



Australian Government
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GENDER EQUALITY & SOCIAL INCLUSION IN THE AUSTRALIAN NGO COOPERATION PROGRAM (ANCP) 2019 - 2020

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INTRODUCTION

The ANCP is a unique global program that supports trusted Australian-based international development NGOs (ANGOs) through flexible annual grants for effective development projects overseas. It is the key partnership between ANGOs and the Department of Foreign Affairs and Trade (DFAT).

The ANCP enables over 50 accredited ANGOs to deliver locally led development projects in over 50 countries. Projects are delivered across a range of sectors including education, health, water and sanitation, food security and civil society strengthening and where it may be difficult for bilateral and regional programs to be delivered.

This allows Australia to build relationships in new areas and to be involved in long-term programming outside the bilateral footprint.

One of the key themes of the 2020 ANCP Annual Reflections Workshop was Gender Equality and Social Inclusion (GESI) in NGO programming and this publication draws together a range of case studies provided by NGOs to demonstrate how the ANCP is working towards gender equality and social inclusion.

GENDER EQUALITY & SOCIAL INCLUSION IN THE ANCP

The ANCP's commitments to gender equality and disability inclusive programming are guided by:

- *Partnerships for Recovery* which reaffirms a focus on the most vulnerable, including women and girls, people with disabilities and those living in poverty.
- ANCP Grant Agreements which require compliance with DFAT's policies including the Gender Equality and Women's Empowerment Strategy and the Disability Inclusion Strategy.
- DFAT's *Development for All* disability inclusion strategy which has been extended to the end of 2021 to allow for consultations for the development of a new policy statement.
- ANCP accreditation which requires and confirms the existence of good gender equality and disability inclusion policies and consistent application of these in NGO programming.
- As outlined in the ANCP Manual, at a minimum, DFAT expects that all ANCP projects will have undertaken gender and disability analysis and findings applied to ensure that projects do no harm and do not reinforce inequalities and exclusion.
- The annual ANCP reporting cycle (ADPlans and Performance Reports) collects data on how ANCP projects are addressing gender equality and disability inclusion as well as collecting disaggregated data on beneficiaries of ANCP programs.

2019-20 ANCP Gender and Disability Data

- In total - 11.8 million ANCP project participants: 57% women and girls, 8% people with disabilities
- 431,828 people participated in sessions on gender issues and women's equal rights (60.9% women and girls, 1.6% people with disabilities)

- 66,698 women supported to assume leadership roles (2.9% women with disabilities)
- 22,485 people received disability support services specific to their needs (44.6% women and girls)
- 227,052 people trained in disability awareness and inclusion

In 2019-20, ANCP NGOs have indicated that 14% of ANCP grant funds contributed to SDG goal 5 - Gender Equality. Disability is integrated into a number of SDGs so it's hard to determine the corresponding amount of ANCP expenditure in this space. However, 5% of ANCP grant funds were for projects that selected disability as the primary sector.

More than 50 per cent of ANCP beneficiaries were women and girls, and 8% were people with disabilities.

Gender and Disability Project Markers

In 2019-20 more than half of ANCP projects explicitly targeted gender equality (demonstrated through the use of the principal & significant policy marker). There remains some room for improvement - in 2019-20, 29% of projects did not target gender equality (see table below). The category of mainstreaming was introduced in 2019-20. This was to capture projects that are doing good gender mainstreaming work but that do not explicitly target gender equality and women's empowerment outcomes as is required to meet the principal or significant markers. It is anticipated that the number of projects identifying as mainstreaming gender will increase in future years as NGOs become familiar with the new category.

In the disability inclusion space, the data also shows that there are significantly less projects that actively target disability inclusion in comparison to those that target gender equality. This is also evident in annual reporting and visit findings which show that there is more confidence and routine inclusion of gender equality approaches in ANCP programming but that this is still emergent when it comes to disability inclusion. The [Data Systems Validation Review](#) completed in 2018 similarly found disaggregation by disability to be less robust than disaggregation by gender.

Gender Marker	# of projects	% of projects
Principal	73	17%
Significant	165	39%
Not Targeted	124	29%
Mainstream	62	15%

Disability Marker	# of projects	% of projects
Mainstream	262	62%
Targeted	16	4%
Twin Track	77	18%
Not Targeted	69	16%

BUILDING RESPECTFUL RELATIONSHIPS IN PNG STUDENTS AND OUT-OF-SCHOOL YOUTH IN PAPUA NEW GUINEA

Background

Women and children in Papua New Guinea (PNG) experience comparably high levels of gender-based violence (GBV) largely driven by factors related to gender inequality, childhood experiences and the enactment of harmful forms of masculinity. These, along with lack of basic knowledge of sexual and reproductive health (SRH) result in negative outcomes such as high rates of early pregnancy. There is no law or policy in PNG mandating comprehensive sexuality education and the National Department of Education (NDoE) has limited capacity. Within this context, the NDoE indicated they were keen to work with partners to support innovative interventions. In 2017 ChildFund developed the three-year Rights, Respect, Resilience (RRR) Learning Resource Manual (LRM) for secondary schools to be used within the Personal Development curriculum (funded by DFAT's Gender Action Platform). The resource was also adapted and trialled for out-of-school youth in two communities in Port Moresby.

What issue was being addressed?

The project goal addressed existing gender roles, responsibilities and relationships, harmful social norms and gender-based violence (GBV) using the RRR learning resource. This goal was achieved by increasing confidence, knowledge, and skills to think critically about, address and seek help around gender, violence and sexual health issues in secondary school students and out-of-school youth.

What did your organisation do?

In the 2019-20 financial year (and final project year) 2,467 students (1,108 female; 1,359 male) and 150 out-of-school youth (74 female; 76 male) were taught the RRR learning resource with topics including healthy relationships, understanding consent, gender-based violence, family planning and contraception, and seeking help. Alongside this, the project equipped secondary school staff with increased capacity to challenge and change norms and practices which enable gender inequality and GBV in school settings, review school policy and facilitate service referral for students affected by GBV or wellbeing issues.

There was also a service provider event implemented through a community sports day. A volleyball competition with 800 young people (400 female; 400 males) participated in the event, where Human Rights Defenders and service providers disseminated information on family planning and GBV, with trained peer educators providing additional support engaging in individual discussions and question and answer sessions with youth in the two settlements. Alongside this, 158 participants (27 girls, 131 women) attended the Menstrual Hygiene Management Day in Joyce Bay conducted by Kotez.



Human Rights Defenders visit a school in Central Province. They raise awareness on gender issues and cultural norms and promote practices that improve behaviour and reduce school-related gender-based violence.

What was the outcome?

In March 2018, the project team conducted a baseline knowledge, attitudes, and practices (KAP) survey with secondary school students in 8 target schools. Among the headline results: 50% of the student sample agreed there were times when a woman deserves to be beaten, 75% agreed that a married woman should always obey her husband, 33% reported having had sexual intercourse and of that number 83% had never used a condom during sexual intercourse and 23% responded that they had been forced to have non-consensual sex. The results of this sample indicate a high level of acceptance of GBV and unsafe sexual practice. Preliminary results from the endline survey (November 2020) with a sample of 155 students (84 female; 71 male) across ten project schools indicate that attitudes have slightly improved. 45% agreed there are times when a woman deserves to be beaten (down 5% from baseline), 75% agreed that a woman should always obey her husband (unchanged), 31% reported having had sexual intercourse (down 2%) and of that number 58% had never used a condom during sexual intercourse (down 25%) and 15% responded that they had been forced to have non-consensual sex. Due to COVID-19 restrictions, final data collection activities were delayed. The findings of the endline survey are to be incorporated within the end-of-project evaluation report due in early 2021.

These anecdotal stories of individual change were collected during a monitoring visit conducted in December 2019:

- Grade 9 male students at one project school shared that they had already put messages and knowledge regarding violence prevention into action, including opting out of the ‘tradition’ of planning fights with older male students when commencing Grade 9. They also reported they had reduced drug and alcohol consumption as a result of what they had learned through the Learning Resource Manual curriculum. These students also advised that future Rights, Respect and Resilience programming might be helpful for younger age groups before risky or negative behaviours had developed.
- Out-of-school young women in Joyce Bay shared that they learned about how to live, have relationships, speak up against sexual violence and “how not to get pregnant.” These young women considered the family planning and contraception topics the most important and stated they had shared what they had learnt with friends and siblings. They articulated the need for training on this topic so that they can teach others in their community more effectively.

Did anything else contribute to the result?

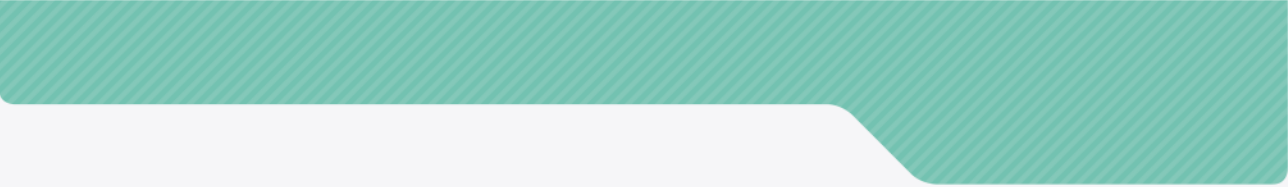
Specific capacity building activities in the previous financial year included training teachers to incorporate the RRR learning resource within the existing Personal Development curriculum, with 28 personal development teachers in 8 schools trained to teach the RRR learning resource. Personal Development teachers were surveyed on their experience teaching the LRM, with many expressing a lack of confidence teaching the sexual and reproductive health (SRH) topics. In response to their feedback regarding the Family Planning module, a contraception flipchart was developed and distributed to the schools to be used as a teaching aid. Alongside this, female and male project team officers supported PD teachers by teaching demonstration classes on SRH for respective all-female and all-male groups of students.

Capacity building of teachers also included student wellbeing training, reaching 58 teachers (22 female, 36 male) in the previous financial year. Prior to school closure due to COVID-19, the project team monitored 4 of 16 schools to assess the effectiveness of the wellbeing training provided to school staff teams. The project team found that two schools had updated their respective Behaviour Management policies, while a third school had formed a committee to conduct the same with student representatives informing the decision-making process. The project team also observed teachers in two schools sharing their wellbeing training with other staff with resulting discussion on managing school wellbeing issues.

How do you know?

In February 2020 a service provider reflection workshop was held to discuss challenges and coordinate strategies. 15 representatives attended from the National Department of Education, Censorship Board, National Youth Development Authority, NCD Family and Sexual Violence Unit, NCD Family and Sexual Violence Against Children Unit, the Port Moresby General Hospital Family Support Centre, the Kaugere Clinic, Marie Stopes PNG, and the Human Rights Defenders. Following this the services providers collaborated to produce a video promoting help-seeking behaviours, this resource then provided to the 16 schools. Topics include service provider awareness on SRH, GBV counselling and respectful relationships. Subsequent school awareness visits were significantly impacted by the COVID-19 lockdown. Most Human Rights Defender awareness sessions in schools were cancelled with 10 of 59 sessions completed. Similarly, 11 of 19 Service Provider visits to schools were completed.

In November 2020, a Learning Forum was conducted involving teachers, school principals, service provider representatives, community leaders, peer educators, and representatives from the National Department of Education’s Guidance and Counselling division. The subsequent Learning Forum report found that i) the



Learning Resource Manual complemented PNG's Personal Development curriculum, ii) the collaboration between schools and service providers as well as peer educators and service providers requires strengthening, iii) the Family and Sexual Violence Unit representative reported a reduction in GBV, marital rape and general violence in the two project communities working with out-of-school youth and iv) teachers wanted a classroom-based assessment tool to measure changes in student knowledge, attitudes and behaviours.

What's next?

In 2020 ChildFund PNG was successful in its application to the IMPACT Programme administered by New Zealand's Ministry of Foreign Affairs and Trade. The 5-year IMPACT Rights, Respect, Resilience project will update the school-based Learning Resource Manual (LRM) across Year Levels 7 and 9 to be implemented in 17 schools. Alongside this, the peer educator LRM will be translated into Tok Pisin and implemented in settlements in National Capital District. Further, school action groups and community action groups will be formed to provide students and out-of-school youth meaningful opportunities to participate in their respective communities. ChildFund PNG also successfully applied for UNFPA funding under the Spotlight Initiative to provide LRM training to pre- and in-service teachers, in partnership with the National Department of Education and the University of Goroka.

GIRLS PERSIST: BUILDING AN INCLUSIVE, GIRL-LED MOVEMENT IN FIJI

Background

The Fiji Women's Rights Movement's (FWRM) GIRLS Programme has been operating for nearly a decade and has been ANCP funded since 2012. The GIRLS Programme seeks to enable young and adolescent girls to feel confident knowing and advocating for their rights within their families, schools, friendship groups and community. FWRM's girl-centred approach is designed to increase the power of girls and in doing so, improve their safety and security. FWRM provides a range of avenues through which the girls may express themselves, including theatre, sports and creative writing. An evaluation of the last phase of the GIRLS Programme found that 100% of program participants increased their knowledge of human rights and feminism and felt more confident advocating for their rights and the rights of their peers.

GIRLS Exist is the next phase of ANCP funding for the GIRLS Programme, which will support the established GIRLS Club cohort and a new cohort called GIRLS Persist. Through GIRLS Persist, FWRM and the Fiji Association of the Deaf (FAD) are collaborating to adapt the GIRLS Programme methodology for Deaf and hearing-impaired girls. This will be the first feminist Deaf girl's leadership program in Fiji.

"The Fiji Women's Rights Movement and Fiji Association of the Deaf are pioneering a feminist Deaf girl leadership program in Fiji"

Nalini Singh, FWRM Executive Director

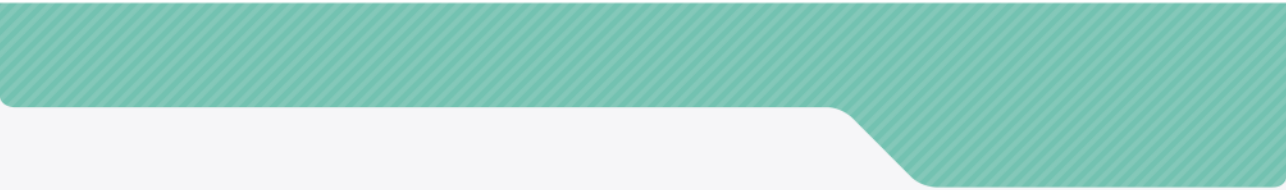
What issue was being addressed?

Many adolescent girls in Fiji experience a lack of voice and influence in their family and community. This is influenced by multiple challenges, including bullying and negative peer pressure; family expectations of unpaid care and domestic work; customs and beliefs that restrict the rights of girls and lack of access to sexual and reproductive health information and services. These barriers are compounded for girls with disabilities.

By adapting the GIRLS Programme methodology for Deaf and hearing-impaired girls, FWRM and FAD seek to foster a more inclusive girl-led movement in Fiji. The GIRLS Programme has an explicit approach to ethnic and socio-economic diversity; however, this is the first time FWRM has adopted a targeted approach to disability inclusion.

What did your organisation do?

The first year of the project has been designed to build effective partnerships between FWRM and the Deaf community in Suva, which will lay the foundations for an enabling environment throughout the project. Investing in each other's understanding of, and support for, the GIRLS Persist cohort is critical for the safety and success of participants in the program.



FWRM and FAD have signed a 3-year Memorandum of Understanding and run capacity building workshops for each other to share the expertise that each team will contribute to the program. The FAD team introduced FWRM staff to Deaf culture and language, and the FWRM team taught FAD staff about the principles of Gender and Social Inclusion (GESI). This mutual investment of skills and time has helped build a strong foundation for collaboration between the two organisations, who will work together over the next 18 months to support the GIRLS Persist cohort.

FWRM and FAD recruited a specialised Deaf consultant to work with FWRM to adapt the GIRLS Programme methodology for Deaf and hearing-impaired girls. The Deaf consultant has also supported FWRM and FAD to design a Deaf Girls Engagement Strategy, develop session plans for Deaf Girls and recruit 10 girls who joined the GIRLS Persist cohort in November 2020.

FWRM, FAD and the Deaf Consultant will continue to work together to host information sessions for the GIRLS Persist cohort, and separately for the duty bearers of Deaf and hearing impaired girls, including the girls' parents and carers, staff of the girls' Deaf Hostels and the Fiji Ministry of Education, Heritage and Arts. The first duty bearer workshop in November 2020 received overwhelming positive feedback from participants.

FWRM will continue to mainstream disability inclusion through other aspects of the GIRLS Programme, including by ensuring all participants attend an information session about Deaf culture and language, and ensuring that Sign language interpreters are engaged for each of their public events, to improve Deaf accessibility.

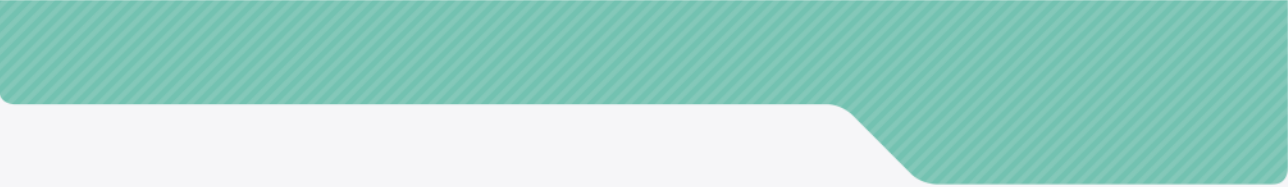
What was the outcome?

By hosting information sessions for each other's staff as well as the parents and carers of the GIRLS Persist cohort, FWRM and FAD have deepened staff and parent/carer understandings of the specific challenges and experiences of, and sensitivities of working with, Deaf and hearing impaired girls in Fiji.

Thirteen (13) FWRM staff participated in the workshops about Deaf culture and language and GESI principles which was facilitated by FAD. Staff provided positive feedback about these workshops: "It was a very informative session. [I] understood more on how [Deaf girls] communicate and the language they use. The experiences that the Deaf participants and facilitators shared shows that the hearing communities should be more accommodating and be more inclusive when it comes to gender-based violence where Deaf women and girls are the victims."

Twelve (12) duty bearers, including Deaf school teachers and staff at the Fiji Ministry of Education, Heritage and Arts (MEHA), described the value of meeting for the first time in the context of supporting the GIRLS Persist cohort. A representative of the MEHA said: "This is the first time we're having a meeting like this: FAD, MEHA and the schools for the Deaf. This was a good day of talking about our Deaf girls and the programme that is about to begin ... [and] a good space for all of us to meet. I hope FAD knows we're here to support and ensure inclusive education."

In November 2020, FWRM and FAD welcomed the first cohort of GIRLS Persist participants. These 10 Deaf and hearing-impaired girls will undertake a year-long learning curriculum designed to increase their knowledge of, and confidence with, human rights and feminist concepts in relation to their lived experience. Throughout the project, the girls will be supported by the Deaf consultant, two older girl mentors from the Deaf community, and their parents and carers, who will participate in dedicated information sessions designed to build their support for their daughters' human rights and leadership journey. By next year, it is expected that the adapted GIRLS Programme methodology will allow the GIRLS Persist cohort to develop



their awareness of human rights principles and increase their confidence when talking about their experiences from a human rights perspective.

Did anything else contribute to the result?

FWRM engages the GIRLS Persist cohort with a high duty of care, supported by an explicit human rights, 'do no harm' and child-centred approach. This duty begins with the collaborative partnership between FWRM and FAD; and between FWRM and the families of the Deaf girls and the wider community.

The GIRLS Programme team is working with the girls, their parents/carers and FAD to document the effects of COVID-19 on girl children in Fiji. The GIRLS Programme has created advocacy campaigns based on this information to promote the rights of girls in policy responses to the crisis. The Programme team is adapting program delivery to accommodate appropriate social distancing requirements to promote community safety, for example, by delivering activities through secure online platforms and/or pre-recorded session content delivered to participants.

How do you know?

The GIRLS Programme collects data from participants using surveys, Most Significant Change interviews and quantitative data from event registration forms. Girls, their parents and carers, the FWRM and FAD staff and staff of the Deaf girls' hostels are approached to give feedback on the project.

What's next?

FWRM will continue to take an adaptive approach to implementing the GIRLS Persist project. This will be achieved through regular staff reflections between the girl participants, FWRM and FAD staff, and the Deaf consultant to ensure that the adapted approach is positively impacting the lives of program participants. Learning throughout this first iteration of the GIRLS Persist curriculum will be documented to inform future iterations of the project.



COVID-19: CREATING OPPORTUNITIES FOR DISABILITY INCLUSIVE HUMANITARIAN ACTION AND LEADERSHIP IN TIMOR LESTE

Background

Oxfam in Timor-Leste and Ra'és Hadomi Timor-Oan (RHTO) have been working together since 2015. In the beginning of the relationship, RHTO supported Oxfam staff and local partners to understand disability inclusion. RHTO then began supporting Oxfam and partners to integrate disability inclusion in community based sustainable agriculture through the ANCP Haforsa project. Oxfam also began supporting RHTO and other disability actors to engage in new areas, such as disaster risk reduction and humanitarian action through AHP Disaster Ready and social accountability and state budget influencing through ANCP funded Open the Books.

What issue was being addressed?

Humanitarian response in Timor-Leste has not been disability inclusive or had meaningful engagement of persons with disabilities or Disabled Persons Organisations (DPOs) prior to this.



The Dili March 2020 floods affected over 30,000 people, DPO Ra'és Hadomi Timor-Oan staff member Abilio was a key member of the Rapid Assessment team.

What did your organisation do?

In March 2020, Timor-Leste experienced the biggest flash flood to hit the capital of Dili in living memory and the threat of the global Covid-19 pandemic. These challenges were turned into opportunities. For the first time a DPO was involved in a government-led humanitarian response – from rapid assessment, response to recovery. With Oxfam’s support, RHTO identified and collected disability data during the rapid assessment and validation, wrote a submission to government about what could be done to improve disability inclusion in future assessments and supported the re-building of persons with disabilities houses.

In COVID-19 prevention and recovery work, RHTO has provided support to mainstream disaster actors. Staff members are based in each AHP consortium member’s target municipality to: Support identification of people with disabilities; provide technical disability inclusion expertise such as building inclusive hand washing facilities; and help people link to disability referral networks and support sharing of accessible information. RHTO also played a key role in the CSO COVID Taskforce, a taskforce established by Timor-Leste CSOs to monitor government actions and impact of COVID-19, bringing an inclusion lens. RHTO held press conferences on the impact of COVID-19 and the gaps within government response for people with disabilities.

What was the outcome?

DPOs and persons with disabilities have been actively engaged in humanitarian response actions and the needs of persons with disabilities have been better considered. In a meeting with Civil Protection (government disaster management body) they said proudly that they have now improved disability inclusion in disaster rapid assessment forms and are actively prioritising persons with disabilities in response and recovery actions due to working with RHTO. Junior da Costa, RHTO’s focal point in the CSO COVID taskforce, said if persons with disabilities hadn’t been in the taskforce, they probably wouldn’t have been taking inclusion into account. We learned that:

- Investing in response actors’ understanding of disability inclusion and disability actors’ technical understanding before a disaster hits is key – whether humanitarian, development or influencing actors.
- Personal relationships between disability and mainstream actors is key to creating champions.
- It’s critical to ensure there is space for disability inclusion and DPOs to play meaningful roles – Oxfam needed to “encourage” the government to allow RHTO to play an active role in the flood rapid assessment at first. Core Group Transparency (The Timor-Leste social accountability network) made sure there was space on the CSO taskforce for RHTO – who initially weren’t invited.
- It’s important to focus on system change through advocacy and policy work, governance (both government and organisations) as well as practice.
- A twin track approach is important – supporting persons with disabilities understanding of disasters and accountability, while also strengthening mainstream actors understanding of disability.
- “Nothing about us without us” - important to live our values and ensure that persons with disabilities are engaged at all levels of work and decision making.
- Need to be careful to not overstretch DPOs, particularly as they may work with multiple actors.
- Disability inclusion is not just DPOs responsibility but all actors.
- ANCP and AHP flexibility to quickly pivot and respond was key to this work.



Disabled Person's Organisation (DPO) Ra'és Hadomi Timor-Oan (RHTO) staff member Abilio interviewing a woman affected by the Dili March 2020 floods as part of the Government led Rapid Assessment.

A msDid anything else contribute to the result?

The relationships, trust and buy in that already existed prior to the humanitarian responses built through Oxfam's ANCP projects and Disaster Ready were crucial for enabling this work to happen quickly and for mainstream actors and government to be open and provide space for RHTO to play this role and have buy in on disability inclusion. There is broader momentum and growing awareness on disability inclusion in Timor that supported the enabling environment.

How do you know?

Reflections workshops, interviews with government representatives, monitoring of COVID-19 recovery work by RHTO and observation.

What's next?

- We are continuing to work on recovery and preparedness - RHTO are continuing to play a key role.
- We are continuing to work on putting inclusion into practice at the community level.
- We are working with government, civil society actors, media and communities to continue to increase understanding and sensitisation of disability inclusion and breaking down the idea that disability inclusion is hard to do.
- Supporting systematic change – we are supporting campaigns on ratification of the rights of persons with disabilities and disability rights-based budgeting in the state budget.
- We are continuing to strengthen relationships and networks - creating a movement of inclusion champions.

EMPOWERING ADOLESCENT GIRLS IN DISPLACED SETTINGS – SHARING GOOD PRACTICE IN UGANDA AND ETHIOPIA

Background

Uganda and Ethiopia host 2,191,603 refugees and asylum seekers from neighbouring countries. Since July 2016, 1.4 million people have crossed into Uganda, primarily from South Sudan,¹ 21 percent of whom are youth. While host countries have supported many positive actions,² refugees remain vulnerable with at least 80 percent living below the poverty line. Additionally, tensions exist between host communities, long-term refugees and new arrivals due to competition over decreasing resources.

What issue was being addressed?

Adolescent girls are disproportionately affected by crisis and the prevailing socio-economic situation in Adjumani district, Uganda and Gambella region, Ethiopia. They face compounding risks unique to their age and gender, which are usually overlooked by standard program responses. Young women face the risks of gender-based violence, early marriage and exploitation whilst having to care for dependants.

What did your organisation do?

Plan International aims to support girls aged 10-19 and 14-24 in a crisis setting to have increased resilience, protection and security in order to realise their social and economic rights. This project is piloting Plan International's new Adolescent Girls in Crisis (AGiC) toolkit, 'Guidance And Tools For Adolescent Programming And Girls' Empowerment In Crisis Settings'³. Developed to support holistic adolescent-responsive programming, the intent is for future scale-up and replication in different contexts. It contains comprehensive life skills packages and 13 tools that can be used at various stages of the programme cycle. The toolkit is aligned with the 'Compact for Young People in Humanitarian Action' and its new guidelines 'Nothing About Us Without Us' and IASC Guidelines.

These tools were contextualised and used during youth-led consultations with young people in Gambella, Ethiopia and Adjumani, Uganda. Adolescent girls were trained as researchers to collect and analyse data on their diverse gender and age-specific needs and priorities. They conducted household surveys using tablets with KoBo Toolbox and focus group discussions (FGDs) with 277 adolescent girls, 109 boys and 34 parents/caregivers⁴. 2% of respondents targeted were young people with a disability. Participatory Visioning Exercises also explored adolescents' and young mother's visions for the future - as well as identifying the existing barriers and risks holding them back. Guidance was then provided to the young researchers on the

¹ <https://reporting.unhcr.org/node/5129?y=2019#year>

² The Comprehensive Refugee Response Framework (CRRF), was piloted in Uganda and launched in March 2017, to harness a whole-of-society approach in responding and finding solutions to the refugee crisis. The project contributed to the objective of enhancing refugee self-reliance.

³ <https://plan-international.org/publications/adolescent-programming-toolkit>

⁴ KoBo Toolbox is a suite of tools for field data collection for use in challenging environments (<https://www.kobotoolbox.org/>). Features include the ability to generate survey forms, offline capability, it can be used to create reports and visual maps of data points collected.

prioritisation of issues to ensure the project's thematic focus and objectives reflected the voices of young people.

The project has tailored AGiC's Life Skills packages ('Champions of Change' on youth leadership, 'Youth Savings Groups' and 'Enterprise Your Life') to improve young people's, especially girls: awareness of their sexual and reproductive health (SRH) rights; increase their self-esteem and confidence to influence social change; and explore different livelihood opportunities. Girl-friendly safe spaces and ongoing engagement mechanisms with caregivers aim to improve security for adolescent girls and challenge harmful gender norms.

The impact of COVID-19 prompted the project to pivot in order to address immediate health and protection concerns. Major response activities included provision of menstrual hygiene management kits and hand-washing facilities, radio programming with awareness messaging on disease prevention, SRH and child protection, plus training of community groups and health workers to respond with an adolescent-friendly approach.

"In school and out of school, girls all have different challenges. From the consultation exercise, I learnt good parenting skills and how to handle people with disabilities. My confidence was built during the exercise. I learnt to advise peers."

Abau, Boroli Refugee settlement

What was the outcome?

Data collected during consultations produced key insights into the lives of young people. For both girls and boys, family separation was a major concern with 82 percent living with one or neither of their parents. Education and employment were also key priorities. However, adolescent girls and young mothers faced significant cultural and systemic barriers that limited their participation in learning and livelihood opportunities. Child marriage and teen pregnancy are prevalent, and access to healthcare for chronic diseases or disability support is difficult. Yet despite all these challenges, adolescent girls and young mothers remain aspirational, have a clear vision for their future and know what they need to make it happen.

The consultation process highlighted a number of challenges and learnings for the project team. While this process was fundamental in understanding key risks for adolescents, it did raise expectations of addressing needs that were beyond project scope. For some young people, identifying and encouraging them to speak about the underlying barriers that inform their experiences was uncomfortable. However, having adolescent girls as researchers played a key role in creating a safe and trusting environment for respondents to provide compelling evidence and insights into their daily lives. Furthermore, meaningful consultations with adolescent girls is critical for developing successful programs that address unique needs and intersectional inequalities.

Despite these challenges, evidence has shown that the consultation process empowered adolescent girls with a set of skills to lead, participate in decision-making and encourage their peers to safely raise their voices. Feedback from participants, demonstrates an increase in confidence to openly engage in project activities such as life skills sessions and radio programming. As a result, they have started to change their attitudes on child marriage and build their knowledge of sexual and reproductive health rights.

Did anything else contribute to the result?

Being intentional in promoting adolescent-responsive programming has contributed to a project design that meets the diverse gender and age-specific needs of adolescents, as identified by the girls and young mothers themselves. Participation of adolescent boys and parents/caregivers in the consultations was key in the identification of barriers and underlying vulnerabilities of adolescent girls. This also contributed to designing program interventions that engage with boys and men as allies in promoting gender equality and preventing violence against girls and women.



Adolescent girls consultation, Uganda.

How do you know?

The main evidence was through the findings from consultations with adolescent girls which included gathering information about barriers and vulnerabilities for protracted crises and resilience programming. Adolescent girls and boys and their parents provided experiences which were useful in designing a multi-sectorial program tailored to address the identified priorities. The initial scoping exercise collated information mainly from staff knowledge and reviewing secondary data⁵ prior to the in-depth primary data collection that captured the views and perceptions of young women/adolescent girls and parents/caregivers.

⁵ 2019-2020 Uganda Refugee Response Plan (RRP), Multi-Year Multi-Partner Protection and Solutions Strategy (2016 -2020), UNHCR data, CRRF, MSNA -2018 joint inter-agency Multi Sector Needs Assessment

What's next?

Learnings from the consultation process will inform the following next steps for this project and Plan International's use of the AGiC toolkit moving forward:

- Practical application and field testing of the toolkit will inform ongoing engagement of project participants in implementation, monitoring and evaluation of project outcomes.
- Lessons learnt and tools applied during project design will be used to inform programming in other country settings and make improvements to the toolkit overall.
- Development and testing of programming models for specific at-risk groups such as married girls and young mothers will continue
- Guidance and tools will be adapted for remote programming in COVID-19, insecure, low-connectivity settings and pilot in rapid onset emergencies.
- The Toolkit will be shared with organisations supporting adolescent programming in humanitarian settings.

PROMOTING INCLUSIVE DISASTER MANAGEMENT IN NEPAL

Background

Transform Aid International (TAI) has been working with local partners in Nepal for many years, supporting both community development and disaster management work. Following increased awareness of the importance of inclusion, partners asked if TAI could provide support on inclusive Disaster Risk Reduction (DRR) and Disaster Management (DM) approaches.

What issue was being addressed?

While local partners had experience of DRR and disaster management, until now there had not been a specific focus on ensuring the inclusion of vulnerable and/or marginalised groups. This intersection of inclusion and humanitarian work was self-identified as a gap which they wanted to address.

TAI also recognised the need to work more closely with local partners to better understand intersectional vulnerabilities, and to explore the different barriers faced by people with multiple vulnerabilities. When the COVID-19 pandemic hit, the urgency of strengthening inclusive approaches to disaster management became even greater.

What did your organisation do?

In September 2019, TAI staff facilitated a 3-day participatory workshop with Nepali partners on inclusive disaster management and risk reduction. Participants were from three local partner organisations and multiple projects, including disability-focused projects and disaster-focused projects. The workshop was facilitated by TAI's Disaster Management specialist and Gender Equality and Social Inclusion (GESI) advisor and was highly participatory and designed for attendees to learn with and from each other's experience.

The workshop included an introduction to gender, disability, and social inclusion principles. Participatory exercises explored the intersection between inclusion and disaster management, encouraging participants to learn from each other's expertise. Other practical activities explored approaches to overcoming barriers to inclusion during risk assessments, preparedness, early warning and evacuation.

In early 2020, TAI provided follow-up support to local partners to incorporate these inclusion principles and approaches in the context of developing COVID-19 disaster response and program adaptations. This was facilitated through production and sharing of learning resources, and facilitating peer learning webinars.

What was the outcome?

For some local partner staff this was the first time they had thought about the intersections of vulnerability and how this might affect their DRR and disaster management planning. For other staff working in disability-focused projects, it was the first time they had learned about disaster preparedness. One participant shared that "we have been conducting [Vulnerability Capacity Assessments] but some of the components are

missing there and we were unable to make the process inclusive.” Another shared, “along with the disability issues, there [were] lots of details I also got to understand....and [that] inclusive does not necessarily mean only disability.”

Since the workshop, local partner staff have shared and applied their learning by providing inclusive DRR training to community members, DRR committees and local government disaster management staff. Participatory vulnerability assessments have helped shape more inclusive development work, including more sustainable DRR plans. One partner organisation also introduced their own rapid assessment and gender mainstreaming guidelines.

Partner staff involved in the workshop were able to apply inclusion principles within their COVID-19 response work, through considering intersections of vulnerability and subsequently tailoring their activities and risk mitigation strategies. This was evident within their disaster management grant applications. One approved COVID-19 project specifically focused on providing livelihood safety nets for vulnerable groups, identified through participatory assessment as daily-wage laborers, People with Disability (PWD), landless, single men/women, elderly, Dalit, nomads (Natuwa), and returnees. This response applied accessible means of communication using simple formats, local languages, audio modes, and sign language interpreters; and created an accessible physical and social environment e.g. when selecting locations for relief distribution events and giving higher order of priority to persons with a disability and the elderly.

For TAI, these trainings and support are part of an ongoing engagement with partners around improved inclusion across all types of programming. As many of these projects, especially COVID 19 responses, are in their early stages of implementation, it is difficult to assess the downstream impact on community members.

Other challenges remain in applying inclusion principles and approaches across all types of programming. Differing levels of organisational support to roll out pilots or new tools have hampered progress among some partners. Those projects with an intentional focus on disability or gender unsurprisingly are performing better based on project monitoring data vs projects where inclusion is mainstreamed. In addition, progressing the inclusion agenda often relies on a few internal champions who can be overstretched (especially during COVID-19) or lack the clout to affect systemic change.

TAI also recognises that training on its own is not enough and will require further follow-up. This is where potential online learning modules, refresher webinars, and networking of internal champions could be effective strategies.

Did anything else contribute to the result?

It was valuable to have a range of staff participate in these trainings, from managers through to implementing field-level staff. It was also encouraging to involve staff themselves who had experienced exclusion due to particular types of vulnerability (such as disability) and who speak directly from their perspective.

Bringing together staff from across three organisations and different parts of Nepal was a good opportunity for cross-learning and exposure to a wide range of experiences.



Participants (including facilitators) at a workshop facilitated by TAI in Chitwan, Nepal focused on Inclusive Disaster Risk Reduction

How do you know?

Evaluation forms completed at the close of the training indicated the participatory approach and peer learning methodology was helpful in supporting learning. Exploring specific case studies and scenarios also provided an opportunity for practical engagement.

Subsequent reporting of community activities (such as conducting inclusive DRR training for community members), as well as submission of COVID 19 response plans and concepts for funding demonstrate efforts to apply a more intersectional approach to disaster preparedness and management.

What's next?

TAI hopes to be able to conduct similar workshops with partners in other geographical areas, and/or develop online learning materials that can be accessed by partners from across the different regions in which TAI works.

In addition, documenting learning from Nepali partners involved in rolling out inclusive COVID-19 response activities will be valuable in order to provide examples for future disaster management and risk reduction responses.

Over the next year, TAI is seeking to provide additional support to improve inclusion across all our local partner organisations, including through policy development, monitoring and assessment tools, and peer networks.

A HOLISTIC APPROACH TO GENDER AND DISABILITY INCLUSION IN ECONOMIC DEVELOPMENT IN SRI LANKA

Background

Given the critical need to strengthen vulnerable groups' access to new opportunities and resources within livelihoods programming, World Vision's ILIVE ANCP project in Sri Lanka has adopted a twin-track approach to economic empowerment. The innovative approach addresses diverse root causes of gender inequality and social exclusion: including harmful social and gender norms and inequitable gender relations. By adopting a holistic approach, it supports the poor, especially women and people with disability, to participate and benefit from more inclusive markets.

What issue was being addressed?

Nationally in Sri Lanka, just 35% of women are participating in the workforce⁶, and average income for men is 2.6 times that of women⁷. They most commonly work in self-employment or informal labour, with limited linkages to private sector, who often overlook benefits of engaging vulnerable groups as economic actors. Poor women with disabilities face triple marginalisation – poverty, gender and disability. ILIVE is located in Sri Lanka's Northern and Eastern Provinces, where the country's protracted conflict (1983 – 2009) remains evident in economic hardships, poor access to national markets, higher than usual numbers of female-headed households, high disability prevalence and high rates of gender-based violence. Women and people with disabilities are less likely to have technical or business skills, facing a prevailing charity approach rather than strengths-based. With men considered the head of the household, women are less likely to influence household decision making linked to income.

What did your organisation do?

The project's holistic approach will work directly with around 8,000 vulnerable people by June 2021, contributing to four interdependent outcomes:

- Increased income for vulnerable groups, using inclusive economic models including World Vision's Local Value Chain Development (LVCD) and Savings for Transformation (S4T). With a strong focus on mainstreaming and targeted strategies, the project has built mushroom, groundnut and manioc value chains, including supporting producer groups to engage in collective buying and selling;
- Increased agency for women, by transforming gender relations in households and enhancing women's leadership and status in communities;
- Increased agency for people with disability, by supporting communities to challenge negative social norms and barriers with a strong emphasis on sustaining rights-based support from local DPOs;

⁶ UNDP 2017: <http://hdr.undp.org/sites/default/files/Country-Profiles/LKA.pdf>

⁷ Aggregate national data, 2013 census

- Learning on inclusive livelihoods, strengthening the role of vulnerable groups in designing, monitoring, and documenting lessons from the twin-track approach to gender and disability inclusion including mainstreaming and targeted strategies.

The project uses World Vision’s C-Change model, which brings community members together to problem-solve key issues of gender and disability inclusion in their community, and Promundo’s Journeys of Transformation (JoT) for couples where the women is participating in Savings for Transformation, Local DPOs and women’s organisations have led on JoT and C-Change, and a Strengthening GBV response desk has also been set up in project locations.



“At the start I did not even know what mushroom was... I was hiding because I'm a person with disability and [I thought] I won't be able to do it, but iLIVE asked me to come... Today I am training others on cultivating mushrooms, even Dilmah Foundation. My dream is to get the people like me to come out [from home]. They shouldn't hide. If they come out and start working their problems would get solved”

Jesumalar, Mushroom farmer/trainer

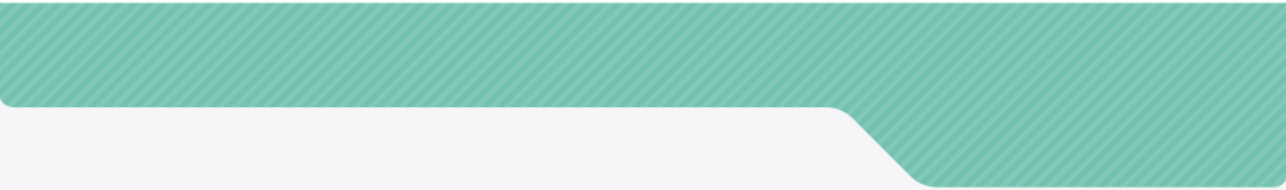
Jesumalar – mushroom farmer/trainer

What was the outcome?

Learning and adjusting has been core to implementation. An independent mid-term evaluation in 2018-19 found:

- High rates of economic participation in savings groups for women (87%), people with disability (15%)
- 33% average income increase in producer groups; while savings groups had saved an average \$1200
- 93% of producer groups and 98% of savings groups have women and / or people with disability in leadership positions⁸
- 27 female C Change participants ran for local government in February 2018, and four were elected.

⁸ The figure at the mid-term evaluation was actually around 75%; these updated figures were drawn from monitoring records at the end of Year 4, June 2020.



Focus groups and monitoring from Journey of Transformation revealed results such as more equitable decision making, greater sharing of household workload and children's care, and interest from male participants – including influential community, business or religious leaders – to become JoT facilitators. Likewise for C-Change, local government authorities noted clear differences in levels of understanding and discourse regarding gender and disability compared to non-project locations, for instance inclusion of people with a disability in public consultations and culturally 'auspicious events'.

The project has learned that twin-track is key, allowing different program responses to the diverse barriers experienced by vulnerable groups. Targeted gender and disability sensitive market analysis led to intentional selection of value chains that could create not only market demand and profit but also new opportunities for women's economic empowerment and disability inclusion: for instance, a completely new value chain around mushroom farming which could be managed close to home, provided opportunities in value addition such as mushroom drinks, dried mushrooms and snacks, and was suited to the producer group microbusiness approach to market strengthening.

The project found initial challenges in convincing people with disability to take part. Noting their participation in savings groups training was lower than expected, ILIVE staff took time to visit homes to offer additional encouragement; as a result, people with disabilities make up 15% of total Savings for Transformation members. A second challenge was that DPO members were less comfortable to join mainstream businesses than remaining in their own, targeted livelihood groups. As a result, in 2019-20 iLIVE piloted 'micro-projects' run by and for PWDs, including processing groundnuts and mushrooms - a ground-breaking achievement for DPOs who had never previously engaged in income-generation.

The project has highlighted the business case for inclusion, with private sector partners engaging with ILIVE in order to enhance their social responsibility. Results clearly show that investment in addressing gender and social norms has been essential and highlight the value of strengthening civil society organisations (CSOs), in this case DPOs.

Did anything else contribute to the result?

Partnerships have been essential. Under Outcome 1, Value 4 Women (V4W) was a key partner on gender and disability inclusion in value chains. Under Outcomes 2 and 3, Promundo and Christian Blind Mission (CBM) have advised on gender norm change and disability inclusion. The involvement of government partners, private sector and civil society has also been key, especially DPOs. During COVID-19, these partners were pivotal in guiding adaptive management given emerging local challenges; for instance, when restrictions limited movement and transport, producer groups were able to explore new local markets for mushroom, including online, as well as new ways to extend product shelf life.

What's next?

In its fifth year, the focus will be on sustainability of partnerships and capacities, including for producer groups, local market agents and supporting CSOs/DPOs. Ensuring the long-term market system for livelihoods activities and the capacity of DPOs to continue to support micro-projects are key focus areas. Targeted gender and social norm activities will also continue, expanding through community and CSO networks to non-project locations. The final evaluation will be leveraged for learnings across World Vision's significant livelihoods portfolio, where successful initiatives can be further scaled and replicated in different contexts. In this regard, the flexibility of ANCP funding to trial and test the compound results of integrated models has been invaluable.