World Vision

GESI-Responsive Food Security and Livelihoods (FSL) Programming

GESI and FSL

A REFERENCE GUIDE

ACKNOWLEDGEMENTS

World Vision is a Christian humanitarian organization dedicated to working with children, families, and their communities worldwide to reach their full potential by tackling the causes of poverty and injustice. We serve all people, regardless of religion, race, ethnicity, or gender.

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About This Reference Guide

Food Security and Livelihoods (FSL) programs by themselves will not achieve World Vision's development goals if they exclude certain groups from their benefits. Food Security and Livelihoods strategies need to incorporate Gender Equality and Social Inclusion (GESI) to ensure excluded and marginalized groups can participate in food security and livelihoods decision-making structures and benefit from FSL development interventions equitably.

World Vision's GESI approach actively strives to examine, question, and change harmful social norms and power imbalances as a means of reaching gender equality and social inclusion objectives in any given context and technical program area. GESI is integral to achieving World Vision's "Our Promise" global strategy and child well-being objectives. GESI approaches typically tackle access, decision-making, participation, systems, and well-being.[1]

Despite World Vision's GESI approach, and many good intentions, some programs, regardless of the sector, still fail to adequately incorporate GESI into their activities. The simultaneous process of developing sector-specific guidance to achieve nutrition outcomes within food systems led to the development of a framework that brings together food systems and GESI[2] (Figure 1.1), demonstrating World Vision's inclusive, transformative approach to sustainable food systems outcomes. In this food systems and GESI framework, food security, livelihoods, GESI, and nutrition are united with child-wellbeing (which is core to our work at World Vision) — all elements supportive for inclusive, sustainable development. Each food systems driver interacts with select GESI domains, galvanizing activity within a specific food system. Food systems approaches address food environments, food supply chains, consumer behaviors, and diets. Within the food systems and GESI framework, GESI and food systems domains influence one another, catalyzing change at various levels (individual, household, community, societal), engaging vulnerable groups to participate in food systems by transforming those systemic, normative barriers to inclusion. This reference guide will focus on GESI as it relates to the World Vision GESI approach and food security and livelihoods, helping FSL practitioners to better incorporate GESI into their interventions.

LIST OF ACRONYMS

BSL	Building Secure Livelihoods	MEL	Monitoring, Evaluation, and Learning
CEDAW	The Convention on the Elimination of all Forms of Discrimination Against Women	NGOs	Nongovernmental Organizations
CRPD	Convention on the Rights of Persons with Disabilities	PSNP	Protective Safety Net Program
		S4T	Savings for Transformation
DRR	Disaster Risk Reduction	SPIR	Strengthen PSNP4 Institutions and Resilience
EWV	Empowered World View	THRIVE	Transforming Household Resilience in Vulnerable Environments
F&D	Faith and Development		
FGD	Focus Group Discussion	ToC	Theory of Change
FSL	Food Security and Livelihoods	UPG	Ultra Poor Graduation
GESI	Gender Equality and Social Inclusion	USAID	United States Agency for International Development
IGA	Income Generating Activity	WASH	Water, Sanitation, and Hygiene
MCHN	Maternal and Child Health and Nutrition		

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1   For more details, see World Vision (2020). Gender Equality and Social Inclusion, The World Vision Approach and Theory of Change.

2   The World Vision food systems and GESI framework narrative will be released in mid-2022. An operational version of this framework which helps the reader understand how each food systems driver – there are a total of six – engages with a particular food systems domain – there are a total of 4 – will be presented in some technical guidance, available later in 2022.

The Purpose of this Reference Guide

This reference guide will help FSL programming transform the lives of all women and girls, boys and men regardless of age, ability, ethnicity, faith and caste, etc. It helps practitioners understand ways to make informal and formal Food Security and Livelihoods systems and interventions more equal and inclusive by design. The main purposes of this guideline are to:

- Ensure that Food Security and Livelihoods programming transform social norms and systems[3] that support gender inequality and social exclusion. Food Security and Livelihoods Programs should involve women, girls and other excluded groups, such as persons with disabilities (PWD), in decision-making and support their participation in key activities; and
- Ensure that all community members can access Food Security and Livelihoods services and facilities that will improve their livelihoods and well-being — demonstrating how the principles of 'universal design' can be used.

Who Can Use this Reference Guide

Individuals and organizations can use this guidance to apply a GESI lens in all stages of Food Security and Livelihoods program design, implementation, and evaluation. The reference guide is intended for use by World Vision Food Security and Livelihoods practitioners, partners, and donor stakeholders.

FIGURE 1.1 | FOOD SYSTEMS AND GESI CONCEPTUAL FRAMEWORK

Food Systems Approach to Addressing Poverty, Malnutrition, and Food Security through Gender Equality & Social Inclusion

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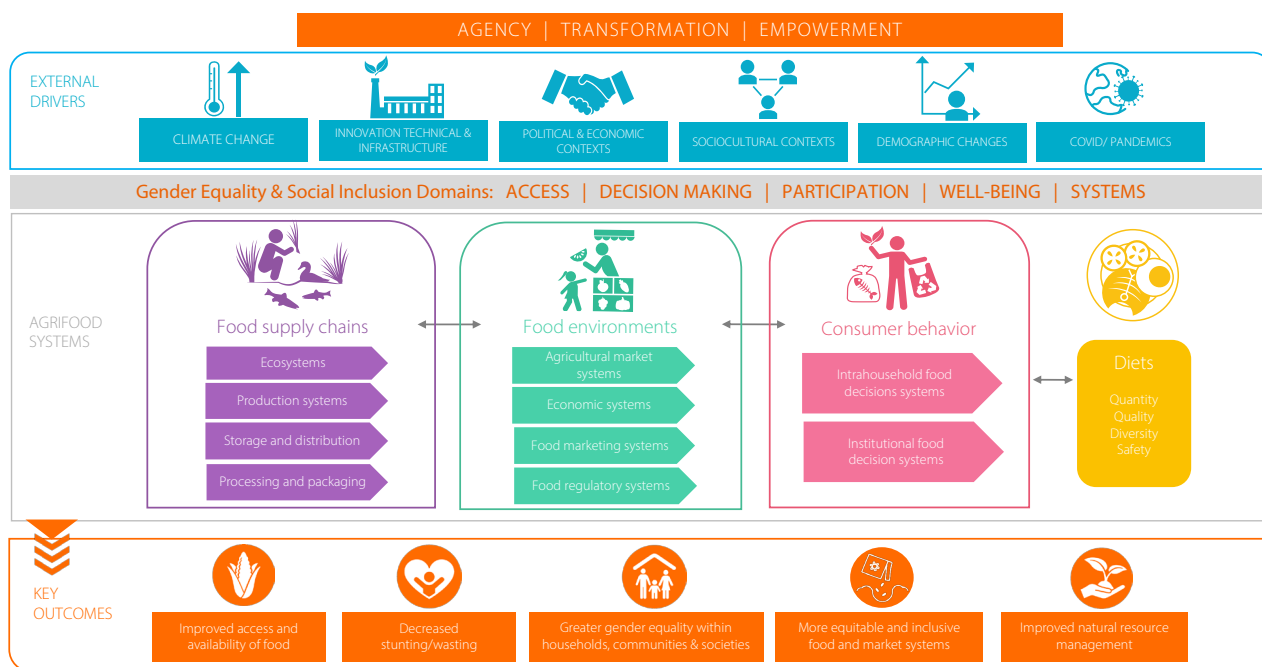
3   Social norms are the unwritten rules that underpin a society and govern how people behave.

Welcome

To increase income and reduce vulnerability, poor people seek to diversify their livelihoods, rather than depend on a single source of income. Improving, promoting and creating sustainable livelihoods strategies, therefore, is a critical component of poverty alleviation.[4]

OUR PROMISE AND THE LIVELIHOODS SECTOR - STRATEGIC RELEVANCE

Livelihoods is one of the five prioritized sectors under "Our Promise" and is fundamental to achieving the long-term sustainability of all "Child Well-being Objectives" in any program context. The Livelihoods Approach builds upon major themes within the strategic imperatives, in particular, fragile or vulnerable contexts, a focus on the poorest households, prioritization of strategic partnerships, and how acting on the values of our Christian faith drives transformational change. As a means to 'focus our ministry for greater results,' research has shown that economically empowering women results in social returns beyond the immediate economic benefits. When women are stable financial contributors to a household, investments in health and education for children increase and household poverty decreases.

As outlined in World Vision's Global Impact Framework, the work of the Livelihoods Sector aims to build sustainable livelihoods through income, assets, access to finance, access to markets, local enterprises, and natural resource management, so that parents and caregivers can provide well for their children now and in the future.

The Livelihoods Sector Approach prioritizes the following target groups (or other vulnerable groups identified by a GESI assessment) with specific interventions that address the particular needs of that group:

- Female headed households (e.g., single women, girl caregivers with dependent children)
- The Ultra Poor - parents or caregivers living on 50% of the extreme poverty line ($1.90/day
- The Marginal Poor - parents or caregivers, in particular, farmers living just around the extreme poverty line of $1.90 day
- Refugees / IDPs / vulnerable migrants
- Extremely poor parents / caregivers at risk or affected by disasters and living in environmentally and politically fragile contexts
- Adolescent dependents living in ultra / extremely poor households.

Livelihoods interventions are primarily aimed at household-level economic change with the ultimate goal of empowering individuals with the skills, knowledge and the financial means to meet the development needs of their children and families/households long after World Vision has left their communities. Integral to the livelihoods approach is behavior change and social empowerment, affirming people's sense of self-worth, faith identity, and aspirations and challenging dependency and poverty mindsets (e.g., Empowered World View).

The World Vision livelihoods approach also recognizes that the vast majority (approximately 80 percent) of vulnerable children where World Vision works live in households that rely on agriculture for their livelihoods. In many cases, farming households are both smallholders (i.e., they produce food on their own land) and agricultural laborers for other farmers/ farming enterprises and may also have other income generating avenues. As such, this approach recognizes the importance of promoting economic empowerment for both women and men. This is especially important given the estimated ninety percent of the world's 570 million farms are family-run, relying on labor from both females and males. By recognizing the household as both an economic and family unit, and promoting women's economic empowerment and equitable gender relations, livelihoods interventions can have far better impact on child well-being outcomes.

4   Barooah et al. (2019). Improving and Sustaining Livelihoods through Group-based Interventions: Mapping the Evidence.

In contexts that are both politically and environmentally fragile and exposed to significant disaster and climate risk, livelihoods interventions place much greater focus on building social, economic, and environmental resilience and adaptive capacity, providing temporary food and cash safety nets and ensuring vulnerable households can manage and mitigate disaster risk effectively to avoid them slipping further into extreme poverty.

Each of the four Livelihoods Core Project Models focus on:

- A combination of household, group / community and system-wide approaches, and;
- Specific target impact groups.

The four Livelihoods Core Project Models are as follows:

Core Project Model	Goal	Key Outcomes
Savings for Transformation	Increased economic capacity of parents or caregivers to provide well for their children	Outcome 1: Improved food and nutrition security Outcome 2: Improved and established income adequacy, income security and resilience Outcome 3: Improved financial literacy Outcome 4: Improved social inclusion, empowerment, and group solidarity
Microfinance[5]	Reduced poverty in MFI client households	Outcome 1: Clients and their households achieve sustainable and adaptable income and assets Outcome 2: Clients and their households are less vulnerable and more resilient to shocks & stresses
Ultra-Poor Graduation	Ultra-poor families are on upward trajectory out of poverty	Outcome 1: Children and their families have improved food security and nutrition Outcome 2: Households have improved livelihoods Outcome 3: Households have enhanced financial inclusion Outcome 4: Households have positive behavior change and increased social inclusion
Building Secure Livelihoods	Improved well-being through improved household food security and nutrition	Outcome 1: Positive behavior change Outcome 2: Improved and established income adequacy, security, and resilience Outcome 3: Improved farming systems & natural resource management Outcome 4: Improved access to financial services Outcome 5: Families and communities are more resilient to shocks and stresses Outcome 6: Partnerships support project outcomes

5   The Microfinance project model is part of a comprehensive Livelihoods Sector Approach to strengthen and secure the livelihoods of households and communities so they can provide sustainably for their children. The core features of the Microfinance model focus on providing a range of financial services primarily to parents/caregivers living below the relevant national poverty line. The model deliberately focuses on women, rather than only achieving gender equity, as it is well proven that women's empowerment has a greater impact on child well-being. Moreover, women's control and ownership of financial assets can improve their bargaining power in the household and enable positive outcomes, such as increasing their participation in the labor force.

WHAT IS GESI?

World Vision defines gender equality and social inclusion (GESI) as a multi-faceted process of transformation that:

1. Promotes equal and inclusive access, decision-making, participation, and well-being of the most vulnerable;
2. Transforms systems, social and gender norms, and relations to enable the most vulnerable to participate in and benefit equally from development interventions;
3. Builds individual and collective agency, resilience, and action; and
4. Promotes the empowerment and well-being of vulnerable children, their families, and communities.

WHY IS GESI IMPORTANT FOR FOOD SECURITY AND LIVELIHOODS PROGRAMS?

The growing recognition of the central role of well-being for all aspects of human development has been stated at the highest level:

- The Convention on the Rights of Persons with Disabilities (CRPD) prohibits discrimination on the basis of disability with regard to all matters concerning all forms of employment, including conditions of recruitment, hiring and employment, continuance of employment, career advancement, and safe and healthy working conditions.[6]
- The Committee on the Elimination of Discrimination against Women (CEDAW) states that "Parties shall take all appropriate measures to eliminate discrimination against women in the field of employment in order to ensure, on a basis of equality of men and women, the same rights."[7]

Without adopting a holistic approach to Food Security and Livelihoods programs that integrate GESI; promote equal and inclusive access, decision-making, participation, and well-being, and transformation of systems; World Vision may fail to reach and address the needs of the most underserved and vulnerable populations in the hardest-to-reach places.

There is still not enough attention to the variance in 'initial conditions' among different groups of women and girls. These initial conditions are crucial and include the unequal gender division of labor in the household, assigning women and girls primary responsibility for domestic work and childcare. This reduces the time they can devote to other (income-generating) activities and often prevents them from taking up training or other opportunities to invest in building their own business.[8]

A lack of informed participation by women, persons with disabilities, and other marginalized groups often results in Food Security and Livelihoods opportunities that do not meet their needs. Failure to apply a GESI lens in Food Security and Livelihoods programming undermines initiatives' effectiveness, reduces efficiency through missed opportunities, and can limit trust and engagement with the community as a whole, in addition to perpetuating gender-based violence. The lack of women and men's joint participation is one factor that perpetuates gender-based violence. Male engagement is key to ensure understanding of gender roles and responsibilities within and outside of a household so that women's roles are not only confined to the home.

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6   UN General Assembly (2007). The Convention on the Rights of Persons with Disabilities (CRPD).

7   UN Committee on the Elimination of Discrimination Against Women (CEDAW) (1996). UN Committee on the Elimination of Discrimination against Women.

8   Kabeer (2018). Gender, Livelihood Capabilities and Women's Economic Empowerment, Reviewing Evidence over the Life Course.

Inclusive market systems (IMS) offer a sustainable response to food security but can overlook important nutrition dynamics and outcomes if food systems are omitted. Food security programs that combine a market system approach with the nutritional insights of food systems can multiply nutritional outcomes in rural households.[9,10] Under the guise of nutritional insights, these systems promote underutilized local varieties which are a source of nutrition and often produced by women as men concentrate on cash crops.

Among others, a GESI-responsive approach to Food Security and Livelihoods programs involves:

- Efforts to challenge harmful and discriminatory social and gender norms, especially those around access to livelihood opportunities– with attention to equitable distribution of reproductive work, food consumption, and household expenditures;

- Ensuring that capacity building and messaging can be understood and is culturally appropriate for all groups, including minority language speakers, persons with visual and hearing impairments, low literacy audiences, minority ethnic, and religious or other groups;

- Ensuring that people who are affected by more than one exclusion category (such as age, marital status, disability, ethnicity, etc.) have equitable access (apart from other GESI domains such as decision making, participation, systems and well-being) to Food Security and Livelihoods opportunities;

- Promotion of underutilized local varieties which are sources of nutrition and often produced by women, as men concentrate on cash crops. SDG2 (Target 2.5) stipulates that "By 2020, maintain the genetic diversity of seeds, cultivated plants and farmed and domesticated animals and their related wild species."

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9   Zuniga et al. (2019). Better Together: Improving Food Security and Nutrition by Linking Market and Food Systems.

10   Provides examples from World Vision's Integrating Extremely Poor Producers into Markets Field Guide (USAID Nobo Jatra Development Food Security Activity) and CARE's She Feeds the World framework (2018), both of which offer nutrition-sensitive perspectives and tools in agricultural market and food systems development.

World Vision's GESI approach – How to apply a GESI lens

This section lays out World Vision's GESI approach and how to apply it to FSL programs. Known as a GESI lens, this section will help you recognize GESI opportunities for change.

Guide to this section	
What are we trying to achieve?	2.1 GESI Domains of Change
Whom to include?	2.2 Let's talk about intersectionality
What to address?	2.3 Discriminatory Social Norms
How will I know when I get there?	2.4 GESI Continuum
Does it matter where I start?	2.5 Social-ecological Model
How can I do this well?	2.6 Putting it all Together

2.1 GESI DOMAINS OF CHANGE

World Vision's GESI approach features five domains of change that are required for gender equality and social inclusion: access, decision-making, participation, systems, and well-being. Fig 2.1 explains what these domains mean.

FIGURE 2.1: THE FIVE WORLD VISION GESI DOMAINS OF CHANGE

ACCESS

The ability to access, use, and/or own assets, resources, opportunities, services, benefits, and infrastructure.

DECISION-MAKING

The ability to make decisions free of coercion at individual, household, community, and societal levels. This can include control over assets and ability to make decisions in leadership.

PARTICIPATION

The ability to participate in or engage in societal affairs and systems of power that influence and determine development, life activities, and outcomes.

SYSTEMS

The availability of equal and inclusive systems that promote equity, account for the different needs of vulnerable populations, and create enabling environments for their engagement.

WELL-BEING

The sense of worth, capability, status, confidence, dignity, safety, health, and overall physical, emotional, psychological, and spiritual well-being. This includes living free from gender-based violence and all forms of stigma and discrimination.
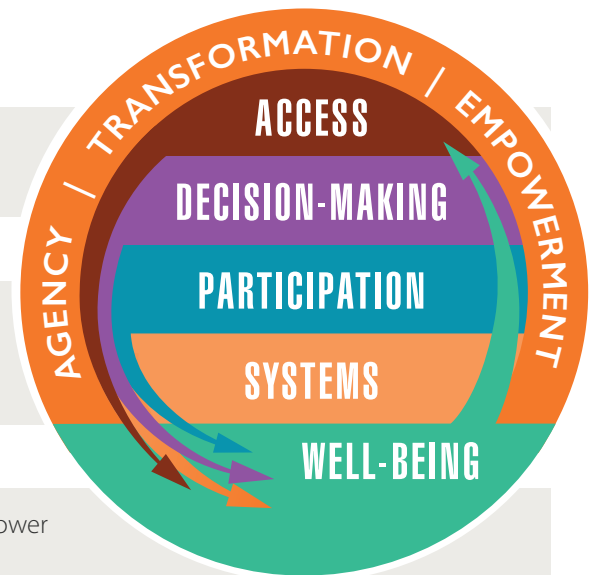
When you think in terms of the GESI domains, your Food Security and Livelihoods programs will be more inclusive and transformative.

2.2 LET'S TALK ABOUT INTERSECTIONALITY

Human beings are diverse. Individuals are identified as having 'membership' in different groups. In some cultures, people identify according to their family name, in others by their native language; and other factors such as religion, location or marital status will also shape identity. The demographics and beliefs associated with the community where someone lives can determine their inclusion and exclusion status. For example, are they a member of a majority or a minority religion? Are they married, divorced, or abandoned? Are they the eldest child, youngest child, or an adopted orphan?

The GESI approach examines overlapping and interrelated vulnerabilities, which may be based on gender and/or social norms that shape who is included and who is excluded. Regardless of effort, different combinations of attributes can determine who (or what groups) will remain impoverished. For example, women with disabilities may face double marginalization because of gender norms and discrimination towards persons with disabilities.

Extremely poor producers face constraints linking to buyers and sellers. Extremely poor producers often buy inputs in such small quantities, if at all, and so infrequently that it is not profitable for input supply firms to sell to this group. Extremely poor producers generally produce in such limited output that it is also not profitable for buyers to purchase from them. Extremely poor producers generally do not feel comfortable interacting with other more formal or larger businesses as some may not understand the language of business and may not feel comfortable negotiating business contracts or even negotiating basic pricing and ordering.[11]

Extremely poor women producers face their own additional set of constraints in interacting with markets. Despite the tendency to dominate in small scale businesses, women are often limited from actively participating in markets and business activities owing to risk of physical, sexual, and other gender-based violence; limited social standing or social capital in the community with limited access to certain market opportunities or group structures; social or cultural confinement and immobility; inadequate legal protection or enforcement of existing laws; traditional gender roles and expectations; low literacy/numeracy; and lack of control over resources (in particular, property).[12]

Figure 2.2 depicts different forms/vectors of social exclusion. A correlation exists between the number of social exclusion vectors and the extent of the challenges faced.

FIGURE 2.2 | FORMS/VECTORS OF EXCLUSION

INDIVIDUAL/FAMILY

BELOW THE SURFACE

The more exclusion vectors, the harder the life

Forms/vectors of exclusion compound in ways that are hard to 'see' (sometimes below the surface of everyday interactions and in the realm of unconscious bias)

Gender   Health status   Ability
Sexuality   Age   Poverty
Remoteness/location
Marital status
Caste/ethnicity
Citizenship status
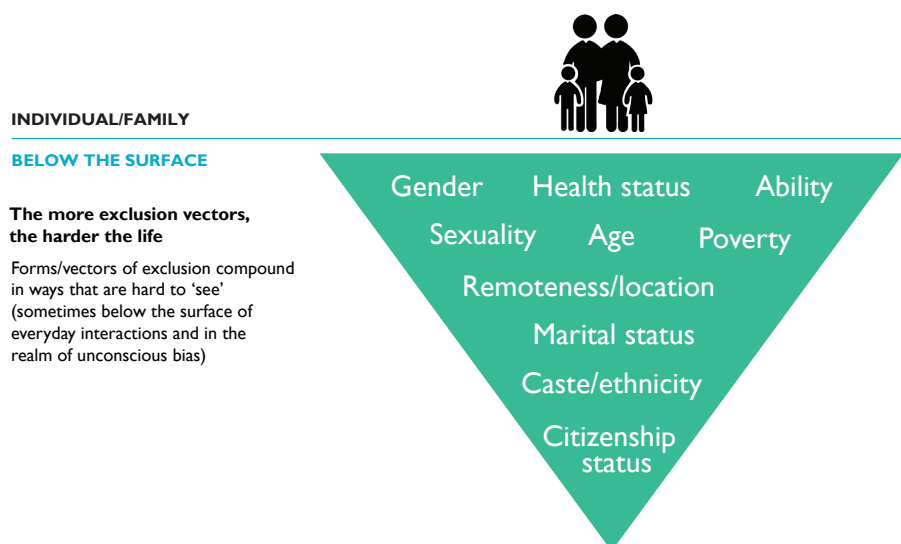
11   World Vision (2017). Integrating Extremely Poor Producers into Markets Field Guide.

12   Ibid.

While some development practitioners may find this level of detail frustrating, it is essential. An ultra-poor widow with two children — regardless of effort — will have more barriers to overcome than a married ultra-poor man with two children.

Vulnerability is often high among indigenous peoples, women, children, the elderly, and persons with disabilities who experience multiple deprivations that inhibit them from managing daily risks and shocks. The complex interactions among weather events and climate, dynamic livelihoods, multidimensional poverty and deprivation, and persistent inequalities, including gender inequalities, can exacerbate and exaggerate the vulnerabilities even more.[13]

A GESI transformative Food Security and Livelihoods program not only addresses the visible outcomes that are easy to measure but also the not so prominent/invisible and intermediate outcomes. Figure 2.3 depicts an example of the outcomes addressed by GESI transformative Food Security and Livelihoods program design.

FIGURE 2.3 | OUTCOMES ADDRESSED BY A GESI-TRANSFORMATIVE FSL PROGRAM DESIGN

Visible outcome
Economic opportunities, income generating activities, capacity building program, women's paid and unpaid work, economic and social well-being.

Intermediate outcome
Reduction in gender based violence, abuse, sexual assaults, exploitation

Invisible outcome
Address social/gender norms, stigma; increase in dignity, self-esteem, self-efficacy, decision making, sense of privacy and inclusiveness

The active role that the elderly people play in household income is not well acknowledged by aid agencies. Commonly held misconceptions are that the elderly do not require assistance because they receive support from their families, often results in their exclusion from FSL interventions. For example, in the Haiti earthquake response, HelpAge International observed that those of advanced age were not considered eligible for cash-for-work programs which targeted only those of "working age" (i.e., under 45).[14]

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13   Olsson et al. (2014). Livelihoods and Poverty.

14   Collodel (2012). Food Security and Livelihoods Interventions for Older People in Emergencies.

2.3 DISCRIMINATORY SOCIAL NORMS

To fully comprehend GESI, one must understand 'social norms'. Social norms can influence who is included and excluded in a community.

Cristina Bicchieri studied social norms and found that what people think can be different than what people do, what others do, how others expect people in their community to behave, and even how a society enforces the norms of behavior.[15] She wrote, "one expects people to follow a certain norm in a certain situation because he/she has observed people doing just that over a long period of time."[16] People often do not question why they act one way in society and a different way when they are home. By exploring the following types of normative data, along with establishing one's 'reference group' (the people who you please), harmful social norms can be overcome.

Type of social norms data includes:

- Personal normative beliefs – what do you think?
- Behaviors – what do you do?
- Empirical expectations – what do others do?
- Normative expectations – what do you think others think you should do?
- Sanctions/Policing – how are norms enforced?[17]

2.4 GESI CONTINUUM

There are different degrees of GESI programming ranging from absent to transformative. This is known as the GESI continuum. You can think of the GESI continuum as a rubric (Figure 2.4).

FIGURE 2.4 | GESI CONTINUUM RUBRIC

TRAFFIC LIGHT RATING				
STOP	**THINK**	**ACT**	**RUN**	**FLY**
GESI Absent	GESI Exploitative	GESI Insensitive	GESI Accommodating/ sensitive	GESI Transformative
Ignores discriminatory norms and inequality and social exclusion	Perpetuates and takes advantage of inequalities and social exclusion	Acknowledges but does not address inequalities and social exclusion	Acknowledges and considers specific and distinct needs of women, men, and other marginalized community members	Addresses the underlying causes of inequalities and exclusion and transforms harmful norms, roles and relations

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15   Bicchieri (2017). Norms in the Wild. New York, Oxford University Press.

16   Bicchieri (2006). The Grammar of Society. UK, Cambridge University Press, p. 11.

17   For those who are more advanced in understanding social norms, please take this course by Bicchieri: Social Norms for Social Change: www.coursera.org/learn/norms

Your program can be assessed according to this continuum. The ultimate goal is to become GESI transformative. However, you should understand the starting point of your program and the capacity of staff and partners to move further along the continuum. Adopting a GESI transformative approach requires additional thoughts and efforts. More resources may be required, but most programs can be made more transformative with minimal additional cost. For example, instead of implementing a behavior change program solely on Food Security and Livelihoods practices, integrate an element of social norm transformation by demonstrating men's involvement in unpaid care work or showing a person with disability in a leadership role, examples that transcend long-held stereotypes. The benefits of a transformative approach will become obvious.

When a GESI transformative approach is applied, entire communities are more cohesive, resilient and able to thrive, without leaving entire segments behind. A GESI continuum is now widely used in development programs to help practitioners position their effort across the continuum. Figure 2.5 further defines World Vision's understanding of the continuum.

FIGURE 2.5 | WORLD VISION'S GESI CONTINUUM

WORLD VISION'S GESI CONTINUUM			SCORE
NOT GESI-RESPONSIVE	GESI Absent	**Ignores gender equality and social inclusion.** • There is no consideration of gender differences, gender inequalities, or social exclusion. • There are discriminatory or harmful social norms and unequal power relations, or potential patterns of gender inequality or social exclusion in the design or delivery of program activities. • There is no discussion of the gendered or inclusive dimensions of the operational environment and how this may affect intervention.	0
	GESI Exploitative	**Reinforces gender inequality and social exclusion.** • Acknowledges gender inequalities and social exclusions, works around them, adjusts and adapts to them, but does not take any action to address them. • Reinforces harmful and discriminatory gender and social norms, behaviors, attitudes, roles, and relations. • Uses and/or takes advantage of gender inequalities, discriminating social norms, stereotypes, structures, groupings in society to advance goals.	1
GESI-RESPONSIVE	GESI Sensitive	**Acknowledges gender inequality and social exclusion, takes actions to reduce them but not transform them.** • Interventions include specific measures to reduce the impact of inequality and exclusion. • Integrates practical needs and experiences of vulnerable groups but does not address the underlying root causes of inequality or exclusion. • There is a "missed opportunity" to shift norms that reinforce gender inequality and social exclusion.	2 (+1)
	GESI Transformative	**Promotes gender equality and social inclusion.** • Challenges and shifts discriminating gender and social norms, stereotypes and discriminatory practices. • Transforms unequal power relations, gender roles, and relationships. • Actively seeks to engage with and transform gender inequality and social exclusion. • Promotes equal and inclusive access, decision-making, participation, systems, and well-being, with the goal to achieve sustainable change towards gender equality and social inclusion.	3 (+2)
TOTAL SCORE FOR GESI-TRANSFORMATIVE PROGRAMS			5

Figure 2.6 presents FSL indicators — supporting the application of GESI domains in FSL design, implementation, and evaluation — indicators that are not GESI responsive (absent, exploitative and insensitive) as they lack specificity about the target population and any unique needs that may contribute to exclusion and marginalization, or fail to shift negative norms, practices, relations and stereotypes. Figure 2.7 provides you with examples of GESI responsive indicators — indicators along the accommodating/sensitive and transformative segments of the GESI continuum — that allow for tracking of going beyond simple recognition of inequality and exclusion in their many forms.

FIGURE 2.6 | NON-GESI-RESPONSIVE FOOD SECURITY AND LIVELIHOODS INDICATORS

A snapshot of how *non*-GESI-responsive indicators look:

ACCESS | Proportion of population having access to agriculture extension services

DECISION MAKING | Proportion of population who can decide to start a business as a source of livelihood

PARTICIPATION | Proportion of population who can participate in capacity building programs to start their income generating activities

SYSTEMS | Proportion of population involved in local government to bring livelihoods opportunities and resources at the forefront of public expenditure

WELL-BEING | Proportion of population reporting better access and control over one's health

FIGURE 2.7 | ILLUSTRATIVE GESI ACCOMMODATING AND TRANSFORMATIVE FSL INDICATORS, BY GESI DOMAINS

GESI Accommodating/ GESI Sensitive		GESI Transformative
ACCESS		
Proportion of women having access to income and nutritious food	This indicator represents access to income, nutritious food, access to credit, and training to grow businesses from micro- to medium-sized, etc., by women, persons with disabilities, the elderly, people in fragile contexts, and other socially excluded groups, without any discrimination.	Proportion of women with disabilities who have equitable access to income and nutritious food
DECISION-MAKING		
Proportion of women making decisions around what foods to include in household consumption	This indicator represents the decision-making ability of women and other socially excluded groups not only related to food and nutrition but also related to making decisions in public spheres and in leadership roles.	Proportion of adult mothers/female caregivers who decide what crops to market versus to keep for consumption
PARTICIPATION		
Proportion of women participating in watershed and natural resource co-operatives	This indicator represents equal opportunities for all to participate in watershed and natural resources co-operatives (or similar collectives such as savings groups) in the communities. It ensures no one is left behind from participating in public spaces and can take on leadership roles in these spaces.	Proportion of women who are ethnic minorities who participate in, and lead, watershed and natural resource co-operatives
SYSTEMS		
Proportion of women in local government livelihoods management bodies	This indicator is about the representation of women, persons with disabilities, and other socially excluded groups in the governance (formal/informal) of livelihood/food systems at all levels so that different needs and preferences are programmed.	Proportion of local government livelihoods/food security management bodies that have accountability structures in place for addressing normative/systemic challenges to women's economic opportunities
WELL-BEING		
Number of women who report safe access to mobile-based financial resources	This indicator tries to capture women's well-being with respect to accessing information technology and financial resources.	Proportion of women of ultra-poor status who report safely accessing to mobile-based financial resources

World Vision's women's economic empowerment focuses on the following two areas: 1) building the ability, access, and agency of women, while also 2) supporting an enabling environment where women can thrive. This can happen by addressing barriers to women's participation and promoting opportunities for women's involvement and leadership. Generally, women can achieve economic empowerment with the following five things: economic advancement; access to opportunities and life chances; access to assets, services, and support; decision-making authority; and manageable workloads.[18]

Applying a Do No Harm and Protection Principles

GESI-responsive institutional practices, policies, operations, and accountability mechanisms should be guided by "do no harm" and protection principles. Do No Harm refers to a conscious effort to ensure that no negative consequences or harm occur to anyone — including consequences which are unintended — because of actions taken across the project cycle.[19] Non-GESI-responsive categories in Figure 2.5 may do harm and should be avoided. To do no harm and overcome our unconscious biases, men must be allies for women and privileged women allies for less privileged women, older women allies for younger women, able-bodied persons for persons with disabilities, etc. Doing no harm involves being inclusive at a minimum.

The most important criteria of a good intervention are first, to meet the needs of the recipients; second, to "do no harm" to recipients, markets, or trade; and third, to support people to return to self-sufficiency as quickly as possible.[20]

'Principled' programming features significantly in both livelihoods and protection. This is programming in conflict which aims to minimize negative impacts ('Do No Harm') and adhere to humanitarian principles. Negative impacts include the diversion of aid to more powerful groups, aid fueling conflict, the informal taxation of aid, and aid increasing the risk of attack.[21]

"One thing that we did in Zimbabwe, was to develop progress markers for communities. And, I think this is included in the new [GESI DME] toolkit but would love to see that we have GESI eyes on our approved indicators to ensure that those markers of transformational change are included and that we are then able to tell the story and identify learning across our whole portfolio." (Male, FGD Participant)

18   Bass, C. (2019). Promoting "Balance for Better" through Women's Economic Empowerment. World Vision U.S.

19   SNV (2019). Developing Approaches to 'Do No Harm'.

20   Collodel (2012). Food Security and Livelihoods Interventions for Older People in Emergencies.
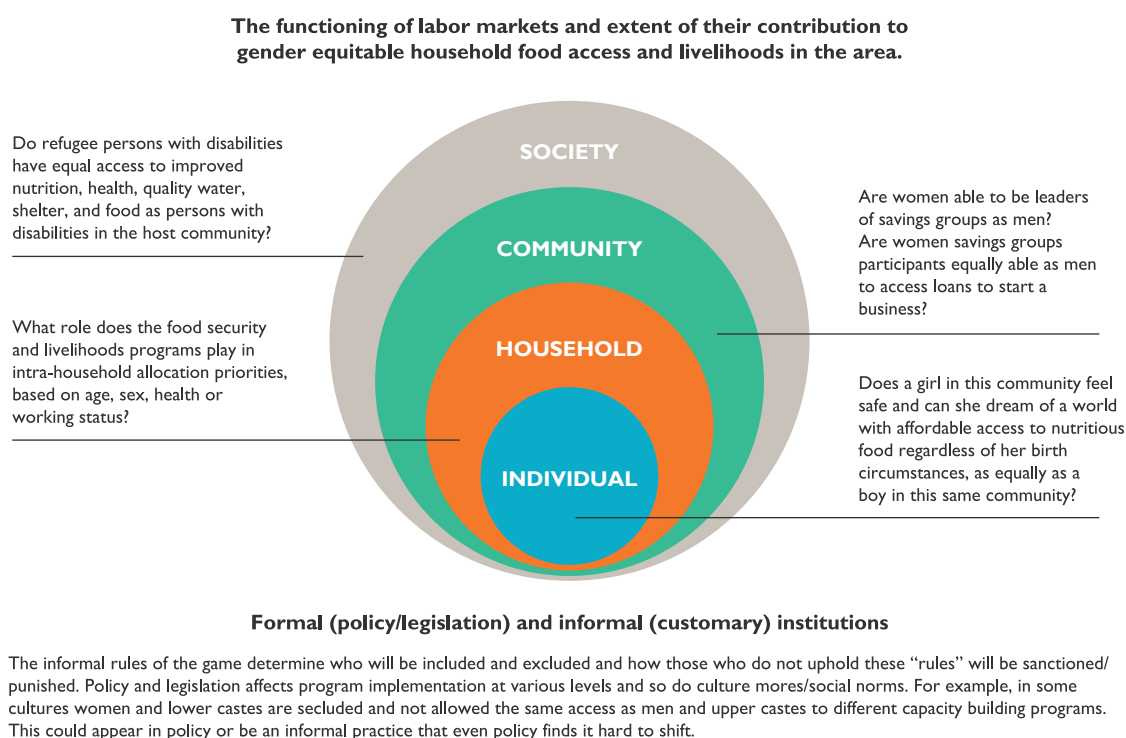
21   Jaspars et al. (2007). Linking Livelihoods and Protection: A Preliminary Analysis based on a Review of the Literature and Agency Practice.

2.5 SOCIAL-ECOLOGICAL MODEL

A socio-ecological model helps us understand the progression necessary to achieve GESI. For example, if you only work at the policy level on GESI, who will have the capacity to implement the policy that is GESI responsive? And who will have the knowledge to hold policymakers accountable for non-delivery of roles and responsibilities? If you work at the household level and encourage men to allow women in their households to attend livelihoods-related meetings in the community without empowering the women or without working with community leaders, then women may attend the meetings but choose not to speak or ask questions due to prevailing gender and social norms. Soon after, the women will stop going to the meetings.

When it comes to GESI, sequencing is important and that is what the social-ecological model demonstrates. It doesn't mean you do everything all at once but that you are mindful of needing to operate at different levels to create space for change. Your program should have an impact across all levels from individual to societal level.[22] Figure 2.8 provides examples of GESI domains reflected within the socio-ecological model.

FIGURE 2.8 | SOCIO-ECOLOGICAL MODEL BY GESI RESPONSIVE 'FOOD SECURITY AND LIVELIHOODS' THINKING

The functioning of labor markets and extent of their contribution to gender equitable household food access and livelihoods in the area.

Do refugee persons with disabilities have equal access to improved nutrition, health, quality water, shelter, and food as persons with disabilities in the host community?

What role does the food security and livelihoods programs play in intra-household allocation priorities, based on age, sex, health or working status?

SOCIETY

COMMUNITY

HOUSEHOLD

INDIVIDUAL

Are women able to be leaders of savings groups as men? Are women savings groups participants equally able as men to access loans to start a business?

Does a girl in this community feel safe and can she dream of a world with affordable access to nutritious food regardless of her birth circumstances, as equally as a boy in this same community?

Formal (policy/legislation) and informal (customary) institutions

The informal rules of the game determine who will be included and excluded and how those who do not uphold these "rules" will be sanctioned/ punished. Policy and legislation affects program implementation at various levels and so do culture mores/social norms. For example, in some cultures women and lower castes are secluded and not allowed the same access as men and upper castes to different capacity building programs. This could appear in policy or be an informal practice that even policy finds it hard to shift.

Did you know?

After so many years of expounding the importance of gender equality and gathering evidence on its social and economic gains, 20+ years after the adoption of a global platform for action on gender equality and women's empowerment (the Beijing Platform), despite the proliferation of gender mainstreaming policies and setting of gender-specific targets, the gender gap will not be closed in our lifetime (Annex 2).

Taking into consideration gender equality, the underlying causes of young women's weaker employment-related outcomes are many and include early marriage, deeply entrenched gender norms that ascribe greater unpaid work burdens to females limit access to productive resources, and persistent job segregation.[23]

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22   For more details, see World Vision (2020). Gender Equality and Social Inclusion: The World Vision Approach and Theory of Change.

23   Elder and Kring (2016). Young and Female - a Double Strike? Gender Analysis of School-to-Work Transition Surveys in 32 Developing Economies.

Figure 2.9 aligns GESI domains with each socio-ecological level to support incorporation of GESI into your programming. You will still need to understand what will work best given your country/cultural context. To facilitate this understanding, you should carry out a GESI analysis to identify the gender- and inclusion-related barriers and opportunities in the specific project context.

FIGURE 2.9 | ILLUSTRATIVE GESI TRANSFORMATIVE FOOD SECURITY AND LIVELIHOODS INDICATORS ALONG THE GESI DOMAINS AND SOCIO-ECOLOGICAL LEVELS

SOCIETY

ACCESS | The number of extension services with communications materials accessible to persons with visual impairments

DECISION MAKING | Proportion of male and female leaders in the society who identify as a person with disability who are engaged in community level decision-making

PARTICIPATION | Proportion of women in the community in renumerated work

SYSTEMS | Number of traditional justice mechanisms established

WELL-BEING | The number of capacity building programs in the society that offer psychosocial support as part of their nutrition programming

COMMUNITY

ACCESS | Proportion of women with disabilities having access to savings groups

DECISION MAKING | F/M membership with position and responsibility in formal and informal institutions managing finances

PARTICIPATION | Proportion of poor adolescents who can actively participate in community level food security related meetings

SYSTEMS | F/M membership with position and responsibility in formal and informal institutions managing finances

WELL-BEING | Proportion of male leaders who publically advocate for women's rights

HOUSEHOLD

ACCESS | Proportion of mothers of children with under age 5 with nutritional diet knowledge

DECISION MAKING | Proportion of marginalized women satisfied with their autonomy over their income generating activities

PARTICIPATION | Proportion of married/partnered men who report contributing to household chores

SYSTEMS | Proportion of persons with disabilities receiving productive safety nets, disaggregated by sex

WELL-BEING | Proportion of mothers reporting satisfaction with their knowledge of household dietary diversity practices

INDIVIDUAL

ACCESS | Proportion of women accessing capacity building programs on income generation

DECISION MAKING | Proportion of women in union independently deciding to start an entrepreneurial activity for income generation

PARTICIPATION | Number of ultra poor women from marginalized communities actively participating in care groups

SYSTEMS | Proportion of persons of ultra poor status reporting contact made with traditional land governance structures, disaggregated by sex, age, disability

WELL-BEING | Proportion of marginalized women who report having approached the extension workers without any discrimination

PROJECT SPOTLIGHT

Nobo Jatra

'Nobo Jatra-New Beginning' — a five-year USAID Food for Peace Title II Development Food Security Activity — seeks to improve gender equitable food security, nutrition, and resilience in southwest Bangladesh. World Vision Bangladesh, together with the World Food Program and Winrock International, began implementation of the project in September 2015. Over the course of seven years, Nobo Jatra is integrating interventions in Maternal and Child Health, and Nutrition (MCHN), WASH, Agriculture and Alternative Livelihoods, Disaster Risk Reduction (DRR), Good Governance and Social Accountability and Gender to achieve its objectives.

Increased equitable household income
Sub-Purpose 2.1: Increased diversification of livelihoods for graduation participants

100% of Ultra Poor Graduation[24] participants are female, even though the initial project target was 60%. The targeting of this activity was revised in FY17 due to a number of compelling reasons: unwillingness of female participants to sit together with males during entrepreneurial literacy trainings and savings group activities, alongside high seasonal male migration rates. These male-dominated migration patterns provided an entry point to build women's capacity as income generators in the family and increase their decision-making power.

2.6 PUTTING IT ALL TOGETHER

The goal of incorporating GESI into Food Security and Livelihoods programs is to achieve sustained, transformational change at individual, household, community, and societal levels so that all persons can enjoy the fullness of life. World Vision's GESI approach sees development participants as active agents of change, rather than mere victims of exclusion or inactive beneficiaries of development. The current status quo in many countries is one of oppression, exploitation, and exclusion of those without power or wealth. This needs to change for sustainable development to ensue.

Strengthen PSNP4[25] Institutions and Resilience (SPIR): Men and boys' engagement through peer education is a core element of the SPIR gender-transformative strategy that aims to promote involvement of men and boys in childcare activities and household chores and end intergenerational gender inequalities.

The following provides examples of scenarios along the GESI continuum and GESI domains. This will give practitioners the opportunity to analyze their feelings and think how they can improve their practices to move along the GESI continuum. In total, three hypothetical scenarios are presented.

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24   Its goal is to efficiently graduate households from fragile income sources to sustainable, diverse livelihoods.

25   PSNP is the Government of the Federal Democratic Republic of Ethiopia's large Productive Safety Net Program.

SCENARIO 1: This is a hypothetical scenario that changes along the GESI continuum. This hypothetical scenario is about a project to increase awareness about dietary diversity.

Not GESI Responsive	
An NGO randomly distributed brochures on dietary diversity to the men, women, and persons with disability in the community to increase awareness.	The non-GESI-responsive scenario did not consider the needs, preferences, and dietary patterns of the community. Additionally, when developing/disseminating the brochures, no effort was made by the NGO for men and women with no/limited literacy or visual impairment.
GESI Accommodating	
An NGO conducted a needs assessment to understand the dietary patterns in the community. Accordingly, brochures were designed with pictorial representation of the key messages to enable men and women with no/limited literacy to understand the messages. Likewise, brochures in large print and Braille were produced for the visually impaired. Trainings were conducted separately with men and women to discuss brochure content.	This scenario is GESI accommodating because to increase dietary diversity awareness, the NGO needs to know those existing dietary patterns that are specific to this community. The brochures were made user-friendly. Men and women were informed in sex-separate trainings about brochure content for recall and retention.
GESI Transformative	
(GESI accommodating + additional effort) The participants were also sensitized on the fact that nutritious food is important not just for men but also for women and children. The community volunteers were also sensitized and mobilized to ensure that women and girls and persons with disabilities are not limited to leftover food.	A GESI transformative scenario takes a step forward to address the gender and inclusive norms of women and girls and persons with disabilities eating only the left-over food. Sensitizing not only participants but also the community volunteers who support program implementation on gender/inclusive friendly dietary practices.

Table 2.1 below offers questions to help you move your program further along the continuum while considering the GESI domains.

TABLE 2.1 | GESI DOMAIN QUESTIONS FOR SCENARIO 1

GESI DOMAINS				
ACCESS	**DECISION-MAKING**	**PARTICIPATION**	**SYSTEMS**	**WELL-BEING**
Whether the information about the dietary diversity and its benefits was made accessible and available to illiterate/limited literate men and women, and persons with disabilities?	Whether the intervention piloted the brochures and message comprehension with illiterate/limited literate, and excluded communities including persons with visual impairment, and enabled them to provide feedback before the campaign launch? Did the messaging encourage women's autonomy in decision making?	Whether the intervention involved other household members in the process (children, elders/grandparents, etc.) beyond those who received the initial training?	Whether the intervention attempted to tackle intra-household dynamics related to food distribution practices?	In what way did the women feel confident about including all food types in household consumption and getting equitable access to all types of food for themselves? Were the project volunteers made aware of discrimination and how to adopt inclusive and welcoming behavior to all community members, including those with disabilities?

SCENARIO 2: This is a hypothetical scenario regarding drought-resistant seed distribution to women farmers. The scenario changes along the GESI continuum.

Not GESI Responsive	
A program intervention distributed drought resistant seeds for rice farming to women to help them cope with climate challenges.	The non-GESI-responsive scenario distributed the seeds solely to women to improve sex-disaggregated program statistics. The follow-up visits revealed that 40% of the women have no idea about the yield because they just handed over the seeds to their husbands/partners.
GESI Accommodating	
A program intervention prepared an inventory of male and female rice farmers in the community. They were convened in a meeting which was held at a time that did not conflict with household or farming chores and childcare was provided to encourage participation. Participants were given low-literacy-compliant training on the new type of seed which is drought resistant and will help them mitigate to climate change impacts. The seeds were then distributed.	The scenario is GESI accommodating because it prepared a list of eligible male and female rice farmers and set the information session at a time that would cause minimum disruption to their day, on top of offering childcare to support participation. The training took into account that the majority of attendees had limited literacy. They were informed about the new seed's benefits as well as provided skills around negotiating its adoption before distribution.
GESI Transformative	
(GESI accommodating + additional effort) Regular visits and follow-ups by extension workers ensured that the seeds are correctly being used. This not only resulted in high yield despite drought, but also increased uptake of this particular seed variety for the coming year. High yields resulted in surplus to be sold, which led to income generation for the women farmers.	A GESI-transformative scenario takes a step forward. Regular visits and follow-ups by extension workers ensured the seed's uptake, equipping farmers with correct information and technique, negotiation skills and subsequent high yield and uptake, contributing to women's economic opportunity.

Table 2.2 below, offers questions to help you move your program further along the continuum while considering the GESI domains.

TABLE 2.2 | GESI DOMAIN QUESTIONS FOR SCENARIO 2

GESI DOMAINS				
ACCESS	**DECISION-MAKING**	**PARTICIPATION**	**SYSTEMS**	**WELL-BEING**
Whether right information was available to women farmers?	Whether the intervention provided sufficient information to help women decide on the use of new rice variety?	Whether the intervention involved women farmers irrespective of caste, class, ethnicity, etc.?	Whether the intervention considered the prospects of rice farming as income generation for women farmers and how could this make them economically independent?	In what way will the intervention be beneficial for overall well-being of women farmers?

SCENARIO 3: This is a hypothetical scenario about a cash-for-work program. The scenario changes along the GESI continuum.

Not GESI Responsive	
A program intervention provided cash-for-work to communities after a tsunami. However, the program did not specifically target any population subset. As a result, working-age men benefited most.	The non-GESI-responsive scenario did not consider the specific needs of the community and benefited just a small segment of the population.
GESI Accommodating	
A program intervention took inventory of the community's households with the details of the household members. A cash-for-work program was initiated to help people cope with loss after the tsunami, informed by a needs assessment. Participation depended on membership of specific vulnerable groups identified through the assessment. Women, youth, persons with disabilities, ultra-poor, and other socially excluded groups were all considered to ensure no one is left behind.	The scenario is GESI accommodating because it ensured equitable access to the program to members of the community's vulnerable groups.
GESI Transformative	
(GESI accommodating + additional effort) All cash-for-work program participants participated in group sessions where they discuss challenges and identify solutions for full, equitable participation, regardless of vulnerable group membership. The ultra-poor received additional cash benefits to rehabilitate and start an income generating activity.	A GESI transformative scenario takes a step forward to help vulnerable groups understand and unpack the challenges they encounter to participate meaningfully in society and how these challenges have intensified in a post-tsunami world, with attention to the ultra-poor, many of whom were of this status pre-disaster.

Table 2.3 below, offers questions to help you move your program further along the continuum while considering the GESI domains.

TABLE 2.3 | GESI DOMAIN QUESTIONS FOR SCENARIO 3

GESI DOMAINS

ACCESS	DECISION-MAKING	PARTICIPATION	SYSTEMS	WELL-BEING
Whether the cash-for-work program was accessible to all segments of the population?	Whether the intervention provided information that aided the decision-making authority of the ultra-poor segment of the population to start an income generation activity?	How did the program ensure involvement of women, youth, persons with disabilities, the ultra-poor, and other socially excluded groups?	Whether, and to what extent, the intervention considered collaboration with traditional leaders to use regularly scheduled community meetings to discuss economic challenges that vulnerable groups face in climate-related disaster?	How did the program minimize discrimination experienced by groups vulnerable to food insecurity, malnutrition, and shocks?

Example of a FSL project and how it can be moved along the GESI continuum

Strengthen PSNP 4 Institutions and Resilience (SPIR) Development Food Security Activity (DFSA)

The SPIR project implemented by World Vision and its partners (CARE and ORDA) is aimed to enhance livelihoods, increase resilience to shocks, and improve food security and nutrition for rural households vulnerable to food insecurity in Ethiopia.
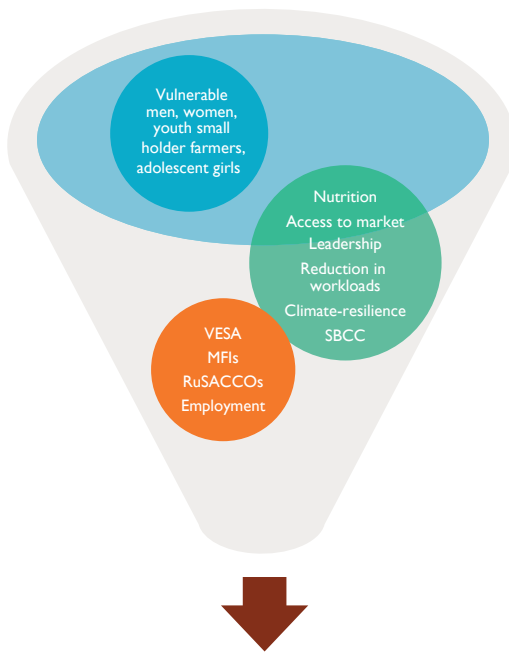
SPIR project model in a nutshell

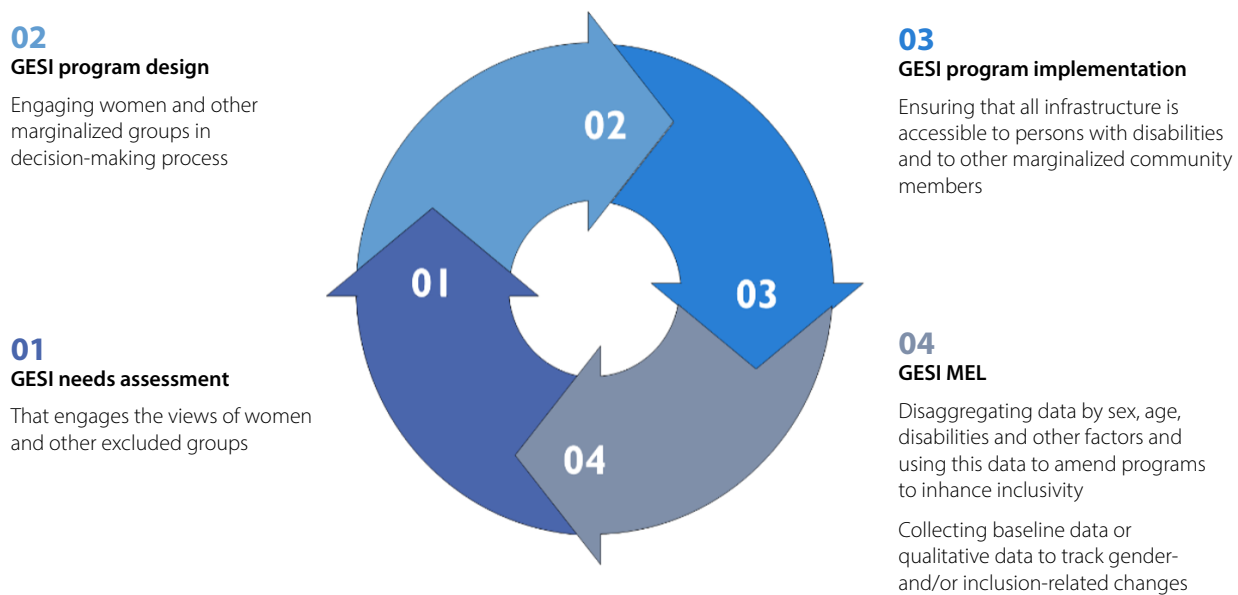**A few questions to move the project along the GESI continuum and make it GESI transformative**

- What specifically does the term 'vulnerable' mean in the current context?
- What strategy was adopted to ensure involvement from every population segment?
- What effort was made to address the root causes of inequality and exclusion?
- What measures were taken to make the project and its impact sustainable?
- How were the collectives/co-operatives formed and how was inclusiveness assured?
- What measures were taken to translate the learnings in the capacity building program into practices? What was the decision-making process at the household level to do the same?

Additional Steps in Applying GESI Lens in Food Security and Livelihoods Program

There are four steps to applying a GESI lens in Food Security and Livelihoods programs as outlined in Figure 3.1 below:

FIGURE 3.1 | STEPS FOR APPLYING A GESI LENS TO A PROGRAM CYCLE

02
GESI program design

Engaging women and other marginalized groups in decision-making process

01
GESI needs assessment

That engages the views of women and other excluded groups

03
GESI program implementation

Ensuring that all infrastructure is accessible to persons with disabilities and to other marginalized community members

04
GESI MEL

Disaggregating data by sex, age, disabilities and other factors and using this data to amend programs to inhance inclusivity

Collecting baseline data or qualitative data to track gender- and/or inclusion-related changes

Step I: Food Security and Livelihoods programs' needs assessment with a GESI lens

Why it is important for Food Security and Livelihoods programs to conduct needs assessments with a GESI lens?	A needs assessment is a systematic process for determining and addressing needs or gaps between current conditions and desired conditions or "wants." The discrepancy between the current condition and desired condition must be measured to appropriately identify the needs and is then used for the development of a business case that builds the foundation for determining the project/program objectives. For FSL program needs assessments with a GESI lens, all members of communities (e.g., women, children, elderly, persons with disabilities and other marginalized groups) are consulted and their needs, concerns, perspectives, and experiences are considered to ensure no one is left behind.[26] Figure 3.2 outlines an example of a needs assessment along the GESI continuum and GESI domains, with illustrative indicators. Programs need to have policies and specific designs in mind to include marginalized individuals. Gender and social norms have impacts at individual, household, community and system levels. Thus, it is important to actively engage in all these levels. General development strategies must take place simultaneously to reduce marginalization and to allow more meaningful participation. Partnerships with locally led, community-based organizations should be reviewed to make sure that even the most marginalized are represented. An appropriate level of resources needs to be directed for GESI-related interventions (design, implementation, evaluation). The assessment will assist in providing information for the implementation of this.
When should it be done?	Ideally, a needs assessment should be done primarily at the beginning of the program/intervention to understand the existing norms that pose challenges for the uptake of certain Food Security and Livelihoods practices; what are the needs and preferences of the target beneficiaries etc.? In addition, baseline data or qualitative data should be collected to track social and gender-related changes.
Key questions to address	• What is the composition of the community? (For example, composition of the population disaggregated by sex, age, ethnicity, and other social characteristics) • Who are the marginalized, vulnerable, and excluded groups? How are they excluded? What are the causes of their marginalization, vulnerability, and/or exclusion? What are the inequalities and how can representation be enhanced? • Which social norms and/or cultural practices exist in this area that may prevent some people from benefiting from the project? At what levels do they exist (individual, household, community, systems)? • How can those excluded, marginalized, and vulnerable people be targeted in the project and benefit from the project interventions? How will their livelihoods be improved through participation? • What are the livelihoods opportunities in different communities? • What are the development interventions taking place in the area? (For example, any other livelihoods interventions?) • What are the gender roles and responsibilities within the different social identity groups? • What are the differences of access to and control over resources and income generating activities between women and men and other socially excluded groups from each of these groups? • How are decisions made at the individual, household, or community level?

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26   "leaving no one behind" is a reference from the Sustainable Development Goals.

FIGURE 3.2 | ILLUSTRATIVE GESI ACCOMMODATING AND TRANSFORMATIVE NEEDS ASSESSMENT INDICATORS, BY GESI DOMAINS

GESI Accommodating/ GESI Sensitive		GESI Transformative
ACCESS		
Proportion of population in humanitarian settings with access to different income generating activities (IGA)	This indicator represents access to IGAs by women, persons with disabilities, elderly, youth, and other socially excluded groups, and those IGAs that these excluded groups engage with, highlighting which IGAs have more participation from these groups.	Proportion of population in humanitarian settings with access to different income generating activities, disaggregated by sex, age, disability, IGA type
DECISION-MAKING		
Number of women having decision-making authority to start a business and to gain economic independence	This is one of the critical aspects of any program to understand the decision-making authority of the target participants. This will guide the program to take the right steps and approaches towards social and behavior change.	Number of women having decision-making authority to start a business and to gain economic independence, by marital status
PARTICIPATION		
Proportion of population in humanitarian settings participating in trainings on market access and financial inclusion	This indicator tries to understand the extent to which the socially excluded groups are left behind, the extent to which they are involved in the program interventions etc.	Proportion of women in humanitarian settings participating in trainings on market access and financial inclusion
SYSTEMS		
Proportion of population in emergencies who can approach the local authorities with their grievances	This indicator tries to understand the extent of involvement of people in emergencies have contact with in the local governance — opportunity for excluded groups to share unmet needs.	Proportion of women and girls in emergencies who can approach the local authorities with their grievances
WELL-BEING		
Proportion of refugees reporting poor mental health, disaggregated by sex	This indicator captures information on a specific type of well-being reported by a socially excluded group.	Proportion of refugee women reporting poor mental health, by nationality

Step II: GESI in Food Security and Livelihoods program design

Food Security and Livelihoods program design consists of determining solutions to an unsatisfactory situation by identifying the results that will best address identified problems and needs (Step I), and the actions and resources required to achieve the results. It is the foundation of good performance management and accountability. One of the most important aspects of this step is to frame the program objective (e.g., to identify how livelihoods interventions will integrate GESI objectives and mainstream GESI into the program design). The objectives can be further divided into GESI inclusive and GESI targeted interventions. The former is an indirect approach while the latter is a direct one to address the specific needs of women[27] [28] and other marginalized groups.

GESI inclusive intervention

Interventions that aim to benefit women, girls, boys, and marginalized groups indirectly by adapting livelihoods systems and activities designed to service the broader population — especially the marginalized groups. For example, advocating for laws and policies to address the food security and livelihoods needs of people with disabilities.

GESI targeted intervention

Interventions that aim to directly address the GESI-related needs of women, children, and marginalized groups which engage at individual, household, community, and system levels. For example, development and promotion of innovative access solutions for persons with disabilities.

KEY QUESTIONS TO ADDRESS

- Have you identified both inclusive and targeted interventions and policies to meet the needs of women, persons with disabilities, the elderly, and other marginalized groups?

- Do women, persons with disabilities, the elderly and other marginalized groups have the opportunity to be involved as active participants in decision-making processes regarding program design and planning? Have you made accommodations to make participation equitable?

- Are women, persons with disabilities, the elderly and other excluded groups recognized as key stakeholders for food security and livelihoods interventions?

- Does the food security and livelihoods program define ways to empower women and other marginalized groups?

- Are appropriate resources allocated for GESI-related interventions?

- Does the intervention utilize universal design principle, income generating activities, information, etc.? (With universal design, when designing a program with the most vulnerable in mind, society as a whole will benefit.)

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27   For more details on "inclusion of women" see World Vision (2017). Integrating Extremely Poor Producers into Markets Field Guide, 4th edition. Page 118-133.

28   For more details on the tools to include women as customers see World Vision (2019). Market Systems Development Toolkit. Page 39-46.

Step III GESI in Food Security and Livelihoods program implementation

Rolling out a GESI Food Security and Livelihoods program involves implementing the plan for program delivery, closely monitoring the progress, and responding to changes in population needs. Program implementation involves effective allocation of resources by considering households comprising of different social groups, clarification of roles and responsibilities among program staff, ensuring staff have a clear understanding of what a GESI responsive program entails, program participants' engagement, and management of unexpected challenges that emerge after the program starts. The most critical component is to consider women and other vulnerable groups as more than participants and as a part of the program, so that they take ownership — crucial for sustainability of the program. Training will be needed for staff to address any unconscious bias that may limit their ability to serve women and marginalized groups. Figure 3.3 illustrates GESI accommodating/sensitive and GESI transformative elements by GESI domain to consider when designing a Food Security and Livelihoods program.

KEY QUESTIONS TO ADDRESS:

- Do the user/management committees have representatives who are women and from other excluded groups?

- How will the proposed means of implementation affect both men/women? (to be assessed for households from the different social groups)?

- Who (men/women, persons with disabilities) are going to be involved in management and under what arrangements (to be assessed for households from the different social groups)?

- Who (men/women) will contribute (cash and kind) and how (decision making/participating) (to be assessed for households from the different social groups)?

- Do the activities include interventions to advance empowerment of marginalized people?

Step IV **GESI in Food Security and Livelihoods program MEL**

When conducting a GESI analysis,[29] focus should be on understanding any nuances and tweaking the program design to address specifically the needs and preferences of the end users (focusing on socially excluded groups). Data generated should be used to ensure that excluded groups are benefiting from the program interventions and that there is progress along the five GESI domains. If certain groups are not benefiting, the program should conduct follow-up focus groups to understand barriers and how they can be removed. MEL presents an opportunity to strengthen evidence or create high quality evidence on effective approaches to promote gender equality and social inclusion.

KEY QUESTIONS TO ADDRESS:

- Is data disaggregated by gender, caste/ethnicity, poverty, disability, refugee/migrant?

- What are the indicators for monitoring and follow up? (to ensure integration into the project the issues identified with respect to GESI)

- Do program and project monitoring reports reflect gender and social exclusion?
  For example, capture information on gender-related changes including the impacts of the intervention on women's workload and time use, access and control of income and resources, decision-making, reproductive roles, and expressed aspirations of women and men from each of the socially different groups? (Information disaggregated by sex, age, ethnicity, well-being ranking)

- Do the reports on the program/project include GESI aspects in line with the set indicators?

" It is important to improve household wealth status to reduce child vulnerabilities. Better the household wealth status, better the indicators will be regarding stunting, wasting, improved school attendance etc… Improved household communication is one of the factors leading to improved household wealth.'" (Male, FGD participant)

FIGURE 3.3 | ILLUSTRATIVE GESI ACCOMMODATING AND TRANSFORMATIVE CHECKLIST FOR DESIGNING A FOOD SECURITY AND LIVELIHOODS PROGRAM, BY GESI DOMAINS

GESI Accommodating/ GESI Sensitive		GESI Transformative
ACCESS		
The food security and livelihoods program is designed considering the needs and preferences to make it accessible to all.	This represents service accessibility for all sections of the population without any discrimination.	The food security and livelihoods program is designed considering the needs and preferences to make it accessible to all by addressing the root cause/s of inequality and exclusion.
DECISION-MAKING		
The food security and livelihoods program consults the target groups in project implementation decision-making.	This is a step ahead of 'participation'. The program design not only ensures participation but also decision-making so that the interventions are sustainable and benefit all.	The food security and livelihoods program consults the target groups in project implementation decision-making without discrimination against any group or individual.
PARTICIPATION		
The food security and livelihoods program ensures participation of the target participants so that they own the program.	This ensures that the socially excluded groups are not left behind, and are involved in the program interventions at all stages.	The food security and livelihoods program ensures active participation of the target participants so that they own the program.
SYSTEMS		
The food security and livelihoods program involves formal/informal women's associations, organizations of persons with disabilities, etc.	This involves the consultations and participation of the formal/informal women's associations, organizations of persons with disabilities, etc.	The food security and livelihoods program involves formal/informal women's associations, organizations of persons with disabilities, etc., and addresses the challenges of unmet needs due to prevalent harmful gender and social norms.
WELL-BEING		
The food security and livelihoods program addresses the triggers and barriers to good health and well-being.	This ensures well-being adhering to the do-no-harm principle.	The food security and livelihoods program addresses the triggers and barriers to good health and well-being and the underlying social and gender norms.

Microfinance: The Microfinance project model is part of a comprehensive Livelihoods Sector Approach to strengthen and secure the livelihoods of rural households so they can provide sustainably for their children. The core features of the microfinance model focus on providing a comprehensive range of financial services such as credit, savings accounts, and insurance, delivered with high standards of service so that rural families can thrive and recover from disaster. Microfinance is provided to off-farm businesses, smallholder farmers, and other income-generating activities across the poverty spectrum, from extreme poor to vulnerable poor.

Savings for Transformation: S4T, known outside of World Vision as S4T Groups, is an approach being used by over six million active participants to facilitate S4T and credit in a small-scale and sustainable way. Within World Vision, it is an economic development approach that contributes to child well-being. By facilitating S4T and access to small loans, S4T Groups instill hope and build social capital, thus enabling community members to plan ahead, cope with household emergencies, develop their livelihoods, and invest in the health and education of their children.

Ultra Poor Graduation (UPG): By helping to transform households through inclusive and scalable interventions, Graduation empowers the most vulnerable families to equitably shape their own future and that of their children. Graduation links ultra-poor households with the wider ecosystem in which World Vision operates. Graduation programs are complementary to and link with livelihoods opportunities, education and health services for all children, disaster risk reduction efforts, and empowerment programs. In this way, it acts as a bridge, ensuring that the valuable work World Vision already does serves the most vulnerable.

Building Secure Livelihoods (BSL): BSL is a core project model focused on sustainably building secure livelihoods for the marginal poor — identified as households outside extreme poverty but slightly below the poverty line. BSL provides layered interventions at the household and community levels to build and strengthen sustainable livelihoods and resilience to shocks and stresses. The BSL model is being piloted by World Vision U.S. in 5 countries (Tanzania, Malawi, Zambia, Rwanda, and Honduras) as THRIVE projects. THRIVE works with smallholder farmers to overcome the impact of food production decline, limited access to reliable markets, and access to financial services. The project ensures that participating households commit to engage in all the interventions throughout the project period, have short term and long-term development plans, and send their children to school.

Faith and Development (F&D) This approach aims to more explicitly integrate F&D concepts within the current Livelihoods approach/framework, building on successful implementation approaches such as combining 'Inter-faith' with Empowered World View (EWV) in eastern Tanzania (in an Area Program) and linking activities to productive enterprise and savings groups.

Local Value Chain Development and Inclusive Market Systems Development[30]: The Local Value Chain Development approach is a key part of the Building Secure Livelihoods Project Model to build assets and increase incomes though linkage to input and output markets. The World Vision Inclusive Market Systems Development approach supports Private Sector Engagement in an effort to include women and other excluded groups as customers for informal and formal private sector suppliers and buyers.

Gender and Social Analysis and Action: Dialogues, coupled with women's empowerment activities, resulted in an increase in women's independent decision-making. Over the years of ENSURE program implementation, communities challenged and addressed socio-cultural beliefs and social norms that hinder household decision-making and access and control of resources through Social Analysis and Action (SAA) and male engagement activities.

Other strategies include:

- Men's involvement/male engagement
- Involvement of mothers-in-law and other household members
- Household sensitization to ensure involvement of household members in the programs
- Inviting husbands and wives to participate
- Monitoring women's control over income, how men/women spend time in paid and unpaid work, including unpaid care work, etc.
- Involving the community to ensure the sustainability and effectiveness of the program

30   To know more see Norell et al. (2017). Value Chain Development with the Extremely Poor: Evidence and Lessons from CARE, Save the Children, and World Vision.

GESI in Food Security and Livelihoods program proposal/budgeting[31]

GESI-responsive budgeting is a tool that aims at integrating GESI perspectives in the budgeting processes and has been found to be one of the most effective approaches for achieving GESI outcomes. Applying a GESI lens to budgets helps to ensure that the budget, revenue, and expenditures consider the different needs of everyone (women and men, girls, boys, persons with disabilities, and other social groups[32]). This involves analyzing how the budgets will affect different social groups at all stages of the budget process. It also involves transforming these budgets to ensure that gender equality and social inclusion commitments are implemented and realized.

KEY QUESTIONS TO ADDRESS

- Are there resources allocated for an inclusion fund to meet the additional costs for program participants who require childcare, transport assistance, caregiver support, sign language interpretation, or other expenses necessary for their participation?

- Is there a budget line for conducting a GESI analysis/assessment?

- Are GESI-focused activities given a specific budget allocation? Does GESI behavior change messaging have a specific budget allocation?

- Does the project plan to recruit a person from a marginalized social group (e.g., person with disabilities) and are there resources allocated to meet any needs they may have?

A common question is 'how much effort is required to get to transformation'?

Below are some steps to follow. Once you understand what transformation look like, you can jump through some of the steps more quickly.

1. In the GESI DME toolkit, start with the GESI analysis tool, Collective Brainstorming, and then do FGD 1, Understanding Vulnerability.
2. Followed this with primary and secondary data collection on the most vulnerable (as determined by FGD 1).
   This will help you work out who you are going to target and how much of this will require changing the behavior of your implementers, versus the participants.
3. Focusing on the participants for now (because there a lot of guidance in the DME toolkit on implementers), you need to know where to intervene (which domain?). The following table tells you which GESI DME tool you can use per domain and lists a set of questions to help you get to transformation. This is a planning tool.

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31   For more details see World Vision (2020). A Toolkit for Integrating Gender Equality and Social Inclusion in Design, Monitoring and Evaluation.

32   For more details on how to budget for different age groups see *caregroupinfo.org/documents/world-vision-nurturing-care-groups-project-model/*

GESI Domains	What DME tool can you use?
ACCESS	
What are the underlying causes of a lack of access to X for different identity groups? (e.g., is it oversight, unconscious bias/discrimination, or conscious bias/discrimination). Is it traditional roles and attitudes (old fashioned), people holding onto tradition during rapid modernization (identity/safety), social pressure and norms of behavior (What will other people think? Will they still include me if I do that?), or is it about power relationships (fear of sanctions) or identity (I do what I do because it makes me feel like I belong).	**GESI Analysis Tool** FGD 2 social mapping
DECISION-MAKING	
What are the underlying causes for why certain identity groups do not allow others to participate in decision making?	**GESI Analysis Tool** Household survey on decision-making
PARTICIPATION	
What are the underlying causes for why certain identity groups do not participate?	**GESI Analysis Tool** Household survey on participation
SYSTEMS	
Which social norms present the most opportunity to bring about wider changes if they were removed? Who is the reference group for the norm that needs to change? Are there norms in the culture that are positive and can be promoted or used to replace the negative norm?	**GESI Analysis Tool** FGD 4 gender and social norm assessment
WELL-BEING	
What well-being indicators would unlock some of the root causes found in the other domains? (e.g., time poverty, unpaid care burden, nutrition, education, self- esteem/advocacy)	**GESI Analysis Tool** FGD 3 analysis of roles and workloads and household survey on well being

1. Then, map each domain entry point according to the different levels of the socio-ecological model. Ask yourself, based upon the analysis, should you focus on the individual (build their self-esteem, help them understand governance so they can participate in groups) or on the household head (so they allow their spouse access and give permission to attend)? Or does the spouse tell you that they would let their spouse attend these meetings if their friends didn't ridicule them, or if the religious leader didn't reprimand him for allowing his wife to move about freely? Does the spouse not trust other men in society? Or is there a formal law or a customary law preventing women from traveling after a certain time or to certain events? The DME tools listed in the table have a bias towards the household level. Ask yourself, what are the constraints/root causes? At what level?

2. Program and apply the minimum standards for GESI transformation (Figure 3.4)

3. Experiment. Inclusion is about power, politics, and intersectionality. Every action will have a reaction that is positive and/or negative. Reflect regularly on what is working and watch for changes (and particularly watch for negative resistance against individuals or changes). Figure 3.5 reveals there are different ways you should program according to the nature of the constraint.
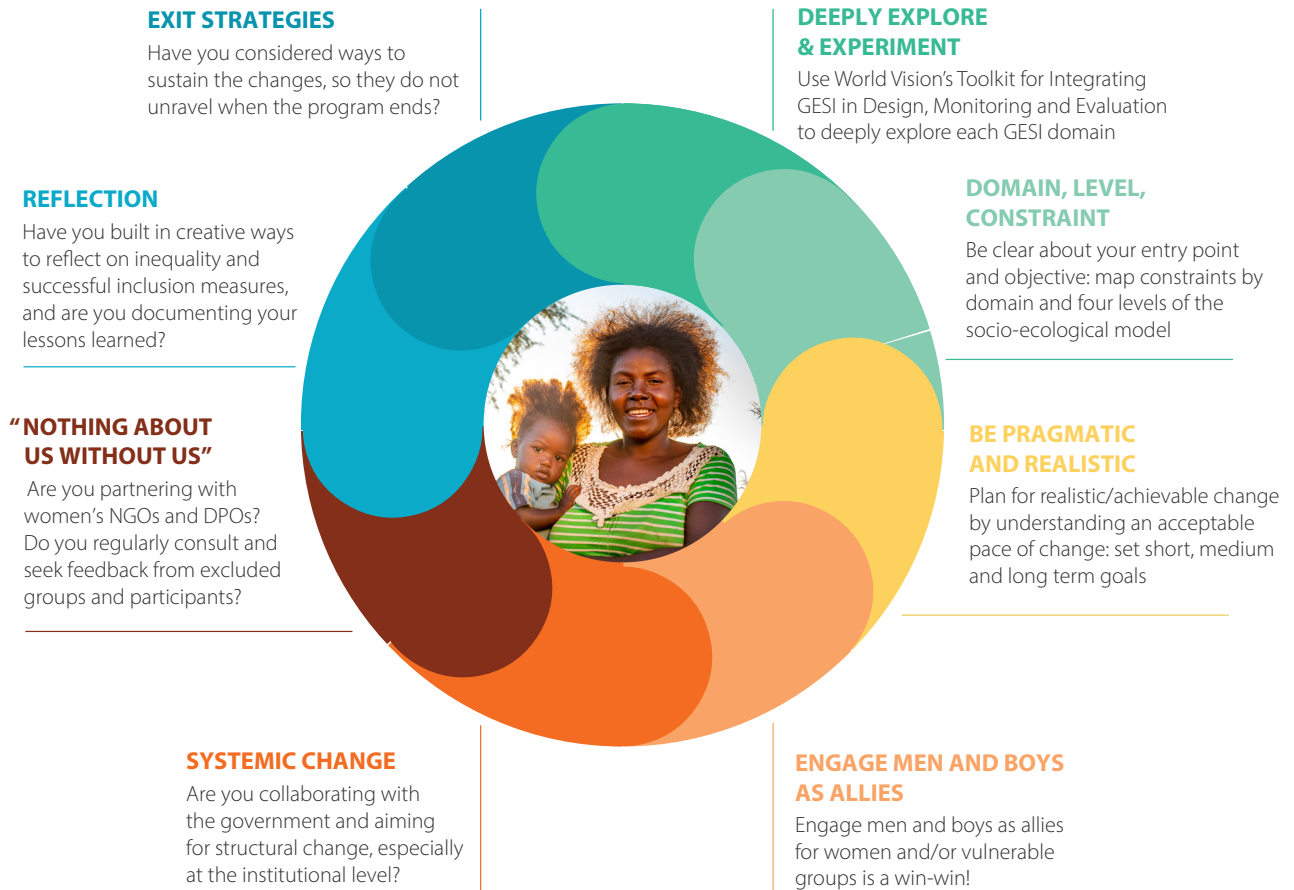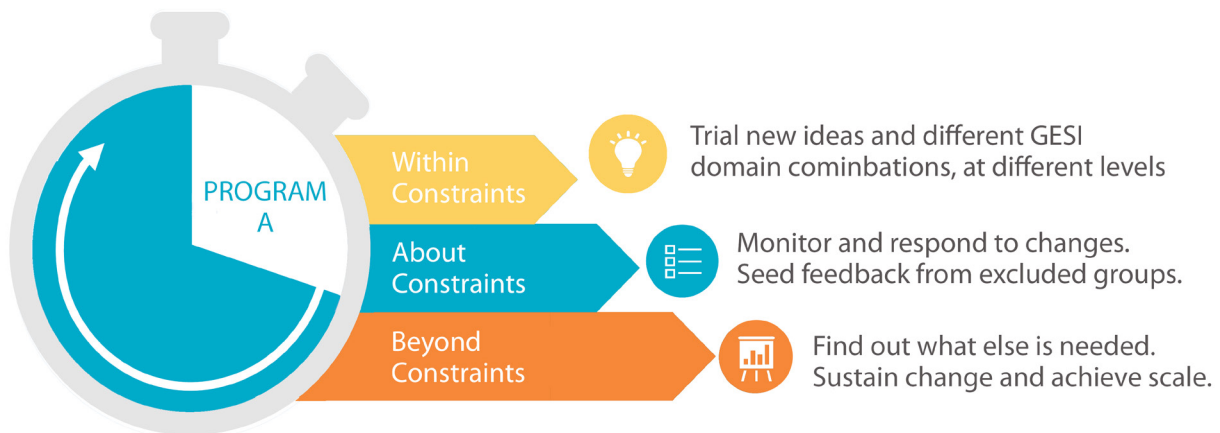
FIGURE 3.4 | THE GESI TRANSFORMATION CYCLE

EXIT STRATEGIES
Have you considered ways to sustain the changes, so they do not unravel when the program ends?

DEEPLY EXPLORE & EXPERIMENT
Use World Vision's Toolkit for Integrating GESI in Design, Monitoring and Evaluation to deeply explore each GESI domain

REFLECTION
Have you built in creative ways to reflect on inequality and successful inclusion measures, and are you documenting your lessons learned?

DOMAIN, LEVEL, CONSTRAINT
Be clear about your entry point and objective: map constraints by domain and four levels of the socio-ecological model

"NOTHING ABOUT US WITHOUT US"
Are you partnering with women's NGOs and DPOs? Do you regularly consult and seek feedback from excluded groups and participants?

BE PRAGMATIC AND REALISTIC
Plan for realistic/achievable change by understanding an acceptable pace of change: set short, medium and long term goals

SYSTEMIC CHANGE
Are you collaborating with the government and aiming for structural change, especially at the institutional level?

ENGAGE MEN AND BOYS AS ALLIES
Engage men and boys as allies for women and/or vulnerable groups is a win-win!

FIGURE 3.5 | PROGRAM AND THE NATURE OF CONSTRAINTS

Be participatory, inclusive and experimental

PROGRAM A

Within Constraints — Trial new ideas and different GESI domain cominbations, at different levels

About Constraints — Monitor and respond to changes. Seed feedback from excluded groups.

Beyond Constraints — Find out what else is needed. Sustain change and achieve scale.

Conclusion

This reference guide is a useful instrument that aims to set global standards for GESI-transformative Food Security and Livelihoods programs. The reference guide offers practical tools for Food Security and Livelihoods programs using gender-responsive and socially-inclusive steps and indicators.

Investment in Food Security and Livelihoods has an enormous potential to contribute to greater equality and address discrimination on the basis of gender, disability, or other social identity factors. Decisions around (investment) priorities, design features, and processes all influence outcomes for people. These go far beyond the household level. With this publication, World Vision contributes to the strengthening of gender equality and social inclusion in Food Security and Livelihoods, resource management ,and governance and the reinforcement of social inclusion and sustainable development.

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Annexes

Agency

Our approach raises awareness and fosters demonstration of **agency,** so that vulnerable individuals (and groups) who previously exercised little power develop their own capacities for self-understanding and expression and gain control over their lives, resources, beliefs, values, and attitudes.

Agency facilitates self-empowerment—**power to** and **power within**—through individual consciousness and the transformation of personal attitudes, self-perceptions, and power relations. Participants develop critical consciousness and see themselves as capable, with a right to choose, act, and influence their lives, households, communities, and societies. In addition to self-transformation, agency also facilitates collective empowerment— **power with**—through social cohesion, movement building, and collective action for sustained change.[34]

Empowerment

World Vision's GESI approach facilitates **empowerment** by challenging deep structures of inequality and exclusion and enhancing human rights, power, and agency of vulnerable populations. While empowerment often comes from within and cannot be done to or for anyone by others, cultures, societies, and institutions create conditions that facilitate or undermine possibilities for empowerment.[35]

Gender equality

Gender equality is the state or condition that affords women and girls, men and boys, equal enjoyment of human rights, socially valued goods, opportunities, and resources. It includes expanding freedoms and voice, improving power dynamics and relations, transforming gender roles, and enhancing overall quality of life so that males and females achieve their full potential.

Gender equity

The concept of gender equity refers to "fairness of treatment for women and men, according to their respective needs. This may include equal treatment or treatment that is different, but which is considered equivalent in terms of rights, benefits, obligations and opportunities."

Intersectionality

Intersectionality is an analytical tool for understanding and responding to the ways in which gender intersects with other social characteristics and contributes to different experiences of oppression and privilege.

Social inclusion

Social inclusion seeks to address inequality and/or exclusion of vulnerable populations by improving terms of participation in society and enhancing opportunities, access to resources, voice, and respect for human rights. It seeks to promote empowerment and advance peaceful and inclusive societies and institutions.

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33   For additional list of core terms on GESI, see World Vision (2020). A Toolkit for Integrating Gender Equality and Social Inclusion in Design, Monitoring and Evaluation.

34   World Vision (2020). Gender Equality and Social Inclusion: The World Vision Approach and Theory of Change.

35   Ibid.

GESI DOMAINS

ACCESS	DECISION-MAKING	PARTICIPATION	SYSTEMS	WELL-BEING
The ability to access, use, and/or own assets, resources, opportunities, services, benefits, infrastructure.	The ability to participate in or engage in societal affairs and systems of power that influence and determine development, life activities, and outcomes.	The ability to make decisions free of coercion at individual, family, community, and societal levels. This can include control over assets and ability to make decisions in leadership.	The availability of equal and inclusive systems that promote equity, account for the different needs of vulnerable populations, and create enabling environments for their engagement.	The sense of worth, capability status, confidence, dignity, safety, health, and overall physical, emotional, psychological, and spiritual well-being. This includes living free from gender-based violence, HIV, and all forms of stigma and discrimination.

GESI CONTINUUM

GESI Absent

There is no consideration of gender norms and unequal power relations or potential patterns of gender equality or social inclusion in the design or delivery of program activities. There is no discussion of the gendered or inclusive dimensions of the environment where programs may be operating in and how this may affect interventions.

GESI Exploitative

Reinforces, uses, and/or takes advantage of gender inequalities, social norms, and stereotypes.

GESI Insensitive

Gender norms and social inequalities are acknowledged as key aspects of context but not brought into any aspects of program planning, delivery, or feedback.
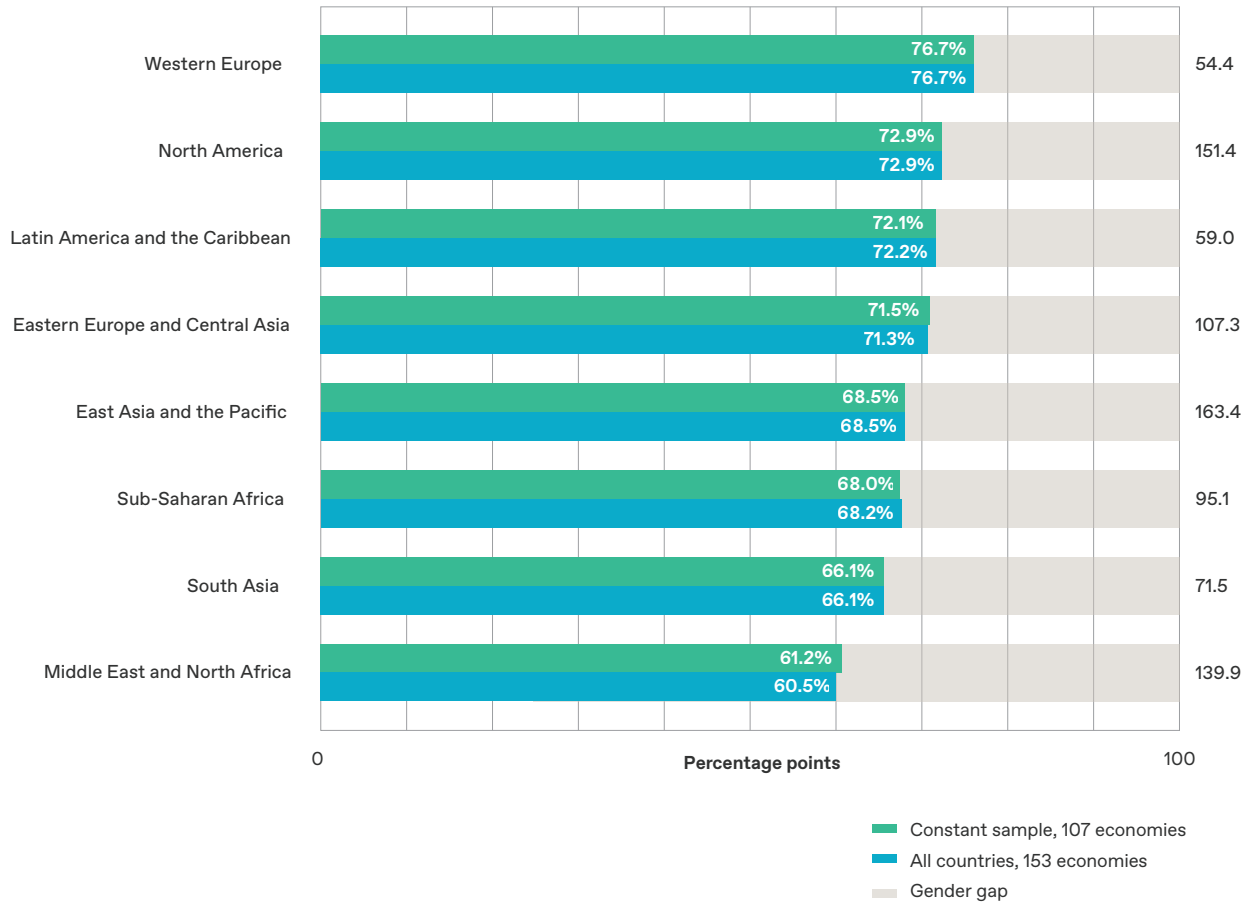
GESI Accommodating/sensitive

Acknowledges but works around gender, disability, or other social differences and inequalities to achieve project objectives. Interventions address practical needs of vulnerable groups but not the underlying root causes of inequality or exclusion. There is a "missed opportunity" to shift norms that reinforce inequality and exclusion.

GESI Transformative

Actively seeks to engage with and transform gender and social inequalities in the long term to achieve GESI sustainable change. Challenges or shifts gender norms, unequal power relations, stereotypes, and discriminatory practices. Promotes equitable systems.

ANNEX 2 GENDER GAP CLOSED TO DATE BY REGION, 2020

Region	Constant sample, 107 economies	All countries, 153 economies	Gender gap
Western Europe	76.7%	76.7%	54.4
North America	72.9%	72.9%	151.4
Latin America and the Caribbean	72.1%	72.2%	59.0
Eastern Europe and Central Asia	71.5%	71.3%	107.3
East Asia and the Pacific	68.5%	68.5%	163.4
Sub-Saharan Africa	68.0%	68.2%	95.1
South Asia	66.1%	66.1%	71.5
Middle East and North Africa	61.2%	60.5%	139.9

Percentage points

0 — 100

■ Constant sample, 107 economies
■ All countries, 153 economies
□ Gender gap

Sources
World Economic Forum, Global Gender Gap Index, 2020.

Notes
Population-weighted averages, including the 153 economies featured in the Global Gender Gap Index 2020 and the 107 economies featured throughout all 2006-2020 edition of the index.

ANNEX 3 SOURCES FOR FURTHER GUIDANCE

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World Vision's resources

World Vision (2022). *Women's Economic Empowerment (WEE) Programmatic Approach.*
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Livelihoods and Health[36]

Interventions Promoting Adolescent Girls' Economic Capabilities: What Works? A Rapid Evidence Review

Addressing adolescent girls' persistent economic disadvantage is the focus of multiple interventions for girls in low- and middle-income countries (LMICs) to reduce youth unemployment, poverty, and vulnerability. Evidence suggests that these programs demonstrated the potential to improve girls' economic capabilities (2018).

The Spirit of Boldness: Lessons from the World Bank's Adolescent Girls Initiative

The Adolescent Girls Initiative (AGI) is public-private partnership to promote the transition of adolescent girls and young women to productive employment. The purpose of this report is to build an understanding of which approaches succeed in achieving particular objectives for specific groups of girls and young women, most pilots incorporated rigorous evaluations (2015).

Gender Livelihood, Capabilities and Women's Economic Empowerment

This paper reviews the evaluation literature on policies and programs designed to promote women's livelihood capabilities across the life course to elicit lessons for the agenda of women's economic empowerment (2018).

Investigating Soft Skills Program Features with a Gender Lens: A Global Review of Education and Workforce Interventions for Youth

A variety of programs that include soft skills training have already demonstrated positive impacts on girls' and young women's education, livelihoods, or employment. For girls, whose aspirations are limited by rigid gender norms and discrimination, soft skills training can enhance a sense of agency, which is the ability to see options, make choices, and exert control over one's own life. The main objective of this report is to elucidate the constellation of features that characterize the most successful soft skill programs for girls and young women. The review aims to expand knowledge and understanding among program designers and practitioners on strategies that empower the most vulnerable, including adolescent girls.

Adolescent Girls Empowerment Programme: Endline Technical Report

This report documents research on comprehensive programming aimed at adolescent girls in India, particularly in terms of those that combine interventions around reproductive health and rights with programs aimed broadly at livelihoods. The report identifies particularly effective approaches and uses the experience of these programs to develop recommendations for programming and policy around adolescent girls specifically (2013).

The Evidence Is In: How Should Youth Employment Programs in Low-Income Countries be Designed?

Youth in many low-income countries are entering the labor force in unprecedented numbers, yet many struggle to secure rewarding livelihoods. This paper outlines the economic development challenges that constrain youth's transition into employment, and it parses the evidence on which programs and policies appear to speed that transition (2017).

What Works in Soft Skills Development for Youth Employment? A Donor's Perspective

This report summarizes areas of consensus regarding soft skills from the perspective of the Youth Employment Funders Group (YEFG). The document provides a common understanding for policymakers, employers, donors, and civil society organizations, identifies implementation and evaluation challenges, and suggests directions for investment in cost effective, scalable, and sustainable interventions and knowledge (2017).

New and Promising Approaches in Youth Employment Programs: The S4YE Portfolio

The S4YE Impact Portfolio (IP) is a group of 19 diverse and high-potential youth employment projects, representing 15 developing countries from six continents. This report highlights the variety of different approaches and designs used by the 19 youth employment programs that make up the S4YE IP (2017).

Young and Female – A Double Strike? Gender Analysis of School-to-Work Transition Surveys in 32 Developing Countries

This report examines the role of gender in shaping transitions from school to employment for young women and girls and provides an overview of many of the challenges faced by youth globally in terms of employment. The report concludes that being young and female does, in fact, serve as a double strike in terms of productive employment and provides recommendations for both macro-level policy interventions and more micro-level interventions, such as interventions aimed at providing out-of-school youth the opportunity for 'second-chance' education (2016).

Economic Empowerment Strategies for Adolescent Girls: A Research Study Conducted for the Adolescent Girls' Advocacy and Leadership Initiative

This research report assesses data from a wide range of initiatives aimed at increasing the economic empowerment of adolescent girls. The report identifies a number of key findings and develops recommendations for program development in the future. In particular, the report focuses on six key factors affecting the economic empowerment of girls: access to financial, human, social, and physical capital, and social norms and institutions (2013).

Adolescent Girls Initiative (AGI) Resource Guide

The AGI Resource Guide includes lessons and resources developed during the AGI that were found to be useful in practice. The guide is designed for staff in government line ministries, practitioners, and World Bank teams that are working on youth skills training and supervising projects focused on these. The AGI resources and lessons are intended to help make skills training programs more inclusive of and effective for young women.

The AGI Resource Guide is organized in four modules covering the full project cycle and that can be explored according to the user's learning needs. The resources and tools included in the modules are meant to provide project teams at multiple levels with examples that can be adapted and replicated as appropriate.

Addressing Comprehensive Needs of Adolescent Girls in India: A Potential for Creating Livelihoods

This report documents research on comprehensive programming aimed at adolescent girls in India, particularly in terms of those that combine interventions around reproductive health and rights with programs aimed broadly at livelihoods. The report identifies particularly effective approaches and uses the experience of these programs to develop recommendations for programming and policy around adolescent girls specifically (2013).

EQUIP3 Lessons Learned Experiences in Livelihoods, Literacy, and Leadership in Youth Programs in 26 Countries

This book published summarizes learning from the USAID-funded Educational Quality Improvement Program 3, which was designed to improve earning, learning, and skill development opportunities for out-of-school youth in developing countries. This included a significant livelihoods component, in addition to components focused on literacy and youth leadership. The experience of the program provides valuable practical insights for programmers seeking to develop effective livelihood interventions with youth (2012).

Additional sources

International Food Policy Research Institute (IFPRI)-Publications and Tools

World Food Programme-Nutrition

World Food Programme-Sustainable Livelihoods and Ecosystem

World Vision's Gender Equality and Social Inclusion (GESI) Domains and the SPIR Project

Case Study

Objective of the case study:

1. To demonstrate how the USAID-funded Strengthen PSNP4 Institutions and Resilience (SPIR) Project[37,38] has aligned with World Vision's Gender Equality and Social Inclusion (GESI)[39] domains.
2. To understand how the project impacted the lives of the project participants and facilitates GESI transformative change.

Background to the context: Ethiopia has an average annual growth rate of over 10 percent, which far exceeds the regional average (5 percent).[40] It is the second most populous African nation with 109 million citizens but only has a per capita income of $790.[41] On the United Nation's Human Development Report for 2019, Ethiopia ranked 173 out of 189 countries and territories, which is below the sub-Saharan average. The United Nations also has a gender inequality index (GII) that assesses gender-based inequalities in three dimensions: reproductive health, empowerment, and economic activity. On the GII, Ethiopia ranks 123 out of 162 countries.[42]

Ethiopian Score and Rank in 2020 Global Gender Gap Index and sub-indexes[43]

Indicators	2020	
	Score	**Rank**
Overall Global Gender Gap Index	0.705	82
Economic participation and opportunity index	0.568	125
Educational attainment index	0.850	140
Health and survival index	0.976	63
Political empowerment index	0.427	16

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37   World Vision (2018). Strengthen PSNP4 Institutions and Resilience (SPIR). FY 2018 Annual Results Report.

38   World Vision (2019). Strengthen PSNP4 Institutions and Resilience (SPIR). FY 2019 Annual Results Report.

39   World Vision defines gender equality and social inclusion (GESI) as a multi-faceted process of transformation that promotes equal and inclusive access, decision-making, participation, and well-being of the most vulnerable; transforms systems, social norms, and relations to enable the most vulnerable to participate in and benefit equally from development interventions; builds individual and collective agency, resilience, and action; and promotes the empowerment and well-being of vulnerable children, their families and communities. More information can be found in World Vision (2020). Gender Equality and Social Inclusion, The World Vision approach and theory of change.

40   World Bank Group (2019). Ethiopian Gender Diagnostic Report: Priority for Promoting Equity. Working paper. Washington DC, USA.

41   Ibid.

42   UNDP (2019). Inequalities in Human Development in the 21st Century, Briefing Note for Countries on the 2019 Human Development Report Ethiopia.

43   Score of 0.00 = imparity, 1.00 = parity; Rank is out of 153 countries.

Despite high economic growth in Ethiopia, poverty remains pervasive, and multidimensional deprivations have long-lasting effects on children's development and increase the likelihood of chronic and inter-generational poverty. Issues related to inclusive growth and human development also persist, with the poorest of the poor not fully participating in or benefiting from the country's economic gains. Women and girls, especially those in hard-to-reach areas, remain disadvantaged in various social, economic, and political spheres of life.[44]

In a response to chronic food insecurity across the country, The Productive Safety-Net Program (PSNP) was launched in 2005. The Government of Ethiopia, with the support of a consortium of donors, provides cash transfers to shift millions of chronically food-insecure rural people from recurrent emergency food aid to a more secure and predictable form of social protection.[45] PSNP also offers paid community development activities and additional support to pregnant mothers and those living with disabilities. The PSNP 4 focused on graduating people from PSNP cash transfers into sustainable self-sufficient livelihoods. The SPIR project, funded by USAID BHA, is implemented by World Vision to enhance livelihoods, increase resilience to shocks, and improve food security and nutrition for PSNP receiving rural households that are vulnerable to food insecurity.

Methodology and Rationale: Two group discussions with a total of 9 participants from World Vision U.S.'s Food Security and Livelihoods team and World Vision's Global Center management teams located in different World Vision countries were carried out to inform the development of GESI guidance notes. The SPIR project in Ethiopia (2016-2021) was chosen to be presented as an illustrative case study because GESI is built into the SPIR project design.

SPIR objectives and purposes

The overall goal of SPIR was enhancing livelihoods and resilience against shocks, as well as improving food security and nutrition for rural households that are vulnerable to food insecurity in Ethiopia. SPIR addressed key underlying causes of food insecurity by including appropriately layered and sequenced interventions for positive behavior change in areas including agricultural practices; elimination of harmful traditional practices and violence against women and girls; and health and nutrition behaviors, including sanitation and hygiene, and natural resource regeneration. There were four purpose areas that the SPIR interventions were organized around:

1. Increased income, productive assets, and equitable access to nutritious food for vulnerable women, men, and youth
2. Improved nutritional status of children under 2 years of age, pregnant and lactating women (PLW), and adolescent girls
3. Increased women's and youth empowerment and gender equity
4. Strengthened ability of women, men, and communities to mitigate, adapt to, and recover from human-caused and natural shocks and stresses

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44   UNICEF (n.d.). Social Policy and Evidence for Social Inclusion. UNICEF, Ethiopia.

45   Berhane et al (2013). Evaluation of Ethiopia's food security program: documenting progress in the implementation of the productive safety nets programme and the household asset building programme. Ethiopia Strategy Support Program II (ESSP II) International Food Policy Research Institute; Institute of Development Studies; University of Sussex; and Dadimos. Retrieved on 20/1/2021from: essp.ifpri.info/files/2013/05/ESSPII_EDRI_Report_PSNP.pdf

TABLE 1 PROVIDES SOME EXAMPLES OF THE WORLD VISION GESI DOMAINS IN THE SPIR PROJECT.

SPIR and GESI

World Vision adopted a two-prong approach to GESI in SPIR: women and youth empowerment was one of the purposes, and it was also a crosscutting component. The project aimed to address gender equity and equality concerns of poor households by working on gender competence of institutions, communities, and individuals —for example, maternal child health and nutrition (MCHN), WASH, and Agriculture and Livelihood participants received gender-related services which included social and behavior change communication (SBCC) messaging, awareness and campaigning projects. These enhanced GESI capacities created inclusive and collaborative relations resulting in better access to resources, skills, and support systems for the poorest women, girls, and youth. Table 1[46] highlights GESI domains[47] in the SPIR project design and implementation.

TABLE 1: GESI DOMAINS IN THE SPIR PROJECT
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Purpose 1

Increased income, productive assets, and equitable access to nutritious food for vulnerable women, men, and youth

DOMAIN

ACCESS	DECISION-MAKING	PARTICIPATION	SYSTEMS	WELL-BEING
In response to the lack of availability of quality agricultural inputs in its operational areas, SPIR established and supported the promotion of agro-dealer shops in each of the woredas. 9,299 PSNP households (5,120 F) and 5,042 (1,555F) non-PSNP households have accessed agricultural inputs from these shops.	SPIR organized a training on the Farmers' Field and Business School (FFBS) approach and group leadership for 1,639 (919F) Producer Marketing Groups (PMG) management members. The training and engagement of the SPIR staff have enabled PMGs to improve their internal problem solving and negotiating skills with external vendors and traders.	SPIR provided technical trainings and forage development for 12,580 (7,110F) program participants in which they gained knowledge and skill in key areas. SPIR provided training on improved poultry production and management for 10,054 (7,248 F) program participants.	SPIR facilitated technical vocational and educational training (TVET) linkages for 435 youth (87 F) in hotel management, construction, woodwork, metalwork, electricity installation, hair cutting, and tailoring. Of these, 292 (140 F) were placed/ linked to private and government organizations for short-term work-based learning, and 120 found eventual wage employment at different government and private institutions.	SPIR provided soft skill training for 3,353 (1,110 F) targeted youth to improve their work readiness or pave the way for self-employment. Youth that went through this training were also invited to join youth Village Economic Savings Association (VESA) groups. In FY19, 70 new youth Village Economic and Savings Associations (VESAs) with 1,303 members (493 F) were established and began saving and lending activities.

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46   The table is based on selected data points.

47   Descriptions of the GESI domains can be found in World Vision (2020). Gender Equality and Social Inclusion, The World Vision approach and theory of change.

Purpose 2

Improved nutritional status of children under 2 years of age, PLW, and adolescent girls

DOMAIN

ACCESS	DECISION-MAKING	PARTICIPATION	SYSTEMS	WELL-BEING
SPIR developed and tested a referral and feedback sheet for registering and tracking Temporary Direct Support (TDS) clients. As a result, 9,521 pregnant mothers and 37 young pregnant women (aged <19) received counseling on maternal and child nutrition through Health Extension Workers (HEWs) and trained health development army (HDA) leaders: 3,679 pregnant mothers received iron folic acid supplementation and 2,519 pregnant mother visited health services for antenatal care.	HDA leaders supported families to identify barriers to the promoted practices, negotiate while making decisions jointly, and try out new nutrition behaviors. These visits improved the engagement of men on nutrition practices and improved health and nutrition service uptake.	Trained HDA leaders together with SPIR VESA facilitators and facilitated maternal nutrition discussions in 5,086 VESA groups to raise awareness for men and women on optimal maternal nutrition.	Religious leaders used religious gatherings and household visits to encourage their parishioners to change attitudes and behaviors that were identified as barriers to improved infant and young child feeding (IYCF) practices, especially those that were perceived to be tied in with religious regulations. As a result, targeted men and women improved their knowledge, attitude, and IYCF practices.	By increasing men's involvement and women's improved practice in IYCF, Minimum Acceptable Diet rates have increased from 5.7% (baseline) to 13.8%, and exclusive breastfeeding rates from 67.8% (baseline) to 90.3%.

Purpose 3

Increased women's and youth empowerment and gender equity

DOMAIN

ACCESS	DECISION-MAKING	PARTICIPATION	SYSTEMS	WELL-BEING
SPIR supported women-friendly infrastructure investments, especially on childcare availability. For example, SPIR purchased and distributed eight mobile childcare shade tents with messages about the importance of breastfeeding and complementary feeding.	Both husbands and wives were involved in livelihood initiatives to increase access to assets, income, and markets, like VESAs. As a result of being in a VESA group together with their spouse, PSNP clients recognize their shared understanding around saving and financial management, and joint decision making on income generation activities. Beyond this, many couples have indicated that discussing other social issues together in the group has also contributed to a shared understanding and commitment that has greatly improved harmony within their household and greater mutual respect.	SPIR provided training to 377 Community and VESA facilitators and 700 Kebele[48] level food security task force members on participatory Social Analysis and Action (SAA) tools to enhance their skills in engaging institutions and participants.	SPIR piloted a men's engagement group approach, where 427 men selected from VESAs were trained to be male advocates. During the discussion sessions, men were challenged to reflect on their roles as care givers and in their household relations. The impact of these discussion sessions on attitudes and behaviors of these men has been remarkable, and SPIR is scaling up this intervention in YR4.	In FY19, SPIR supported 5,777 in-school youth peer education group sessions to enable girls, boys, and men to have reflective space to go through topics around gender equity. The materials for these sessions were designed to coincide with some of the messages included in the VESA group and public BCC GSD sessions.

48   Kebele is the last and smallest administrative subdivision of a woreda; municipality

Purpose 4

Strengthened ability of women, men, and communities to mitigate, adapt to, and recover from human-caused and natural shocks and stresses

DOMAIN

ACCESS	DECISION-MAKING	PARTICIPATION	SYSTEMS	WELL-BEING
Under P4, restoration of communal assets, access to PSNP services, and government responsiveness to community member complaints were measured. Community-level infrastructure that was restored and supported by SPIR included the construction of four school classroom blocks benefiting 1,442 (657 F) students, two bridges serving 4,344 (1,212F) households, and three culverts benefiting 1,025 (153F) households.	292 (77F) woreda early warning and disaster risk reduction (EW/DRR) committee members and program staff were trained on EW data collection, interpretation, and identification of triggering factors for contingency planning in 14 Woredas. Woreda level training was cascaded to 368 (101 F) kebele level EW/DRR committee members and this has improved timeliness and functionality of the early warning systems and the making of decisions based on weather information.	SPIR facilitated capacity building for 971 (422 F) leaders of various community-based organization (including VESAs) on leadership, governance, equitable representation, conflict resolutions, social mobilization, and advocacy for inclusion of community priorities into kebele and woreda budgets.	Woreda and kebele EW/DRR committees developed and began using Community Adaptation Action Plans (CAAPs). For example, both indigenous knowledge and forecasting information predicted early cessation of rain during the main rainy season in Wag Himra zone; communities were advised to plant early maturing crops and to collect and store more forage for the extended lean season.	Training on social accountability tools was provided for 233 (52 F) resource persons at woreda and zone level. One of these tools, community score cards, was tested and implemented in 135 kebeles with improvements observed in the participation of PSNP clients and sense of ownership of PSNP clients on public work activities and other PSNP interventions.

Discussion

As table 1 reveals, the SPIR project has some notable achievements from a GESI lens. GESI works synergistically to amplify other SPIR project development gains, such as sustainability. To apply a GESI lens, use World Vision's DME toolkit.[49] This toolkit can help programs align GESI objectives with organizational strategic goals and the five GESI domains, identify and target the most excluded, and integrate World Vision's GESI Theory of Change and indicators.

By using a GESI continuum, World Vision's DME toolkit, and the GESI domains, project managers can more easily become GESI transformative. To further elaborate, the table below depicts where the SPIR project lands on the GESI continuum. The SPIR project is GESI accommodating in nature. It offers integrated and gender-sensitive interventions to achieve its four purposes.

TRAFFIC LIGHT RATING				
STOP	**THINK**	**ACT**	**RUN**	**FLY**
GESI Absent	GESI Exploitative	GESI Insensitive	GESI Accommodating/ sensitive	GESI Transformative
Ignores discriminatory norms and inequality and social exclusion	Perpetuates and takes advantage of inequalities and social exclusion	Acknowledges but does not address inequalities and social exclusion	Acknowledges and considers specific and distinct needs of women, and men, and other marginalized community members	Addresses the underlying causes of inequalities and exclusion and transforms harmful norms, roles and relations

In order to make the SPIR project GESI transformational, some of the following questions can be explored:

1. How did the project measure changes in men and boy's engagement in child care and household chores? Did SPIR reduce women's workload or shift women's workload to different activities?
2. To what extent were women, adolescent girls, and other socially excluded groups involved in project design, planning, and implementation?
3. Were there other socially excluded groups within the target population who were not captured?
4. Do differences exist for how women and youth with various disabilities or representing ethnic minorities access information and resources that may impact their full participation in civil society? If yes, what are the barriers to access?
5. How strong are institutional practices, such as those of the women, children, and youth affairs offices at the local level or policies and regulations in prioritizing and addressing gender-based issues?

Conclusion

Being GESI transformative requires thought and reflection by project teams and with participants. This may raise issues that challenge established ways of doing things, and this will also lead to new innovations. World Vision's DME toolkit can assist with these processes. Being GESI transformative can be complex at first — even the biases and prejudices of program staff can limit initial successes. However, over time and with perseverance, successes will multiply. Being GESI-transformative helps to fulfill human rights, the Sustainable Development Goals, and also helps to demonstrate results to donors.

49   World Vision (2020). *A Toolkit for Integrating Gender Equality and Social Inclusion in Design, Monitoring and Evaluation.*

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