Gender Equality & Social Inclusion Toolkit

STAR GHANA FOUNDATION

GENDER EQUALITY & SOCIAL INCLUSION TOOLKIT

STAR Ghana
Strengthening Transparency, Accountability and Responsiveness

UKaid
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INTRODUCTION

Background

Strengthening Transparency, Accountability and Responsiveness in Ghana (STAR-Ghana) is a multi-donor civil society initiative launched in 2010. STAR-Ghana aims to strengthen civil society and enable citizens to engage with the state to ensure accountable, transparent and responsive governance at both local and national levels. Its vision is to foster a well-informed and active civil society in Ghana able to contribute to transformational change around key challenges of poverty, inequality and inclusion for all citizens.
STAR-Ghana is committed to putting gender equality and social inclusion (GESI) at the heart of the programme.

The STAR-Ghana GESI Strategy (2016) defines the pathway for realizing this commitment by seeking to imprint GESI principles and practices into the DNA of STAR-Ghana, guiding its civil society partnerships and grant-making function as well as its signature as a ***'Convenor, Catalyst and Coordinator'*** of civil society – and as a facilitator of continuous ***Learning ('3C&L')*** role. With both an inward and outward looking lens, the strategy sets out the STAR-Ghana ambition to develop an institution and workplace that: 1) embraces GESI; 2) supports programmes and grant partners to integrate GESI in their project design, implementation and learning; and 3) facilitates collective action and movement building around GESI.

The GESI strategy is aligned with other STAR-Ghana foundational strategies and approaches:

- **3C&L:** Convening inclusive dialogues among civil society and between civil society and other stakeholders; catalysing active citizenship and collective action; coordinating strategic relationships between civil society and state institutions towards increased responsiveness, inclusion and accountability; and learning from rigorous analysis, and from applying this knowledge to adaptive programming
- **'Embedded' Political Economy Analysis (PEA):** To understand how power and politics affect different pathways for change, programme planning, decision making and policy formulation and practice.
- **Strategic grant-making:** Directly supporting civil society and citizens' actions that are strategic, demand-driven and outcome-focused
- **Communications strategy:** Presenting the programme's results, learning and 'voice' to internal and external stakeholders

The GESI mainstreaming protocol (2018) (see **Annex 1**) supports the GESI strategy by setting out recommended guidelines and procedures for the PMT, grant partners, accompaniers and other stakeholders). The protocol responds to a key outcome of the

'GESI Scan'[1] process that took place in August 2017, which highlighted the need to clarify what interventions would be implemented, and who would be responsible for those interventions, in order to achieve minimum standards around GESI mainstreaming. Setting priorities, standards, expectations, and a clear allocation of responsibilities, is critical to ensuring that different stakeholders fully engage with GESI mainstreaming at all stages of the programme and project cycle.

The GESI mainstreaming protocol at STAR-Ghana

The GESI mainstreaming protocol is organised into four areas, each with an associated commitment:

Protocol Area	Mainstreaming Commitment
Policy and culture	Adopt and practice an organisational policy and culture that institutionalises GESI in its programmes, operations and systems.
Capacity and technical know how	Nurture an organisational capacity to promote GESI in every aspect of its relationships and programme.
Budget and resources	Allocate resources and budgets to meet GESI commitments at institutional, programme and project levels.
Accountability	Establish accountability mechanisms to monitor the status of GESI within organisational practices, programming and projects.

To realise these commitments, the GESI and Capacity-Building workstream in discussion with the Programme Management Team (PMT) of STAR-Ghana has established minimum standards and practices that determine how mainstreaming will be accomplished and who is responsible for what and with whom (see table below ***'A Guide to The GESI Toolkit, Mainstreaming Protocol and other STAR-Ghana Resources',*** and ***Annex 1*** for the mainstreaming protocol). The GESI mainstreaming protocol holds staff and grant partners responsible for specific achievements around GESI processes and results. This Toolkit and complementary capacity building interventions are designed to equip staff and partners to deliver on these responsibilities.

Objectives of the GESI Toolkit

The GESI Toolkit aims to increase understanding of GESI terms, principles and techniques for mainstreaming and monitoring GESI activities. It also aims to ensure that STAR-Ghana meets the minimum requirement of being GESI sensitive, while also working towards its commitment to be GESI empowering and transformative. The Toolkit can be used

[1] The GESI Scan was a participatory and self-assessment process involving the STAR-Ghana Steering Committee (SC), the GESI Technical Reference Group and the Programme Management Team (PMT).

on an on-going basis during all stages of the project cycle – design, implementation and monitoring and evaluation.

The main objectives of the GESI Toolkit are:

- Highlight STAR-Ghana's focus on social inclusion and on gender equality as a key element of social inclusion.
- Increase understanding of the STAR-Ghana GESI protocols and who is responsible for each minimum standard.
- Increase understanding of GESI terms, principles, conventional mainstreaming processes and techniques (such as gender budgeting and sex disaggregated data).
- Provide clarification on mainstreaming GESI into core STAR Ghana policies and processes, such as: an embedded PEA with a GESI orientation; integration of GESI into the STAR-Ghana 3C&L role; and the use of GESI responsiveness markers to track and monitor the mainstreaming process, enabling improvements through adaptive programming.
- Serve as a ready reference for professionals to apply GESI tools and techniques to their work.
- Assist staff, partners, activists and other development workers to identify and access useful resources.

Who can use the Toolkit?

The Toolkit is designed for use by PMT, grant partners and other stakeholders, as well as people working in a range of development organisations – civil society, government or private sector – who are interested in incorporating GESI considerations into their work. It provides relevant advice and suggests practical ways for moving from principles to practice. Each tool includes exercises to facilitate reflection and engagement. There are also sections that include useful checklists and tips.

Expected outcomes of the Toolkit

- Implementation of a structured and systematic approach to mainstreaming GESI.
- Assistance to deliver on the minimum standards for mainstreaming at STAR-Ghana.
- Production of a legacy product from STAR-Ghana for civil society and the independent STAR-Ghana Trust, to be launched in 2018.

How to use the Toolkit

The Toolkit can be used throughout different stages of programme or project design, implementation, and monitoring, evaluation and learning (whether the project is a new initiative or midway through implementation). It can also be used to complement GESI capacity-building for mainstreaming, provided either by the PMT and or through accompanier support. The Toolkit is designed to realise STAR-Ghana's commitment to its GESI mainstreaming protocol, which is critical to the effective implementation of the GESI strategy.

The Toolkit is laid out in two different sections:

Section 1: Concepts and main STAR-Ghana approaches to GESI
Section 2: Description of Tool Applications

SECTION 1: CONCEPTS AND MAIN STAR–GHANA APPROACHES TO GESI

GLOSSARY OF KEY TERMS

Accessibility: Removing the barriers faced by individuals with a variety of disabilities (including, but not limited to: physical, sensory, cognitive, learning and mental health) and the various barriers (including attitudinal and systemic) that impede an individual's ability to participate in social, cultural, political, and economic life. Disabilities can be temporary or permanent, visible or hidden. As we age our abilities change and therefore an accessible society is one designed to include everybody – people with disabilities and those who self-identify as non-disabled.

Agency: The individual or collective voice, choices and action that an individual or group can take; the ability and capacity to make decisions and action them either individually or collectively.

Assumptions: Something we presuppose or take for granted without questioning, often informed by conscious or subconscious social and cultural beliefs. We accept these beliefs to be true and use them to interpret the world around us, often with negative or discriminatory consequences.

Discrimination: The denial of rights or access to services based on an individual or group's identity (e.g. racial, gender, economic, social, tribal, religious, etc.).

Empowerment: Expanding opportunities and power for a group or individual, thereby increasing their ability to make and act on choices. This might entail expanding people's conception as to what is in their power, and what they can choose. Empowerment has economic, political and social dimensions[2].

Exploitation: The action or fact of treating an individual or group unfairly to benefit from their work. Exploitation can be conscious or unconscious, for collective or individual gain. Exploitation commonly involves groups or individuals that are vulnerable or socially marginalised being taken advantage of by more powerful counterparts.

Gender: A reference to the learned socially constructed roles and responsibilities and expectations of women and men, boys and girls. They are associated with what a culture considers to be masculine and feminine because they are 'learned', and to change them can require a process of 'unlearning'.

Gender analysis: Examines the differences between and among women, men, girls and boys, including those that relate to their relative distribution of resources, opportunities,

[2] Chopra and Muller (2016), 'Connecting Perspectives on Women's Empowerment', Institute of Development Studies, p.8, https://opendocs.ids.ac.uk/opendocs/bitstream/handle/123456789/9700/IDSB_47_1A_10.190881968-2016.113.pdf?sequence=5

constraints and power in a given context; and then seeks to understand the underlying causes of those differences (often inequalities). [3,4]

Gender awareness: Recognises the differences in roles and relations between women and men, and boys and girls, and how the life experiences and needs of women and girls may differ from men and boys because of their gender. Being gender aware can mark a critical first step towards achieving gender equality and equity.

Gender equality: Gender equality is the absence of discrimination based on gender in opportunities, the allocation of resources or benefits, and access to services. It is the full and equal exercise by men and women, girls and boys of their human rights. In a gender equal situation, women and men, girls and boys have equal rights and equal access to socially and economically valued goods, resources, opportunities and benefits; the different gender roles are valued equally and do not constitute an obstacle to wellbeing; and the fulfilment of their potential as responsible members of society is possible. Gender equality is not a women's issue but should concern and fully engage men as well as women[5].

Gender equity: Ensuring fairness between men and women, often achieved through putting in place measures that compensate for existing political, economic, cultural or historical inequalities between men and women, boys and girls.

Gender justice: The goal of full equality[6] and equity among women and girls and men and boys in all spheres of life. It is the result of women, together and on an equal basis with men, defining and shaping policies, structures and decisions that affect their lives and society as a whole. Gender justice is an outcome and a process[7]. The STAR-Ghana use of the term "gender and social justice" in frameworks uses this definition and expands it to include the engagement of socially excluded and socially influential groups.

Gender mainstreaming: A strategy that integrates gender equality and women's empowerment into all stages of development policies, programmes, projects and activities.

Gender neutral: A position, activity or use of language that does not reinforce existing gender inequalities or stereotypes[8].

GESI responsive: Reacting to GESI issues and considerations. STAR-Ghana, guided by best practice, categorises GESI responsiveness using a five-point spectrum, suggesting that an intervention can be: GESI exploitative; GESI blind, GESI sensitive, GESI strategic/ empowering or GESI transformative. (See GESI Markers for more information).

[3] SIDA (2015) 'Gender Analysis – Principles and Elements',
https://www.sida.se/contentassets/3a820dbd152f4fca98bacde8a8101e15/gender-tool-analysis.pdf
[4] Global Development and Research Centre (GDRC, undated), https://www.gdrc.org/gender/framework/what-is.html
[5] UN Women (undated), 'Concepts and Definitions', http://www.un.org/womenwatch/osagi/conceptsandefinitions.htm
[6] Equity is the process of being fair. That is, steps are taken to achieve fairness and justices in the distribution of benefits and responsibilities.
[7] Oxfam, Canada (undated), https://www.oxfam.ca/sites/default/files/imce/gender-justice-why-equality-matters.pdf
[8] UN Women Training Centre (undated), 'G: Gender-neutral, Gender-sensitive, and Gender transformative',
https://trainingcentre.unwomen.org/mod/glossary/view.php?id=36&mode=letter&hook=G&sortkey=&sortorder=&fullsearch=0&page=-1

Human Rights: Universal legal guarantees protecting individuals and groups against actions and omissions that interfere with fundamental freedoms, entitlements and human dignity. Human rights law obliges Governments (principally) and other duty-bearers to do certain things and prevents them from doing others[9]. STAR-Ghana promotes the achievement of human rights for women, girls and other socially excluded groups in Ghana as the key priority in promoting greater social inclusion and gender equality. Combining a focus on human rights and GESI necessitates a process that facilitates socially excluded groups to participate in, make decisions around, determine and influence economic, social and political development.

Identity: An individual's unique experience and sense of who/what they are. Identity can relate to groups, where individuals relate to a collective identity, or sense of self.

Ideology of superiority: Where one individual or group perceives itself or is perceived to be more important, valuable, correct or powerful than another. This ideology is often reflected in gender relations, for example when boys' education is prioritised over girls'.

Inclusion: Acknowledging and valuing people's differences to enrich social planning, decision-making, and quality of life for everyone. In an inclusive municipality, we each have a sense of belonging, acceptance, and are recognized as valued and contributing members of society. Real inclusion takes place when those already included in the 'mainstream' learn from those who are excluded and initiate change.

Intersectional data: Intersectionality recognises that people's identities, social positions, and life experiences, are shaped by multiple factors. These could include a person's age, ethnicity, gender, religion, or social and economic background. Intersectional data captures the existence of, and in some cases the relationship between and impact of, these multiple factors, to provide an understanding that is closer to the lived experiences of the groups in question.

Mainstreaming: GESI mainstreaming is a conscious process of assessing the implications for socially excluded groups of any planned action, including legislation, policies or programmes, in any area and at all levels. It is an active strategy for making their needs, concerns, interests and experiences an integral consideration in the design, implementation, monitoring and evaluation of policies and programmes in all political, economic and social spheres. The ultimate aim of this is to ensure that social exclusion and inequality between men and women is not perpetuated.

Oppression: Abuse of power by one group over another, violating the rights and liberties of others.

Political Economy Analysis: PEA involves the analysis of the interaction of political and economic processes in a society; the distribution of power and wealth between different

[9] UNFPA (undated), 'The Human-Rights Based Approach', http://www.unfpa.org/human-rights-based-approach

groups and individuals; and the processes that create, sustain and transform these relationships over time.

Power Analysis: 'Power' can be defined as the ability to create or resist change, including the ability to influence or direct the feelings or actions of others. 'Power analysis' is the measurement and understanding of who has what ability to create or resist change in what context[10]. It can help to deepen contextual understanding, and to identify potential entry points and challenges for development programming[11]. A growing number of tools, frameworks and principles can help to examine different forms of power from different perspectives, including formal, informal, visible, invisible, internal, external, and fluid based on specific individual and group relationships.

Privilege: The experience of freedoms, rights, benefits, advantages, access or opportunities afforded to members of a dominant group in a society or context, arising from an individual or group's status or identity.

Sex disaggregated-data: Quantitative and/or qualitative data that is collected and presented separately on men and women.

Social inclusion: Social inclusion is the removal of institutional barriers and the enhancement of incentives to increase the access of diverse individual and groups to development opportunities. These barriers may be formal (such as written laws on spousal property), or informal (such as time girls spend carrying water instead of attending school). Social inclusion is about evening the playing field by making the 'rules of the game'[12] fairer and ensuring all groups in society are engaged and supported to participate and benefit. Social inclusion is defined as the process of improving the terms of participation in society, particularly for people who are disadvantaged, through enhancing opportunities, access to resources, voice and respect for rights.

Social exclusion: A process by which certain groups are systematically disadvantaged. Exclusion can involve the lack or denial of resources, rights, goods and services, and the inability to participate in the normal relationships and activities available to the majority of people in society, whether in economic, social, cultural or political arenas.[13] For example, ethnicity, race, religion, sexual orientation, caste, descent, gender, age, disability, HIV status, migrant status, or where they live.[14] Social exclusion is a multidimensional phenomenon not limited to material deprivation; poverty is one important dimension of exclusion.

[10] Christian Aid (2012) 'Programme Performance and Learning Briefing Paper No. 2: Introduction to Power Analysis', https://www.christianaid.org.uk/sites/default/files/2016-03/power-analysis-introduction-briefing-paper-2012.pdf
[11] Petit, J. (2013) 'Power Analysis: A Practical Guide', SIDA, https://www.sida.se/contentassets/83f0232c5404440082c9762ba3107d55/power-analysis-a-practical-guide_3704.pdf
[12] Aubut, J. (2004), 'The Good Governance Agenda: Who Wins and Who Loses', London School of Economics and Political Science, p. 8, http://www.lse.ac.uk/internationalDevelopment/pdf/WP/WP48.pdf
[13] Poverty and Social Exclusion (2016), 'Social Exclusion', http://www.poverty.ac.uk/definitions-poverty/social-exclusion
[14] Gaynor, C. and Watson, S. (2007), 'Evaluating DFID's Policy on Tackling Social Exclusion: Baseline, Framework and Indicators', p. I, https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/67814/wp22-social-exclusion.pdf

Social Justice: Social justice expresses the view that everyone deserves equal economic, political and social rights and opportunities, including in relation to accessing services.[15] It also represents an aspirational vision of society in which fairness, non-discrimination, compassion and inclusion are the norm rather than the exception.

Stereotypes: Assumptions or widely held perceptions on the identities, roles and opinions of people, potentially limiting or undermining their actual position or potential (e.g. 'women belong in the kitchen', 'real men do not cry'). These generalize how all people in a particular group are the same, without considering individual differences. Stereotypes are often based on misconceptions or incomplete information.

Systemic barriers: Formal or informal obstacles and/or practices that exclude groups or communities from full participation in, and the benefits of, social, economic, and political life. They may be hidden or unintentional but are built into how society works, and are reinforced by policies, practices, assumptions and stereotypes.

Transformative: Going beyond the 'symptoms' of an issue to address underlying social norms, attitudes, behaviours and systems. For example, a gender transformative approach aims to move beyond individual self-improvement among women and towards transforming the power dynamics and structures that serve to reinforce gender inequalities.[16]

[15]Dollan-Reilly, G. (2013) 'The Definition of Social Justice', Social Justice Solutions, http://www.socialjusticesolutions.org/2013/01/15/the-definition-of-social-justice/

[16] Hillenbrand, E., Karim, N., Mohanraj, P. and Wu, D. (2015), 'Measuring gender-transformative change: A review of literature and promising practices', CARE USA, https://www.care.org/sites/default/files/documents/working_paper_aas_gt_change_measurement_fa_lowres.pdf

INTRODUCING SOCIAL INCLUSION – CONCEPTS AND STRATEGY

This section of the Toolkit is intended to create a shared understanding about the concept of inclusion and exclusion, to support users to become more reflective of and responsive to the needs of the individuals, social groups and organisations with whom they work and support. It also suggests ways to plan for the inclusion of socially excluded and unserved groups. It includes:

- A framing of what the terms inclusion and exclusion mean to STAR-Ghana and partners.
- An explanation of how gender equality fits into the concept of inclusion.
- Five inclusion strategies for consideration.
- Protocols for working with children, youth, PWD grounded in the principle of do no harm.

What is inclusion?

Inclusion is the process of making sure all groups in society are collectively engaged and supported to fully participate in and benefit equally from decisions that affect their lives, making sure their needs and rights are recognised and they get their fair share of available resources. Inclusion is not just about improving access to services so that everyone can benefit from Ghana's growth and development. It is also about making sure people are not alienated from decision-making. How the PMT and partners engage excluded groups is important to ensure authentic and meaningful inclusion. STAR-Ghana aims to hit Rung 3 of the below levels:

- **Rung 1 – Token participation:** people can join in/attend meetings based on rules of others.
- **Rung 2 – Active participation:** people can speak up and are listened to.
- **Rung 3 – Decision-making:** those who are socially excluded can influence decisions, make decisions, and set their own rules.

All people are different, and need different support and resources, for their rights to be realised and their needs to be met. To achieve inclusion, the PMT and partners should work from the basis of equity – giving different support as required to make equal access to decision making and resources possible. Support could include cover for escorts for PWDs, child care facilities, assistive devices for hearing, sight and mobility impairment (see **Tools 4 and 6**).

What is social exclusion

Exclusion is the widespread and underlying tendency in formal (official) or informal (unofficial) processes to limit the opportunities and participation of certain groups of people, often the vulnerable. Often these people are not allowed to 'talk for' themselves and have their own say. The vulnerable in Ghana include the poor, however there are other factors besides economics that inform vulnerability, for example:

- **Stereotypes:** Received or conventional beliefs about people (such as, a woman's place is in the home).
- **Prejudice:** An attitude of antagonism or opposition based on faulty, ill-informed or inflexible generalizations (such as, young people lack the knowledge and experience to participate in decision-making).
- **Discrimination:** Behaviour based on prejudice, resulting in exclusion (such as, the elderly should not be included in livelihoods training activities because they are too old to earn an income).

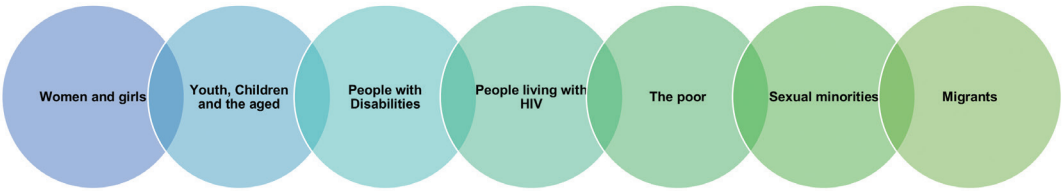
In Ghana, the following factors can all contribute to vulnerability and exclusion:

- **Income distribution:** Those who are unemployed, under employed, or have an unstable source of income (e.g. those in rural agricultural production) experience economic vulnerability and exclusion.
- **Geographic location:** Those living in underdeveloped or poorer areas can be excluded by having less access to goods and services such as education, health infrastructure, and public service professionals.
- **Age:** Children, youth and the elderly often have little or no voice in decision-making processes at all levels.
- **Sexual orientation:** Sexual minorities (including people who engage in same-sex activities, people who are lesbian, gay, bisexual, transgendered, intersexed) are commonly shunned and discriminated against, due in part to entrenched cultural stereotypes and religious beliefs.
- **Persons with disabilities (PWDs):** PWDs are regularly confronted with discrimination, both in terms of physical access to public infrastructure as well as access to public services and communication.
- **People living with HIV (PLHIV):** PLHIV suffer open discrimination when their status is known. This include rejection from their families, who in turn can face discrimination by their communities
- **Gender:** Women and girls typically face greater discrimination and exclusion than

male counterparts. STAR-Ghana recognises that gender cuts across all other forms of marginalisation and therefore does not focus on women and girls in isolation of other forms of social exclusion.

- **Migrants:** Migrants (particularly young, female migrants) face significant discrimination finding work and living well.

A fundamental aspect of exclusion is that it is rarely based on one identity or experience. Exclusionary factors intersect to shape people's experiences in society, including their access to, use of and control over resources.



Drivers of exclusion

The drivers of exclusion can be social, spatial/geographic, political, economic and environmental. These drivers are not always visible and can be influenced and perpetuated by development actors. For example:

- A social intervention aimed at promoting social protection can become a driver of exclusion when different groups benefit differently due to administrative neglect and bureaucratic corruption.
- Information can be a driver of exclusion, where groups with privileged access to information have an advantage over others.
- Larger NGOs that fail to work (or work meaningfully) with smaller grass-roots organisations can contribute to the marginalisation or exploitation of those groups.

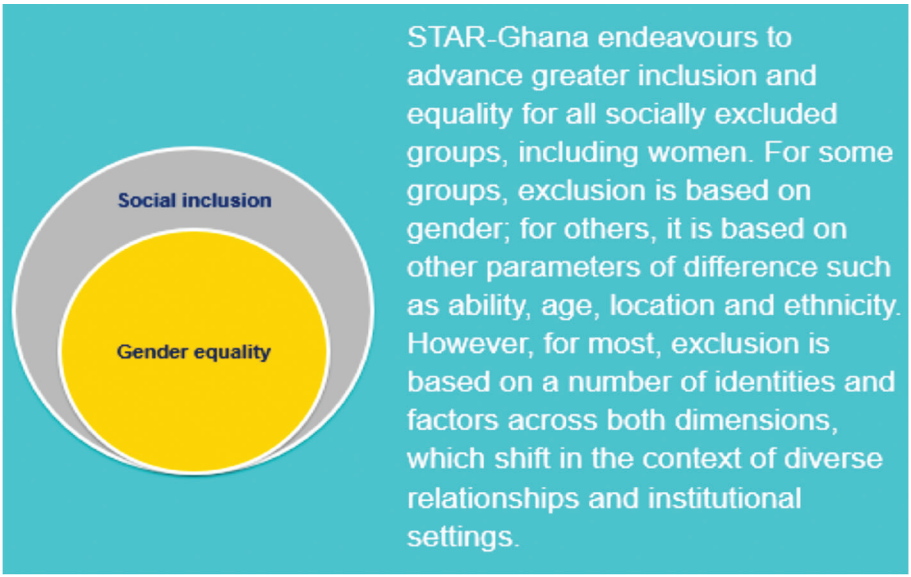
Exclusion carries a cost

When certain groups are excluded, society is not making optimum use of the resources it has. When a society fails to use its resources to empower all citizens, it misses out on what different groups can offer. When citizens feel taken for granted ---not valued, recognised or thanked – they can start to disengage. This can result in sub-cultures being formed, often with a negative impact. For example, economically marginalised groups can resort to threatening behaviour, such as robbery or other forms of theft and corruption. Minority groups in Parliament may exclude themselves from decision-making processes. Vulnerable sub-groups may face increased discrimination and violence because of having even less power to claim their rights.

Where the formation of sub-groups has a positive effect, it is typically because these groups create the time and space for themselves to organise, find their voice, and become a force for change. For example, in Ghana, the Ghana Federation of Disability Organisations (GFDO) has become an organized group challenging state policies and practices that are not inclusive because of the marginalisation of PWDs.

The relationship between gender equality and inclusion

Gender inequality is one driver of exclusion that has received a lot of attention in Ghana over the last several decades, with good reason. However, gender is only one driver, and it is important that focusing on gender does not result in other factors of marginalisation being ignored. Therefore STAR-Ghana promotes gender equality within an inclusion lens, as illustrated below.



Five strategies for promoting inclusion

Ghana has legislation that promotes inclusive development, and the constitution has clauses for securing equality and inclusion. There are also a host of specific policies and laws, including (but not limited to):

- Justice for Children Policy
- National School Feeding Policy
- Ghana National Social Protection Policy
- National Gender Policy
- Child and Family Welfare Policy
- National Aging Policy – Aging with Security and Dignity
- Persons with Disability Act
- Domestic Violence Act
- National Youth Policy
- The Children's Act of Ghana (Act 560)
- Ghana National Social Protection Policy

However, policy implementation has not always been effective. The challenge for STAR-Ghana is to ensure programming and project support leads to the acceleration of inclusion so "no one is left behind".

Below are five practical strategies for the PMT and partners to use alone or in combination to promote inclusion:

- Using the law: Courtroom litigation is one way to ensure government's compliance with policies; policy adherence can be promoted using legal proceedings and promoting citizen and CSO engagement.
- Removing attitudinal and behaviour barriers: Promoting an inclusive culture using education and awareness to challenge discriminatory attitudes and beliefs.
- Empowering people: Working to engage excluded citizens and groups in wider decision-making processes, to ensure that the rights, needs and perspectives of all are recognised. This can be through the creation of safe spaces, and through building capacity for groups in vulnerable situations to engage in a way that is not tokenistic (e.g. simply attending meetings) but is active (e.g. speaking up and being listened to in meetings) and leads to decision making (influencing decisions, making decisions and setting the rules).
- Removing institutional barriers: Tackling obstacles to opportunities, resources and rights. As well as tackling societal barriers, STAR-Ghana should reflect on its own

behaviour and policies to identify practices that are intentionally or unintentionally discriminatory. This will help to raise awareness about the importance of inclusion in the organisation as well as in our programme work.

- Enhancing incentives for increasing participation by those who are socially excluded: Strengthening incentives and drawing out the dangers of exclusion and the benefits of inclusion as well as the rights of citizens.

WHAT DOES STAR-GHANA MEAN BY MAINSTREAMING GESI?

Why should we mainstream GESI?

Mainstreaming GESI is a systematic process of identifying, understanding and responding to the different needs, interests, conditions and situations of women and men, as well as other excluded groups. This process should be reflected in all programme policies, strategies and activities, as well as internal administrative and financial activities. Mainstreaming is vital to the STAR-Ghana multi-pronged efforts to nurture 'a well informed and active civil society, able to contribute to transformational change around key challenges of poverty, inequality and inclusion for all citizens'.

The goal is to improve, develop and evaluate policies, programmes and systems so that a GESI perspective is incorporated at all levels and stages of programming. GESI mainstreaming requires that the PMT and Grant Partners (GPs) assess the different potential impact of any planned action on different marginalised groups. GESI mainstreaming features in strategic elements 1 and 2 of the STAR-Ghana GESI strategy and is complemented by the stand alone GESI objective of movement building – strategic elements 3 and 4 of the GESI strategy.

How do we track mainstreaming?

Mainstreaming efforts and progress are tracked using a GESI responsiveness continuum. GESI responsiveness is a reference to reacting to GESI issues and considerations. STAR-Ghana, guided by best practice, categorises GESI responsiveness using a five-point spectrum, suggesting that an intervention can be:

- GESI exploitative
- GESI blind
- GESI sensitive
- GESI strategic/empowering
- GESI transformative

STAR-Ghana has identified a set of GESI markers [17] on the spectrum of GESI responsiveness against which an organisation's programme or projects can be gauged or graded. Moving from one end of the spectrum to the other is a process, e.g. meeting practical needs is usually necessary to addressing strategic needs. (See Tool 1 for more information.)

What is STAR-Ghana's mainstreaming protocol?

The STAR-Ghana mainstreaming protocol sets out the minimum standard of practice organized under four main areas: Policy and Culture, Capacity and Technical Know How,

[17] The GESI markers are based on an adapted version of a gender and inclusion framework developed by Social Development Direct.

Budget and Resources and Accountability. Each level includes requirements involving multiple responsibilities, and recognizes the current situation, while introducing new steps to consolidate commitment and practice. The full protocol is included as **Annex 1**.

A GUIDE TO THE GESI TOOLKIT, MAINSTREAMING PROTOCOL AND OTHER STAR-GHANA RESOURCES

Focus Area	Minimum Standards	Other relevant STAR-Ghana strategies and approaches	Responsibility	With whom
1. Policy and Culture **Tool 1** –GESI responsiveness markers **Tool 5 –** Do no harm principles **Tool 8 –** Institutionalising GESI	1.1 Introduce and revise as warranted internal policies, procedures and structures ensuring they are GESI responsive at the GESI sensitive or above marker levels.	• GESI Advisors • GESI strategy • 3C&L approach • Communities of Practice of Learning paper	Director Head of Programmes Head of Operations GESI advisors	GESI Advisors GESI and Capacity Building (CB)
	1.2 Facilitate and advance grant partners' and other stakeholders' understanding and uptake of a gender and social justice orientation.		Accompaniers M&E Grants and Due Diligence Grant call leads (e.g. governance and corruption)	GESI and CB Grant partners
	1.3 Grant partners comply with GESI requirements and participate in efforts to introduce and facilitate a gender and social justice orientation within partner organisations and projects.		Grant partners	M&E Grants Accompanier GESI and CB

2. Capacity & Technical Know How **Tool 1 –** The GESI responsiveness markers **Tool 2 -** Data gathering, analysis and disaggregated data **Tool 3 –** GESI embedded PEA and adaptive programming **Tool 7 –** GESI sensitive communications **Tool 8 –** Institutionalising GESI	2.1 GESI awareness and skills building for the PMT. Research and consultations embedding GESI analysis will inform grant call designs, including non-competitive project partnerships.	• STAR-Ghana Theory of Change (ToC) • 3C&L approach • Communities of Practice of Learning paper • Christian Aid International Staff Hand • 3C&L approach, Communication Strategy Branding Policy • Capacity Building Framework • Workstream strategies/guides	GESI and CB GESI Advisors Assessors, Consultants Accompaniers	PMT
	2.2 Full engagement of all PMT workstreams with the GESI and capacity building workstream.		Head of Programme Grants	GESI and CB
	2.3 Disaggregate and segment data by gender, disability, age and other exclusionary markers.		All PMT	Accompaniers
	2.4 STAR-Ghana Programme log-frame includes GESI indicators.		Grant partners Grants Communications and Learning GESI and CB M&E	GESI and CP
	2.5 GESI analysis is incorporated into programme and project monitoring, evaluation, and learning processes.		Head of Programmes Head of M&E	GESI and CP

	2.6 Risk assessment done and mitigation strategies developed and refreshed periodically (every 6 months).		Heads of PMT workstreams	Head of Programmes
	2.7 Communication is done with diverse audience in mind, and with a target to be transparent and accountable to all Ghanaian citizens.		Communications and Learning Grant partners	All PMT workstreams
3. Budget and Resources **Tool 4 –** Budgeting for GESI **Tool 6 -** Catalysing, coordinating, convening and learning	3.1 Workstream work plans and budgets include all GESI related activities (technical and operational).	• Finance Manual • 3C&L approach	Heads of all PMT workstreams Operations Finance M&E	Finance
	3.2 Budgets for grant calls and other forms of civil society support including 3 Cs and L interventions, will have financed targets for specific GESI actions.		Heads of Programme GESI and CB	Finance
	3.3 Adequate budget is made available for capacity building for staff and partners and the participation of people from socially excluded groups.		Communications and Learning GESI and CB M&E	Finance

	3.4 STAR-Ghana and partners adopt preferential procurement practices.		Finance Grant Partners	Head of Finance Head of Programmes
	3.5 Investment into a GESI friendly environment and working equipment at programme and GP level.		All PMT streams Grant Partners	Finance and Head of Programmes
	3.6 Monitoring of expenditure undertaken to assess level of GESI budget utilisation.		M&E Finance	Head of Finance
4. Accountability **Tool 1 –** The GESI responsiveness markers **Tool 6 -** Catalysing, coordinating, convening and learning **Tool 7 –** GESI sensitive communications	4.1 A 360-degree GESI scan or audit of the programme in 2018, including partners whose projects have ended as well as ongoing projects.	• GESI Strategy • M&E framework	GESI and CB GESI advisors	PMT Grant partners Steering Committee Accompaniers GTAG
	4.2 Introduce GESI performance markers into project reporting cycle.		M&E GESI and CB	Grant partners Accompaniers
	4.3 Introduce performance assessments that track and assess PMT against GESI responsiveness.		Christian Aid	Director Head of Programmes Head of Operations

	4.4 Internal reflection and learning on GESI shall be promoted across STAR-Ghana and grant partners.		SDD Advisors GESI and CB Learning and Communications	Grant partners PMT
	Undertake GESI strategy refreshing to incorporate learnings.		GESI Advisors GESI and CB	Head of programmes

SECTION 2: TOOLS

TOOL 1: THE GESI RESPONSIVENESS MARKERS

What is this Tool?

This Tool is a list of GESI 'markers' or indicators that show what GESI responsiveness looks like in practice – (using institutional markers) within an organisation, a project or programme.

The aim is to provide a gauge that STAR-Ghana can use as a monitoring, evaluation and learning (MEL) tool for tracking the practical efforts and effects of its intention to put GESI at the heart of the programme. Reporting and monitoring templates and processes will be refined as needed to embed the markers in a streamlined way. Testing what GESI at the heart of STAR-Ghana means, how it is done and to what effect, provides the opportunity for reflection, learning and adaptation (for self-correction and improvements) in keeping with the STAR-Ghana action learning cycle.

As such the GESI responsiveness markers are an important contribution to:

- The existing M&E manual and framework used by the M&E team.
- The M&E Toolkit containing various templates and assessment tools to aid M&E of interventions both internally by the Programme Management Team (PMT) and externally by the Grants Partners (GPs).
- The GESI scan process convened annually by the GESI and capacity building workstream.

The GESI responsiveness markers seek to:

- Assess practice based on tangible measure rather than perceptions and aspirations; and
- Use a nuanced or sophisticated assessment tool based on five standards, moving away from the broad use of the blanket term "GESI sensitive" and the notion that this is uniformly satisfactory and sufficient.

What is GESI responsiveness?

GESI responsiveness is how an organisation, programme or project responds or reacts to GESI issues and considerations. STAR-Ghana, guided by best practice, categorises GESI responsiveness using a five-point spectrum: *GESI blind, GESI exploitative, GESI sensitive, GESI strategic/empowering or GESI transformative*.

While these levels are detailed below, it is important to highlight here that the PMT needs to develop a way to surpass the default of using the blanket term 'GESI sensitive' so as to gain a more nuanced appreciation and reflection on its practice. In doing so, this will improve:

- **Compliance with the UK Gender Equality Act (GEA):** Under the Act, GESI sensitive is the minimal compliance for DFID supported programming. The promotion of empowerment and transformation is sought after and looked for in evaluating programmes.
- **Implementation of 'embedded PEA' from a GESI perspective:** STAR-Ghana's commitment to embedding PEA as conducted through a GESI perspective entails a focus on empowerment and transformation, through the identification and implementation of programmes that address incentives and barriers grounded in formal and informal power. This approach offers a strategic means of expanding agency and tackle deeply embedded institutions that limit the voice, agency and influence of women in politics, economics and society in Ghana. The markers can help to gauge progress and achievements against this commitment.
- **Delivery on the STAR-Ghana GESI strategy:** The GESI strategy is committed to going beyond GESI sensitive change: it commits to empowering women and other marginalised groups, to transformation through collective action (Strategic Area 4), and tackling systemic issues including those related to power (which links to the embedded PEA).
- **Support to the STAR-Ghana Foundation:** The markers provide a foundational set of measures for GESI mainstreaming and responsiveness that give traction to a recommendation from the STAR-Ghana strategic learning event (Nov 2017) to ensure GESI remains a central programme objective and concern.

How do you use the markers?

The markers offer STAR-Ghana an organisational, project or programme assessment tool and allow staff, grant partners (GPs) or an evaluator to quickly assess the level of GESI responsiveness and where improvements are needed. There are two sets of markers:

- Organisational GESI markers for STAR-Ghana
- Organisational and project level markers for grantees and partners.

The two sets of markers are being used slightly differently.

- The organisational GESI markers are intended to be used by STAR-Ghana's PMT on an annual basis to review how STAR-Ghana is progressing in terms of its Strategic Area

1. This will be done through the annual / biennial GESI Scan process.

- The organisational and project level markers for grantees will be shared with partners early on. They should be used by the PMT in discussions with potential

partners and grantees during the contracting process. Reviewing the markers together helps the partner/grantee understand what is expected from them (in terms of compliance i.e. being GESI sensitive at a minimum / not being GESI exploitative or blind); to visualise what they need to do, and what they can do if they have more appetite, capacity and resources to be more ambitious; and to assess progress and identify areas for improvement as part of the monitoring and reporting process. These markers can also support their own self-assessments on GESI mainstreaming within their organisations (i.e. STAR-Ghana will support grantees to undertake annual GESI audits of their own).

Using the GESI markers ensures GESI becomes part of the application, screening, reporting and performance assessment processes for partners and grantees. Having an upfront discussion with partners will help STAR-Ghana prioritise its efforts, e.g. prioritise capacity building and accompaniment for more ambitious partners.

What is the GESI responsiveness continuum?

STAR-Ghana uses five GESI markers[18] on a continuum of GESI responsiveness against which an organisation, programme or project can be gauged or graded. Moving from one end to the other is a process – e.g. meeting practical needs is usually a prerequisite for addressing strategic needs.

- The first pillar (GESI-blind) refers to programming or interventions that have little or no recognition of local differences, norms, and relations in programme/policy design, implementation, and evaluation.
- The second pillar on the left of the continuum (GESI-exploitative) is about programming or interventions that are exploitative by taking advantage of rigid gender and social norms, and existing imbalances in power to achieve the programme objectives.
- The third pillar (GESI-sensitive/minimal compliance) is about programming or interventions that set out to address the **practical or basic needs and vulnerabilities** of women and other marginalised groups. P*ractical needs are needs women and marginalised groups identify in their socially accepted roles (they do not challenge gender or social divisions) – they are usually a response to immediate and perceived necessity and are often practical in nature i.e. water provision, education, health and employment.*
- The fourth pillar (strategic/empowering) is more ambitious and sets out to empower **individuals** by building their assets, capabilities and opportunities. The

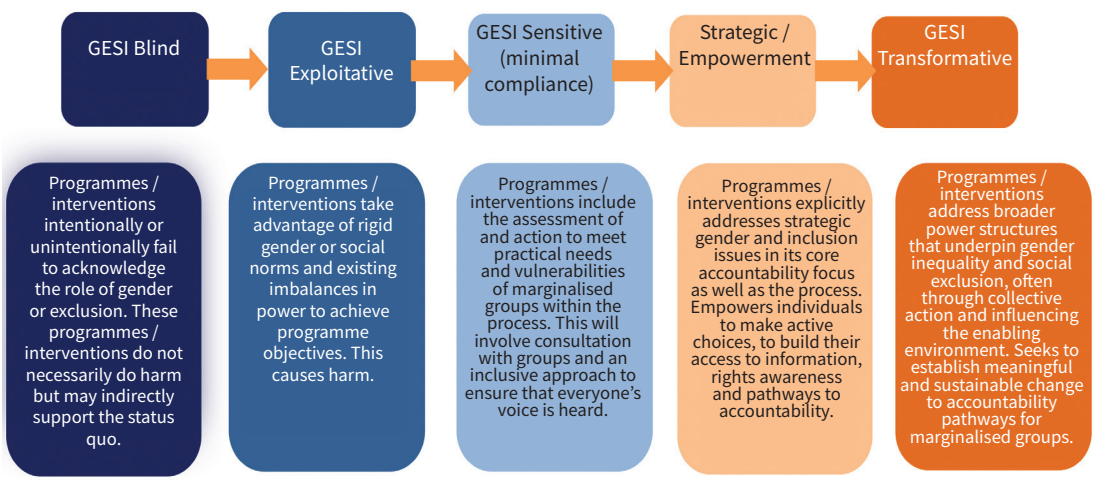
[18]The GESI markers are based on an adapted version of a gender and inclusion framework developed by Social Development Direct.

aim is to increase their access and control, as well as their individual agency and decision-making. This type of programming should empower women and other excluded groups, to address and meet their **strategic needs and vulnerabilities.** *Strategic needs are needs women and marginalised groups identify because of their subordinate position in society and vary according to the context. Examples include building legal rights and awareness of rights and legislation, advocating for equal wages, empowering women and others to take control over their bodies and building capabilities to participate in the labour market more effectively (e.g. by equal access to credit).*

- The fifth and most ambitious end of the spectrum is 'transformation', which is closely associated with **structural change in power and social relations/norms**; it also emphasises **collective** action. This programming creates an enabling environment for excluded groups to practice leadership and be meaningfully involved at all levels (economic, social, political, and cultural) and in all domains (family, community, organisations, state and religious institutions, schools and the market). This work requires more investment and is often long-term in nature.

The GESI Responsiveness Continuum is shown in Diagram 1; case study examples can be found in **Annex 2**.

Diagram 1: GESI Responsiveness Continuum



Exercises

EXERCISE 1: Introducing the GESI Responsiveness Markers

1. Explain the Markers and why it was developed; articulate that STAR-Ghana's partners, projects and programming should not be exploitative or blind since one of the fundamental principles of development is to 'do no harm'. STAR-Ghana has set minimum standards, through this framework, to align with its GESI strategy and to comply with the UK's Gender Equality Act and commitment to Leave No One Behind.
2. Explain the different levels of the markers – clearly articulating the differences between the levels using the narrative in this Tool;
3. Break the participants into 3 groups – there are two options for this exercise:
   - Ask 1 group to come up with an example of a GESI blind or neutral programme/project, another group to come up with a case study for a GESI sensitive programme/project, and the last group to look at a strategic/empowerment case study; or
   - Provide 5 case studies, one to each group (one for each level, without stating which level is which) –ask them to review it and decide whether the case study is GESI exploitative, blind, sensitive, strategic or transformative. (Two examples of case studies can be found in Annex 2).
4. Ask the groups to report back in plenary and ask if others agree or disagree with their understanding.

EXERCISE 2: Putting the GESI responsiveness markers into practice (This is to help staff/partners understand the markers – not to officially score/rate their project).

1. Introduce the GESI responsiveness markers. Key things to explain are:
   - There are two types of markers – institutional/organisational ones for both STAR-Ghana and for the partners; and project level markers for the partners.
   - The STAR-Ghana institutional markers will be aligned with the annual GESI scan to monitor progress and to support learning around GESI responsiveness.
   - The project level markers should be aligned right from assessing grant applications, to monitoring and reporting. STAR-Ghana will not accept any partners that are GESI exploitative or blind.
   - The institutional markers are broken down into 3 categories – people, processes and tools.
2. Select a few markers to use in this exercise (either institutional or project markers). Print these detailed markers showing the description for each level and hand them to each participant.

3. Put up flip-chart papers with the scale from exploitative to transformative at the top, and the markers (e.g. political will) down the side (see picture 2 below). This exercise can be done in two ways:
   a. Ask participants to reflect individually on the markers on their handouts and decide what level (exploitative to transformative) their organisation or project is at. Ask them to write down their score and the reason(s) why. Secondly, ask each participant to place their dot on the scale for each marker. Once everyone has put their dots on the scales, ask in plenary whether the scoring surprises anyone, and what they learnt. Ask one or two individuals per flipchart to explain their scoring choice; or
   b. Split the participants into groups (either by organisation or work unit) and ask them to reflect on the markers together. One person from each group then places the dots for their organisation on the scale and explains why they have given it this rating. Once all groups have shared their scoring, open this up for discussion.

Diagram 2: Scoring process using the GESI continuum

TOOL 2: DATA GATHERING, ANALYSIS AND DISAGGREGATED DATA TOOL

What is this Tool?

This Tool offers a guide on information gathering and analysis to enhance our understanding of GESI. It includes a description of what disaggregated data is, what it looks like, and how to use it.

This Tool supports the PMT, grant partners and accompaniers to meet the following minimum stands:

- Gender, exclusion and power analysis of a project/programme conducted in the design phase
- Power analysis is conducted using a GESI lens
- Data is disaggregated by sex, age and ability and other social identity markers as warranted

The aim of analysis and disaggregated data

Analysis is a systematic process of collecting and examining information. It is a way to go beyond a mere description of a situation to examine and explain a problem or issue by looking at 'cause and effect'. Analysis asks: what is going on in this context, and why? This is important because understanding and explaining a problem or issue is the basis for deciding how to solve it.

Analysing a situation from the perspective of gender, exclusion and power, helps a programme/project to be, at a minimum, GESI sensitive. Disaggregated baseline data can help to determine what activities are needed to address the situation of different groups. It is required to assess progress made towards strategic GESI goals. The data gathered and analysed can also contribute to the emergent knowledge base in Ghana.
As such, the data gathering, analysis and disaggregation tool is intended to contribute to:

- The existing GESI strategy and commitment to place GESI at the heart of STAR-Ghana
- The accompanier process – supporting GPs to translate concepts into proposals and designs
- The Monitoring and Evaluation (M&E) tool kit containing various templates and assessment tools that aid M&E of interventions both internally by the PMT and externally by the GPs

What is disaggregated data?

Data (statistical or narrative) that is unpacked and broken down by categories or social identity markers to show how different identities can lead to different experiences, including inclusion/exclusion. Other social identity markers may include economic status, ethnicity, sexual orientation, religion, location (rural/urban), migrant/national status, physical/mental ability, and age.

STAR-Ghana protocol is to collect data that reveals multiple forms of discrimination, power and privilege. Minimum disaggregation is by sex, age and disability, using classifications developed for STAR-Ghana. Information on additional identity markers is collected and disaggregated if appropriate. Collecting information that picks up on the intersection of these identity markers is a way to understand and act on the reality of people's overlapping identities, experiences, and degree of inclusion.

How can STAR-Ghana segment its data?

- **Gender/Sex:** Typically, 'male' and 'female' is used, often with 'intersex' and 'prefer not to say'. We can also ask: is your gender different from the gender you were assigned at birth? If data is needed on trans women and men, we may have to specifically ask these questions.
- **Age:** There are well-established standard cohorts being the following: 0-5; 6-12; 13-17; 18-49; 50-59; 60-69; 70-79; and 80+.
- **Disability:** There is no international standard. However, one approach used by the Washington group is to classify disability according to limitations that affect participation, such as sight, hearing, mobility, remembering or concentrating, self-care, or communication[19].
- **Other aspects:** depend on STAR-Ghana focus – for example, location, socioeconomic status.

What does disaggregated data look like?

In the Ghana Demographic Health Survey (DHS), data is disaggregated by characteristics including age, location, education level and income. It focuses on women's participation in decision-making.[20]

[19] Washington Group on Disability Statistics, 'Question Sets', http://www.washingtongroup-disability.com/washington-group-question-sets/
[20] For information about how the DHSs plan to capture disability see the DHS Questionnaire (https://dhsprogram.com/publications/publication-DHSQM-DHS-Questionnaires-and-Manuals.cfm), and specifically the 'Demographic and Health Surveys Disability Module' (https://dhsprogram.com/pubs/pdf/DHSQM/DHS7-Module-Disability-Qnnaire-EN-31Jan2017-DHSQM.pdf)

Table 16.6.1 Women's participation in decision-making by background characteristics

Percentage of currently married women age 15-49 who usually make specific decisions either by themselves or jointly with their husband, by background characteristics, Ghana 2014

Background characteristic	Specific decisions			All three decisions	None of the three decisions	Number of women
	Woman's own health care	Making major household purchases	Visits to her family or relatives			
Age						
15-19	56.0	53.5	73.6	43.3	20.2	104
20-24	64.4	63.1	80.9	48.8	12.5	606
25-29	77.0	70.9	86.9	61.5	7.3	1,062
30-34	77.2	72.4	84.9	58.8	6.3	1,078
35-39	82.4	79.7	90.3	68.9	4.4	1,040
40-44	77.1	78.3	89.1	64.1	5.0	821
45-49	82.7	79.8	88.3	66.8	4.2	611
Employment (last 12 months)						
Not employed	60.4	60.3	79.3	45.1	14.2	674
Employed for cash	79.8	77.6	88.8	65.0	4.8	3,826
Employed not for cash	77.2	67.6	83.0	59.2	9.0	820
Number of living children						
0	75.0	70.3	84.6	59.1	7.4	375
1-2	72.6	69.2	86.3	57.4	8.5	1,900
3-4	80.4	77.2	85.9	64.7	5.6	1,792
5+	79.0	77.1	89.3	64.4	5.2	1,255
Residence						
Urban	75.7	73.8	87.5	60.4	6.1	2,664
Rural	78.1	73.9	85.9	62.9	7.3	2,657
Region						
Western	89.0	89.7	94.0	82.4	2.4	547
Central	84.0	81.1	89.3	70.0	4.5	532
Greater Accra	69.4	69.8	85.9	55.3	8.5	1,005
Volta	68.1	69.9	83.0	53.5	9.9	405
Eastern	83.2	85.1	91.1	75.7	4.6	500
Ashanti	81.0	69.2	86.4	56.1	3.8	969
Brong Ahafo	87.6	78.8	88.1	73.2	5.7	439
Northern	52.7	54.3	76.9	33.0	13.9	561
Upper East	91.1	87.7	96.4	83.9	1.8	218
Upper West	72.8	60.3	71.7	48.9	16.2	146
Education						
No education	69.5	67.7	82.9	54.1	10.2	1,478
Primary	79.9	73.3	86.5	63.4	6.6	979
Middle/JSS/JHS	78.6	76.1	88.4	62.8	4.7	2,063
Secondary+	82.6	80.1	89.5	70.3	5.4	801
Wealth quintile						
Lowest	69.0	66.5	80.4	52.1	10.7	1,016
Second	81.3	75.6	87.1	66.4	6.3	964
Middle	81.5	77.6	88.9	67.5	6.3	1,001
Fourth	76.4	75.2	86.9	61.8	5.7	1,090
Highest	76.7	74.3	89.7	60.8	4.8	1,250
Total	76.9	73.9	86.7	61.6	6.7	5,321

Note: Total includes 1 woman for whom information on employment in the last 12 months is missing.

Three types of analysis

Three types of interrelated analysis detailed in Table 1 are required for GESI responsive and politically smart programming.

Table 1: Gender, Exclusion and Power analysis – in brief

Type of analysis	Aim	Objective
Gender	Examine the differences between and among women, men, girls and boys regarding their roles and responsibilities, daily routines and activities, and access to and control over resources, services and decision-making (including those relating to social, political and economic inequalities).	Identify inequalities between males and females and understand why they exist.
Exclusion	Examine the terms of participation – i.e. dissimilarities in how diverse social groupings can participate in society, as well as the barriers they face in accessing resources and benefits, exercising voice, receiving recognition, and realising their rights. Formal and informal barriers should be considered regarding the effect they have on socially excluded groups. Formal barriers may include written laws, policies and official processes; informal barriers may include kinship systems, marriage practices, religious practices, what the media mobilise around, and interests that attract public attention.	Identify and explain differences between social groups in society that influence their exclusion in various social, political and economic arenas.
Power	Understand who can create or resist change and gain a measure what power actors have in different situations. Power is examined from different perspectives, including formal, informal, visible, invisible, internal, external and from the perspective of specific individual and group relationships, including women, men, PWDs, youth etc.	Identify potential entry points and challenges for development programming that is politically smart and in tune with how things work in reality.

Six steps to analysis

The procedure for data collection and analysis is broken down into 6 main steps that are to be completed in the programme/project design phase.

Step 1: Meaningful involvement

Set up a reference or advisory group (ad hoc or more permanent; loose or formal), made up of local people and groups who are excluded, as well as their advocates and champions, to provide guidance, critical insight and perspectives at each stage of the research process (including determining how the data informs programme design).

Step 2: Screening

The first step in turning a concept note into a project is to understand the context by reflecting on the issue or topic and specifically drawing out:

- The aspects that are most relevant to GESI and power.
- If and how these aspects are being addressed, including through existing measures or policies.

Consider what this means for:

- Design of the programme or project.
- Identified outputs, outcomes and intended impact.
- The issues you will address, questions you will ask and the relevant data to collect and analyse.

A comprehensive screening reflects the following dimensions and questions. (**Annex 3** provides further detail and links these questions to the various stages of power analysis.)

- Who is socially excluded in the context of the problem being addressed, and why?
- Who are the actors involved in decision-making and influencing, particularly in relation to issues affecting those who are socially excluded?
- How do (and which) power relations affect the realisation (or not) of GESI?
- What are the incentives and barriers for improving GESI in relation to the problem being addressed and initiative being planned?
- What are the relevant social norms, and institutions, and how do they influence the realisation of GESI objectives?

Step 3: Secondary data – collection, review and analysis

First, take the list of questions developed in step 2 and find out what is already known about the topic or issue. Do this by collecting background information (quantitative and qualitative).

- **Conduct a search:** Examine relevant published and unpublished information and disaggregated data in statistical databases. Use written information such as records (legislation), committee records, media reports and audio-visual material, with the aim of understanding ordinary citizens' views as well as those of experts or powerholders.
- **Draw on what STAR-Ghana has generated:** Consult PEA studies, scoping exercises carried out for each grant call, commissioned research and the results of convening and learning events.

Next, compile what exists and assess its relevance in relation to your programme or project. Consider whether the information gathered is enough for you to understand the context in which you will be working, and how your activities may be affected by:

- Gender differences and inequalities.
- Differences among social groupings and their inclusion in society.
- Differences in power held by different stakeholders.

Assess how the different positions of men, women, boys and girls may negatively or positively impact on their access to resources, opportunities and benefits.

Step 4: Primary data collection – information gaps and contradictions

If the secondary data review in step 3 does not satisfy your information needs, or if it reveals contradictory information, identify what information is lacking and **develop a data collection plan**. Set out your objectives or indicators, your proposed sources of information, the type of information you want to collect, and the collection methodology you will use.

Specifically, you will need to determine:

- **Method (how):** technique for data gathering, including methods that enable researchers to reach the most socially excluded.
- **Type of data needed:** quantitative or qualitative (a mix of both is generally recommended).
- **Sources of information:** who you need to engage, whose opinions and perspectives matter, including the voiceless, hardest to reach, and those most affected by the issue.
- **Resources required:** what money is required, what partnerships are necessary (with advocates, champions), what skills or capacity is needed and what are relevant issues of access – e.g. interpretation or translation, getting past gatekeepers, ethical considerations etc.

Collect data from as many sources as possible. This helps to ensure the data is reliable. If you are going to use this data to inform your actions (both during design and throughout implementation as part of an adaptive programming approach), the information must be of high quality.

Methods of data collection and possible sources include the following:

- **Interviews with key informants:** at household, community, regional, national level.
- **Focus group discussions (FGDs):** using local facilitators is critical to engaging communities, as is considering using female researchers with female groups.

FGDs can enable people from a similar group or background to share their views, experiences and needs in a safe space.

- **Survey or questionnaires:** targeting individuals or groups, to gather qualitative and/or quantitative information (mobile phone surveys could be considered if feasible).
- **Participatory observation:** for example, observing a social accountability committee or local decision-making process to look at who is making decisions, and how.
- **Storytelling:** allows people to verbally explore issues they face in their lives. This is particularly good in communities and cultures that are largely oral.
- **Semi structured interviews:** this is good for gaining a deeper level of understanding and can complement quantitative data. It is useful to have a pre-set list of questions that you adapt as the conversation flows. You can use visuals, such as pictures and maps, to prompt discussion.

Tips! In carrying out participatory analysis, keep the following points in mind:

- **Meaningful participation:** participatory methods should not just be conducted with socially excluded people, but also by them.
- **Be aware of ethical or sensitive issues:** take care not to disadvantage people further or to raise people's expectations of what the programme or project can deliver. Ensure confidentiality (see **Tool 5** on ethical guidelines).
- **Share visually:** work with participants to develop maps, models and diagrams to both stimulate conversation and capture information that can be triangulated with other sources and shared.
- **Accessibility:** the language used and spaces where people are convened must be accessible and comfortable for all to participate. Inviting one PWD to a focus group of non-disabled peers, or one young person to a group of elders, may make it difficult for them to speak openly.
- **Gender sensitivity:** acknowledge and address obstacles, e.g. social and cultural barriers to women's participation and power dynamics that may constrain their voice.
- **Validate data:** once data is collected you need to validate it. It is good practice to cross check both quantitative and qualitative data with other sources of information, and to verify what you have with others who are knowledgeable on the topic, including those involved in the research process. This could include the reference/advisory group you set up in step 1.

Step 5: Data Analysis and filling the gaps

Gender, exclusion and power-focused data can be analysed using standard qualitative and quantitative methods. What distinguishes it is its focus on the dimensions in table 1 and questions in step 2. The analysis should be designed to compare information between men and women, boys and girls, and between different categories of women and men – e.g. by social markers such as age, ethnicity, class, ability, etc. These comparisons should consider factors that are likely to affect rates of participation in, access to, and benefit from, processes and programmes. The analysis should also provide an understanding of why gaps and differences exist and how they affect opportunities and aspirations. **Annex 3** provides questions to guide GESI analysis by integrating it into power analysis.

The next step is to use this information to come up with a programme or project response to the constraints uncovered by the data. What does the understanding of barriers as well as opportunities mean for programme or project design?

- The framing of the problem,
- The objectives of your intervention
- Strategies, entry points and actions
- Indicators used to evaluate success

When the findings of gender, exclusion and power analysis are applied, a programme or project design should include explicit GESI measures. Standards are found in the GESI Markers (**Tool 1**).

Step 6: Writing up data and sharing for documentation and learning

Information collected is a key source of learning for others. The PMT and its partners have a role to play in closing gaps in data, particularly around the current shortage of information on exclusion in Ghana. Documentation can feed into activities and platforms related to STAR-Ghana communities of learning and practice. STAR-Ghana should present and share data in ways that champion and drive policy change, ensuring that decision-making and service delivery processes promote equality and inclusion.

EXERCISES

EXERCISE 1: Consider the use of gender, social and power analysis in informing programme or project design?

- What do you think about using these steps of analysis?
- What are the potential advantages and/or disadvantages of using this analysis?
- How should each of the analyses intersect with each other?

EXERCISE 2: Come up with 5 sources of information/data that your programme/ project can use.

- Assess the information and its sources for quality – what are it strengths and limitations?
- Do these sources include the voices of the most vulnerable/hard to reach? If not, what can be done to ensure their voices are included?

EXERCISE 3: Consider an advisory or reference group for your project or programme.

- Who should be represented?
- What role should the group play?
- What are the risks of engaging people within this group? How will you make sure all voices are represented and heard?

EXERCISE 4: Consider the ability of STAR-Ghana to fill data gaps on exclusion in Ghana

- What data is missing?
- What do you think about STAR-Ghana's ability to fill gaps – how can it do this?

Useful Resources:

- CARE International Gender Network (2012) 'Good Practices Framework: Gender Analysis', CARE International,

https://www.care.org.au/wp-content/uploads/2015/02/Good-Practices-Brief.pdf

- Christian Aid (2016) 'Power Analysis: Programme Practice' https://www.christianaid.org.uk/sites/default/files/2016-03/power-analysis-programme-practice-paper-jan-2016.pdf
- Khan, S, Combaz, E & McAlsan Fraser, E. (2015) 'Topic Guide on examples of Social Exclusion Analysis', GSDRC, http://gsdrc.org/topic-guides/social-exclusion/identifying-exclusion/examples-of-social-exclusion-analyses/
- Khan, S. (2012) 'Topic Guide on Social Exclusion', GSDRC http://gsdrc.org/topic-guides/social-exclusion/
- SAMVI (undated) 'Social Exclusion: Leaving no one behind', https://simavi.org/long-read/social-inclusion-leaving-no-one-behind/?gclid=EAIaIQobChMIrYW4_qra2gIVB53tCh0aDwbuEAMYASAAEgJG6fD_BwE
- The Institute of Development Studies (IDS) 'Participatory Methods', http://www.participatorymethods.org/

TOOL 3: A GESI EMBEDDED POLITICAL ECONOMY ANALYSIS AND ADAPTIVE PROGRAMMING

What is this Tool?

STAR-Ghana and its strategic partners are required to undertake political economy analysis (PEA) across all programmes and projects, as a means of ensuring all activities are politically informed, and to integrate GESI into all activities. PEA also enables STAR-Ghana and partners to respond and adapt to changes in their environment. This Tool offers a set of inclusive data collection processes for an embedded PEA from a GESI perspective.

The aim of the Tool is to illustrate how to:

- Ensure the PEA process is inclusive of women and other socially excluded groups.
- Integrate GESI considerations into the foundations of PEA analysis – problem identification, stakeholder mapping and institutional analysis.

Why was the Tool developed?

The Tool was developed to support the STAR-Ghana accompaniers, PMT and strategic partners in the project design phase of the grant process as grantees move from concept note to project proposal.

What is an embedded PEA and what purpose does it serve?

For STAR-Ghana, an embedded PEA is a participatory and internally-driven process of analysis and learning led by key stakeholders, including the PMT, accompaniers, strategic grant partners and constituents. It allows these actors to build on their own political, economic and social intelligence to produce a continually updated analysis of the environment in which they operate. The objective is to come up with strategies that are politically feasible and appropriate. As such, an embedded PEA connects participatory peer learning and analysis to strategy and action during both project design and implementation (including informing ongoing adjustments during implementation as part of overall adaptive programming).

Why embed GESI into a PEA?

PEA allows for a robust appreciation of:

- Where power lies and why.
- The ways in which power shapes how decisions are made and how resources are used.
- Who benefits from these arrangements.

A PEA analysis that incorporates a GESI lens goes beyond traditional PEA. It considers how power is shaped by gender norms and roles, as well as prejudices and beliefs about various social groups. It therefore allows for a more nuanced understanding of the context. It also creates a chance to visualise what could be in terms of GESI, and to develop realistic strategies for achieving those aims.

GESI analysis is helpful to deepen stakeholder analysis:

- Who is absent from obvious and less obvious positions of power and why?
- Who specifically is missing (e.g. rural women living with a disability)?
- Is there over-representation and privilege among some groups in public life? Who dominates leadership, voice, decision making and the media?
- Why do some people have power over others in society?
- What kinds of power might those groups who are considered 'powerless' actually have? In what situations? How might 'hidden power' be mobilised?
- Where is leadership emerging among excluded groups? Where is there potential for leadership to emerge?
- Who is left out completely and why?

It can also enrich institutional analysis:

- What are the drivers and causes of exclusion of some social groups (what institutions, norms, attitudes and structural barriers are responsible for exclusion)?
- What are the incentives and disincentives for change?
- What factors limit the choices and influence of some groups?
- What bargaining power do less powerful or excluded groups have? How can they increase their bargaining power through alliance with others?

If a PEA does not have a GESI lens, the picture it paints will tend to pick up some influential institutions and people in the country or context. However, what it often fails to pick up is the agency – realised or potential – of people who tend to be on the margins or excluded. It can fail to identify and understand the sources of power that marginalised groups do have, and how to tap into, leverage or strengthen that power. In short, a GESI PEA can make the agency and power of the marginalised more visible.

The production of an embedded PEA analysis with GESI lens

How do you make the embedded PEA process inclusive?

An embedded PEA should aim to capture the knowledge of women and other socially excluded groups. The following steps can help make sure that the PEA process is inclusive:

- Engage different teams within the STAR-Ghana partnership including governance and GESI specialists.
- Make time for staff (male, female and representatives of diverse social groups) who are responsible for designing and implementing projects to be involved in producing the analysis and doing regular updates.
- Actively engage people from different communities, women's rights organisations, organisations supporting youth and PWDs etc. as key informants.
- Segment women and men by different background characteristics in your analysis – women and men are not homogeneous groups but differentiated by factors such as age, ethnicity, education level, wealth, marital and family status, sexual orientation etc.
- Ensure specialists, staff, community members and support organisations all participate in the PEA process.
- Design participatory information gathering approaches that are led by people from socially excluded groups. Participatory approaches include group mapping, focus group discussions, storytelling methodologies and participatory theatre. Guidance on tools for participatory analysis is provided by GSDRC – see the resource box below and in Tool 2.

How do you embed GESI into the PEA process?

An embedded PEA needs to understand power dynamics from a GESI perspective. The data collection tools - i.e. a problem, stakeholder and institution analysis that contributes towards developing a strategy for achieving change – should be designed to include explicit questions about differences in society (e.g. differences between men and women; elite power holders and others). It should also draw out differences in opinions about the causes of a problem, why some have power where others do not, and the reasons for this. GESI-related questions for power analysis are found in **Annex 3**.

Discussion Questions /Exercises

- How familiar are you/your organisation with: PEA? Embedded PEA? Embedded PEA with a GESI focus? What elements are new, and what elements resonate? How do these tools relate to what you do already in project design, implementation, monitoring and evaluation?
- Reflect on the idea that marginalised groups should be factored into power analysis: Who holds power? Who is under- or over-represented in power structures? Who has hidden or indirect power? Is breaking power down using PEA a familiar practice? Are you comfortable using it, if not, why not?
- Reflect on the idea of capturing the knowledge of women and other socially excluded groups through PEA. How does, or could, PEA influence how you work? Do you have any concerns about these changes?
- How could the introduction of an embedded GESI PEA strengthen your project? For example, would it bring you closer to the marginalised constituents, give you more confidence in understanding reality on the ground and taking decisions about what the key problem is and how to address it?

Useful Resources:

- GSDRC (2013) Help Desk Research Report. Tools for participatory analysis of poverty, social exclusion and vulnerability analysis. https://assets.publishing.service.gov.uk/media/57a08a00ed915d3cfd00052e/hdq959.pdf
- The Women's participation and leadership working group, Gender and Development Network (2018) Putting gender in political economy analysis: why it matters and how to do it. http://gadnetwork.org/gadn-news/2018/5/9/putting-gender-in-political-economy-analysis-why-it-matters-and-how-to-do-it
- Pettit, J. (2013) Power Analysis: A practical guide. SIDA. https://www.sida.se/contentassets/55174801cd1e4b66804430219bab88b3/power-analysis-a-practical-guide_3704.pdf
- Browne, E. (2014) Gender in Political Economy Analysis. GSDDRC Help Desk Research Report. http://gsdrc.org/publications/gender-in-political-economy-analysis/

TOOL 4: BUDGETING FOR GENDER EQUALITY AND SOCIAL INCLUSION

What is this Tool?

The STAR-Ghana PMT and GPs are required to set aside resources for GESI mainstreaming, in compliance with the minimum standards under protocol 3. This is based on the understanding that to achieve GESI objectives, sufficient resources must be deliberately and strategically allocated.

What does budgeting for gender equality and social inclusion mean?

Budgeting for GESI is a way of making sure that during the budgeting process, a project or programme puts aside the resources required for integrating gender and inclusion considerations and involving marginalised or excluded groups in an activity or intervention.

A separate budget focused on women or the involvement of marginalised groups is not required. Rather, budgeting for GESI is about taking a policy or initiative and thinking about:

- The issues, needs and interests of different social groups and then earmarking sufficient funds to meet set targets or goals
- The costs involved in including diverse groups of stakeholders and then earmarking funds to meet empowerment and transformation objectives

Budgeting for GESI allows the PMT and GPs to plan and track the impact of budget allocation on GESI performance and answer the following questions:

- To what extent are programme and project budgets being used to help deliver improved GESI mainstreaming and stand-alone objectives?
- What does promoting GESI cost?

Gender budgeting is often associated with public finance and national budgets. GESI budgeting can, however, be applied to national budgets as well as programme budgets at the levels of PMT or GPs.

When should we do GESI budgeting?

GESI budgeting is best done at the start of a programme/project and at the beginning of the organisational budget cycle. Done up front, it's a proactive and deliberate way to address GESI considerations and ensure the budget is not GESI blind. However, if this has not been done, all is not lost. Retrospective budget analysis during monitoring and at the end of a budget cycle, can generate data for reflection and lessons that can inform the design of the next budget and planning cycle.

Why should we conduct GESI budgeting?

Planning and budgeting for gender equality and the involvement of marginalised groups in an activity is a chance to combine:

- Financial technical expertise.
- Knowledge of a topic or issues (for example, anti-corruption) with information generated by gender, social and power analysis.
- Processes of stakeholder participation and involvement.

Institutionalising changes in financial planning to factor in GESI allows STAR-Ghana and GPs to:

- Become more efficient and effective in using project and programme funds to achieve GESI
- Improve financial transparency about spending
- Demonstrate inclusivity by engaging stakeholders in inclusive budgeting processes

How should we apply GESI budgeting in our work and who is responsible?

Budgeting is a participatory process requiring the finance department, all workstreams, GPs and beneficiaries.

The PMT, led by the Finance team, can set performance targets for promoting GESI in different areas of programme and project spending

Setting targets helps track and monitor the allocation of resources to ensure GESI is being advanced and implemented in all areas of STAR-Ghana's work.

There are four steps to factoring gender equality and the involvement of socially excluded groups into the budgeting process. At programme and project level, relevant finance, sector experts and GESI technical experts, and partners and beneficiaries can engage in the process.

Step 1: Set objectives

Check that all initiatives have gender equality, social inclusion and participation/involvement-related performance targets, ensuring these are clear and measurable, with assigned indicators. Ensure that both GESI specific and GESI mainstreaming objectives are understood by all, including:

- The intended results.
- The activities that can be financially supported to encourage and support these achievements.

Step 2: Break spending down in a meaningful way

Check that proposed budget lines are adequate to implement GESI mainstreaming and achieve the stated GESI objective. What resourcing is needed to adequately resource GESI interventions?

- **Personnel:** Creating a balanced team including GESI advisors and short-term experts.
- **Capacity building for staff and partners:** In power and gender analysis, inclusive convening and multi-stakeholder engagement, creating safe spaces, leadership and mentorship.
- **Analysis and evidence generation:** Gender and power analysis, scoping studies, research, GESI scans, sex disaggregated and segmented data.
- **Reflection, learning, documentation, sharing:** Develop infographics for low literacy groups, translate documents into local dialects to increase learning and communication accessibility.
- **Participation and involvement:** Payment/reward (fee, donation to a group, vouchers, honorary appointment); expenses (travel, subsistence, childcare, accommodation); improving involvement in activities (finding the right people, training and learning costs, venues and catering); other costs – language, translation, child care facilities, wheel chair access etc.

Step 3: Monitor progress

Check if the expenditure was spent as planned, according to established indicators. What can we learn about budgeting for GESI objectives?

- Have monies allocated for GESI been spent as planned?
- Are there gaps, irregularities, deviations?
- Was the process participatory in engaging multi stakeholders and empowering participant through increased budgetary literacy?
- Did the budget have its intended impact?

Step 4: Assess impact

What expenditure was required to achieve a specific result? What does GESI cost, and what can we say about equity in the value for money equation?

- Determine and make visible what equality and inclusion costs – building up what value for money means when E for equity is factored in.
- Understand the financial needs to implement a specific intervention.

Procurement for empowerment and inclusion

A complementary approach to planning and budgeting is the use of procurement to achieve social outcomes. Adoption of an affirmative action or a preferential procurement stance – as is done in some public-sector procurement policies – is one way that STAR-Ghana and partners. can promote women's economic empowerment and economic justice for other marginalised groups, including PWDs.

This could include the establishment of a policy goal for STAR-Ghana, such that x % of its procurement budget (e.g. goods and services related to the 3C&L role), aims to empower businesses owned by women and other marginalised groups, thereby increasing their economic livelihoods.

How can this be done?

- **Take Stock:** Assess the STAR-Ghana procurement budget asking: who is financially benefitting from STAR-Ghana's procurement of goods and services, and by how much? What types of businesses benefit and who is benefitting - women, men, marginalised groups or the economic elite? Who is winning and losing from the expenditure spent on venues, transport, accommodation, food and facilitation associated with the STAR-Ghana 3 C& L role?
- **Interrogate:** Is this balance desirable and in line with STAR-Ghana GESI values and objectives?
- **Set realistic targets:** Set practical GESI targets to empower businesses owned by marginalised groups. Assess what might be required in terms of provision of any minimal forms of assistance or changes in policy and procedures to help level the playing field. Is it more viable in some areas of goods and service provision than others? Where are the entry points?
- **Update policy:** Refresh the STAR-Ghana procurement policy and tender processes.

EXERCISES

EXERCISE 1: Consider putting money aside in the budget for GESI mainstreaming.

- What do you think about this? What are the advantages and disadvantages?

EXERCISE 2: Consider using GESI budgeting in your organisation and on a STAR-Ghana project.

- Where might resistance come from?
- Does the capacity exist to do this? Where is it? What support is needed?
- Can you engage partners and constituency in GESI budgeting? If so how, if not, why not?

EXERCISE 3: Think through the proposed budget lines in step 2 (personnel, capacity building etc.).

- Where can you mainstream GESI?
- What activities will you need to cost in your project?

EXERCISE 4: Consider the use of GESI procurement.

- What do you think about the opportunity to economically empower women and other groups through using your procurement power?
- Where is GESI procurement most viable? What types of goods and services lend themselves to procuring from businesses owned by people who are socially excluded?

Useful Resources:

- Cartwright, J., Kabir, T. & Simons, L. (2013) 'Budgeting for Involvement: Practical advice on budgeting for actively involving the public in research studies', INVOLVE, http://www.invo.org.uk/posttypepublication/budgeting-for-involvement/
- UNFPA and UNIFEM (2006) 'Gender responsive budgets in practice. a training manual', https://www.unfpa.org/sites/default/files/pub-pdf/gender_manual_eng.pdf
- GIZ (2017) 'Guidelines for Gender Budgeting in Development Cooperation: a selection of tools and approaches', https://www.genderingermandevelopment.net/custom/images/contentBilderGalerie/bilderGalerie1000501/giz-bmz-guidelines-gender-budgeting-2017-EN.pdf
- Balmori, H. (ed) (2003) 'Gender and Budgets Overview report', BRIDGE, Institute of Development Studies Sussex, http://www.eldis.org/document/A19882
- UNDP (2015) 'Empowering women through public procurement', https://issuu.com/unpublications/docs/women_procurement_guide-final-web

TOOL 5: DO NO HARM

What is this Tool?

This Tool illustrates different issues and areas that STAR-Ghana should consider to ensure its interventions do not inadvertently have a negative impact in the process of trying to do good. The Tool outlines three areas of ethical programming: an overview of what it means to work ethically; the Do No Harm (DNH) principles and how they apply to programming; and adult and child safeguarding. Together, these are critical to ensuring STAR-Ghana a) recognises its potential to cause harm as well as good; b) is proactive in guarding against this potential in all its systems, operations and activities; and c) has systems in place to swiftly and effectively respond to suspected negative impact or wrongdoing, in a way that is transparent and allows for real-time learning.

What does it mean to work 'ethically'?

Working in an 'ethical' way can have different meanings in different settings. While certain core ethical principles are key in any project, ethical practice (and how it is undertaken) can vary. STAR-Ghana should recognise and respect what local communities deem to be appropriate and meaningful ethical conduct. There are various ways to adapt ethical guidance to different contexts, e.g. mapping to identify local support networks and potential gatekeepers; exploring local ideas of ethics and related concepts (e.g. protection, harm, value, respect) that can help in the construction of an appropriate ethics approach; and activities to understand ethical challenges in diverse local contexts.

What is adult and child safeguarding?

Violence and abuse exists in all societies. The risk of children and vulnerable adults experiencing violence and abuse is high – this is one reason why implementing a GESI strategy is so critical to STAR-Ghana's work. However, STAR-Ghana should also recognise the potential for its own activities to increase vulnerable people's exposure to violence and abuse, and put in place procedures and policies to prevent and respond to any harm caused by the actions or behaviours of staff, associates, or grant partners (see Keeping Children Safe's guidance and self-audit tools on child safeguarding).

Christian Aid Safeguarding Policy21 : A Summary

The safeguarding policy is based on six principles:

- All children and adults at risk have equal rights to protection from harm;
- Everybody has a responsibility to support the protection of children and adults at risk;
- Organisations have a duty of care to children and adults at risk with whom they work, are in contact with, or who are affected by their work and operations;
- If organisations work with partners, they have a responsibility to help partners meet the minimum requirements on protection;
- All actions on child protection are taken in the best interests of the child; and
- All actions on vulnerable adult protection are taken in the best interests of the adults at risk.

Christian Aid expects its partners to:

- Create organisational cultures that prioritise safeguarding for their staff and communities, so that it is safe for anyone affected by sexual exploitation and sexual abuse to report incidents and concerns with the assurance they will be handled sensitively and properly.
- Ensure they have adequate safeguarding policies, procedures and measures to protect anyone they have contact with, including communities, staff and volunteers, and that these are shared and understood.
- Clarify how they would respond to any incidents and concerns raised, including how they would ensure confidentiality, what referral mechanisms they have in place and what help and protection they would offer victims.

Tools and templates exist and include:

- Child Safeguarding Incident Reporting form
- Safeguarding risk assessment
- Code of Conduct template
- Safeguarding recruitment checklist

[21] Christian Aid (2018) 'Safeguarding: Protecting Adults and Children', https://www.christianaid.org.uk/sites/default/files/2018-02/Christian%20Aid%20Safeguarding%20Policy%20_0.pdf

What do we mean by 'do no harm'?

Development programming can do harm as well as, or instead of, good. In addition, some programming purposefully exploits power dynamics that cause inequality and exclusion if it means achieving their broader objectives (see the GESI markers). The concept of DNH is a core ethical principle that should inform all development programming. DNH principles are commonly associated with programming in fragile or conflict affected settings, however the underpinning concepts are relevant to any development programming – and particularly to programming that interacts with or seeks to influence attitudes towards excluded, marginalised, or disempowered groups.

At a basic level, DNH means being aware of how programme activities might interact with existing political, social, cultural and economic dynamics, with a view to ensuring activities do not cause or exacerbate negative systems or trends. Where activities do have a negative impact, DNH can enable development actors to identify options for mitigating the negative impact of their actions.

When should we apply these principles?

Ethical programming (including core areas like DNH and safeguarding) is not a standalone activity. It should be 'baked into' every element of programming. It should be considered both internally (i.e. in relation to STAR-Ghana's hiring and ongoing operations) and externally (i.e. in relation to partners, stakeholders such as government actors, and Ghanaian citizens).

How To: Ethical Programming

Key ethical standards checklist
• All activities ultimately enable development benefits in people's lives. Potential beneficiaries should be consulted during the activity planning phase, with an emphasis on reaching excluded or marginalised groups during this process. Only activities that aim to fill a clear gap, as articulated by target beneficiaries, should be taken forward. • Work is carried out to a high standard. Risk assessments and responding mitigation strategies should underpin all activities, particularly relating to vulnerable adults and children. All staff and partners involved should be hired/ trained with a view to promoting inclusiveness and screening out insensitivity to any specific societal group, and to upholding beneficiary confidentiality and safety. Consideration should also be given to ensuring the safety of STAR-Ghana staff and partners.

- Harm to all groups involved in activities is avoided, recognising that in some instances engaging with vulnerable or marginalised groups might put them at increased risk. Anticipate and develop systems for handling risks and build DNH principles into each stage of the programme cycle.
- STAR-Ghana staff and partners adhere to national and local ethical approval processes, are inclusive, and are respectful of/informed by the local culture. This might mean ensuring activities happen at a certain time of day/month (e.g. working around daily chore schedules or farming cycles), in certain locations (e.g. accessible to PWDs or remote populations) or spaces (e.g. 'neutral' spaces, where participants are on an equal footing or safe spaces where, for example, young women with disabilities can discuss issues), with certain notice periods, or using particular facilitators (e.g. female facilitators for female-only activities; a facilitator with a disability who has more credibility working with PWDs).
- Ethical considerations for working with young or vulnerable people are observed. Appropriate consent should be gained when working with anyone under 18 (STAR-Ghana should determine when consent is also required from a parent/guardian; typically, 16 and younger. When working with children of any age, efforts should be made to gain their assent (non-legal agreement) in addition to the consent of their parent or guardian.
- All involved in STAR-Ghana activities act based on informed consent, recognising that vulnerable or marginalised groups may be coerced into/or barred from being involved before implementation starts.
- Personal information is treated confidentially, and the privacy of participants is observed according to agreed limits. Every effort should be made to avoid confidential information being gathered or handled by staff or partners who know the person in question. Names, addresses or other identifying details should be removed from all documents where their inclusion has the potential to cause harm.
- All programme findings and impact are communicated to research participants and beneficiaries. Where possible, beneficiaries should know how their actions or views have been considered/impacted on activities. STAR-Ghana should manage expectations about how and when information will be shared.

How To: Do No Harm

Do No Harm checklist (adapted from CDA's 2004 'Do No Harm Framework')
• Understand the context – what is the geographical and social space? Who are the key groups, and who holds positions or views that may cause harm (e.g. where is there most potential for backlash to activities that promote equality and inclusion?) • Analyse a) sources of tension or potential conflict, and b) potential allies or conflict-resolvers • Analyse the activity in question – what elements have the greatest potential to have a negative impact? • Assess how activities might have a negative impact through the disbursement of funds (e.g. where one group receives funds over another), or through promoting the programme's ethical messages (e.g. STAR-Ghana's efforts to tackle inequality and harmful social norms) • Develop options for countering negative impacts caused by activities. Generate options for how to reduce sources of tension or potential conflict and strengthen conflict-resolvers

How To: Adult and Child Safeguarding (adapted from CARE International's 'Protection Policy')

Awareness
• Are all staff and partners aware of the risks of abuse, including different forms (physical, sexual, emotional, discriminatory etc) and potentially vulnerable groups (women, children, adolescent girls, people with disabilities, certain religious, ethnic, economic or social groupings, etc) • Have all staff received guidance and, where necessary, training, on safeguarding principles?
Prevention
• Are safeguarding standards considered as part of all staff recruitment and grant application processes? This might include interview/application questions to demonstrate awareness or requiring references/proof of previous relevant work.

Prevention
• Is there a screening process in place to make sure no image of or data on children or vulnerable adults is used without their express consent, and only where there is no risk of causing harm?
Reporting
• Are all staff, GP and other participants aware of their obligation to report any allegation, belief or suspicion of abuse (past or present) by anyone associated with how STAR-Ghana works or its activities? • Are there assigned people within the PMT to whom reports should be made, and who are aware of their responsibilities to document all allegations in full?
Responding
• Are there systems in place for immediately responding to suspected wrongdoing? Such as removing the suspected staff (or partner) from the potential victim, or through full suspension? • Are staff aware of and equipped with protocols to ensure the confidential handling of all information in suspected abuse cases? • Can STAR-Ghana recommend trusted support to victims, including counselling and health services?

STAR-Ghana Protocols for Inclusion

DO	DON'T
Youth	
• Ensure knowledge and code of conduct, particularly on sexual health, is in place for all staff/organisations working with youth. • Only work with youth when explicit consent to do so has been secured from their parent or recognised guardian. • Create youth-friendly safe spaces where participants can engage freely and confidentially; encourage freedom of expression in these spaces. • Ensure safe spaces are supported for youth who are further excluded based on aspects such as gender, sexuality and disability.	• Do not discriminate (against tribes, religions, sections, sex, etc.) • Avoid creating new groups • Do not use derogatory language

• Speak directly and respectfully, avoiding ambiguity; play a facilitative role, try to identify with participants. • Be culturally sensitive, and inclusive of all social, cultural, ethnic and religious groups; be inclusive in decision-making processes. • Maintain a balance between interests and expectations. • Promote and model non-violence at all times. • Share results and celebrate achievements collectively.	
Children	
• Ensure knowledge and code of conduct, particularly on sexual health, is in place for all staff/organisations working with children. • Only work with children when explicit consent to do so has been secured from their parent or recognised guardian. • Respect children's rights and ensure adherence to critical child-related conventions when engaging with children. • Recognise the different identities and experiences that can lead to the exclusion of vulnerable children; be inclusive in decision-making processes. • Use-child friendly and child-appropriate language. • Ensure children's personal details and data are kept confidentially. • Ensure all action and inaction is based on the best interest of the child.	• Do not discriminate on the basis of age • Do not work with children alone, at odd hours or in unofficial locations • Never keep a child in your custody without parents/ guardian's consent • Do not engage in child labour

People with Disabilities	
• Call PWDs by their names, not their disabilities; be empathetic, not sympathetic. • Learn appropriate terminology for describing disabilities, and use these terms accordingly (e.g. visually impaired, not blind). • Recognise and try to draw out PWDs' potential. • Work to actively improve public perception of/ language around disability, including negative entrenched religious and traditional barriers. • Ensure PWD can meaningfully participate in events and meetings; check building accessibility in advance. • Ensure that PWD who experience exclusion based on other identity markers such as gender, sexuality and ethnicity are enabled to participate in STAR-Ghana supported activities. • Advocate for the incorporation of UN Convention for the Rights of PWD into Ghana's disability act.	• Do not call PWDs by their disability. • When providing assistance, do not touch PWD (e.g. hand-holding) unless they explicitly ask you to.

EXERCISES:

EXERCISE 1: Identifying and mitigating risks

1. Split participants into two groups. Assign each group one category of vulnerable people with whom they might come into contact: e.g. people with disabilities, and children.
2. Provide each group with flipchart paper and pens and ask them to draw two columns on their paper, titled 'Risk' and 'Mitigation'. Each group should list 5 risks associated with working with their assigned group, leaving the Mitigation column blank. (5 minutes).
3. Ask the two groups to swap. Each group should fill in the other's 'Mitigation' column, thinking of ways in which identified risks could be avoided or reduced. (5-7 minutes).
4. Return to plenary, ask each group to briefly present their mitigation strategies (5-10 minutes).

EXERCISE 2: Understanding the challenges facing specific marginalised groups

1. Divide participants into 3 groups. Give each the DNH Tool, and assign each group one case study from the following:

a. **PWD:** A 35-year-old man joins STAR-Ghana as a staff member. He has a physical disability (is in a wheelchair).

b. **Youth:** STAR-Ghana engages a youth advocacy network as a grantee. The network is staffed by 14-20-year olds, male and female.

c. **Children:** One of the STAR-Ghana grantees is directly engaging with school children aged 4-11.

2. Ask groups to identify risks associated with their assigned case study. Allow 3-5 minutes for initial discussion.

3. After initial discussions, the facilitator should go between groups, adding an additional layer every 3-5 minute. The facilitator should encourage groups to consider how different identities interact. Groups should reflect on how the risks change with each layer:

a. **PWD:** What if the PWD was a woman or a migrant woman?

b. **Youth:** What if the advocacy network was made up of HIV positive members or from a highly impoverished background?

c. **Children:** What if the children live in an isolated rural area and some are living with disabilities?

4. Return to plenary, to reflect on how different 'layers'/identities interact and shape how people experience the world. Identities do not exist in isolation! Encourage the group to recognise what risks are universal, which risks are specific to specific groups, and how their group's 'layers relate to those explored in other groups.

Useful Resources:

- Keeping Children Safe – guidance on child safeguarding, including self-audit tools, https://www.keepingchildrensafe.org.uk/how-we-keep-children-safe/accountability/self-audit-tool
- DFID (2010) 'Working Effectively in Conflict-affected and Fragile Situations – Briefing Paper B: Do No Harm', http://www.gsdrc.org/docs/open/con77.pdf
- CDA – toolkits for applying conflict sensitive and Do No Harm principles at different programming stages, http://cdacollaborative.org/what-we-do/conflict-sensitivity/
- Save The Children (2004) 'So You Want to Involve Children in Research?', https://www.savethechildren.org.uk/content/dam/global/reports/education-and-child-protection/so-you-want-to-involve-children-in-research.pdf

- Ethical Research Involving Children – ethical guidance for research involving children and young adults, https://childethics.com/ethical-guidance/
- Kruger, Ndebele and Horn (eds, 2014) 'Research Ethics in Africa: A Resource for Research Ethics Committees'; see p. 189 onwards for examples of informed consent templates, child assent forms and participant information leaflets, http://www.sun.ac.za/english/faculty/healthsciences/paediatrics-and-child-health/Documents/9781920689315%20Research%20Ethics.pdf
- Research Ethics Guidebook – guidance on ethical research and the handling of (sensitive) beneficiary information, http://www.ethicsguidebook.ac.uk/
- CARE International (undated) 'Protection Policy for Vulnerable Adults and Children', https://www.careinternational.org.uk/sites/default/files/Protection-Policy.pdf

TOOL 6: GESI AND THE 3C&L APPROACH

What is this Tool?

This Tool illustrates practical ways to integrate GESI into the operational framework of the STAR-Ghana 3C&L strategic approach (*Convening, Catalysing, Coordinating and Learning*). The ideas put forward cover strategic issues (focusing on content and approach), as well as operational issues (guidance on participatory processes and event organisation). The PMT is the primary target audience for this Tool.

The 3 Cs & L strategic approach

The 3C&L strategic approach is central to the STAR-Ghana programme. It supports the creation, utilisation and institutionalisation of spaces for collective civil society engagement as a means of increasing the accountability and responsiveness of government and key state institutions at the local and national level. The approach reflects the focus on catalysing the efforts of citizens toward systemic change on specific issues and working toward the creation of an independent national entity to sustain support for these efforts beyond the life cycle of the STAR-Ghana programme. The strategic focus is on facilitating and supporting processes and interventions that drive systemic change in socioeconomic and political institutions/structures, for the benefit of all Ghanaians. See box for characterises of strong social movements.

The key characteristics of strong movements are:

- *A membership or constituency base – the individuals or communities most vested in the change*
- *Some degree of formal or informal organization – networks, organizations, member collectives, etc. - are part of the organized core of a movement*
- *A clear political agenda – common analysis, goals, targets for change*
- *Leadership from the constituency at multiple levels – i.e., not dependent on external leadership*
- *Collective or joint actions in* pursuit of common goals – movements are not based on providing services alone (though they may do so, for their members) but on acting for change
- *Some continuity over time* (movements are not a "campaign," though they may use campaigns as a strategy, nor are they a one-time struggle over a specific issue)
- *Strategies that combine extra-institutional* (e.g. marches, protests) and institutional (advocacy & lobbying) forms – i.e., the strategies manifest visible political struggle.

Source: Batliwala, S. (2012) Changing their World: Concepts and Practices of Women's Movements (2nd Edition), Toronto, Mexico City, Cape Town: Association for Women's Rights in Development

The programme aims to provide a comprehensive, coordinated and strategic push to enable citizens to hold leaders to account by:

- ***Convening*** inclusive dialogue with a broad range of actors, promoting multi-stakeholder collaboration and identifying critical entry points and opportunities for collective action;
- ***Catalysing*** active citizenship, strategic partnerships and collective action for change, both locally and nationally;
- ***Coordinating*** and supporting strategic collaboration and joint influencing among a diverse range of actors, both within civil society and between civil society, government and business;
- ***Learning*** continuously from our work with partners, sharing lessons, innovations and evidence, adapting programmes accordingly to fuel wider-scale change.

Incorporation of GESI into the 3C&L strategic approach framework

A GESI perspective applied to the operational framework for the 3C&L approach (section 3 of the "Defining the 3C&L Strategic Approach") is outlined in table 1 below.

Table 1: The 3C&L Strategy Approach Framework – A GESI perspective

Area	What	GESI considerations
Convening (Focus on dialogue, conversations, identification of entry points for action or engagement)	• Convene inclusive dialogue, relationships, alliances and partnerships, within civil society and between civil society, government, business and other development stakeholders • Bring different sections of civil society (NGOs, media, private sector, professional associations, etc.) together to dialogue on how to address specific national issues	• Enable socially excluded groups to raise their voice meaningfully as a group. Consider groups who may be particularly excluded due to multiple identities (e.g. women with disabilities)

	• Flag strategic national issues and enable rapid coordinated stakeholder actions around issues not being taken up in national conversations • Convene dialogue and consultations to build partnerships, a shared vision for STAR-Ghana and wider systemic change, and a collaborative civil society agenda • Build alliances between local and national level CSOs to reduce the marginalisation of local CSOs and strengthen their ability to influence the national agenda • Identify, engage and convene strategic partners (including policy-level organisations and Parliament), supporting them to plan collaborative actions and agree shared strategic level programme indicators • Create space for civil society to engage in ongoing critical reflection on its role and performance as a sector	• Develop/implement capacity building support for the PMT and grants partners in participatory methodologies e.g. multi-stakeholder dialogue processes, active listening, photo voice technology, use of information and communication technologies (ICTs), etc. • Build capacity for inclusive dialogue in which the voices of all stakeholders can be heard • Apply the inclusive event protocol (see below) so that public events supported by STAR-Ghana are safe spaces in which marginalised groups can participate • Ensure that marginalised groups have safe spaces and opportunities to find common ground, prepare their own positions, and build confidence before engaging with wider multi-stakeholder processes • As part of GESI budgeting (**Tool 4**), budget for creating safe spaces and increasing access to promote involvement of socially excluded groups

		• Ensure the proposed development of a facility (funding window) to enable STAR-Ghana to respond to burning issues and opportunities as they emerge, including those relating to GESI • Support the implementation of the STAR-Ghana GESI strategy and GESI responsiveness markers. Recognise that those who participate in events need time and resources to consult with their 'constituencies' so they can represent a broad collection of views
Catalysing (Focus on joint working, new/ innovative relationships)	• Be engaged and proactive in catalysing active citizenship, collective action and interventions on strategic issues to: o Unlock blockages o Foster growth of citizen groups/movements o Take advantage of opportunities in real time (e.g. governance failures) to rally citizens to demand action	• Support CSOs to pilot innovative ideas for driving the GESI agenda without fear of penalisation for failure • Support strategic partners to bring the voices of marginalised groups to the table, e.g. community youth groups, traditional female leaders, street hawkers, head potters

	• Play a proactive role in identifying, facilitating and supporting interventions and approaches to catalyse systemic change • Engage actively with potential partners to develop strategic interventions aligned to overall programme objectives • Lead on priority issues that currently lack strong CSO 'drivers' and cultivate civil society's leadership role on those issues • Strengthen the practical application of a GESI framework/strategy • Support innovation and scale-up of promising models and approaches to achieve wider national impact • Explore how to support informal civil society groups without undermining their ethos of independence and activism • Support the scale-up of promising interventions and innovations by documenting and sharing successes	• Develop large scale GESI media programmes (e.g. LEAD USA/SA, awareness raising, workplace programmes and community programming) promoting inclusive citizen action for change • In line with do no harm principles (see Tool 5), support interventions that catalyse the engagement of men/boys and the elite to address issues of inequality and exclusion in ways that support the empowerment of women and girls and other excluded groups, and the organisations that represent them • Use strategic partners' grant calls as entry points to catalyse actions on GESI issues and objectives, e.g. in relation to corruption and local governance • Enable those who are socially excluded to hold more powerful people, organisations and institutions to account • Use the GESI call to target specific GESI issues

	• Use ongoing PEA to inform programme direction and identify issues with greatest potential to contribute to systemic change • Undertake civil society analysis that informs the design of targeted support to strengthen the civil society/citizen sector • Apply social accountability and influencing techniques to improve strategies, policies and collaboration on key issues	• Develop best practice guidance on facilitating collaboration with men, boys and elite groups, and the organisations that represent them, to promote solidarity with other marginalised groups in ways that support their leadership and empowerment
Coordinating (Joining the dots)	• STAR-Ghana will provide coordination and facilitation support to enable collective action among its partners and stakeholders • Coordinate and facilitate joint processes (stakeholder and partner engagement; continuous joint programme review; learning and adaptation; donor coordination) through the STAR-Ghana Funders Committee and donor representation on the Steering Committee	• Monitor progress on GESI responsiveness using the GESI markers • Facilitate monitoring of the collective impact of GESI projects at the thematic and programme level • Coordinate joint processes for collective action and movement building, identifying and tackling barriers and resistance • Coordinate events with non-STAR-Ghana GESI initiatives, including those supported by Funders Group partners

	• Facilitate continuous programme communication with stakeholders (using a clear communication strategy) • Act as a trusted broker of collaboration, partnerships, analysis and knowledge • Monitor and evaluate progress against shared programme goals and indicators and capture/ share learning	• Facilitate continuous communication of GESI issues, learning and innovation in Ghana • Facilitate inclusion of GESI concept notes into the call development process
Learning (Facilitating and proactively taking the lead in documenting and disseminating learning)	• Facilitate continuous joint learning with stakeholders and partners • Harvest and share lessons, good practice and innovations • Foster innovation and a culture of learning from both success and failure ('fail fast' and adjust/ adapt) • Generate critical information, knowledge and evidence (research, policy analysis, social and political economy analysis, etc.) that equips civil society to act based on an informed, evidence-based position	• Harvest lessons around the use and application of the GESI markers at a project and programme level • Convene thematic cluster learning events related to GESI • Harvest lessons around the embedded PEA approach for adaptation • Document, share and interpret GESI disaggregated data sets addressing knowledge gaps related to exclusion/inclusion

Meaningful participation

When working to mobilise people to participate in the 3C&L processes, attention must be paid to 'who is in the room', and the extent to which social excluded groups are able to meaningfully participate. The six principles in Table 2 have shown to be successful in fostering the inclusion of those who are socially excluded.

Table 2: Six principles for successful inclusion (adapted from Simavi.org)

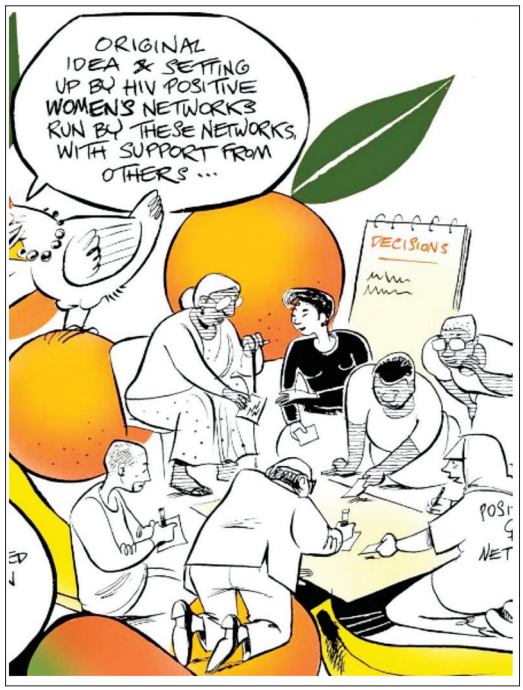
Principle	Action/Process
Nothing about us without us	Support those who are socially excluded to convene events and spaces as well as influence and attend events and spaces organised by others.
Empower excluded groups	Start by focusing on a selected group, then bring together excluded groups and sectors: • Support safe spaces for groups to discuss their experiences and understand how gender, exclusion and power dynamics work to exclude them. • Support socially excluded people to organise themselves, become politicised and develop their skills and self-confidence to raise their voice and participate in decision-making. • Support socially excluded people to lobby and advocate for their own inclusion and monitor compliance to national laws on inclusion and rights. Tips: • Do not start from scratch. Recognise where a socially excluded group is already mobilised and what they have achieved and build on their achievements. • Work directly with people who are affected or organisations that support them, seeking as much direct engagement as possible.
Remove barriers to participation	Address, including through GESI budgets, mechanisms that discriminate: • Detect and remove physical and communication barriers. • Challenge any discriminative rules and regulations that limit inclusion/participation. • Tackle negative attitudes and stereotypes held by those in positions of power.

Work in an inclusive and respectful way	Ask key questions: • What am I (and my organisation) doing to meaningfully include people? • Are opportunities for involvement underpinning or undermining meaningful participation? Aim for meaningful and empowering participation by enabling people from excluded groups to: • Set the rules • Make decisions • Influence decisions • Monitor the implementation of activities that follow from decisions made Avoid participation that undermines socially excluded people, such as asking them to: • Attend meetings where agendas and rules are set by others, or were called at the last minute/in an inconvenient location and time. • Engage in a tokenistic way that does not allow for socially excluded groups' to meaningfully shape decision-making processes. Make sure participation of excluded groups is active: • They speak up (without being forced to – initial small groups discussions may enable people who are not used to speaking out in larger groups to vocalise their concerns). • They are listened to by others and a response ensues.
Plan and budget for inclusion	Consciously plan and budget for people who are socially excluded to participate - it does not happen naturally. Put time and money aside for this (See **Tool 4** on GESI budgeting)
Share the responsibility for inclusive participation	Work together with others to challenge systems that excludes people – such as government representatives, NGOs, the private sector, donors, interest groups, the media and communities. Be sure that their inclusion does not overshadow or block the inclusion of those who are socially excluded.
Feedback, reflect and learn	Create spaces for marginalised groups to be involved in feedback and reflection on events, and engage these groups in drawing out, sharing and applying learning.

Assessing the quality of participation

Inclusive participation is critical to executing the GESI strategy and placing GESI at the heart of STAR-Ghana. Therefore, it must be assessed. The standards below are found in the GESI STAR-Ghana Markers (**Tool 1**).

- **GESI exploitative:** where programmes/interventions take advantage of rigid gender or social norms and existing imbalances in power to achieve programme objectives. This causes harm.
- **GESI blind:** where programmes/interventions intentionally or unintentionally fail to acknowledge the role of gender or exclusion. These do not necessarily do harm but may indirectly support the status quo.
- **GESI sensitive:** where programmes/interventions include the assessment of and action to meet practical needs and vulnerabilities of marginalised groups within the process. This will involve consultation with groups and an inclusive approach to ensure that everyone's voice is heard.
- **Strategic/empowerment programmes:** explicitly addresses strategic gender and inclusion issues in its core accountability focus as well as the process. Empowers individuals to make active choices, to build their access to information, rights awareness and pathways to accountability.
- **GESI transformative:** where programmes/interventions address broader power structures that underpin gender inequality and social exclusion, often through collective action and influencing the enabling environment. Seeks to establish meaningful and sustainable change to accountability pathways for marginalised groups.



The illustration shows how members of the International Community of Women Living with HIV envisioned one way they want to be included in policies and programmes that affect their lives. The full poster includes other illustrations of how marginalised groups' inputs can be undermined or manipulated when that group is not the lead in developing and implementing activities that affect their

lives – for example, where their ideas are 'cherry-picked' or used as 'decoration' by others. (The full poster can be found at http://www.icwglobal.org/resources/document-library/is-your-organisation-bearing-fruit-poster.)

Event management and safe spaces

The 3C&L strategic approach relies heavily on events. These spaces must be accessible to all but also be safe. A safe space is a formal or informal place where specific groups, such as women and girls, LGBT communities, migrants, the elderly, PWDs, etc., feel physically and emotionally safe. They should feel comfortable expressing and exploring their views, without fear or experience of judgement, trauma, excessive stress, violence or abuse (see tips on Do No Harm in **Tool 5**).

An event management approach to help create safe spaces is found in **Annex 4** and a check list for planning an event is provided in table 3 below.

Table 3: List for inclusive participation at events (See also Annex 4: Approach for convening inclusive events)

Element	Questions
Planning: logistics	• Who is invited? • How are people invited? • Do the people invited have enough time to prepare, including to consult with their constituencies? • Who needs permission to attend? For example, women needing the permission of husbands or family members. How has this been factored in to ensure their participation? • Is there a risk to participation? For example, for HIV positive participants who may want to keep their status private. If so, what options for promoting their involvement were explored, and how were these risks mitigated? • Have any relevant organisations been identified or contacted to provide support during the event? For example, signing translation for hearing impaired participants provided by a PWD-focused organisation • Is any support for transportation/translation etc. provided? • Does the venue (building) have political affiliations? Is it physically accessible? • What facilities will be provided?

	• Does the timing of the event suit people? For example, does it suit women who must tend to their households, school or conduct work activities? • What language/dialect will the event be conducted in? Why/how has this been chosen? • Will any discussions between/consultations with small groups of participants take place before the event, to understand the views of participants who may be less vocal during the event itself? • Have plans been made for how to ensure different views are reflected in any decisions made? How will decisions be communicated back to constituents?
Planning: content and structure	• Are the event materials and resources sensitive to external factors that can shape women's and marginalised groups' lives, such as social norms, barriers to opportunities, risks of abuse etc? Do they address priority areas of interest to women, girls and marginalised groups? • Are sensitive topics being covered, and if so, are you aware of the triggers that might occur and how to handle them? • Are there opportunities to talk in small groups where individuals may be more comfortable sharing their opinion? • Are views elicited from a wider constituency of excluded groups before the event? • Are there opportunities for participants to be assigned roles such as moderator, time-keeper, note-taker, etc.? • Are there safe places you can point attendees to after the event, so people can continue sharing, talking and reflecting with others? • Use the events management guide in **Annex 4** to ensure your event is inclusive.
Event M&E	• Was the number of the excluded people in attendance significant? How did you monitor their attendance (recognising some exclusionary factors, such as mental disabilities, may be hidden)? • Was a discussion held giving excluded people the chance to articulate/discuss their concerns? • Did people get a chance to speak out – but not be put on the spot?

	• Did excluded people speak for themselves, or did they speak through a designated person identified to speak on behalf of the group? • Were people allowed to speak and be heard without being interrupted when they spoke? • Did decisions taken reflect the inputs of excluded groups? • Were participants told how information will be fed back and what next steps will be?

EXERCISES

EXERCISE 1: Consider the event management and safe spaces checklist (table 3)

- What do you think about this list – is it practical/doable? How would these suggestions work in relation to your own events? Are there any suggestions missing?
- What are the challenges and costs? What can you do to make these manageable?

EXERCISE 2: Adapting the 3C&L approach

- Look at Table 1 and make it your own. Come up with two proposed steps for each C and L that are specific to your project/programme

EXERCISE 3: Principles for inclusion

- Consider the use of the six principles for inclusion (table 2). What do you think about them? Are they doable? Are there any missing?
- Explore the challenges that you could face in acting on each principle. What can you do to address these challenges?

EXERCISE 4: Quality participation

- What do you think about the different qualities of participation (blind, sensitive etc)? How challenging is it to achieve the higher quality levels (strategic/empowering, transformative)?
- Think of a previous project or projects, and reflect on the level/quality of participation. Do things tend to get 'stuck' at one level? What could you do to increase participation up to the next level?

Useful Resources:

- Edstrom, J., Hassink, A., Shahrokh, T. & Stern, E. (2015) 'Engendering men: a collaborative review of evidence on men and boys in social change and gender quality', EMERGE, https://opendocs.ids.ac.uk/opendocs/handle/123456789/7059
- Institute of Development Studies – website on participatory methods, offering approaches and tools relevant to planning, monitoring and evaluation, learning, research and analysis, communication and facilitation, http://www.participatorymethods.org/method/levels-participation
- Mozilla (undated), 'Tips for designing safe and inclusive event for women and girls', https://mozilla.github.io/learning-networks/clubs/events-women-girls-guide/#introduction
- Working WIN Guides (undated) 'Tips for creating safe spaces', http://guides.womenwin.org/gbv/working-with-girls/tips-for-creating-safe-spaces
- Batliwala, S. (2012) 'Changing their World: Concepts and Practices of Women's Movements (2nd Edition)', Association for Women's Rights in Development, https://www.awid.org/sites/default/files/atoms/files/changing_their_world_2ed_full_eng.pdf

TOOL 7: GESI-SENSITIVE COMMUNICATION TOOLS

What is GESI-sensitive communication?

GESI-sensitive communications are communication products and activities that challenge the production and reproduction of inequality and exclusion. They do this by increasing and promoting sensitivity to issues of inequality and exclusion. Attention is paid to the language, images and tools used to providing a GESI perspective; and to highlighting examples of equality, empowerment and inclusion.

The goal of GESI sensitive communications is to:

- Do no harm;
- Raise awareness;
- Empower women and other socially excluded groups;
- Improve CSO and citizen knowledge of and participation relating to governance issues.

GESI responsive communication products and activities can:

- Promote gender equality, empowerment and inclusion by telling the stories of citizens and CSOs working together to improve governance.
- Ensure communication materials and activities are inclusive and capture diverse interests and perspectives, thereby embracing and empowering target marginalised groups.

When should communications consider GESI?

GESI should be considered in all communications and at all stages of the programme or project cycle. This includes:

- Written communications – press releases, articles, blogs, reports, etc.
- Photos and videos, infographics
- Branding
- Oral interventions – e.g. panel discussions, Community consultations, information sessions etc.

Why is it important to have GESI sensitive communications?

The STAR-Ghana Communication Strategy (2016-2020) commits to promoting GESI considerations as issues that are 'newsworthy in Ghana and an issue picked up by the media'. It aims to ensure the following:

- External communications about the programme and its projects.

- Contains GESI analyses and findings from gender, power and political economy analysis, and makes use of disaggregated and intersectional data
- Uses information communication technologies (ICTs) that reduce exclusion and promote the active participation of women and other socially excluded groups
- Convenes formal dialogue, forums and multi-stakeholder platforms that have different thresholds of participation and ensures diverse voices.
- Captures and shares change moments and impact stories on GESI

- Showcasing best practice at an international level.
- Ensuring the programme's communications reflect GESI issues and considerations.
- Leveraging global movements and pressure for international coverage that exposes weak GESI commitments and performance such as participating in International Women's Day/16 Days of Activism.

How can communications be GESI sensitive?

The following guidance offers tips for GESI sensitive communication documents and activities that seek to empower and transform.

Principles and practices of GESI sensitive communications

GESI-sensitive communications pay attention to:

- Language and wording: use non-sexist words and expressions in all documents for internal and external use, and avoid biased, discriminatory or demeaning interpretations and norms.
- Quantitative factors: look for and capitalise on opportunities to prioritise the perspectives and issues of excluded people.
- Qualitative factors: challenge stereotypes, challenge established roles and responsibilities.

Useful indicators of GESI-aware communication include the following practices:

- Portray men and women, elite and excluded in different roles-leaders, experts, ordinary people making change and that go beyond traditional portrayals.
- Support communications that are created by socially excluded people themselves.
- Makes sure that women and other excluded groups are not solely portrayed as vulnerable or victims.
- Quote men and women and people who are socially excluded as 'expert' sources of information.
- Ensure a balance in stories and accounts that feature CSO and citizen action driven by women, men and excluded groups.

Document and publication check list:
The following checklist can help ensure gender and exclusion are considered when writing and signing off written reports. In using, answer yes/no/not sure, and then provide comments.

Preparing a document	Reviewing a document
Was a gender and power analysis undertaken as part of contextual scoping and assessment of the political dynamics?	Did both men and women, the elite and socially excluded participate in the research/activity and writing it up, review and validation?
Will there be clear sex disaggregated and intersectional information and data?	Is neutral and non-discriminatory language used?
Is there a GESI budget?	Does the document and its images avoid stereotypes of men and women or marginalised groups?
Does the report raise specific issues related to empowerment and transformation for gender equality and social inclusion in relationship to a governance issue?	Do pictures and images used promote empowerment, equality and inclusion?
Does the report promote GESI through either a mainstreaming or standalone approach?	

Practices that move from GESI sensitive communications to communications that empower and transform

Communication activities and products can go beyond GESI aware and towards being empowering and transformative by:

- Popularising GESI language by using simple language, not 'development-speak', to reach the general public more effectively.
- Customising platforms and dialogue to the needs and preferences of socially excluded individuals and groups and building their interest and ability to engage in those spaces.
- Supporting communications that are created by people who are socially excluded.
- Appealing to activists, youth and the middle classes as key civic audiences.
- Posting GESI-sensitive data and evidence, issues, events and images as a means of catalysing action.

- Introducing an issue or evidence in order to prompt a response (such as debate, outrage, innovations, empathy).
- 'Making noise' as a way to amplify the voices of women's rights organisations and organisations directly supporting excluded and marginalised groups. This could include participation in International Women's day celebrations as well as other international and national celebrations, engagement in debates, flagging critical issues and profiling champions, good practice and success stories.
- Directly capturing the voice of marginalised groups and allowing them to speak 'in their own words' as a means of influencing policy – e.g. through use of photo voice technology.
- Making communications accessible and effective for diverse audiences.
- Using ICT as a vehicle for reaching socially excluded groups and improving their participation.

Using ICTs to foster social inclusion

Preparing a document
ICTs offer new possibilities for social inclusion. They can capture and engage with the demand perspectives of ordinary citizens – the poor and marginalised – for better governance. However, the digital divide must be addressed: • What are the barriers preventing specific groups – such as young people, PWDs, the elderly, or those living in rural areas – from using social media? • Can they be overcome to cross the 'digital divide'? When is it best to use 'cultural media' such as theatre and storytelling (over or in addition to ICTs)? • What can STAR-Ghana and its projects do to better integrate the use of social media and other ICTs so that it is more accessible to all? Good ways to address barriers to use of ICT and increase access to services and participation include: • Language use, braille, large print • Accessible multimedia • Written, audio, plain-language • Alternative modes, means and formats of communication

EXERCISES

EXERCISE 1: Consider the use of gender-neutral language in materials published on the STAR-Ghana website.

- What do you think about how the issues and people are represented?
- What are the advantages and disadvantages of using gender neutral language?

EXERCISE 2: Come up with 5 gendered pronouns used in the programme and gender-neutral alternatives.

- Such as spokesman versus spokesperson
- How commonly are these used? Do you think they are problematic in any way?

EXERCISE 3: Consider a series of images (from STAR-Ghana, or generic images from the internet).

- Which are stereotypical representations, and which are non-stereotypical? Organise/cluster them
- What are the advantages and disadvantages of using either or both?

EXERCISE 4: Consider the use of ICTs in the programme to date.

- What do you think about its ability to foster social inclusion in the context of Ghana?
- Discuss when ICTS should be used and when traditional cultural media should be used to advance inclusion.

Useful Resources:

- UNDP (undated) 'Principles of Gender-Sensitive Communication: UNDP Gender Equality Seal Initiative', http://www.jm.undp.org/content/dam/jamaica/docs/gender/JM-AUG-29-UNDP%20Gender%20Seal-Principles%20of%20gender-sensitive%20communications.pdf
- International organisation for migration (IOM, 2015) 'Gender and Communications toolkit', https://www.iom.int/sites/default/files/about-iom/gender/IOM-Gender-and-Communications-Toolkit-2015.pdf
- UNESCO (1999), 'Guideline on gender neutral language' – Third Edition', http://unesdoc.unesco.org/images/0011/001149/114950mo.pdf
- Swedish Secretariat for Gender Research (2014) 'Gender-Equal Communication', http://www.samband.is/media/jafnrettismal/Gender-equal-communication-pdf.pdf

TOOL 8: INSTITUTIONALISING GESI – CULTURE, POLICY AND CAPACITY

What is this Tool?

This Tool explains what institutionalising GESI means and offers some guidelines on how to do this within an organisation. It supports the minimum standards described in the GESI policy as well as the capacity and technical know-how on mainstreaming protocol.

What do we mean by institutionalising GESI?

A commitment to GESI requires organisations to have a welcoming and inclusive culture, where staff and partners have the commitment and capacity to advance GESI both within the organisation and through strategies, projects and programmes. GESI outcomes do not happen automatically – systems, structures, policies and organisational cultures must be designed to promote equality and inclusion. This means that all PMT members and other staff must know their roles and what is expected of them.

When should we institutionalise GESI?

Institutionalising GESI starts at the outset of any process. Then, once policy, systems and structures are in place, ensuring STAR-Ghana builds an inclusive culture and GESI capacity is an ongoing and continuous effort. A GESI perspective should guide hiring, job descriptions, training, professional development plans, and performance evaluations (The Gender Practitioners Collaborative, 2017). Space for staff to discuss and reflect on GESI issues within and outside their working environment should be encouraged and procedures for complaints put in place. Clear organisational procedures and a welcoming office environment should be developed. Staff capacity to mainstream and promote GESI will need to be developed on an ongoing basis so that they can influence strategy, project and programme design, implementation/management and M&E.

Why should STAR-Ghana ensure that GESI is a part of the institution?

At STAR-Ghana, institutionalising GESI means we 'have to walk the talk'. We cannot seek to promote gender equality and social inclusion in our programmes, in civil society, citizen action and the state, if we do not 'practice what we preach' in our own workplace and practice. Therefore, STAR-Ghana aims to take an institution-wide approach, with GESI championed by all staff at all organisational levels.

Who and how should GESI be applied to STAR-Ghana culture and capacity?

Qualified GESI experts are essential to provide technical assistance and building capacity across the organisation, including that of staff and partners, and can aid in determining a budget for implementing requirements below. However, it is important that all staff

understand their responsibilities to promote GESI within STAR-Ghana as well through programming, including making clear the responsibilities of partners.

The checklist below supports and expands upon the GESI mainstreaming protocol narrated in **Annex 1** and provides further guidance for the STAR-Ghana PMT, the GESI Team and all staff on how they can institutionalise GESI into STAR-Ghana itself. The checklist is split into two parts: 1) what is required; and 2) what is desirable, under different sub-headings.

Required
STAR-Ghana as a leader in GESI: • **STAR-Ghana's leadership demonstrates political will across the institution:** The PMT should champion the GESI agenda and strategy to capitalise on key moments and entry points for empowering and transformative change. The PMT should also understand and support the key work and recommendations of the GESI team. • **STAR-Ghana's reputation:** Promote attention to GESI in all STAR-Ghana communications. (see Tool 7) **Staff recruitment:** • **Job descriptions:** Integrate GESI into all staff job descriptions and review these regularly. For example, including a required commitment to STAR-Ghana's GESI aims and responsibility for GESI in all job descriptions. • **Recruitment practices:** Ensure that recruitment practices actively encourage people from marginalised groups to apply for staff positions, particularly senior decision-making positions. When advertising posts reach out to organisations and events that seek to promote the inclusiveness of those who are excluded. The wording of job adverts should be inclusive and encourage applications from minority communities. There should be flexibility regarding interviews – think carefully about the time, location and format of the interviews. It is also important to recognise the experience that comes from being a member of an excluded group and explore this during the application process. **Building capacity:** • Training: Provide regular GESI training/mentoring to all staff and partners, tailored to their capacity needs (e.g. data disaggregation, power and gender analysis). **Changing attitudes and values:** • Safe spaces for learning: Provide safe spaces for all staff to reflect on and discuss GESI-related issues they experience outside and within the organisation, what they witness, and what they believe. These can be informal – people often find it easier to talk freely in these informal spaces.

GESI friendly and accessible environment:

- Accessible and flexible: For example, using brail or sign facilities, child care facilities, wheel chair access and safe spaces to convene and discuss.
- Inclusive and fair policies: These should cover institutional accessibility issues, such as maternity leave, policy on sexual harassment and family friendly policies.
- Complaints procedures: Clear, confidential procedures outlining what staff can do if they experience exclusionary behaviour or abuse, included in safeguarding and whistle blowing policies.

Monitoring compliance:

- GESI audits or organisational/project assessments: Audits or assessments undertaken should draw on the organisational progress section of the GESI markers (Tool 1). Methodology may include self-assessment surveys, document reviews, selected interviews and validation workshops as well as ongoing reporting, monitoring and evaluation, rest and reflection, and learning events. The GESI team plays a role in ensuring the results are acted upon through the development of an action planner.
- Performance evaluations: Integrate GESI into performance reviews, reward good work, and penalise non-compliance.

Desirable

Expanding expertise: Develop a diverse network of GESI champions and strategic partnerships to expand expertise, drawing from marginalised groups and communities as much as possible.

Mentoring: Provide opportunities for staff to gain first-hand experience of working with people from excluded groups so they can become more aware and challenge their own perceptions. Staff can also share the skills they have in project management, communications, M&E, and other relevant areas.

Working with partners: GESI institutionalisation is also about STAR-Ghana's influence over its strategic partners to catalyse and support their adoption of GESI principles and practices in their own organisations.

Useful Resources:

- STAR-Ghana (2017), 'Guide to institutionalising and Mainstreaming GESI'
- 5th Barefoot Guide Writers' Collective (2017), 'Mission Inclusion: Stories and practices of building a world where all belong', http://www.barefootguide.org/barefoot-guide-5---mission-inclusion.html; Chapter 4, on organisational inclusiveness

  www.barefootguide.org/uploads/1/1/1/6/111664/bfg_5_mission_inclusion_chapter_4_walk_the_talk.pdf
- Christian Aid (2017) 'Gender Justice: Achieving just and equitable power relations for all', https://www.christianaid.org.uk/sites/default/files/2017-02/Christian-Aid-Gender-Justice-Strategy-Feb2017.pdf

ANNEX 1: GESI MAINSTREAMING PROTOCOL

Rationale

STAR-Ghana is a voice and accountability programme that promotes a 'vibrant, well-informed and assertive civil society that contributes to transformational national development in an inclusive manner'. STAR-Ghana commits to put gender equality and social inclusion (GESI) at the heart of the programme. The GESI strategy defines the pathway of realizing this commitment by seeking to imprint principles and practices of equality and inclusion in the STAR-Ghana grants making function as well as its role as a convenor, coordinator and catalyst of civil society. With both an "inward" and "outward" looking lens, the strategy sets out the STAR-Ghana ambition to develop an institution and workplace that: 1) embraces GESI; 2) supports programmes and grant partners to consider GESI in their project design, implementation and learning and; 3) facilitates collective action and movement building around GESI.

The GESI mainstreaming protocol supports the GESI strategy by setting out procedures for the PMT and grant partners, as well as other stakeholders such as accompaniers, to follow.

The need to spell out a series of interventions and clarify where responsibility lies was a key outcome of the August 2017 GESI scan – a participatory self-assessment process involving the Programme's Steering Committee, GESI Technical Reference Group and the PMT. Priority setting is considered key to ensuring that different stakeholders fully engage with GESI mainstreaming at all stages of the programme and project cycle.

Minimum Standards

GESI mainstreaming is organised into the following four areas:

- Policy and culture
- Capacity and technical know how
- Budget and resources
- Accountability

Each area is supported by a set of minimum standards: rules and regulations that determine how mainstreaming will be accomplished and detail who is responsible for what and with whom.

POLICY AND CULTURE: STAR-Ghana shall adopt and practice an organisational policy and culture that institutionalises GESI in its programmes, operations and systems.

The vision of the STAR-Ghana GESI strategy is to imprint GESI onto the 'DNA' of STAR-Ghana as an institution, making sure STAR-Ghana is a workplace that women and men and excluded groups can access, participate in and experience equal opportunities without fear of discrimination. In realizing this vision, attention is paid to the institution's own systems, processes and procedures through the following requirements:

- **Introduce and revise as warranted internal policies, procedures and structures ensuring they are GESI sensitive according to STAR-Ghana GESI Markers** (see **Tool 1** for how GESI responsiveness is measured within STAR-Ghana).

  First, STAR-Ghana shall adopt an 'equal opportunity' employer orientation, where: 1) job advertisements, selection and contracting are in favour of a GESI balance; 2) numbers of women and men are balanced at all levels of the institution (strategic and operational) and where 3) other identifying factors, such as disability are represented in the institution. The 'equal opportunity employer' orientation does not undermine recruitment based on knowledge, skills, qualifications and competencies to perform the requirements of the job. It does however call STAR-Ghana to: 1) use language that encourages diversity; 2) advertise through channels that can be accessible by different social groups; 3) set up interviews in a conducive atmosphere and; 4) constitute interview panels and questions that test people's predispositions to GESI issues.

  Second, STAR-Ghana shall institutionalise conditions of employment that promote work and family balance. This is through the practice of flexible working hours where staff can manage their work schedules alongside other personal commitments including family and child-care responsibilities.

Finally, STAR-Ghana shall exercise duty of care towards its staff by tailoring specific policies to its needs, including a policy on sexual harassment and staff security. The Programme Director, Head of Programmes and Head of operations will be engaged and supported by the GESI advisors and GESI and capacity building workstream.

- **Facilitate and advance grant partners' and other stakeholders' understanding and uptake of a gender and social justice orientation.** STAR-Ghana shall aspire to be recognized among Ghanaian CSOs for its compliance with GESI mainstreaming principles. Scoping studies for grant calls, application templates, proposal assessments and reporting requirements shall include GESI analysis. The minimum requirement is for all grant calls and proposals to be GESI sensitive. Project proposals and other partnerships that do not meet these requirements will not be approved. Where STAR-Ghana has a longer term grant partnership, opportunities for inspiring and influencing progressive GESI responsiveness that is transformative and empowering (see STAR-Ghana GESI Markers – **Tool 1**) are greater. Opportunities are to be realised through GESI capacity building initiated by the GESI and capacity building worksteam and support provided by the accompaniers, the monitoring and evaulation workstream and leads on grant calls (e.g. local governance and anti-corruption) during regular reviews and reporting. Through its 3C&L role, STAR-Ghana shall build a mass of civil society collective actions and movement that promotes GESI. The grants as well as GESI and capacity building workstreams will be engaged to support grant partners.

CAPACITY AND TECHNICAL KNOW-HOW: STAR-Ghana shall nurture an organisational capacity to promote GESI in every aspect of its relationships and programme

STAR-Ghana's commitment to promote equality and inclusion is demonstrated not only in an enabling organisational culture, but also in organization-wide staff and partner capacity to advance GESI in their various roles. While GESI mainstreaming is the responsibility of all staff, grant partners and others such as accompaniers, consultants, assessors and GESI advisors, it is recognised that these actors have different roles and capacities as far as GESI is concerned. As such, the GESI and capacity building workstream officers and GESI Advisors (SDDirect) will provide technical assistance and build capacity using the following minimum standards as a guide

- GESI awareness and skills building for the PMT to: 1) deepen understanding of GESI conceptual frameworks; 2) undertake and apply GESI analysis including GESI oriented embedded political economy analysis; 3) apply "do no harm" principles (see Tool 5) and; 4) carry out and track progress regarding improvements in GESI responsive in planning actions and technical work. Capacity building will be rolled out in phases with at least one refresher annually.

- Research and consultations embedding GESI analysis will inform grant call designs, including non-competitive project partnerships. Doing so provides information on the different needs and challenges of social groups, potential risks of engaging certain social groups, power dynamics (what forms of power people have and how they use this power) and opportunities that may affect programme outcomes and their impact on women and other social groups. The head of programmes and the grant workstreams will be engaged on this.
- Full engagement of all PMT workstreams with the GESI and the capacity building workstream from the early stages of the programme and project cycle is a minimum requirement. This is to ensure that there are no missed opportunities for mainstreaming GESI in grant calls' design and implementation. On a case by case basis, this standard is applicable to TORs for consultancy assignments and accompaniers.
- Disaggregate and segment data by gender, disability, age, and other exclusionary markers when collecting data and reporting at programme and project levels. This is to ensure equitable access and participation. Indicators relating to project beneficiaries should be disaggregated by sex, disability and age (at a minimum), as well as by other factors, such as location and health status, as may be relevant to the circumstances of specific projects. By doing so, gaps in programme reach and benefits can be identified and progress easily recognized. Grant partners, the grants workstream, communications and learning as well as the GESI and capacity building workstream will be engaged on this.
- STAR-Ghana programme log-frame includes GESI indicators. The log-frame remains the key document against which the STAR-Ghana programme is measured. The log-frame, refreshed in May 2018, includes clearly defined GESI indicators against which deliverables will be measured and reported on within the reporting cycle. The Head of Programmes and Senior Monitoring and Evaluation Manager will be engaged on this.
- GESI analysis is incorporated into programme and project monitoring, evaluation, and learning processes. For example, "rest and reflect" sessions at project level, midterm and end-line evaluations. Analysis is essential to assess the progress and impact of interventions on GESI and inform necessary changes to ensure that vulnerabilities experienced by excluded groups are addressed and affected positively within an adaptive programming orientation. The monitoring and evaluation workstream together with communications and learning will be engaged, working with the GESI and capacity building workstream and grant partners.

- Risk assessment performed, and mitigation strategies developed and refreshed periodically (every 6 months). For a programme that is engaged in changing attitudes and influencing public decisions for GESI, risks are heighted. The risks of working with different groups of people on GESI must be analysed to ensure compliance with the "do no harm" principles. In addition to skills building for staff and grant partners in this area, risk analysis will be incorporated into programme documents, grant calls and work-plans. Workstream Managers will be engaged and supported by the Head of Programmes.
- Communication is done with diverse audience in mind, and with the aim of being transparent and accountable to all Ghanaian citizens. The official programme website will apply various tools and strategies to: 1) reach people with special needs; 2) share information on issues that are relevant to women and other excluded groups; and, 3) use language and images that are not stereotypical or discriminatory. The same minimum standards are expected of project partners in documenting and sharing their work, supported by STAR-Ghana. The communications and learning workstream is engaged in supporting the PMT and grant partners.

BUDGETS AND RESOURCES: STAR-Ghana allocates resources and budgets to meet GESI commitments at institutional, programme and project levels

GESI objectives can 'evaporate' when resources and financial investments are inadequate or unavailable. At the level of the institution, STAR-Ghana has made considerable investment in the recruitment of GESI resources by: 1) recruiting two full-time technical staff; 2) investing in a GESI specialist consortium partner (SDDirect); and, 3) forming a GESI technical reference group made up of seven experts. At the level of programming, in addition to the mainstream grant partners, STAR-Ghana is providing grants to 34 civil society actors in support of standalone GESI objectives.

In respect to financial allocation, the minimum standards are to incorporate GESI into three key budgetary processes: 1) the workstream annual budgeting process; 2) budget allocations and approvals for civil society support; and 3) the procurement of goods and services. This standard is based on the belief that to realise GESI commitments and objectives they must be sufficiently financed.

- **Workstream work plans and budgets include all GESI related activities and performance targets (technical and operational).** Following capacity building for PMT on GESI, and the clarification of the implications of GESI for each workstream, the PMT is positioned to mainstream GESI in their work plans and budgets with minimum backstopping from the GESI and capacity building workstream. GESI mainstreaming activities will be linked to the GESI indicators in the programme log frame and the GESI markers and achievements captured and shared through

reports. The Managers of relevant workstreams will be engaged to do this alongside Finance and M&E.

- **Budgets for grant calls and other forms of civil society support including 3 Cs and L interventions, will have finance targets for specific GESI actions.** This means that when it comes to grant calls and 3 Cs and L interventions, GESI mainstreaming activities are clearly defined and budgeted for. The Head of Finance, the Head of Programmes and the GESI and capacity building workstream will check that proposed budget lines are adequate to achieve GESI mainstreaming and the stated GESI objective.
- **Adequate budgets against set quotas are made available for capacity building for staff and partners and the meaningful participation of people from socially excluded groups in all STAR-Ghana operations and programmes.** Funds will be dedicated to promoting learning and capacity building for GESI for example, in convening safe spaces, facilitating effective participation in projects and 3C&L events, undertaking GESI assessments, power and gender analysis etc. The GESI workstream and Communications and Learning workstreams will be engaged as well as M&E.
- **STAR-Ghana and its partners adopt preferential procurement practices** to advance the quality of the lives of people who are excluded. Using this purchasing power, STAR-Ghana and its partners can have a direct impact on the lives of excluded people who provide services and goods that are consumed by STAR-Ghana programmes and projects. Grant partners will be engaged to adopt this approach, with the support of the Head of Programmes and the Head of Finance, through a pilot project.
- **Investment in a GESI friendly environment and working equipment at the programme and GP levels.** STAR-Ghana will put in place facilities and job aids for people with "exceptionalities" – e.g. hearing, sight or physical mobility impairments – to ensure they participate in and benefit from the STAR-Ghana programme. STAR-Ghana and partners also commit budgets to cover escorts for PWDs, interpreters/translators, sign interpreters, escorts for child minors, and in support of activities and actions to ensure that people who are socially excluded meaningfully participate in any STAR-Ghana supported programme or project. The Head of Finance and the Head of Operations will be engaged to support the PMT and grant partners.
- **Monitoring and expenditure undertaken to assess levels of GESI budget utilisation** in workstreams shall be carried out to assess expenditure for GESI as planned against agreed targets and equity considerations. The monitoring and evaluation workstream and Finance will be engaged to do this.

ACCOUNTABILITY: Establish accountability mechanisms to monitor the status of gender equality and social inclusion within organisational practices, programming and projects

Accountability mechanisms for GESI are essential to determine the extent to which STAR-Ghana's commitment to mainstreaming GESI is progressive in its responsiveness (moving from sensitive to empowerment and transformative – see STAR-Ghana GESI markers, **Tool 1**) and adhere to adaptive programming in applying lessons learnt on the pathways it has adopted. This standard is based on the belief that where there is weak formal accountability, efforts at GESI mainstreaming are compromised. The following steps are adopted to ensure accountability for GESI:

- **A 360-degree GESI scan or audit of the programme in 2018 should include partners whose projects have ended as well as ongoing projects.** This is to benchmark GESI responsiveness as STAR-Ghana becomes an independent national entity. The GESI and capacity building workstream and GESI Advisors will be engaged to secure the participation of all stakeholders – grant partners, accompaniers, the GESI technical group and the Steering Committee. Following the 2018 exercise, scans or audits at the programme level will be conducted every two years.
- **Introduce GESI performance markers into project reporting cycle.** To ensure that GESI is mainstreamed sufficiently into projects, the GESI makers will be incorporated into the quarterly, semi-annual and annual reporting cycle including the "rest and reflect moments". The grant partners, accompaniers, the M&E team and the GESI and capacity building workstream will be engaged to uptake this requirement.
- **Introduce performance assessments that track and assess the PMT against GESI responsiveness.** To ensure that GESI is mainstreamed sufficiently across the institution and the programme, job descriptions and performance assessment will be linked to GESI outcomes. Christian Aid as the Employer shall be engaged in the uptake of this requirement; however, an immediate step is to incorporate this responsibility within line-management roles, with Senior Management taking up accountability for its roll-out within the programme supported by the Head of Operations.
- **Internal reflection and learning on GESI shall be promoted across STAR-Ghana and grant partners.** Existing and dedicated spaces for learning shall be used to promote reflections on the practice of GESI within the Programme and reflections on assumptions underpinning the GESI standalone call. For this purpose, learning questions on GESI have been introduced as part of grant partners proposals. Quarterly reporting shall include partners reflections on their learning questions.

At the programme level, GESI learning synthesis shall be produced annually and disseminated through group presentations, published in print and on the STAR-Ghana website. The SDDirect advisors and GESI and capacity building workstream will be mobilised to do this. Learning events, in the forms of workshops and exchange visits across partners will be promoted to scale up learning and sharing on GESI from the project to the cluster level. The communications and learning workstream will be engaged to do this.

- **Undertake a refresh of the GESI strategy to incorporate learnings.** Beyond the assessment of the GESI strategy implementation plan, a mid-term refresh of the strategy will be carried out in 2018 to examine the extent of achievements of strategic objectives and to incorporate learning from practice. More importantly, as STAR-Ghana transitions into an independent national entity, an accompanying 'fit for purpose' GESI scan is needed. The GESI Advisors and GESI and capacity building workstream will engage in this with the support of the Head of Programmes.

ANNEX 2: CASE STUDIES FOR GESI MARKERS

GESI exploitative

Case study: Campaign to Increase Male Involvement in Family Planning in Zimbabwe

To increase contraceptive use and male involvement in family planning ,in Zimbabwe, a family planning project initiated a communication campaign promoting the importance of men's participation in family planning decision-making.

Messages relied on sports images and metaphors, such as "Play the game right; once you are in control, it's easy to be a winner;" and "it is your choice."

The campaign increased the use of contraceptive methods. However, the evaluation found that while men were more likely to believe that they should take an active role in family planning, they did not necessarily see this as a topic for joint decision-making. Men interpreted the campaign as promoting the notion that family planning decisions should be made by men alone.

Why it is exploitative?

The project's intention was to convey to men that family planning is a topic about which they should be concerned. However, the messages used emphasized those aspects of masculinity that speak to men's power: winning in sports, being in control, and making decisions. Men came away from the campaign with the unintended impression that they should be in control of family planning decisions, which further limited women's

participation in decision-making and couple communication and undermined the objective of increasing men's role as supportive partners.

For discussion: What are people's views on the case study? Would you agree it is GESI exploitative, in that it capitalised on men's position of dominance to achieve the programme aim of increasing condom use?

Case study: Portrayals of men and women

Another example is educational campaigns that portray men as uncaring, irresponsible, and aggressive, and women as unknowing, shy, or sexy objects, reinforcing negative stereotypes and gender norms.

While it is now rare to see disparaging portrayals aimed at other identity types, such as ethnicity, it remains common to see damaging caricatures of men and women (and boys and girls) in prevention programs. This practice should be avoided.

GESI Transformative

Case study: Mass Media to Reach Youth on Reproductive Health in Nicaragua

A Nicaraguan NGO produced a popular TV soap opera (telenovela) to introduce a range of social and health issues (e.g., pregnancy, HIV prevention, gender-based violence). Using mass media, the programme presented alternative gender role models and raised awareness and public discussion about gender and reproductive health.

One storyline followed a young couple as they fell in love, and their discussions about intimacy, contraception, and STIs. The male character in the couple was sensitive and caring toward his female partner, and they engaged in open communication about sexuality and family planning.

In another episode, the young woman was raped. The telenovela then dealt with the aftermath of sexual violence, including women's legal rights in Nicaragua and the effect of rape on intimacy.

Why it is transformative?

The programme modelled non-conventional equitable gender roles for young men and women as a way of promoting more open communication about sex, rights, and gender-based violence.

ANNEX 3: GESI EMBEDDED POLITICAL ECONOMY ANALYSIS

This table provides guiding questions to help STAR-Ghana and partners understand how socially excluded groups are (or are not) enabled to influence decisions that affect their lives.

Power analysis questions	Related gender and social inclusion analysis questions
PROBLEM ANALYSIS: What is the problem that stands in the way of achieving STAR-Ghana's aim, and by which stakeholder groups are affected?	
Who are the actors involved in decision-making and influencing regarding areas that affect those who are socially excluded? This will involve looking at which identities are prevalent in Ghanaian society.	
• What are levels of influence by different actors within (the between is explored in next section) the national political system, district, traditional, private sector, the diaspora, civil society, donors?[22]	• Which levels are important to engage with to drive change for those who are socially excluded including women, girls and PWD?
• Who is in the top institutional positions? In which institutions, and where?	•Are people from socially excluded groups in positions of power? (There may be some spaces with in Ghana that are more accessible than others and this would be good to explore) • What are their links like with communities/groups representing socially excluded groups, such as women's rights organisations and disability organisations? • When there are people from socially excluded groups in positions of power, do they represent the interests of this group? If not, why not?

[22]Power analysis that embraces a GESI lens cannot be conducted without first determining who the socially excluded are in any given context and why. For example, who has the worst education, economic and health outcomes? Who lacks influence in decision-making at different levels, including in the household? Which identities and experiences face discriminatory social norms? ,

• Who is influential in public discourse? And how are they influential? What does this look like and what platforms are they engaging with/through?	•Are socially excluded people/groups influential in public discourse? On issues that are important to them? In which platforms are they least and most active? • How do those in power represent the socially excluded in public discourse?
•Where does their influence stem from? How is this shifting?	•Where does the influence of people who are socially excluded stem from? • Do the influence and resources of powerful actors derive from those who are socially excluded? • How has this changed in the last 5-10 years?
•Who are these different actors accountable to?	•Are people in positions of power accountable to the socially excluded? How? • Are socially excluded people who achieve positions of power accountable to others who are socially excluded? How?
•What is the strength of their power to influence (or block) change?	•What is level of their commitment to GESI? • Who are the key groups, including those who hold positions or views that may cause harm (e.g. where is there most potential for backlash to GESI)?
How do (and which) **power relations** affect the realisation (or not) of gender equality and social inclusion, including conflict/tensions and their resolution at various levels.	
•How are elite actors organised? What are their main networks, alliances and relationships? How do these networks support or resist change?	•How are socially excluded groups involved in these networks?
•What are the key relationships of power that influence change on GESI? In which arenas are they evident?	•Within which relations do socially excluded groups (including women) have less or more power? • Are there relations of power between non-excluded groups that impact GESI? • How do power relations at the household and community level affect the realisation of GESI, including the involvement of socially excluded groups, in influencing at different levels?

	• The balance of power between different localities can be explored (e.g. national and district level).
•Do different groups leverage and consolidate their influence in different ways? (clientelism, clan networks, and tools they use such as legislation, the use of social media, informal spaces to mobilise in).	• Are socially excluded groups more effective in different spaces/forums?
•What resources do groups mobilise to resolve conflict over resources and services? For example, financial leverage, appealing to elites, formal political or legal channels, corruption. (What pulls groups together and what pushes them out?)	• Are there certain resources that socially excluded groups have more access to and can use more effectively to resolve conflicts? From which forms are they excluded?
•What is the process of personal politicisation and coalescing as a group on specific identities and experiences (shared vulnerabilities)?	•What is the status of activism for different socially excluded groups? To what extent are they politicised? • To what degree do socially excluded groups explore social exclusion within their midst and enable minority voices to be expressed?
•How can we characterise the relationship between the different groups? Tense, exploitative, disconnected, conciliatory, helpful?	•What is the relationships between social excluded groups? • What is the relationship between socially excluded groups and more powerful groups that have influence?
What are the **incentives and barriers** for improving gender equality and social inclusion in Ghana's political economy? This question will involve exploring the perceptions different groups have of political spaces as well as the actual informal and formal rules that govern these spaces. It will be important to look at the formal legal and policy environment, as well as informal incentives.	

•Formal rules, policies, practices and institutions within the formal political and economic system	•To what extent were these rules, policies, practices or institutions developed with meaningful involvement of socially excluded groups? • Do socially excluded groups (and those in positions of power) understand and refer to rules, policies and guides? It would be useful to explore examples.
•Informal ways of working that govern political practice.	•What are the informal ways of working that govern political practice and either facilitate or block equality and inclusion? For example, political forums are often considered 'dirty' – perceptions of corruption and the threat of violence can be off putting for some groups, and so decisions may be made outside of formal political channels.
•What are powerful actors motivated by? Prestige, good coverage in the media, money, land, laws?	•Does attention to GESI convey prestige or present good coverage? Does it represent its own political capital?
•What are the incentives and barriers for people to be able to participate and be influential in decision-making arenas?	•What are the incentives and barriers for socially excluded people to be able to participate and be influential in decision-making arenas? • What are the incentives and barriers for socially excluded people in positions of power to represent the interests of that group? • What motivates socially excluded groups to get politically active? • How do these influences and barriers change over time and what triggers change?
What are the relevant **social norms and institutions** and how do they influence Ghana's political economy in the realisation of gender equality and social inclusion? How do social norms drive inequalities within other types of organisations (such as CSOs, trade unions, the media?).	
• What are the relevant formal institutions and how do they influence Ghana's political economy? The written constitution,	• How well resourced are formal institutions that drive GESI? How much power do they have? How much legitimacy are they given by citizens, and those in power? Are international bodies perceived to be more effective in achieving GESI?

laws, policies, rights and regulations enforced by official authorities.	Or are they seen to be driving it as a foreign agenda? • Which formal institutions can socially excluded groups (and those representing them) appeal to or use to increase their voice, access and inclusion – and press the case for inclusion? This involves exploring how such institutions can block, as well as facilitate, greater inclusion. An exploration of accountability and transparency will be important. What spaces exist for dialogue with civil society? How effective and accessible are they for excluded groups? How do social norms that drive inequality play out in such institutions? Do they result in change? • Has Civil society been involved in developing legislation? If so how? Is involvement exploitative, tokenistic, meaningful (spaces accessible, respectful and impartial)? Does it result in actual change in policies and implementation? Which types of CSOs have been most influential (national versus local; CSOs led by people who are socially excluded)?
•What are the relevant informal institutions and how do they influence Ghana's political economy? These are usually unwritten - social norms, customs or traditions that shape thought and behaviour.	•What social (including gender) norms drive political exclusion and inclusion? How do these relate to economic and social exclusion? How do beliefs, norms and cultural practices legitimize and reinforce material power structures? • Which informal institutions do and can socially excluded groups (and those representing them) appeal to/use to advance their interests and gain a stake in decision-making? This will involve exploring how such institutions can block, as well as facilitate, greater inclusion.

ANNEX 4: APPROACH FOR CONVENING INCLUSIVE EVENTS

How to ensure events are inclusive

Ensure the socially excluded groups you wish to engage lead or co-lead on designing and organising the event. This way STAR-Ghana will increase the likelihood of it being safe, participatory and rewarding.

Environment/Venue

Venues to host safe spaces should be decided through consultations with the relevant groups. Consider meeting where those who are socially excluded meet.

Set ground rules

Create a safe place for everyone to share opinions and ideas. Elicit ideas from participants. Sample ground rules include the following:

- Everyone's opinion is valid and important – there are no bad ideas.
- The information shared by individuals within the session will be held with respect and anonymity.
- The conversation is not meant to discredit any person, organisation, group, demographic or gender.
- This is an open environment where we have all come to learn from each other.
- We are here to be accommodating and supportive of each other, not mean, sarcastic or attacking.
- Be sensitive with the language we use.
- Make provisions for participants with exceptional needs such as ability (hearing, visual, physical) and age (youth, children and aged).

Activities that create safe spaces

Consider including activities, games or icebreakers that help reinforce a safe/supportive/collaborative space. Use icebreakers to create an environment that is supportive of social inclusion.

Handling controversial and high-risk topics:

Beware of tension points or triggers around certain topics (e.g. sexual orientation, ethnicity, divides between CSOs) that can make the conversation difficult and shut people down (start to blame, withdraw, feeling unsupported or overwhelmed). It is good to:

- Warn attendees that you will be tackling a sensitive topic so that they have time to digest and reflect (alone or with others).

Consider supporting (during or prior to the event) safe space discussions that are solely made up of members of a specific socially excluded group such as gay men or women, or women with disabilities. It is important to help support more overtly political work where socially excluded people encounter socially included individuals during their advocacy.

- Reference the (agreed upon) ground rules when needed.
- When people "shut down", encourage the opinions of those who might no longer be sharing, or if more appropriate, ask them in a one-to-one setting why they aren't participating.
- Ask individuals to focus on outcomes and solutions, instead of solely focusing on the problems.
- Do regular check-ins with participants to see how they feel after a hard conversation. This should be done as a group, although you may choose to do further check-ins with individuals afterwards.
- Ensure that you know where to turn should any outside resources be warranted (e.g. support for victims of violence should that be a conversation that arises).
- Break into smaller groups where individuals might feel more comfortable participating openly.

Understanding Unconscious Biases

Prior information we collect and associations we make add up to an unconscious bias. An example is strongly held ideas about what is male and female norms and roles which result in personal biases. This shows up in the words we use and actions we take (as a facilitator and participant). One might for example be inclined to give more attention and space for men to talk or refer to a leader as a "he". It is important to understand how this can affect the dynamics in a group. The challenge is to keep your unconscious biases in check.

ANNEX 5: THE STAR-GHANA LEARNING FRAMEWORK

As part of its overall vision and mission, STAR-Ghana aims to be an inclusive partnership of knowledge, practice and learning. In collaboration with partners, it facilitates continuous learning to harvest and share lessons, innovations and evidence that can fuel wider-scale change. In November 2016, STAR-Ghana adopted the following vision and mission for learning.

STAR-Ghana's Learning Vision: Communities of Practice and Learning

A well-informed, inclusive and active civil society collaborating in communities of practice and learning to mobilise the knowledge and evidence required to advance transformational change around key issues of poverty, inequality and inclusion for all citizens.

STAR-Ghana's Learning Mission

STAR-Ghana is an inclusive ***partnership of knowledge, practice and learning***. In collaboration with partners, it facilitates continuous learning to harvest and share lessons, innovations and evidence that can fuel wider-scale change.

STAR-Ghana acts as a ***convenor, catalyst and coordinator*** of learning through communities of practice and learning. Embedding learning in all internal and external processes, it supports citizens' ability to influence change by:

- ***Convening***, co-convening, and brokering inclusive multi-stakeholder learning dialogue, processes and events.
- ***Catalysing*** collaborative learning, innovation, co-creation and generation of knowledge and evidence that enable active citizenship and collective action, both nationally and locally.
- ***Coordinating***, managing and supporting joint learning processes and events in collaboration with civil society, government and the private sector.

At the heart of all STAR-Ghana's learning activities is a commitment to understand and advance ***gender equality and social inclusion*** as a central dimension of transformational change in Ghana.

STAR-Ghana's Learning Objectives

- Establish effective Communities of Practice and Learning for joint reflection and learning with stakeholders, partners and wider civil society.
- Document and share lessons, good practices, evidence and innovations to support wider scale replication and change.
- Mobilise lessons, knowledge and evidence to adapt and improve programmes.
- Generate and co-create knowledge about what works, and what doesn't, to advance gender equality and social inclusion.
- Document and share the story of STAR-Ghana's own institutional transformation.
- Develop STAR-Ghana as a learning organisation (*an inclusive community of practice and learning that mobilises and connects the Steering Committee, staff, consortium members and advisors, donors, grantees and strategic partners*).

For STAR-Ghana, ***learning*** means:

- Facilitating reflection spaces and processes for STAR-Ghana, its partners and civil society in Ghana.
- Reflection on lessons from both success and failure.
- Harvesting and sharing the lessons, evidence and innovations generated by STAR-Ghana's own practice and that of its partners.
- Mobilising lessons, knowledge and evidence to inform and adapt programmes.
- Understanding the evolving landscape of civil society, social development, politics and the economy in Ghana (including embedded political economy analysis that applies a gender and inclusion lens).

STAR-Ghana's learning approach incorporates '**action learning**' and '**adaptive programming**' practices:

- Action learning is an experiential learning approach based on the assumption that much of the useful knowledge and evidence about systemic problems can be generated by the people and organizations involved with the system itself. It assumes some of the most powerful ways of learning are experiential learning (learning through doing), adaptive learning (learning for change) and peer learning (learning among peer practitioners).
- Adaptive programming suggests that development actors react and respond to changes in the political and socio-economic operating environment. It emphasises learning and the development practitioner is encouraged to adjust their actions to find workable solutions to problems that they may face. Adaptive development

programmes require 'learning agility', which refers to the ability to learn from experience and use those lessons constructively even if the learning content is not determined in advance (ODI 2016).

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