



**Institutions for Inclusive Development (I4ID)**  
**LEARNING BRIEF**

**GENDER EQUALITY AND SOCIAL  
INCLUSION (GESI)**  
Integrating GESI into adaptive  
programmes

July 2021

This learning brief was developed by Integrity, Triple Line and NIRAS Tanzania

I4ID was funded by



# GENDER EQUALITY AND SOCIAL INCLUSION

## Integrating GESI into adaptive programmes

### KEY LEARNING

- GESI-sensitive adaptive programmes begin by examining and explaining, for any given sector, **why gender and inclusion matters to the problem being addressed**. This happens at the design phase but continues throughout implementation. Programme implementation partners then translate this GESI awareness into goals, objectives, strategies, and approaches where results and learning can be measured throughout the programme cycle.
- A key starting point is the commissioning and production of a **gendered and inclusive business case** that shifts the power and authority to define problems away from outside experts to local men and women who play a key role in recognising and defining problems in a way that makes poverty, gender and exclusion visible – and who, with their local knowledge identify entry points for change. Entry points for change include not just laws and policies that discriminate and exclude but attitudes, behaviours, ways of working, institutions, systems, processes and procedures.
- Also important is the need to **integrate a lens on poverty, gender and social inclusion in problem diagnosis approaches** used in formative research at inception and during implementation and to produce a narrative that makes these issues visible.
- The **choice and mix of implementing partners matters for GESI**, as does the role of the programme team as ‘facilitator’. Civil society and women’s rights organisations are likely to have critical insight, and partners need to be sufficiently empowered to continue working after donor funding ends. Flexibility is required for partnerships to change and evolve during implementation.
- Donors can jointly **establish minimum requirements for assurances on GESI** so that programme teams can focus efforts on implementation.
- The programme learning agenda should state an intention to contribute to the evidence base for what works on mainstreaming social inclusion and women’s empowerment in adaptive or any other form of programming.

### 1. INTRODUCTION

#### Institutions for Inclusive Development (I4ID)

was a £11.6 million adaptive governance programme funded by the UK Foreign, Commonwealth and Development Office (FCDO) and IrishAid until 2020. The programme aimed to ‘work with government, representative institutions, civil society and the private sector to strengthen institutions in Tanzania to become more inclusive and accountable so that economic growth and services bring more benefits to women, youth, and poor and vulnerable people’. It was designed as an adaptive facility to show how complex development problems can be resolved by testing and iterating scalable solutions with diverse stakeholders to broker collective action and

systems change. I4ID took an issue-based approach, covering a set of workstreams in diverse areas, such as water access, urban spatial planning, inclusive education and menstrual health management. The programme was implemented by a consortium, led by Palladium, that included SNV Netherlands Development Organisation, Overseas Development Institute and BBC Media Action.

Adaptive programmes are politically aware, locally led and adaptive in their responses. It is a way of working that has important features that are essential for understanding and addressing the complexities of gender inequality and social exclusion. This way of working includes: **a role for implementing partners**

**and beneficiaries** (men and women) in defining and agreeing why GESI matters to any given issue, and in finding locally appropriate solutions; **building coalitions of local partners** who will take forward a locally driven response in addressing gender inequality and social exclusion long after the programme ends; and **adapting and learning**, including from failure, as the programme progresses. The model fosters a more reflective and flexible approach to standard implementation tools such as theories of change and results frameworks.

This learning brief explains why all sectors matter for gender equality and social inclusion (GESI) and it provides a road map for integrating these issues into programmes using adaptive and iterative approaches. It identifies four stages linked to the project cycle (as shown in the diagram below). For each stage, it highlights lessons, explains why the issue is important drawing on past experience from the Institutions for Inclusive Development (I4ID) programme in Tanzania, and provides guidance on what to do in practice.



### WHEN DOES GENDER AND INCLUSION MATTER?

If the programme is classified as Overseas Development Aid (ODA),<sup>1</sup> it needs to comply with the International Development (Gender Equality) Act 2014 which requires all programmes to **‘meaningfully yet proportionately consider’ how development assistance will contribute to reducing gender inequality** before assistance is provided and demonstrate to have done so (in programme implementation).

**If the sector is:** governance, education, health, private sector development, trade, commerce, infrastructure, urban planning, smart cities, agriculture, water and sanitation, waste, clean energy, electrification, municipal reform, fiscal policy, mining, chemical industries, financial services; IT and digital, professional services, forestry, hotels, tourism and catering, media, oil and gas production, shipping, ports and inland waterways, transport, manufacturing, or utilities – water, gas and electricity. There is a growing evidence base on why gender matters in each of these sectors. All programmes can learn from this evidence and seek opportunities to include approaches that reduce gender inequality and exclusion.

If the programme’s **overarching goal is ‘inclusive development’, ‘inclusive economic growth’ or ‘inclusive institutions’.**

If the programme involves **people (male/female) either as target groups or beneficiaries, or as intermediaries working in** government agencies, civil society organisations, the private sector, and other international development agencies.

<sup>1</sup> ODA promotes economic development and the welfare of developing countries as its main objectives. For further information see:

<http://www.oecd.org/development/financing-sustainable->

[development/development-finance-standards/officialdevelopmentassistance/definitionandcoverage.htm](http://www.oecd.org/development/development-finance-standards/officialdevelopmentassistance/definitionandcoverage.htm)

## 2. PROGRAMME DESIGN

### *How to analyse and frame why and how GESI matters in diagnostic processes?*

**Lesson: Ensure the Political Economy Analysis (PEA) integrates a lens on poverty, gender and social inclusion.**

GESI-sensitive adaptive programme design processes and documents examine and explain, for any given sector, **why gender and inclusion matters**. They use this analysis to inform broad and specific objectives, the theory of change and action, and strategies and approaches.

A key starting point is the **business case political economy and social analysis**. Also important are **problem diagnosis approaches** used in **formative research** at inception, and during implementation.

Data gathering and analytical processes at this early stage ideally involve local partners to gather and analyse the perspectives of target groups or beneficiaries (poor and excluded groups of men and women): *what matters to them, and why, and what are the differences by gender, location and other intersecting characteristics (age, ethnicity etc.)?*

The same processes ideally work with local partners to examine how their policies and practices and ways of working (systems, processes, attitudes and behaviours) can either perpetuate or address gender inequality and social exclusion – give voice or limit opportunities both in working arrangements and in outputs and outcomes.

Diagnostic processes examine not just the specific disadvantages faced by women and girls, but the relational aspects of gender inequality: for example, the behaviour of men and boys towards women and girls and vice versa. What is it about these relationships that routinely disadvantage women and girls? Are men and boys also being disadvantaged? Gender is not just about women:

it's about men and women and the relationship between them that is shaped by power.

Ideally, both the PEA and the diagnostic approach are participatory processes that recognise the need for local commitment and the essential role of local actors in defining and agreeing what should be done.<sup>2</sup>

#### Why is this lesson important?

- The political economy and contextual analysis that supports *inclusive institutions* and *inclusive growth* goals can often overlook the perspectives of poor men and women, and how their lives are shaped by inequality and exclusion both in their communities and as a result of institutions that serve or do not serve them. This was the case in the I4ID business case which overlooked opportunities to consult with and include the perspectives of target beneficiaries and potential partners, and to work with them to analyse and understand institutional policies and practices (ways of working, systems, processes, attitudes and behaviours etc.,) from a GESI perspective: how do policies and practices discriminate and exclude? Are they gender sensitive or gender blind? This analysis is critical to integrate GESI more meaningfully into the overarching goals of adaptive and other programme approaches.
- PEA also provides a compass for a programme's ongoing formative research (diagnostic approaches). If the PEA integrates a lens on poverty, gender and inclusion it sends a strong message to implementation partners about expectations in this area.
- I4ID's design documents (business case and inception report) missed opportunities to define and agree local definitions for 'inclusive institutions' and 'inclusive growth.' What would these 'ideals' look like in Tanzania? What are the opportunities on the ground for local partnerships, dialogue,

<sup>2</sup> Ros Eyben, Chief Social Development Advisor, Overseas Development Administration 1989. Quoted in The Governance & Development Practice Working Paper Series. Implementing adaptive management: A front-line effort. Is Integrating GESI into adaptive programmes – Learning Brief

there an emerging practice? Graham Teskey and Lavinia Tyrrel April 2021.

engagement, a shared agenda and a road map for action?

- The I4ID business case anticipated that ‘collective action projects in the public interest would contribute to effective and inclusive institutions around an issue, and bring tangible benefits for citizens’. This aspect remained a feature of I4ID. I4ID staff sought ways to benefit the ‘greatest number of poor people’. While 50 percent of Tanzanians are poor, policies and planning processes within government and in public private partnerships routinely overlook poverty, exclusion and gender inequality.<sup>3</sup> Social development advisers working with local partners who have legitimate perspectives on, for example, inequality, human rights and women’s rights can help shed light on poverty, power and competing interests by wealth, gender, ethnicity, etc.; and the need for regulatory frameworks, accountability mechanisms, and beneficiary feedback loops – mechanisms that protect poor people and give voice to their concerns.

**What can be done in practice?**

- **Hire the right team with the right mix of skills and experience** to lead and design consultative, participatory and analytical processes with conceptual frameworks to understand poverty, exclusion and gender inequality in design and implementation processes.
- **Become familiar with local civil society organisations and women’s rights organisations, their capacities and capacity deficits.** Sound out their critical perspectives on poverty and gender, and their knowledge of legislation and policies that discriminate and exclude and who champions action for reform.
- **Provide sufficient resources for gendered and inclusive PEA** to inform the business case development. Ensure consultative processes capture the perspectives and

needs of poor and excluded people and the differences between them, based on gender and other intersecting characteristics. Ensure that institutional policies and practices that exclude and discriminate are also understood from a GESI perspective.

- **Provide sufficient resources to support civil society organisations, including women’s rights organisations** so that they can remain active on key issues long after the programme ends.
- **Support the use of conceptual and analytical approaches** to understand poverty, exclusion and gender inequality. See box below for details.

**What do conceptual frameworks for understanding GESI actually do?**

- They help diagnostic processes and research uncover inequality and exclusion, its causes and impact on people (men, women, boys, girls).
- These frameworks consider social norms, attitudes, behaviours, the gender division of labour that disadvantage women and girls who often work unpaid at home, and how they exclude men and women.
- They examine institutional policies and practices (ways of working systems, processes, workplace attitudes and behaviours) and they help shed light on how exclusion and discrimination takes place. This in turn helps programmers a) establish a baseline; b) consider what could change and how, and c) assess what has changed as a result of implementation against the original baseline.
- **GESI conceptual frameworks which are woven into research help programmers ask critical questions that tease out difference** by gender, class, ethnicity, age, location, etc.: who has voice, choice and control; who is making/not making decisions

<sup>3</sup> Regulating public and private partnerships for the poor. DFID and Cranfield University.

<https://assets.publishing.service.gov.uk/media/57a08c75e5274a31e0001224/R8320-FTR.pdf>

and why? Whose voices count? Who benefits and who does not?

- They help find the right entry points for action and shed light on causal pathways to change, e.g., organisations and people committed to act on an agreed agenda.
- Who uses the conceptual framework matters: ideally they should be applied with local partners who may require support and guidance to build and establish their own internal capacities.

### 3. IMPLEMENTATION

#### *Why do multiple well-managed partnerships matter for GESI?*

##### **Lesson: Partnerships and coalitions and why more than one partner matters**

**Problems associated with poverty, gender inequality and social exclusion are unlikely to be fully resolved within programme timeframes.** Working on GESI within any programme is a long-term process and action needs to include:

- Finding local champions in government, the private sector and civil society who want to work on tackling inequality and exclusion
- Developing a shared understanding of what needs to change.
- Working in coalition with government to analyse the ways in which policies and practices including ways of working, and attitudes and behaviours discriminate or are not fully inclusive.
- Negotiating and agreeing commitments to action; for example, changing ways of planning so they are more inclusive; including more women decision-makers; involving women-led enterprises in developing products and services that matter for poor women and women and girls.

Action also includes developing voice and accountability mechanisms, and regulatory frameworks that protect those who are vulnerable. The emphasis here is on helping local partners and coalitions take forward these actions.

**The choice of implementing partners matters for GESI, as does the role of the programme/implementing team as ‘facilitator’ or ‘enabler’.** Having more than one partner/stakeholder is better than a single partner, as recent experience from I4ID demonstrates. Having partners who will continue working on GESI issues well after the programme ends is, of course, the gold standard.

In the diagram below, partners play different roles while the programme team plays a convening and facilitative role. Partners with power include the government and private sector. Voice and accountability partners are generally civil society organisations including women’s rights organisations. Evidence based advocacy partners include civil society organisations as well as research institutions.



**Flexibility is required for partnerships to change and evolve during the course of implementation.** Partnerships need to be managed by the implementing team, who will need exit strategies to discontinue relationships that are not yielding results or have served a specific purpose. Partner management will involve accepting a certain amount of ‘creative tension’ in the process of working towards a solution.

#### **Why this lesson matters**

I4ID’s Inclusive Education workstream successfully tested a practice in Tanzania’s Education Department to help deaf children and teachers communicate through a harmonised sign language and thereby achieve better learning outcomes. The implementing team successfully **facilitated a relationship** between

the relevant education departments and agencies; a Tanzanian civil society organisation with a mandate to represent the deaf community; and BBC Media Action who played a media-for-development role, highlighting the problem, amplifying voices and convening and challenging decision-makers. There was creative tension in this partnership, but it was managed effectively by the programme.

In I4ID's Urban Women Vendor workstream, there were complex socio-political issues to navigate between the centre (desires for action to support urban vendors as a political constituent) and the periphery (local perspectives tended to be less favourable towards urban vendors). In addition, a local civil society partner was selected to research the relationship between the municipality and urban women vendors. However, this research was not able to fully capture and empathise with the vendors, to understand their empowerment needs and to fully appreciate the municipality's GESI-blind policies and practices. Urban women vendors did not have a voice in urban trade associations, which in turn were divided amongst themselves and dominated by men. Pressure for 'quick wins' in a highly politicised environment led to a one-off push for services for urban women vendors, rather than their long-term empowerment in decision making.

### What can be done in practice?

Donors can encourage implementing teams in understanding the benefits of convening more than one partner on the same issue. Donors can enable coalitions of partners that draw on each other's strengths and knowledge to identify opportunities and entry points to advocate for GESI. Below are some of the different roles partners can play:

#### Government, private sector

- Likely to have policies and practices that discriminate and exclude (including workplace practices).
- Can commit to action to improve policies and practices. Can be persuaded to engage in collaborative actions to reduce barriers faced by poor, excluded, women and girls.
- Can monitor impact of policies/practices on poor, excluded communities and on gender inequality.

- Can establish voice and accountability mechanisms and regulatory frameworks for GESI: beneficiary feedback; complaints.

#### Local media

- Can conduct investigative journalism with a lens on gender to highlight how government policies/practices discriminate/exclude.
- Can amplify voices and experiences of those who are experiencing exclusion, inequality and discrimination. Can provide platforms for engagement (panel discussions with mixed perspectives).
- At the same time, it's also important to recognise how the media reproduces inequality (demoting women, victim blaming and shaming those living with disability often in subtle and underhand ways).
- Partners can tackle gender stereotypes and norms by training journalists to report on poverty, exclusion, gender inequality.

#### Research institutions

- Can conduct investigative, participatory research with a lens on GESI to highlight problems at individual, household, and community levels and in government/private sector.
- Can apply participatory approaches to evidence gathering; applies an analytical lens on GESI.
- Can use ethnography and qualitative research to explain 'how' and 'why', for example, women and girls face barriers, or specific communities are excluded.
- Can produce and disseminate accessible knowledge products that guide action.
- Can monitor the impact of changing policies, practices, ways of working, attitudes, behaviours etc., on target populations.
- Can facilitate locally owned and led advocacy.

#### Civil society, academia, women's rights organisations and interest groups

- Provide entry points to poor, excluded, discriminated-against groups (men/women).

- Can help understand the lived experiences of poverty and exclusion. Understand what civil servants can do better.
- Can contribute to evidence gathering approaches; analyse policies and practices with a GESI lens.
- Can apply different constructive advocacy approaches; can assist in drafting policies, changing practices (planning, extension work, consultation).
- Can provide voice and accountability mechanisms.

All can examine and improve workplace policies and practices to ensure gender balance, equal pay, etc. All can play a leadership role in establishing a mission and vision for GESI. All can mobilise, incentivise and encourage senior managers to put the vision into practice.

**Donors can also provide support to programmes to manage partnership relations by:**

- Encouraging programmes to pursue partnerships where there is alignment on GESI objectives and where there are champions who want and believe in change.
- Encouraging programmes to develop a supportive framework to embed partnership-working in structures within national/local government: this can help promote sustainability and develop mechanisms for voice and accountability (beneficiary feedback mechanisms; civil society monitoring of policy impact; complaint mechanisms).
- Encouraging clear guidance for the work of partnerships and providing support to reduce tensions.
- Having open discussions with implementing teams that help surface the need to exit difficult and unproductive relationships.
- Funding opportunities for organisational development and specialised training on inclusion and gender issues, e.g., for better workplace human resource policies and practices.

- Encouraging the use of jointly agreed action plans and development priorities (longer process).

**4. MONITORING AND REPORTING**

*What can donors usefully focus on?*

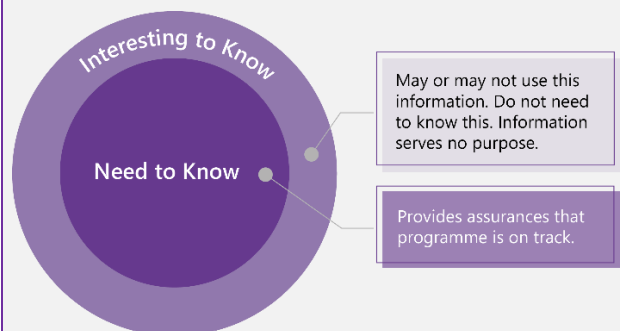
**Recognising different and distinct monitoring needs**

The monitoring needs of donors, programme teams, and evaluators and learning partners differ. For GESI, donors need assurances that the programme is enabling and facilitating local partners and coalitions who are in turn experimenting with approaches to change institutional policies and practices so they are pro-poor and GESI sensitive. In this dynamic, the implementing team needs to assure the donor of data availability to measure outputs, and potentially outcome results. Donors can also play a role in guiding course correction.

Programme teams need monitoring data for course correction, and evaluators/learning partners need it to identify intermediate outcomes and approaches that work, and to also advise on course correction.

If procurement procedures are GESI-sensitive and there is confidence that the partner has the right expertise to work on GESI issues, then lighter-touch monitoring is appropriate.

For donors, best practice is to establish minimum requirements for assurances on GESI so that the implementers can focus efforts on implementation. The diagram reminds donors to be measured about their own needs for information: how will the data be used; is it really necessary?



We identify four areas which donors should monitor for assurance purposes: 1. Are there local



partners and clearly defined entry points for working on GESI? 2. Is there a GESI reform or change agenda that compliments the overarching programme goals? 3. Are there diagnostic and engagement approaches that integrate gender; and 4. data availability to measure results.

### Why this lesson matters

- On reflection, at the end of I4ID, donors and the implementation partner agreed that there were factors that would have contributed to more mutual benefits from monitoring, including: a more open dialogue from donors on monitoring requirements and products, and a lighter touch account of approaches.
- In the absence of assurances on GESI, the I4ID donors pressed for a new workstream opportunity with a gender focus. The issue selected was Urban Women Vendors. This issue, however, was a beneficiary population, whereas programmes (adaptive or otherwise) should place a focus on problems and their causes. As I4ID discovered, the 'problems' urban women vendors face in Tanzania cannot be divorced or seen in isolation from urban men vendors and their problems, or a wider and very challenging political situation which was too complex to resolve by an aid programme within a limited time-frame.
- What was perhaps overlooked in the I4ID programme in relation to monitoring was the need to ask the right monitoring questions in the right areas of operations: were there local partners who could work in coalition to identify entry points for working on GESI and a reform agenda? Did diagnostic approaches integrate a lens on gender? What data would be available to measure results, and at what levels? What programmatic elements were sustainable and would lead to impact?

### What can be done in practice?

Donors can:

- Agree to consolidate their monitoring requirements, approaches and the frequency of reporting to avoid duplication of effort. This will require: internal reflection, dialogue,

negotiation and agreement between donors. Key questions to resolve are: *what needs to be monitored to give assurances that GESI is being integrated and addressed, and why; how often should implementing partners report; and in what formats should information be delivered?*

- Past FCDO programmes have agreed templates for reporting that ask succinct questions for the programme as a whole, including on GESI. Word limits can usefully be set for responses. It is also helpful to review and agree all questions with the implementing partner to ensure that the rationale is clear. If the tool needs to be updated, agree changes together.
- Agree how often in-person visits/field trips will take place and recognise that these have the potential to distract from implementation and feed into power dynamics.
- Recognise that, when donors attend or observe partner discussions or the development approaches, they change the power dynamics, and they can inadvertently place pressure on participants to perform rather than discuss freely.

Below are some key indicative questions in areas that matter for GESI.

### Partners

- Are there a mix of local and other partners in place?
- How will partners complement each other? What roles will they play in diagnostic approaches, in identifying entry points and a reform agenda; i.e., what policies and practices will they seek to change to secure results for GESI?
- What capacities will be built during the programme?
- What approaches will be harnessed to maximise the likelihood of local partners continuing to work together on GESI issues after the programme ends?
- What more support might they need?

**Diagnostic approaches**

- Is there a lens on GESI in diagnostic approaches?
- Are there consultative processes that draw on the views and perspectives of the target population/beneficiaries by gender and other intersecting characteristics? Are relevant, existing studies being used?
- What products to guide implementation will come out of diagnostic processes (e.g., checklists and action points) that will help guide partners in their reform work?

**Entry points and a reform agenda.**

- Are there clear entry points for local action to address gender inequality and social inclusion that can be taken forward by civil society and specific government agencies? For example, are there common agendas that are shared within the National Development Strategy and its commitments to Sustainable Development Goal No 5 (Gender Equality) and No 10 (Address inequality)?
- Is there a strategy to support intermediate outcomes from engagement activities and a reform agenda on GESI? E.g., How will the local partners work to change policies and practices, including institutional attitudes and behaviours that discriminate, and/or the behaviours of men and boys? What support do they need? And what capacities, knowledge, access to resources, etc.?

**Data availability to measure results**

- What sort of intermediate outcomes could be expected and how could they best be harvested?
- What data will measure intermediate outcomes (changing attitudes; changing ways of working so they become more inclusive; changing working cultures so women can play a role in decision-making alongside men; changing processes, systems, and policies that discriminate and exclude)?

- What data will measure changes in institutional practices so they are more inclusive (planning, consultation, voice and accountability mechanisms)?
- Are approaches and processes being documented?

**5. EVALUATION AND LEARNING**

***What conceptual approaches are required to learn about mainstreaming social inclusion and gender?***

The Independent Commission for Aid Impact and the UK National Audit Office have highlighted a lack of learning and evidence on the integration and mainstreaming of GESI issues across all types of programmes, including adaptive programmes working on complex, often political problems, and using flexible and experimental approaches.

If the programme applied an adaptive management approach, how did it support adaptation and flexibility in relation to GESI? *Flexibility* refers to increasing or slowing the rate of spend or the rate of implementation on existing activities. *Adaptation* refers to amending activities, outputs and even outcomes. Adaptation occurs as a result of a purposeful assessment of progress.<sup>4</sup>

The programme learning agenda should state an intention to contribute to the evidence base for what works on mainstreaming social inclusion, gender equality and women’s empowerment in adaptive programming, and draw on findings from supporting local partners in taking forward a reform agenda, and their successes and failures. Outside learning partners can offer safe spaces for objective learning, including learning from failure.

**What can be done?**

It is helpful if donors and other stakeholders distinguish between iterative problem analysis, action and learning; learning that showcases achievements; and evaluative, structured learning which provides lessons for future programme design.

<sup>4</sup> The Governance and Development Practice Working Paper Series. Implementing adaptive management: A front-

line effort. Is there an emerging practice? Graham Teskey and Lavinia Tyrrel. April 2021

- **Iterative problem analysis, action and learning is an essential and valuable part of implementation.**
- **‘Learning’ products that showcase achievements**, e.g., case studies and accounts of progress or highlighting what the project is doing to address a problem, are a critical part of the learning process. A good example is the end of project learning products produced by I4ID, and the BBC Radio 4 programme that highlighted menstrual hygiene in Tanzania. Some of these products are necessary to sustain interest in the programme, but they can also distract from learning that informs course correction.
- **Evaluative, structured learning provides essential lessons for future design.** It should shed light on the strategies and approaches that help create inclusive institutions, organisations, etc. that change the rules of the game.

**Agree a learning agenda:**

- Ideally the learning agenda is agreed by donors, implementing teams and their partners.
- **A documented learning agenda should include a clear rationale or purpose to build the evidence base for what works on mainstreaming social inclusion and gender empowerment.** It should specify audiences, the process of learning and the types of products that might be produced and disseminated.
- Independent evaluators and learning partners can help free up implementers to focus on interventions and provide a safe space for learning.

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|---|
| <b>RELEVANCE</b>  |
| Has the programme shed new light on why social exclusion and gender inequality is relevant to specific sector/workstream objectives and ways of working? How were these insights captured in diagnostic approaches?                 |
| What influence did this new insight have (on partnerships, awareness, ways of working)?   |
| <b>EFFECTIVENESS</b>  |
| What approaches have been most effective in input/output processes: selecting the right partners; raising awareness; securing commitments to address GESI in policies and practices (systems, processes, attitudes and behaviours)? |
| <b>LIKELY IMPACT</b>  |
| Are there useful insights into interest groups acting to maintain the status quo, or backlash?  |
| <b>SUSTAINABILITY</b>   |
| After the programme ends, what partnership arrangements are likely to remain and what further action will be taken to address discriminatory policies and practices?  |

## ANNEX 1

### Key terms associated with gender equality and social inclusion

Terms and concepts associated with GESI are complex. Donors and implementing teams should assume that meanings for terms and concepts need to be discussed as a way of sharing understandings and raising awareness. Equally important is finding examples to illustrate the terms and concepts in the context in which programmes are implemented.

|                               |   |
|-------------------------------|---|
| <b>Social inclusion</b>       | <ul style="list-style-type: none"><li>■ Social inclusion is the act of making all groups of people within a society feel valued and important.<sup>5</sup></li><li>■ The practice or policy of providing equal access to opportunities and resources for people who might otherwise be excluded or marginalised, such as those who live in extreme poverty, who have physical or mental disabilities, members of minority groups, etc.</li></ul>  |
| <b>Social exclusion</b>       | <ul style="list-style-type: none"><li>■ Social exclusion is a complex and multi-dimensional process. It involves the lack or denial of resources, rights, goods and services, and the inability to participate in the normal relationships and activities available to the majority of people in a society, whether in economic, social, cultural or political arenas. It affects both the quality of life in individuals and the equity and cohesion of society as a whole. In Tanzania, this includes: people affected by albinism; those suffering from HIV/AIDS; rural communities such as herders and pastoralists.<sup>6</sup></li></ul>  |
| <b>Institutions</b>           | <ul style="list-style-type: none"><li>■ Institutions are an amalgamation of three interrelated elements – formal rules of the game, informal rules of the game, and organisations and people – where rules of the game refers to rules, norms and values.<sup>7</sup> It is the rules of the game – the formal and informal ways of working – that shape the characteristics of organisations and the behaviour of people in organisations.</li></ul>   |
| <b>Inclusive institutions</b> | <ul style="list-style-type: none"><li>■ Inclusive institutions have a balanced representation and ratio of men and women, and marginalised and vulnerable groups in the staff. Women and marginalised groups are visible in leadership and decision-making positions. The way the organisation works adheres to principles of equality and inclusion in terms of the formal and informal rules, values and norms such that these rules shape inclusive behaviours in the people and the organisation.</li><li>■ Examples of efforts to make institutions more inclusive include: pro-poor and GESI-sensitive policy reform; gender budgeting; GESI-sensitive planning, consultation and extension work; human resource and practices promoting equality, diversity, inclusion and safeguarding against sexual abuse, exploitation and harassment in the workplace. Efforts to include more women and minority men/women in decision-making positions.</li></ul> |

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<sup>5</sup> World Bank. Social Inclusion website. <https://www.worldbank.org/en/topic/social-inclusion>. World Health Organisation Website: <https://www.euro.who.int/en/health-topics/health-determinants/social-determinants/activities/social-inclusion-and-health-equity-for-vulnerable-groups>

<sup>6</sup> PSE Poverty and Social Exclusion website: <https://www.poverty.ac.uk/definitions-poverty/social-exclusion>

<sup>7</sup> Composite definition drawing on various sources.

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|--|---|
| <p><b>Diversity</b></p>  | <ul style="list-style-type: none"> <li>■ Diversity, inclusion and equality are often used together.</li> <li>■ Diversity refers to the practice of including and involving people from a range of different social and ethnic backgrounds and of different genders, class and sexual orientation.</li> <li>■ Leadership and commitment to diversity, inclusion, and equality matters, and so too does management buy-in.</li> </ul>   |
| <p><b>Safeguarding against sexual exploitation, abuse and harassment<sup>8</sup></b></p> | <ul style="list-style-type: none"> <li>■ All places of work should offer protection for employees against sexual exploitation, abuse and harassment. Unchecked, it leads to physical and mental health issues.</li> <li>■ Policies, human resource induction and guidance is a start, but these interventions do not change the culture or address misuse of power.</li> <li>■ Other factors that help to address these issues are leadership; awareness; victim-centred systems to log the abuse, and provide support victims or survivors; and resolution mechanisms.</li> </ul>  |
| <p><b>Sex and gender</b></p>   | <ul style="list-style-type: none"> <li>■ Sex refers to the biological differences between males and females.</li> <li>■ ‘Gender’ refers to the characteristics of women, men, girls and boys that are socially constructed. This includes norms, behaviours and roles associated with being a woman, man, girl or boy as well as the relationships with each other. As a social construct, gender varies from society to society and can change over time.</li> <li>■ Examples: Gender can restrict opportunities for women and girls – fewer girls study science, technology, engineering and mathematics (STEM subjects). This is a result of social conditioning and stereotypes that suggest girls are not capable in these subjects, whereas tests show that they are. Society may frown on men doing jobs that are considered feminine. In some countries women now have opportunities their mothers and grandmothers would not have had, but this is not necessarily true for women who are poor or constrained by family expectations.</li> </ul> |
| <p><b>Gender equality</b></p>  | <ul style="list-style-type: none"> <li>■ Equal treatment of women and men: at home between men and women, girls and boys; in the face of the justice system and in laws; in government policies; and in employment (opportunities, pay, promotion, benefits etc.).</li> <li>■ Gender equality includes equal access for men, women, boys and girls to resources, opportunities and services, including services that meet women’s and girls’ needs for health, education, safety, energy, transport, etc.</li> <li>■ Gender equality requires the elimination of harmful practices against women and girls, including sex trafficking, femicide, gender-based violence, the gap in wages between men and women, and the gap in women’s political representation and decision making.</li> </ul>   |
| <p><b>Gender inequality</b></p>  | <ul style="list-style-type: none"> <li>■ It exists in all countries. It can be tracked and measured. Inequalities between men and women are evident in: legal frameworks; judicial processes; politics and decision making; access to services (health, education, and water); the economy; in the different forms of employment men and women have and in the pay they receive.</li> </ul>   |

<sup>8</sup> See UK strategy: safeguarding against sexual exploitation and abuse and sexual harassment within the aid sector: [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/916516/Safeguarding-Strategy-10092020.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/916516/Safeguarding-Strategy-10092020.pdf)

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|                             | <ul style="list-style-type: none"> <li>■ Women do not generally receive equal pay for equal work in the labour market. They do not have as many opportunities as men. They are less likely to work in growth sectors of the economy. They are more likely to work in the informal sector, in part-time, insecure, poorly paid jobs.</li> <li>■ Segments of the media and culture routinely reinforce harmful attitudes towards women and limiting and damaging stereotypes. Organisations, institutions and their policies and practices can also either address gender inequality or reproduce it and make it worse.</li> </ul>  |
| <b>Equity</b>               | <ul style="list-style-type: none"> <li>■ The specific needs and barriers facing different individuals and groups, which must be accounted for to create fair and just systems. It is not enough to say that all people are equal and therefore will move through the world on equal terms. Equity helps us identify and respond to the specific barriers that hold some groups back and allows us to understand what additional support is needed to ensure that everyone is treated equal and has the same opportunities.</li> </ul>   |
| <b>Gender mainstreaming</b> | <ul style="list-style-type: none"> <li>■ A process of assessing the implications for women and men of any planned actions, including legislation, policies, regulatory frameworks, or programmes in all areas and at all levels.</li> <li>■ A strategy for making women’s as well as men’s concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation of policies, regulatory frameworks, and programmes in all political, economic and societal spheres so that women and men benefit equally and inequality is not perpetuated. Source: UNECOSOC 1997.</li> <li>■ Organisational gender mainstreaming: Gender mainstreaming also addresses inequalities in institutions and organisations that deliver solutions to development problems. This means addressing workplace policies and practices so they do not reproduce gender inequality or present barriers for women or any other excluded groups to participate, to take decisions and to be leaders on an equal footing with men. It involves, for example, ensuring that human resource policies promote equal recruitment opportunities, equal pay, maternity benefits, and safeguards to protect women from sexual exploitation, abuse and harassment in the workplace. Measures may also be taken to ensure a balance of men and women in leadership and decision making.</li> <li>■ Approaches to gender mainstreaming in programmes can include a ‘twin track’ approach, which combines focused actions aimed at women’s empowerment and gender-aware actions in all development endeavours.</li> </ul> |
| <b>Gender relations</b>     | <ul style="list-style-type: none"> <li>■ The relationship between men and women which is often characterised by unequal power, where women have less control over assets and resources, less access to the services they need and less of a voice in decisions that affect them.</li> <li>■ It is influenced by a gender division of labour where women and girls spend considerably more of their time in unpaid work at home, were men spend more time in the public sphere, in formal employment, or recreation along with boys.</li> </ul>  |
| <b>Women’s empowerment</b>  | <ul style="list-style-type: none"> <li>■ Improving women’s rights and ending social norms that discriminate against them. Improving women’s access to and control over resources. Enabling women to take decisions and have a voice (agency).</li> </ul>  |

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| <p><b>Women’s economic empowerment</b><sup>9</sup></p>      | <ul style="list-style-type: none"> <li>■ Women’s ability to participate equally in existing markets; their access to and control over productive resources, access to decent work, and control over their own time, lives and bodies; and increased voice, agency and meaningful participation in economic decision making at all levels from the household to international institutions.</li> </ul>  |
| <p><b>Gender analysis</b><sup>10</sup></p>                  | <ul style="list-style-type: none"> <li>■ An approach to conducting qualitative and quantitative research that examines differences in women’s and men’s lives.</li> <li>■ It requires sex-disaggregated data to systematically compare, for example, who benefits and who does not on the basis of gender and other important intersecting characteristics such as age, location and ethnicity.</li> <li>■ It requires specialist skills.</li> </ul> |
| <p><b>Gender audits and assessments</b><sup>11,12</sup></p> | <ul style="list-style-type: none"> <li>■ A gender audit assesses the extent to which gender equality is effectively institutionalised in policies, programmes and organisational practices.</li> </ul>   |

<sup>9</sup> See UN Facts and Figures: Economic Empowerment, <https://www.unwomen.org/en/what-we-do/economic-empowerment/facts-and-figures#:~:text=Women's%20economic%20empowerment%20includes%20women's,economic%20decision%20making%20at%20all>

<sup>10</sup> For further information: see Oxfam’s Guide to Gender Analysis Frameworks, <https://www.ndi.org/sites/default/files/Guide%20to%20Gender%20Analysis%20Frameworks.pdf>

<sup>11</sup> See: EIGE website: What is a gender audit, <https://eige.europa.eu/gender-mainstreaming/methods-tools/gender-audit>

<sup>12</sup> ILO A Manual for Gender Audit Facilitators

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