p><b>Note to Facilitator:</b> Reassure participants that Module 4 will include an in-depth focus on team training and some core elements of data collection planning (e.g., qualitative sampling).</p> <ol style="list-style-type: none"> <li>2. Next, move to slide 23 and discuss step 5, mentioning again that the information presented will be covered in more depth in Module 4.</li> </ol>	<p style="text-align: center;"><b>Module 3, Part II (PowerPoint slides 22-29)</b></p> <p style="text-align: center;"><b>Annex 3K: GESI Analysis, Table 2 -Data Synthesis and Analysis</b></p>

Methods & Activities	Materials & Resources
<p>3. After you have discussed step 5, present step 6 (slides 24-25). Tell participants there is a second table that will help them with this step. Next, present Table 2 (slides 26-28).</p> <p><b>Note to Facilitator:</b> Mention that qualitative data collection requires ongoing data synthesis throughout the process. This is why step 6 is completed both during and after data collection (step 5).</p> <p><b>Note to Facilitator:</b> Explain to participants that Table 2 essentially entails synthesizing data by GESI analysis domain in order to identify key GESI themes, and subsequently assessing whether those themes pose a barrier to, or enable (opportunity), program success. These opportunities and barriers will help inform the program's GESI action planning post-analysis.</p> <p>4. After reviewing Table 2, move on to slide 29 and discuss best practices.</p>	
<p><b>Resources in the Participant Manual (10 minutes)</b></p> <ol style="list-style-type: none"> <li>1. Before reviewing the slide on resources, ask participants if they have any overall questions or comments relating to the day's session. Next, pull up slide 31 and remind participants that steps 8–12 (post-data-collection stage) will be covered in <b>Module 4</b> the following week.</li> <li>2. Next, present slide 32 and indicate to participants that all of the featured resources are included in the Participant Manual.</li> </ol>	<p><b>Module 3, Part II (PowerPoint slides 31-32)</b></p>
<p><b>Learning Activities and Close (15 minutes)</b></p> <ol style="list-style-type: none"> <li>1. Thank participants for their active engagement and then explain the weekly learning assignment on slide 33 as follows: <ul style="list-style-type: none"> <li>• Continue the literature review assigned the previous week (if participants were able to find sufficient data, they can stop the literature review and begin to use the data to fill in Table 2).</li> <li>• Use the secondary data (and the information they included in Table 1) to fill out Table 2 (<u>page 89 of the Participant Manual</u>).</li> <li>• Write down any questions or comments that may come up as they complete Table 2 – questions/comments will be addressed during the next session.</li> </ul> </li> </ol>	<p><b>Module 3, Part II (PowerPoint slide 33)</b></p>

Methods & Activities	Materials & Resources
<p>2. Pause for any last questions and then remind participants of the 'office hours'.</p>	

## Annex 3F: Sample GESI Analysis Work Plan

\*The 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 availability of resources and existing GESI data.

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

Table 18: Sample GESI Analysis data collection table with blank areas for fill-in

KEY GESI ANALYSIS STEP	LEVEL OF EFFORT (LOE) FULL TIME <sup>23</sup>	TIMELINE							
<b>Step 1: Develop GESI workplan &amp; establish GESI analysis team</b>	LOE: 2-3 days	Weeks							
		1	2	3	4	5	6	7	8
<ul style="list-style-type: none"> <li>Develop a Scope of Work (SoW) for the GESI Analysis</li> <li>Develop a GESI Analysis workplan</li> <li>Develop a budget for the GESI analysis</li> <li>Hire a GESI consultant, if necessary</li> <li>Set dates for GESI analysis training and data collection</li> <li>Reach out to GESI technical advisors so they are aware of the process and timeline</li> <li>Establish a GESI analysis team (and indicate a Team Lead)</li> <li>Assign a point-person(s) for logistics</li> <li>Hire enumerators if necessary</li> </ul>									
<b>Step 2: Literature review (identification of gaps)</b>	LOE: 3-4 days	Weeks							
		1	2	3	4	5	6	7	8
<ul style="list-style-type: none"> <li>Conduct a GESI literature review</li> <li>Organize data from literature review (to identify gaps- Table 1)</li> </ul>									
<b>Step 3: Adapt/design tool</b>	LOE: 2-3 days	Weeks							
		1	2	3	4	5	6	7	8
<ul style="list-style-type: none"> <li>Develop GESI analysis data collection tools (solicit GESI advisor feedback, as relevant)</li> <li>Translate data collection tools into local language</li> </ul>									
<b>Step 4: Train GESI analysis team, finalize tools &amp; data collection plan</b>	LOE: 4-5 days	Weeks							
		1	2	3	4	5	6	7	8
<ul style="list-style-type: none"> <li>Train the GESI analysis team</li> <li>Field test and finalize the data collection tools</li> <li>Ensure all logistics for field data collection (transport, lodging, staff per diem etc.)</li> </ul>									

<sup>23</sup> to help with staff time budgeting or potential contracting an external consultant

KEY GESI ANALYSIS STEP	LEVEL OF EFFORT (LOE) FULL TIME <sup>23</sup>	TIMELINE							
<ul style="list-style-type: none"> <li>Work with MEL experts to develop the sampling strategy</li> <li>Seek IRB approval, if necessary</li> </ul>									
<b>Step 5: Data Collection</b>	<b>LOE: 5-10 days</b>	<b>Weeks</b>							
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
<ul style="list-style-type: none"> <li>Complete data collection</li> <li>Designate Team Lead to manage team debriefs during data collection (ongoing synthesis)</li> <li>Data entry/transcribing (and translating if necessary)</li> <li>Debrief daily identifying themes, issues to resolve, etc.</li> </ul>									
<b>Step 6: Data synthesis &amp; analysis, Step 7: Identify key themes, barriers, opportunities Step 8: Formulate recommendations</b>	Concurrent with Step 5 and additional 4-5 days of LOE post-data collection	<b>Weeks</b>							
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
<ul style="list-style-type: none"> <li>After field work, finalize data analysis and recommendation formulation (if possible, in collaboration with key technical staff)</li> </ul>									
<b>Step 9: Validate GESI analysis findings</b>	<b>LOE: 1 day</b>	<b>Weeks</b>							
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
<ul style="list-style-type: none"> <li>Organize the validation workshop with key project staff and stakeholders</li> <li>Identify and invite key stakeholders to the validation workshop</li> <li>Carry out the validation workshop</li> </ul>									
<b>Step 10. Develop GESI action plan*</b>	<b>LOE: 1-2 days</b>	<b>Weeks</b>							
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
<ul style="list-style-type: none"> <li>Create a GESI action plan (addressing key findings from the GESI analysis)</li> </ul>									
<b>Step 11. Report writing</b>	<b>LOE: 5-10 days</b>	<b>Weeks</b>							
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
<ul style="list-style-type: none"> <li>Draft report (or finalize the table)</li> <li>Finalize the report (or table) including any feedback from the validation workshop, or the team/GESI advisor</li> <li>Translate the final report (as relevant)</li> </ul>									
<b>Step 12. Integrate GESI actions into project work &amp; MEL plans</b>	<b>Ongoing</b>	<b>Weeks</b>							
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
<ul style="list-style-type: none"> <li>Integrate the GESI Action Plan into project planning processes, engaging with project annual planning platforms, etc.</li> <li>Designate a key staff person to monitor progress made in implementing the GESI action plan</li> </ul>									

## Annex 3G: 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 a GESI analysis work plan
- Develop a budget for the GESI analysis
- Hire a GESI consultant, if necessary
- Set the dates for GESI analysis training and data collection
- Reach out to GESI technical advisors so they are aware of process and timeline
- Establish a GESI analysis team (and indicate a 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 the literature review (to identify gaps — Table 1)

---

### Step 3: Adapt/design tools

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

---

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

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

---

**Step 5: Data collection**

- Complete data collection
- Designate a 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 the 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 the validation workshop
- Carry out the validation workshop

---

**Step 10: Develop GESI action plan**

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

---

**Step 11: Report writing**

- Draft the report (or finalize table)
- Finalize the 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 the 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

## Annex 3H: Sources for GESI Analysis Literature Review

---

### Project Documents

---

Project documents can be requested from project staff (including the project manager, or country office/headquarter gender and inclusion staff) 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 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, 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](#)
- [No Ceilings: The Full Participation Project](#)
- [UN Women: Progress of the World's Women Report](#)
- [Inter-Parliamentary Union: Open Data Portal](#)
- [UN Population Fund Dashboard](#)
- [WEF Global Gender Gap Report](#)
- [ILO Stat](#)
- [UN Women Global Database on Violence Against Women](#)

- [Global Findex Database](#)
- [Global Internal Displacement Database](#)
- Women's Empowerment in Agriculture Index
- [UN Global Migration Database](#)
- [Women's Workplace Equality Index](#)
- [Disability Data Portal](#)

## For Emergency Food Security Programs, consider data on the following indicators if possible:

---

- Target population distribution, by sex and age group (at individual and/or head of HH levels)
- Most recent percentage of affected population with a poor food consumption score (FCS)/undernourishment by sex of head of HH
- Proportion of underweight children among affected children aged 24 to 59 months, by sex
- Most recent stunting/wasting rate among girls and boys
- Share of girls among out-of-school affected children of primary school age
- Most recent estimate of average household food expenditure share, by gender of head of HH
- Number and location of people (women, men, girls, boys, nonbinary individuals) who have experienced S/GBV (\*Use the GBVIMS database or other secondary sources)
- 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 Periodic 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 Lancet, 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

# Annex 3I: Description of Key Qualitative Data Collection Methods

---

## 1. 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) as well as 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 (e.g., proposals, work plans, other barrier analyses, etc.).

---

## 2. 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., agricultural value chain, agricultural extension agent, etc.).

### What is entailed?

Succinct, semi-structured discussion guide on 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.

## 3. 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 the 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 for a private discussion; select participants with similar demographics to facilitate participation, and comfort; if feasible, have snacks and water available. The number of group discussions to conduct is flexible but should be repeated until "saturation" is reached.

### Additional 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, 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 contribution to the lists to be ranked/rated and the criteria to use; 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 (person who holds the pen, chalk, or stick, etc.).

# Annex 3J: Examples of GESI Analysis Participatory 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 19: Fill-in-the-blank location and criteria unsafe exercise table

Location	Criteria: unsafe and 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?
  - Prompts: Lighting, 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 20: Fill-in-the-blank location and criteria safe exercise table*

Location	Criteria: safe and 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 of weeks.

### Questions:

- 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 21: 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		
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 you can use it and also decide to sell it if you want to.

Table 22: Resource access and control fill-in-the-blank

	ACCESS		CONTROL	
RESOURCE	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].

### Notes

---



---



---



---



---



---



---



---

### Questions:

- Who buys or produces seeds? Is this something you do, or something your spouse 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?

Table 23: 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			
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?

## Annex 3K: 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 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 the questions listed in the bottom row of the table

Table 24: GESI themes, barriers and opportunities fill-in chart

A	B	C
<p><b>What are the key <u>GESI themes</u> emerging from <u>each domain</u> that affect people of all genders &amp; with various intersecting identities in your project area?</b></p>	<p><b>What are the <u>GESI-based barriers</u> to reaching program objectives?</b></p>	<p><b>What are the <u>GESI-based opportunities</u> to reaching program objectives?</b></p>
<p>Domain 1: Practices, roles, &amp; participation:</p>		
<p>Domain 2: Access to &amp; control of resources:</p>		

Domain 3: Beliefs & perceptions:		
Domain 4: Institutions, laws, & policies		
What are the key <u>GESI-related 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?

## Annex 3L: Additional Resources

---

- [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 Livelihoods; USAID IYF, Field Notes, Volume 5, No. 19, June \(2012\)](#)
- [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 \(2009\)](#)
- [K Pasteur, Gender Analysis from a Livelihoods Perspective](#)
- [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 recommendations (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 25: Module 4, Part 1 Agenda

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
Steps 9 and 10	10 minutes
Steps 11 and 12	10 minutes
Close, Questions and Learning Activities	15 minutes
<b>Total:</b>	<b>2 hours 45 minutes</b>

## Module 4, Part I Session Plan

Table 26: Module 4, Part 1 Session Plan

Venue: <i>Zoom</i>	Module 4, Part I	Duration: 2 hours 45 minutes
<p><b>Topic:</b></p> <p>Key steps for GESI analysis (continued)</p>		
<p><b>Session Objectives:</b></p> <p>By the end of this session, participants will be able to:</p> <ol style="list-style-type: none"> <li>1. Understand good practices for GESI analysis recommendations (or objectives)</li> <li>2. Understand the steps involved in validating GESI analysis results and recommendations (or objectives)</li> <li>3. Identify methods and good practices for integrating results into project design and/or implementation</li> </ol>		
<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Annex 4A: GESI Analysis Table 2 -- data analysis plus recommendations</li> <li>• Annex 4B: GESI Data Synthesis Exercise</li> <li>• Annex 4C: Sample GESI Report Table of Contents</li> <li>• Annex 4D: Resources for GESI Integration During Project Design</li> </ul> <p><b>Advance Preparation:</b></p> <ol style="list-style-type: none"> <li>1. Remind participants via email that they will be asked to report back on the learning assignment from <b>Module 3, Part II</b> and that they should come prepared to share.</li> <li>2. Review the group exercise in <b>Annex 4B: GESI Data Synthesis Exercise</b>, including illustrative answers for effectively leading the group discussion.</li> <li>3. Review the participant list and create small groups of 3–4 people for the analysis group exercise.</li> <li>4. Review the MEL self-assessment (<b>Annex 4E</b> in <b>Module 4, Part II</b>).</li> </ol>		

Table 27: Methods, Activities, Materials and Resources

Methods & Activities	Materials & Resources
<p><b>Introduction (5 minutes)</b></p> <ol style="list-style-type: none"> <li>1. Welcome participants back for <b>Module 4</b> and explain that, like <b>Module 3, Module 4</b> has two parts — today’s session will focus on key steps involved in the post-data-collection phase of a GESI analysis; the second part will focus on GESI analysis and MEL.</li> <li>2. Briefly review the learning objectives for the session (slide 3) and the day’s agenda (slide 4).</li> <li>3. Before moving on to the next activity, pause and ask for any questions and/or comments.</li> <li>9.</li> </ol>	<p><b>Module 4, Part I</b> (PowerPoint slides 3-4)</p>
<p><b>Review of Key Steps for GESI Analysis and Tables 1 and 2 (15 minutes)</b></p> <ol style="list-style-type: none"> <li>1. Pull up slide 6 and briefly review the 12 steps for conducting a GESI analysis. Remind participants that the day’s module will focus on steps 8–12, which happen after the data collection process.</li> <li>2. Pause and allow participants a few minutes to ask any questions and/or make comments regarding the key steps.</li> </ol>	<p><b>Module 4, Part I</b> (PowerPoint slides 6-8)</p> <p><b>Annex 3E: GESI Analysis Table 1 – Identifying Gaps</b></p> <p><b>Annex 3K: GESI Analysis Table 2 – Data Synthesis and Analysis</b></p>
<p><b>Note to Facilitator:</b> Remind participants of the GESI analysis work plan and checklist templates in the <a href="#">Participant Manual (pages 71 – 76)</a> that break down each of these steps in terms of logistics, etc.</p>	
<ol style="list-style-type: none"> <li>3. Next, pull up slides 7-8 and remind participants that these are the two tables that were used in previous sessions: <ul style="list-style-type: none"> <li>• Table 1 is intended to guide teams in identifying missing data that must be collected via primary means — the missing data will be used to inform the formulation of questions to ask during primary data collection.</li> <li>• Table 2 is intended to support data analysis (i.e., identification of key GESI themes by domain; identification of GESI barriers and opportunities).</li> </ul> </li> <li>4. Reiterate for participants that these are the two primary tables used to frame a GESI analysis. They act both as an analytical framework as well as a tool to organize findings. State that you will be adding a recommendations column (column D) to Table 2 during this session.</li> <li>5. Before moving on to the next activity, allow participants a few minutes to ask questions and/or comment.</li> </ol>	

Methods & Activities	Materials & Resources
<p><b>Debrief Learning Activity (20 minutes)</b></p> <ol style="list-style-type: none"> <li>1. Remind participants that you will be spending some time reviewing the work they completed as part of their <b>Module 3, Part I</b> assignment. Pull up slide 10 and ask participants for general reflections on the activity: Was it difficult? Did the table help them to organize their data? (Spend no more than five minutes on this step.)</li> <li>2. Ask for a volunteer to share their table via screen share and to highlight 1–2 key GESI themes and associated barriers and/or opportunities they identified. Next, ask for two more volunteers to share their tables and follow the same process. Spend about 5 minutes per volunteer.</li> <li>3. After participants have shared, ask the group if the table is clear or if there are any additional questions or comments about Table 2.</li> <li>4. Next, go to slide 11 and explain that, to complete the GESI analysis process, Table 2 now includes a “recommendations” column (column D). State that recommendations are supposed to be directly linked to concrete GESI barriers and opportunities identified in Table 2. Tell the group that you will discuss this column in more depth in the coming slides.</li> </ol> <p><b>Note to Facilitator:</b> The tables in this training are meant for a GESI analysis post-award of a project. However, they are equally relevant for new project design—in that scenario, the recommendations column included in Table 2 would also be used to identify ‘objectives’ and ‘indicators’ that would be integrated into the new project results framework.</p>	<p><b>Module 4, Part I</b> (PowerPoint slides 10–11)</p> <p><b>Annex 4A: GESI Analysis Table 2 – Data Analysis Plus Recommendations</b></p>
<p><b>Group Work: Data Analysis (45 minutes)</b></p> <ol style="list-style-type: none"> <li>1. Tell participants that before continuing to steps 8–12 (the post data-collection phase), they will practice using Table 2.</li> <li>2. Go to slide 13 and explain that the next activity is intended to help them practice identifying themes by GESI domain as well as identifying GESI opportunities and barriers.</li> <li>3. Tell participants they will be split into small groups and that they will spend time in their groups filling out Table 2 using data/findings from a sample GESI analysis which can be found on page 96 of the Participant Manual. State that the example provided is adapted from a real GESI analysis conducted in DRC. Explain to participants that for each key gender theme mentioned in the sample analysis, they should determine: 1) the domain to which it corresponds, and 2) whether it constitutes a barrier or an opportunity. Participants will have</li> </ol>	<p><b>Module 4, Part I,</b> (PowerPoint slide 13)</p> <p><b>Annex 4A: GESI Analysis Table 2 – Data Analysis Plus Recommendations</b></p>

Methods & Activities	Materials & Resources
<p>20–25 minutes to complete the exercise. Instruct participants to assign a group member who will report back to the larger group.</p> <ol style="list-style-type: none"> <li>4. Before sending participants into their virtual breakout rooms, explain that each group has been assigned key GESI themes to focus on:                             <ul style="list-style-type: none"> <li>• Group 1: themes 1–5</li> <li>• Group 2: themes 6–10</li> <li>• Group 3: themes 11–15</li> <li>• Group 4: themes 16–20</li> <li>• Group 5: themes 20–27</li> </ul> </li> <li>5. Ensure everyone has understood the instructions and then send participants into their breakout rooms. After 30 minutes reconvene the groups. Call on the representative for Group 1 to present the group’s findings. They will have 5 minutes to share: 1) the GESI domains they identified; and 2) whether the themes constitute a SA or a GESI opportunity. Repeat this process for the remaining groups, allowing time for questions/comments following each group presentation.</li> </ol> <p><b>Note to Facilitator:</b> It is important to stress to participants that classifying data per domain is not always clear-cut as many GESI dynamics can touch on multiple domains. In many cases, domains may intersect.</p> <ol style="list-style-type: none"> <li>6. After all of the groups have presented, thank all the representatives. Inform participants that they will return to their groups later in the session.</li> </ol>	
<p><b>Break (15 minutes)</b></p>	
<p><b>Step 8 and Group work (30 minutes)</b></p> <ol style="list-style-type: none"> <li>1. Pull up slide 15 and remind participants that the day’s session is focused on steps 8–12.</li> <li>2. Next, go to 16 and state that, before you begin, you would like to hear from participants regarding their experience conducting formative research related to projects/programs they have supported in the past. Ask the two questions on slide 16, pausing for responses.</li> </ol>	<p><b>Module 4, Part I, (PowerPoint slides 15-18)</b></p> <p><b>Annex 4B: GESI Data Synthesis Exercise</b></p>

Methods & Activities	Materials & Resources
<p>3. As participants share their experiences, highlight the following common pitfalls with respect to the use of results to inform programming:</p> <ul style="list-style-type: none"> <li>• Results not shared widely (or in the wrong languages)</li> <li>• Key project staff not involved in the process, specifically, recommendation formulation or action planning.</li> <li>• Report too theoretical and not based in practical implementation experience.</li> <li>• Consultants or technical experts working in silos.</li> <li>• Project planning teams just “ticking the box” (data from required GESI analysis not actually used).</li> </ul> <p>4. Tell participants that the day’s session will cover how to safeguard against some of these challenges related to the use of GESI analysis data.</p> <p>5. Next, present slides 17-18.</p>	
<p><b>Note to Facilitator:</b> It is important to stress that any recommendations coming from a GESI analysis should be context-specific and linked to identified GESI barriers and opportunities. One common mistake in GESI analyses is to formulate recommendations that are too general (e.g., increase women’s economic empowerment) and lead to no action. In this regard, it is important to not only think about the “what” but also the “how.” A GESI advisor or specialist may be required to support the translation of GESI findings into actionable recommendations.</p>	
<p>6. Explain to participants that they will be working in the same small groups to practice formulating 2–3 recommendations based on key gender barriers or opportunities identified (<a href="#">page 96, in the Participant Manual</a>). Instruct participants to use the key barriers and opportunities they identified in the DRC case study. Tell participants they will have 20 minutes to complete the assignment and that they should be prepared to share two key recommendations with the larger group. Make sure everyone understands the instructions and then send participants back into their virtual breakout rooms.</p>	
<p><b>Note to Facilitator:</b> Mention to participants that in a scenario in which the GESI analysis is completed during the project design stage, instead of recommendations, teams can brainstorm project objectives that can be included in the new project results framework.</p>	
<p>7. After 20 minutes, reconvene the groups and ask for a volunteer from one of the groups to share two of the recommendations formulated by their small group and to indicate the GESI barrier and/or opportunity to which each</p>	

Methods & Activities	Materials & Resources
<p>recommendation corresponds. After the presentation ask other participants whether or not they think the recommendations are specific enough. Repeat the same process with the remaining groups. Allow no more than 5 minutes per group (including questions/comments from the larger group).</p> <p>8. After all of the groups have presented, thank everyone and explain that you will now move on to steps 9–12.</p>	
<p><b>Steps 9 and 10 (10 minutes)</b></p> <ol style="list-style-type: none"> <li>1. Present slides 20–24, pausing regularly for questions and/or comments from participants.</li> <li>2. When discussing the process of data validation, mention the following key points: <ul style="list-style-type: none"> <li>• It may not always be possible to hold a validation workshop. Where this is not possible, it is still important to thank community-level stakeholders and project participants for their involvement in the GESI analysis. This could be done through a project site visit.</li> <li>• Ideally, there should be some level of community stakeholder involvement in the validation of the findings, and the formulation of key recommendations.</li> </ul> </li> <li>3. When discussing the action planning stage, emphasize the following points: <ul style="list-style-type: none"> <li>• GESI action planning is one of the most critical steps in the GESI analysis process as it ensures any findings are then taken into account during project design and implementation.</li> <li>• GESI action planning does not have to be a separate planning process. Rather, GESI action planning is ideally done as part of a quarterly or annual work plan. For example, the GESI analysis Team Lead can briefly present the GESI analysis results to all project staff during work plan development and ensure the analysis results are taken into consideration during activity planning and budgeting.</li> <li>• It is essential to include project managers and decision-makers in the action planning process to ensure that the necessary resources are allocated for prioritized GESI recommendations.</li> </ul> </li> </ol>	<p style="text-align: center;"><b>Module 4, Part I, (PowerPoint slides 20-24)</b></p>
<p><b>Note to Facilitator:</b> Slide 24 includes a note on indicators for existing projects. Make sure to emphasize that it can be difficult to add new indicators post-award and that there are common misconceptions</p>	

Methods & Activities	Materials & Resources
<p>regarding what a ‘GESI-sensitive’ indicator is. Generally, however, ensuring a GESI-sensitive MEL system comes down to project design—specifically, the inclusion of GESI-sensitive outcomes, outputs, and targets.</p>	
<p>4. Before moving on to the next exercise, allow participants a few minutes to ask questions and/or comment.</p>	
<p><b>Steps 11 and 12 (10 minutes)</b></p> <ol style="list-style-type: none"> <li>1. Tell participants that they will end the day with a discussion on the last two steps of the GESI analysis process.</li> <li>2. Pull up slide 25 and explain that step 11 concerns the drafting of the GESI analysis report. Stress to participants that, depending on the resources and time available, this may not be necessary. In fact, once Table 2 is completed (detailing key themes by domain, GESI barriers and opportunities, and GESI recommendations) it will contain all of the key information that would be included in a report. In that regard, Table 2 may be sufficient to meet the needs of the project and donor in many instances. If not, teams may consider drafting a report that follows the structure indicated on slide 25.</li> </ol>	<p><b>Module 4, Part I, (PowerPoint slides 25-29)</b></p> <p><b>Annex 4C: Sample GESI Report Table of Contents</b></p> <p><b>Annex 4D: Resources for GESI Integration During Project Design</b></p>
<p><b>Note to Facilitator:</b> Acknowledge that language can be tricky when drafting a final GESI analysis report since, in many instances, the donor requires English while the project implementation team operates in another primary language. In such situations, it is recommended to, at a minimum, translate Table 2 or an executive summary into the project team’s the primary language so that the report is accessible to key staff, and partners.</p>	
<ol style="list-style-type: none"> <li>3. Next, present the information on slides 26-28. When presenting step 12, explain that this step completes the GESI analysis process. Emphasize that this work is ongoing for project implementation. For new project design, it is essential to integrate approaches to address key GESI barriers, or leverage GESI opportunities; this can be done several ways — pull up slide 29 and discuss the recommendations that appear.</li> </ol>	
<p><b>Note to Facilitator:</b> Stress to participants that there are several resources to help with GESI integration into new project design. A number of these resources take the form of checklists.</p>	
<p><b>Note to Facilitator:</b> Mention to participants the importance of including GESI-sensitive objectives as part of the design of new projects’ results frameworks. The inclusion of GESI-sensitive objectives will result in GESI-related activities and corresponding GESI-sensitive indicators (in the MEL plan). It is very difficult to justify the inclusion of GESI-related</p>	

Methods & Activities	Materials & Resources
<p>activities or indicators if there is no concrete alignment with project objectives. However, this step is likely only relevant to new projects.</p>	
<p><b>Learning Activities and Close (15 minutes)</b></p> <ol style="list-style-type: none"> <li>1. Thank everyone for their active participation. Next, go to slide 30 and instruct the group to refer to <u>page 102 of the Participant Manual</u>. Explain that the learning assignment for this module is to complete the self-assessment.</li> <li>2. Pause for any last questions and then remind participants of the 'office hours'.</li> </ol>	<p><b>Module 4, Part I, (PowerPoint slide 30)</b></p> <p><b>Annex 4E: Self-Assessment: GESI-Sensitive MEL</b></p>

## Annex 4A: 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 the 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 28: GESI Themes, Barriers, Opportunities and Recommendations fill-in chart

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

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

## Annex 4B: GESI Data Synthesis Exercise

### Instructions

These are examples of key themes from a GESI analysis conducted in the Democratic Republic of Congo (DRC).<sup>24 25</sup> Below is a *summary* of the themes.

Your assignment is to: 1) classify the theme by relevant GESI analysis domain(s), indicating power as relevant and also highlighting when a theme 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 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.

**Answers:**

**Potential GESI domains:** Access to and control over resources (power)

**GESI-based barrier:** Women's inequitable control over resources

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.

**Answers:**

**Potential GESI domains:** Practice, roles, and participation; access to and control of resources

**GESI-based barriers related to decision making; but also, potentially GESI-based opportunities regarding women's access to land, credit, and labor.**

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

<sup>24</sup> Adapted from Lepillez, K. et. al. (2017) *BUDIKADIDI PROJECT FOOD FOR PEACE Gender Analysis* <https://www.fsnnetwork.org/sites/default/files/ENGLISH%20Budikadidi%20Gender%20Analysis%20Final%20Report%202017%2009%2030%20compressed.pdf>

<sup>25</sup> Banyan Global (2020) *Rapid Gender Analysis DRC COVID-19*. USAID. <https://banyanglobal.com/wp-content/uploads/2020/10/GITA-II-USAID-DRC-CSGA-9-October-2020.pdf>

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.

**Answers:**

**Potential GESI domains:** Beliefs and perceptions

**GESI-based opportunity:** Engaging young men and adolescent boys in promoting gender equity

- 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.

**Answers:**

**Potential GESI domains:** Practice, roles, and participation; Beliefs and perceptions

**GESI-based opportunity:** Leveraging women's existing leadership opportunities

- 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.

**Answers:**

**Potential GESI domains:** Practice, roles, and participation; Beliefs and perceptions

**GESI-based barriers:** Women's time burden, literacy levels, and the need for their husbands' consent

- 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.

**Answers:**

**Potential GESI domains:** Institutions, laws, and policies

**GESI-based barrier:** Institutional/policy perpetuates harmful gender norms

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 household chores).

**Answers:**

**Potential GESI domains:** Practice, roles, and participation; Beliefs and perceptions

**GESI-based barriers:** Unequal power dynamics that dictate that a husband must provide consent prior to women's participation and leadership

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.

**Answers:**

**Potential GESI domains:** Beliefs and Perceptions

**GESI-based barriers:** Negative beliefs or stereotypes about public women

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

**Answers:**

**Potential GESI domains:** Practices, roles, and participation; Beliefs and perceptions

**GESI-based opportunity:** Leveraging men and boys' willingness to encourage female leadership

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.

**Answers:**

**Potential GESI domain:** Beliefs and perceptions

**GESI-based opportunity:** Role models for young girls are not limited by gender

- 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, and counseling and rehabilitation services for survivors of domestic violence. Law enforcement rarely intervenes because domestic disputes are customarily regarded as a private family matter.

**Answers:**

**Potential GESI domain:** Institutions, laws, and policies; Beliefs and perceptions

**GESI-based barrier:** Lack of adequate GBV prevention/response policy likely perpetuates impunity and GBV prevalence

- 12.** Women require their husband's permission for activities outside the home. 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.

**Answers:**

**Potential GESI domains:** Practices, roles, and participation; Beliefs and perceptions; Access to and control of resources

**GESI-based barriers:** Unequal power dynamics that dictate that a husband must provide consent prior to women's participation and the limitations they place of the mobility women require to engage in agricultural production and marketing

- 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.

**Answers:**

**Potential GESI domains:** Practices, roles, and participation

**GESI-based barriers:** Women's potential restricted ability to participate in project activities

- 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.

**Answers:**

**Potential GESI domains:** Practices, roles, and participation

**GESI-based barriers:** Low male engagement in reproductive activities and unpaid care work

- 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.

**Answers:**

**Potential GESI domains:** Practices, roles, and participation

**GESI-based barriers:** Young girls' work burden

- 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 is 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.

**Answers:**

**Potential GESI domains:** Practices, roles, and participation

**GESI-based barriers:** Women's time burden

- 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.

**Answers:**

**Potential GESI domains:** Practices, roles, and participation; Access to and control of resources

**GESI-based opportunity:** Identified time-saving technologies

- 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 note that even when walking in groups they are 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.

**Answers:**

**Potential GESI domain:** Access to and control of resources; Safety and security

**GESI-based barrier:** Risk of GBV and related limitations to mobility

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

**Answers:**

**Potential GESI domain:** Access to and control of resources; Safety and security

**GESI-based barrier:** Men's lack of participation in market activities

- 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.

**Answers:**

**Potential GESI domain:** Access to and control of resources; Safety and security

**GESI-based opportunity:** Identified safe places

- 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 make it difficult to learn and also because they are ashamed of their lack of education and don't want their children to see them learning.

**Answers:**

**Potential GESI domain:** Practices, roles, and participation; Beliefs and perceptions

**GESI-based barrier:** Potential social stigma linked to uneducated women

- 22.** Radio stands out as the most widely accessible and used method for 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.

**Answers:**

**Potential GESI domain:** Access to and control of resources

**GESI-based opportunity:** Potential to use radio as a means of communication

- 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.

**Answers:**

**Potential GESI domain:** Access to and control of resources (e.g., access to information)

**GESI-based opportunity:** Identification of influential groups for men/boys and women/girls

- 24.** The target regions are rife with political instability as they represent a stronghold 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).

**Answers:**

**Potential GESI domain:** Safety and security

**GESI-based barrier:** Political and ethnic conflict could create issues with safety and security as well as barriers to project participation for certain groups

- 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 are concerned about the of risk being stigmatized as “witches” by the community if they speak up; some even fear death. They recommended that issues of domestic violence, child marriage, and adolescent pregnancy be addressed by individuals with more social power, including community and religious chiefs.

**Answers:**

**Potential GESI domains:** Beliefs and perceptions.

**GESI-based barrier:** Engagement with elderly women could potentially cause harm

- 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 and market integration.

**Answers:**

**Potential GESI domains:** Access to and control of resources; Beliefs and perceptions

**GESI-based barrier:** Social exclusion of people with albinism

- 27.** Nearly all young fathers say they make household decisions unilaterally, with or without consulting their spouses. This behavior is 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."

**Answers:**

**Potential GESI domain:** Practices, roles, and participation

**GESI-based barrier:** Inequitable decision-making practices that limit women's voice and influence

## Annex 4C: Sample GESI Report Table of Contents

---

A GESI analysis report for an EP should be around 10–15 pages (not counting annexes) and includes 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 page)
- Annexes (References, tools, list of KIIs)

## Annex 4D: Resources for GESI Integration During Project Design

---

- [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) CGIAR Research Program on Climate Change, Agriculture and Food Security. <https://ccafs.cgiar.org/resources/publications/gender-and-inclusion-toolbox-participatory-research-climate-change-and>

- Toolkit – Rapid Gender Analysis for Emergencies. CARE. <https://insights.careinternational.org.uk/in-practice/rapid-gender-analysis>
- Training — Gender Analysis and Integration. Interagency Gender Working Group. <https://www.igwg.org/training/gender-analysis-and-integration/>

# 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 considerations related to data collection
- Understand key components of a GESI-sensitive MEL plan

## Module 4, Part II Agenda

Table 29: Module 4, Part 2 Agenda

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
<b>Total</b>	<b>2 hours 30 minutes</b>

## Module 4, Part II Session Plan

Table 30: Module 4, Part 2 Session Plan

Venue: <i>Zoom</i>	Module 4, Part II	Duration: 2 hours 30 minutes
<p><b>Topic:</b></p> <p>MEL and GESI analysis</p>		
<p><b>Session Objectives:</b></p> <p>By the end of this session, participants will be able to:</p> <ul style="list-style-type: none"> <li>• Understand key steps for planning a GESI-analysis</li> <li>• Understand GESI considerations related to data collection</li> <li>• Understand key components of a GESI-sensitive MEL plan</li> </ul>		
<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Annex 4E: Self-assessment: GESI-Sensitive MEL</li> <li>• Annex 4F: Key Tips for Using Qualitative Methods</li> <li>• Annex 4G: Sample Consent Form</li> <li>• Annex 4H: Additional Resources</li> <li>• Annex 4I: Training Post-Test</li> <li>• Annex 4J: Training Evaluation</li> </ul> <p><b>Advance Preparation:</b></p> <ol style="list-style-type: none"> <li>1. Email participants and tell them to come prepared to share results from their MEL self-assessment exercise (including aspects of their MEL plan).</li> <li>2. Use participant list to create small groups of 2–3 persons for the learning activity debrief.</li> <li>3. Input the Post-Test questions from <b>Annex 4I</b> into a google survey format and have a shareable link available to post in the chat box for participants to access at the end of the session.</li> <li>4. Input the Training Evaluation questions from <b>Annex 4J</b> into a google survey format and have a shareable link available to post in the chat box for participants to access at the end of the session.</li> <li>5. Review Annexes 3F: Sample GESI Analysis Work Plan and 3G: GESI Analysis Detailed Checklist by Step (from Module 3, Part II)</li> <li>6. Review the Bureau of Humanitarian Assistance (BHA) GESI indicators (refer to <b>Annex 4H: Additional Resources</b>).</li> </ol>		

Table 31: Methods, Activities, Materials and Resources

Methods & Activities	Materials & Resources
<p><b>Introduction (5 minutes)</b></p> <ol style="list-style-type: none"> <li>1. Welcome participants back for <b>Module 4, Part II</b>. Explain that this last session of the training will focus on the MEL aspects involved in a GESI analysis—specifically, GESI considerations related to data collection and MEL plans.</li> <li>2. Briefly review the learning objectives for the session (slide 3) and the day’s agenda (slide 4).</li> <li>3. Ask for any questions and/or comments.</li> </ol>	<p><b>Module 4, Part II (PowerPoint slides 3–4)</b></p>
<p><b>Debrief Learning Activity: MEL Self-Assessment (35 minutes)</b></p> <ol style="list-style-type: none"> <li>1. Tell participants they will spend some time discussing the MEL self-assessment worksheet that was included in the <b>Module 3, Part II</b> learning activity.</li> <li>2. Pull up slide 6 and explain to participants that they will spend 15 minutes in small groups answering the questions on the slide. Make sure everyone understands the questions and then send participants into virtual breakout rooms.</li> <li>3. After 15 minutes, bring the small groups back and ask for 2–3 volunteers to share a bit about their self-assessment findings (no more than 2–3 minutes per volunteer).</li> <li>4. Next, ask the group what they discussed in terms of challenges teams encounter when trying to incorporate GESI issues into MEL processes? Allow some time for reactions from 1–2 volunteers (or more depending on time available). Make sure the following challenges are mentioned: <ul style="list-style-type: none"> <li>• Insufficient understanding of the GESI outcomes and how those influence the “bigger outcome”</li> <li>• Inclusion of “gender indicators” without linkages to project strategy and outcomes</li> <li>• Not using gender/age-disaggregated data for ongoing analysis/monitoring</li> <li>• Not reflecting on the unintended consequences (and inadvertently causing harm)</li> <li>• Low engagement between technical staff (e.g., MEL and GESI)</li> </ul> </li> </ol>	<p><b>Module 4, part II (PowerPoint slide 6)</b></p> <p><b>Annex 4E: Self-Assessment: GESI-Sensitive MEL</b></p>

Methods & Activities	Materials & Resources
<p><b>Review of GESI Analysis Work Plan (15 minutes)</b></p> <ol style="list-style-type: none"> <li>1. Pull up slide 8 and explain that planning for a GESI analysis includes a significant amount of logistical and MEL coordination. Understanding the key steps involved will help teams feel more prepared in conducting their own GESI analysis.</li> <li>2. Tell participants they will spend some time reviewing the GESI analysis work plan and checklist introduced in Module 3. Instruct participants to go to <u>page 71 of the Participant Manual</u> and to take 10 minutes to review the work plan template and write down any questions or comments.</li> <li>3. After 10 minutes, call time and ask participants to share their questions and comments.</li> </ol> <p><b>Note to Facilitator:</b> Emphasize to participants that planning a GESI analysis can be intimidating. The tools shared in this session are intended to help them feel more comfortable. Many of the steps of a GESI analysis are MEL-related. As such, it is important to engage MEL experts in some of the more technical aspects such as sampling strategies, IRB approval (where relevant), etc.</p>	<p><b>Module 4, Part II (PowerPoint slide 8)</b></p> <p><b>Annex 3F: Sample GESI Analysis Work Plan</b></p> <p><b>Annex 3G: GESI Analysis Detailed Checklist by Step</b></p>
<p><b>GESI Analysis Team Composition and Training (10 minutes)</b></p> <ol style="list-style-type: none"> <li>1. Tell participants you will go into more detail on some of the MEL-specific aspects of a GESI analysis. Next, present slides 10-13.</li> </ol> <p><b>Note to Facilitator:</b> A best practice is creating a GESI analysis team made up of project staff (instead of external enumerators). Including project staff on the GESI analysis team contributes to their capacity development and will help to facilitate the integration of GESI analysis results into the project. However, it may not always be possible to include project staff on the analysis team, especially in emergency contexts.</p> <p><b>Note to facilitator:</b> Mention to participants that page 112 of the Participant Manual includes additional tips for qualitative data collection.</p>	<p><b>Module 4, Part II (PowerPoint slides 10-13)</b></p> <p><b>Annex 4F: Key Tips for Using Qualitative Methods</b></p>
<p><b>Data Collection Planning and Sampling (10 minutes)</b></p> <ol style="list-style-type: none"> <li>1. Pull up slide 15 and explain to participants that you will briefly discuss data collection planning—specifically sampling. Tell</li> </ol>	<p><b>Module 4, part II (PowerPoint slides 15–18)</b></p>

Methods & Activities	Materials & Resources
<p>participants that for this part of the GESI analysis (or any project-led study) MEL experts should be engaged to ensure sound technical approaches.</p> <p><b>Note to Facilitator:</b> Make sure participants understand that the guidelines presented on slide 15 are illustrative. Sampling strategies depend on several factors and can be quite complicated. This module is not intended to go over all the aspects of sampling, instead it is meant to provide a high-level overview and guidelines. That is why engaging with a MEL expert is essential for this step.</p> <p>2. Present slides 16–18, pausing for questions or comments.</p> <p><b>Note to Facilitator:</b> Any GESI analysis that intends to engage with children or survivors of GBV must be reviewed by a MEL, GESI, GBV, and youth expert. This is because there are additional ethical considerations for data collection when working with these populations.</p>	
<p><b>GESI Considerations During Data Collection (10 minutes)</b></p> <p>1. Go to slide 19 and state that there are several GESI considerations to take into account during the data collection phase. Next, present slides 20–23 pausing regularly for questions or comments.</p> <p><b>Note to Facilitator:</b> Inform participants that the Participant Manual includes examples of informed consent for both a FGD and a KII (<a href="#">Page 114 of the Participant Manual</a>).</p> <p><b>Note to Facilitator:</b> Emphasize to participants the importance of including time for data collection teams to type up FGD/KII notes daily. Because this can be a time-consuming exercise, it should be built into the data collection work plan.</p>	<p><b>Module 4, Part II (PowerPoint slides 19–23)</b></p> <p><b>Annex 4G: Sample Consent Form</b></p>
<p><b>Break (15 minutes)</b></p>	
<p><b>MEL Plan: Disaggregation and GESI Indicators (10 minutes)</b></p> <p>1. Pull up slide 24 and tell participants that you will now discuss specific aspects of MEL, including appropriate data disaggregation, and the formulation of GESI-sensitive indicators.</p> <p><b>Note to Facilitator:</b> It is essential to stress the fact that in many instances, some sort of GESI analysis is needed to inform the elements of a MEL plan highlighted on slide 26.</p>	<p><b>Module 4, Part II (PowerPoint slides 24–31)</b></p> <p><b>Annex 4H: Additional Resources</b></p>

Methods & Activities	Materials & Resources
<p>2. Next, present slides 25-29 pausing for questions or comments.</p> <p>10. When discussing SADD, address the following key points:</p> <ul style="list-style-type: none"> <li>• SADD is the act of breaking down data by sex and age to look more precisely at similarities, differences, and trends among different population groups.</li> <li>• At the outset, collecting SADD from target communities during assessments and baseline data collection, provides program teams with necessary information to design more impactful and sustainable programs.</li> </ul> <p>Continuing to collect SADD during program implementation, through monitoring processes and surveys, helps teams to correct programs that are not meeting targets, or that have skewed results based on sex or age categories.</p> <ul style="list-style-type: none"> <li>• Teams should collect SADD during end line evaluations/final surveys so they can measure programmatic impact on different demographic groups, identify potential trends, and make recommendations for future programs.</li> </ul> <p>11. Mention the following points when discussing comparisons between female- and male-headed households:</p> <ul style="list-style-type: none"> <li>• Male- and female-headed households are not comparable in most cases due to the way in which they are defined. Male-headed households generally include all households in which women are married to men, while female-headed households are usually those households lacking adult men.</li> <li>• Female-headed households are often more labor and resource constrained than male-headed households, but these disparities cannot necessarily be attributed to the sex of the household head. Unless a survey asks questions about individuals within a household, teams will miss important data on women living in male-headed households — the majority of the world’s women.</li> </ul> <p>Both male and female heads of household are a distinct category of man or woman, and when a household is headed by a woman this is often due to specific circumstances such as the seasonal or permanent out-migration, sickness of a husband, polygamy (“de facto” female-headed households) or divorce from or the death of a husband (“legal” female-headed households).</p>	

Methods & Activities	Materials & Resources
<ul style="list-style-type: none"> <li>Female heads of household often, but not automatically, face exclusion and discrimination in access to resources, but sometimes have more control over resources than, for example, women living in marriage. Female heads of “de facto” female-headed households often assume tasks and roles their husbands are temporarily or permanently unable to fill but may then face legal barriers when it comes to making decisions over productive assets (e.g., land, or accessing extension services).</li> </ul> <p>3. Next, pull up slides 30-31 and present the information shown. Highlight the fact that disaggregating indicators by sex and age is not often sufficient to understand GESI dynamics.</p> <p><b>Note to Facilitator:</b> Be clear with participants that GESI indicators cannot simply be added into existing MEL plans without a clear linkage to project objectives. In this way, GESI analyses should be used when developing project results frameworks (and objective formulation) as a first entry point. If donors and project management are amendable, it may be possible to adjust project objectives to be more GESI-sensitive and this would result in the need for GESI-specific indicators.</p>	
<p><b>Group Share – GESI Indicators (20 minutes)</b></p> <ol style="list-style-type: none"> <li>1. Explain to participants that they will take some time as a group to share some examples of GESI indicators from their current projects.</li> <li>2. Share the indicator examples on slide 32, and state that the indicators are aligned with the GESI analysis domains.</li> </ol> <p><b>Note to Facilitator:</b> Mention to participants that GESI indicators help to measure outcome-level change. A good way to think about this is in relation to the GESI analysis domains. For example, changes in access and control of resources, etc.</p> <ol style="list-style-type: none"> <li>3. Ask for 3–4 volunteers to share GESI-related disaggregation required by their project and/or GESI indicators from their project MEL plans. (10 minutes)</li> <li>4. Next, tell participants that donors usually require SADD and, in some cases, GESI indicators. BHA, for example, has indicators on decision-making by gender and GBV. Mercy Corps also has an Indicator library (the Gender DIG) that includes GESI-related indicators.</li> </ol>	<p><b>Module 4, Part II (PowerPoint slide 32)</b></p>
<p><b>Monitoring for GESI Risks (10 minutes)</b></p>	<p><b>Module 4, Part II (PowerPoint slide 34)</b></p>

Methods & Activities	Materials & Resources
<ol style="list-style-type: none"> <li>1. Tell participants that one last component they will review regarding GESI and MEL plans relates to monitoring GESI-related risks. Ask participants to give examples of what they would consider to be a GESI-related risk in their project contexts (5 minutes).</li> <li>2. Next, present slide 34, pausing for questions or comments.</li> <li>12.</li> </ol> <p><b>Note to Facilitator:</b> Mention to participants that project teams may decide to add 'internal' indicators which are not shared in formal reporting but are used instead for implementation. GESI risk monitoring may be done through the addition of internal indicators.</p>	
<p><b>Indicator Resources (5 minutes)</b></p> <ol style="list-style-type: none"> <li>1. Go to slide 35 and state that you will end the day's session by briefly presenting examples of GESI indicator compendiums that exist. This is just to help illustrate what is possible in regard to measuring GESI-outcomes. Present slides 36–42.</li> </ol> <p><b>Note to Facilitator:</b> Each slide includes a list of the types of indicators that can be found in the featured compendiums.</p>	<p><b>Module 4, Part II (PowerPoint slides 36–42)</b></p>
<p><b>Learning Activities, Questions, Close, Post-Test and Evaluation (15 minutes)</b></p> <ol style="list-style-type: none"> <li>1. Go to slide 43 and tell participants that their final learning activity is to discuss the results from their MEL self-assessment internally with their project colleagues. Pause for any questions or comments.</li> <li>2. Next, thank all participants for their continued engagement and participation over the weeks. Then, explain that you would like them to complete a training Post-Test (which is the same as the Pre-Test they completed at the start of the training). Indicate that there are a few additional questions related to the overall training you would also like them to answer. Stress that their feedback is important for improving the quality of the training.</li> <li>3. Pause for final questions/comments/reflections and then post links to the post-test and final evaluation in the chat box.</li> <li>4. Tell participants that you will remain in the Zoom meeting an extra 10-15 minutes to answer any final questions.</li> </ol>	<p><b>Module 4, Part II (PowerPoint slide 43)</b></p> <p><b>Annex 4I: Training Post-Test</b></p> <p><b>Annex 4J: Training Evaluation</b></p>

Methods & Activities	Materials & Resources
<p><b>Note to Facilitator:</b> Encourage all participants to move forward with GESI work in their respective projects, to use the resources shared during the training, and to reach out to GESI advisors at regional and HQ levels for support.</p>	

## Annex 4E: Self-Assessment: GESI-Sensitive MEL

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

Table 32: GESI-Sensitive MEL project questions fill-in chart

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

6	<p>Are all data collected for projects/programs systematically disaggregated by gender and age? [Always, frequently, occasionally, rarely, or never?]</p>
7	<p>Does your project disaggregate by any other social factors? If yes, please list.</p>
8	<p>Does the project include indicators that measure change in decision-making power, access and control of resources, time constraints, gender roles and responsibilities, (e.g., at the outcome level)? (If so, please list examples.)</p>
9	<p>In addition to collecting data on project indicators, do site 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.</p>
10	<p>Does your project have accountability mechanisms that allow recipients to conduct confidential reports?</p>
11	<p>Are there examples from your projects when the implementation team adapted its programming approach or strategy to suit GESI-specific learning? Please provide examples if they exist.</p>

## Annex 4F: 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 they 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 data collection or if they 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 key to this process.**

## Annex 4G: 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 a number of 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] value 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 also make an effort to make sure 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 needs and do not harm communities in [location].

**Use of information:** Your ideas and suggestions will be used along with other information sources (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)]. This community's 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. [Agreement?]. 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.

## Annex 4H: 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](#)

## Annex 4I: Training Post-Test

**Note to Facilitator:** The answers are **starred**. Post-test scoring is out of 25 points.

### Mercy Corp's Gender and Inclusion Responsive Emergency Food Security Training

*Please answer to the best of your ability, the following questions. You will have 15 minutes.*

Please type your unique, 4-digit number: \_\_\_\_\_

1. What is the definition of gender? Select the best choice. (1 point)

- a. **\* roles, behaviors, activities, expectations and attributes that a given society has constructed and considers appropriate for the categories of "men" and "women"**
- b. a label someone is assigned at birth based on the genitals they were born with
- c. the institutional framework that ensures equal rights on the basis of sex
- d. the way society treats you based on your sex

2. List 2 behaviors or characteristics that are linked to sex: (1 point)

**genitalia, childbirth, chromosomes, adam's apple, etc.**

3. True or False? Indicate if the below statements are true or false by circling "true" or "false" for each statement (1 point each)

- a. True / **(False)** - Gender integration is only relevant for projects with specific gender objectives
- b. **(True)** / False - 'Gender stereotypes' are ideas that people have on masculinity and femininity: what men and women should be like and what they are capable of doing.
- c. **(True)**/False - Diversity is the range of human differences, including but not limited to race, ethnicity, gender, gender identity, sexual orientation, age, social class, physical ability, values system, national origin, etc.
- d. **(True)**/False- Protracted crises can create and/or exacerbate many forms of Gender-Based Violence (GBV)

4. What is the definition of intersectionality? Select the best choice. (1point)

- a. How men and women interact to influence power dynamics
- b. The process of analyzing gender equality and social inclusion data
- c. **\*How multiple identities intersect and interact in ways that can intensify inclusion or exclusion**
- d. A person's social networks

5. "Gender equity" is defined as: (1point)

- a. Providing the same opportunities and resources to women and men.
- b. Ignoring a person's gender.
- c. **\*The process of being fair to women, men, and those with different gender identities.**
- d. Legal rights given to women.

6. "Social inclusion" is defined as: (1 point)

- a. the principle to not discriminate against anyone by law
- b. the range of human differences, including but not limited to race, ethnicity, gender, gender identity, sexual orientation, age, social class, physical ability.
- c. ensuring all community members participate in decision-making
- d. **\*the process of improving ability, access, dignity, and opportunity for people who are disadvantaged, on the basis of social identity, to take part in society.**

7. What are the five levels of gender integration? (2 points)

---

- a. neutral, harmful, minimum standard, sensitive, and educational
- b. exploitative, sensitivity, responsibility, responsive, and extraordinary
- c. exclusionary, neutral, responsive, exceptional, and transformative
- d. **\*harmful, neutral, sensitive, responsive, and transformative**

8. Please list the four GESI analysis domains: (5 points)

---

**Practices, roles, and participation; Access to and control over resources; Beliefs and perceptions; Institutions, laws, and policies**

9. Please write the cross-cutting consideration that overlays the GESI analysis domains (1point)

---

**Power**

10. True or False? Indicate if the below statements about gender are true or false by circling "true" or "false" for each statement (1 point each)

---

- a. True / **(False)** you always need to collect primary data in order to complete a GESI analysis
- b. **(True)**/ False "saturation" is reached in qualitative data collection when no new information or themes are observed in the data
- c. **(True)**/ False Safety and Security are important considerations during GESI analysis in humanitarian and emergency contexts.
- d. **(True)** / False: GESI indicators should be linked to project objectives
- e. True/**(False)**: Informed consent is only required in data collection if you are collecting data from children (18 and below)

11. Please list at least 3 things to consider when creating a GESI analysis team for primary data collection: (3 points)

---

**Gender, ethnic, language makeup of team  
Geographic experience (from targeted region, etc.), technical expertise (GESI, Food Security etc.)**

12. How should a GESI analysis inform a project's monitoring, evaluation, and learning (MEL) plan? (1 point)

---

**Should inform the type of disaggregation for indicators (or new GESI indicators, as relevant), identify internal indicators to include to monitor for GESI risk and potential GESI-related learning questions.**

## Annex 4J: Training Evaluation

---

**1. The workshop met or exceeded my expectations:**

Not at all      1      2      3      4      5      Yes absolutely

**2. The workshop was useful and valuable to me:**

Not at all      1      2      3      4      5      Yes absolutely

**3. The modules were appropriate for someone with my level and type of experience:**

Not at all      1      2      3      4      5      Yes absolutely

**4. I received concrete tools and strategies that will help me conduct a GESI analysis in my work:**

Not at all      1      2      3      4      5      Yes absolutely

**5. The trainer was knowledgeable and engaging**

Not at all      1      2      3      4      5      Yes absolutely

**6. I would recommend this training to my colleagues:**

Not at all      1      2      3      4      5      Yes absolutely

**7. Please mention anything else you'd like us to know including how we can improve the training.**

## Contact

MAIMOUNA TOLIVER  
[mtoliver@mercycorps.org](mailto:mtoliver@mercycorps.org)



ALYSSA RUSSO  
GESI Program Management Advisor | Program Performance and Quality Team  
[arusso@mercycorps.org](mailto: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](http://mercycorps.org)