Enhancing Inclusion and Safeguarding in Development Programming:

*Resources for Local Partners*

December 2023
What is this document and how can it support your work?

This document is a reference guide that stems from two priorities to which FHI 360 has committed: (1) Advancing Gender Equality and Social Inclusion (GESI) and Safeguarding within its programming and at an institutional level as a cornerstone of effective and impactful development programming, and (2) locally-led development that focuses on providing partners who are working on the ground with the support and capacity development they need to do their essential work. With these priorities in mind, FHI 360 has invested in several resources to support local organizations to take the lead in building their capacity in GESI and Safeguarding. This document is meant to help you to navigate the various resources we offer and determine how best you can use the resources to:

a. Further improve your institutional policies and practices to ensure that how you operate as an organization is more equitable and inclusive of different groups and protects those groups from harm and abuse.

b. Enhance how you design, plan and implement activities in a way that is inclusive of and responds to the needs of different groups to result in outcomes that benefit diverse groups.

A simple but essential principle guides our work within communities globally, as well as the resources we offer to local partners:

*Impactful programming is inclusive and safe for the diverse individuals it aims to serve.*

This principle is grounded in evidence showing that projects that pay attention to GESI and Safeguarding — especially early on in the initial design process — will reduce risks, be more cost-effective, be more responsive to funder requirements and ultimately better achieve their outcomes.
What does FHI 360 offer to local partners when it comes to GESI and Safeguarding?

FHI 360 has committed throughout its work to advancing inclusive development that prioritizes the participation of all individuals—especially those who are traditionally marginalized—in shaping the solutions to the most critical issues that face them and their communities. We are equally committed to safeguarding those who engage in our programs—participants, partners, and personnel—from any type of discrimination, harassment, violence, exploitation or other abuse. Moreover, we have long recognized that local actors are, and should continue to be, the ones who are leading development efforts on the ground, and that international partners such as FHI 360 can be valuable resource partners to support local actors to enhance their performance and impact. Accordingly, FHI 360 has been harnessing its global hub of expertise, tools, and resources on GESI and Safeguarding in order to support our local partners to invest in their own capacity to advance inclusive development.

At the same time, we recognize that despite local actors’ willingness and commitment to advancing GESI and Safeguarding throughout their work, the realities on the ground—often operating in challenging contexts and with limited time, funding, and human resources—affect what is possible and when. Therefore, our approach focuses on supporting local partners to better understand GESI and Safeguarding standards and promising practices, assess their own needs and capacities related to GESI and Safeguarding, and accordingly to define effective and feasible actions to grow their GESI and Safeguarding capacities, systems, and practices. To implement this approach, we have offered local partners a range of support which has included facilitating capacity assessments and action planning processes, providing training to staff and volunteers, technical assistance and coaching to support organizations to take necessary actions and resources for self-guided learning and adaptation. Although the support we offer can look very different from one partner to the other, a common thread is our focus on partners taking ownership of this process as a means for them to invest in sustainable institutional growth related to GESI and Safeguarding. We include in Box 1 highlights from support we have provided to different local partners on GESI and Safeguarding and how they have concretely used it to enhance their work.
BOX 1. STORIES FROM FHI 360’S PARTNERS

Click to read each story

CAMEROON +

CHAD +

MEXICO +

REGIONAL +
GESI and Safeguarding Resources Reference Sheet

The resources we highlight in this document were developed by FHI 360—in many cases alongside international or local partners—to support local organizations to incorporate GESI and Safeguarding into their organizational structure as well as development programming. While our hope is that you will find these resources useful for your work, we recognize that local organizations are diverse, and so are their needs related to GESI and Safeguarding. Therefore, a resource that is very helpful to a local organization with 50 team members working at the national level might not be as applicable to a smaller youth-serving organization working within a specific community. We will do our best to provide information on the target audience for different resources to make it easier to identify which ones would be most applicable for different types of local organizations, but ultimately, these resources offer guides and examples that each local organization will need to adapt and shape to fit its own needs.

Reference Sheet Tagging Structure
We have provided this reference sheet to help you navigate the various resources we have developed to support partners on GESI and Safeguarding so you can more easily understand what these resources offer and find the information you need.

Generally, the resources that we include broadly provide information on:

**Core concepts and principles for GESI and Safeguarding**, providing the theoretical underpinnings that build knowledge of key concepts and ideas that are important to understand as you incorporate GESI and Safeguarding into your organization and/or activities.

**How to advance GESI and Safeguarding**, providing practical knowledge and skills that can help you identify actions to advance GESI and Safeguarding in your organizational structure and/or programming.

Resources often combine both theoretical and practical elements and could either be broad (covering different elements related to GESI and Safeguarding) or targeted (going in-depth on a specific element). To help you quickly better understand what elements each resource covers, we have defined a tagging system in Table 1. For each tag, we offer some background on what we mean by the tag and guidance on how we have used it to “tag” specific resources in the Resources Reference Sheet section that follows.
<table>
<thead>
<tr>
<th>Tag</th>
<th>What do we mean by it?</th>
<th>When do we use it?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>What is Social Inclusion?</strong></td>
<td>Refers to the ability, opportunity and access of all groups—including traditionally marginalized groups (see “Who is Excluded?”)—to fully participate in society and in decision-making processes. At the level of a country, social inclusion could mean that there are institutions, structures and processes in place that ensure all groups have equitable access to services, have their rights protected, and are able to hold decision-makers accountable. In many countries, including and protecting the freedoms and rights of different social groups is embeded in applicable international and local laws. At the level of a project, social inclusion looks at ensuring that the benefits of project activities are distributed fairly.</td>
<td>For resources that cover ideas related to what the concept means and why it is important; discusses ideas related to equity versus equality, identity, intersectionality, power and privilege, and safe spaces and accessibility.</td>
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<tr>
<td>2. <strong>Who is Excluded?</strong></td>
<td>The first step to inclusion is understanding more about how marginalized identities are excluded by social systems (such as law and policies, culture and tradition, schooling, media, history, and religious beliefs and practices) and the ways in which these identities and resulting exclusion intersect. Who is excluded will depend on the specific context and the social systems within it, but traditionally marginalized groups have included females; youth; older persons; persons with disabilities; LGBTQIA+ individuals; non-dominant religious, racial and ethnic groups; immigrants, displaced persons or refugees; Indigenous Peoples; people in lower castes; and persons with unmet mental health needs.</td>
<td>The resource covers foundational information on specific groups who are traditionally marginalized in different contexts, including common experiences and needs they face that affect their rights and inclusion in their communities broadly and in development programming specifically.</td>
</tr>
<tr>
<td>3. <strong>What is Safeguarding?</strong></td>
<td>Safeguarding refers to a development organization’s responsibility to put in place effective systems to prevent, mitigate and respond to any type of harm—discrimination, harassment, violence, exploitation or other abuse—towards personnel or program participants that happens in its work environments or programs. Safeguarding aims to prevent harm from happening in the first place, while ensuring that if misconduct or other harm does occur as a result of a person's engagement with an organization or its programs, there are robust systems in place to respond effectively, including conducting investigations and prioritizing the safety of victims and survivors.</td>
<td>The resource covers ideas related to what the concept of safeguarding means, why it is important, and how it can be put into practice.</td>
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<td>Tag</td>
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<td>4.</td>
<td>What is Conflict Sensitivity?</td>
<td>The ability to understand the context in which you operate; to understand the interaction between your intervention and the context (how the context affects the intervention and how the intervention affects the context); and to act upon the understanding of this interaction to avoid negative effects and maximize positive effects.</td>
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<td>5.</td>
<td>Defining Key Terms:</td>
<td>Glossaries that offer concise definitions of key terms are important to help understand and differentiate between various concepts that underline approaches and tools that support organizations’ GESI and Safeguarding efforts. Key terms include gender, social inclusion, safeguarding, intersectionality, inclusive development, disability and LGBTQIA+.</td>
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<td>6.</td>
<td>Advancing GESI and Safeguarding at the institutional level</td>
<td>The focus is on how GESI and Safeguarding are mainstreamed into the systems, policies and practices of an organization including its vision and mission, governance and decision-making structure and composition, Human Resources policies and hiring practices, its physical spaces/offices, and its organizational culture. It is important to consider if/how an organization is working strategically to enhance its institutional capabilities when it comes to GESI and Safeguarding.</td>
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<tr>
<td>7.</td>
<td>Advancing GESI and Safeguarding within programs</td>
<td>At a programmatic level, the focus is on how teams are integrating GESI and Safeguarding in how they plan, implement, and monitor their programs, services, and activities (irrespective of their type and technical area). This includes looking at if/how representatives of different groups are being included in planning processes and in leading implementation of activities. It also focuses on the extent to which programmatic steps (such as the selection and training of facilitators, event venues, and how events are organized generally) are incorporating GESI and Safeguarding considerations.</td>
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<tr>
<td>8.</td>
<td>Inclusive Activity Design</td>
<td>The focus here is on the design of technical activities to ensure they are inclusive and contribute to driving forward the rights and inclusion of traditionally marginalized groups. For instance, organizations that implement community assessments and collaborative action planning activities can intentionally design these activities to elevate the voice and role of traditionally marginalized groups.</td>
</tr>
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</table>

1 https://gsdrc.org/topic-guides/conflict-sensitivity/concepts/key-definitions/
2 https://pdf.usaid.gov/pdf_docs/PA00XCZ1.pdf
**GESI and Safeguarding Resources Reference Sheet**

Before you delve into the details of each resource FHI 360 has developed or contributed to on GESI and Safeguarding, use this section to identify which ones might best meet your needs. In Table 2, we have tagged each resource using the structure in Table 1 and provided additional information that can help you determine if you want to learn more about the resource and if the resource meets your needs. We have also indicated when a resource is “comprehensive” (meaning it provides information on the main elements of GESI and/or Safeguarding) and when it is a “deep dive” (meaning it delves into a specific element—such as the inclusion of young people—related to GESI and Safeguarding).

Click on the resources that are most relevant to you so you can find more details and a link to access the resource in its original location.

**Not sure where to start? Check out the Quick Start Guide.**

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**TABLE 2. GESI AND SAFEGUARDING RESOURCES SUMMARY**

<table>
<thead>
<tr>
<th>Resource Title</th>
<th>What are the main topics that this resource addresses?</th>
<th>Who is the main intended target audience for this resource?</th>
<th>What is the country or region for which this resource was developed?</th>
<th>Language(s)</th>
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</thead>
<tbody>
<tr>
<td>1. <strong>FHI 360 Toolkit: How to implement FHI 360’s minimum standards for safeguarding program participants</strong></td>
<td>☐ What is social inclusion? ☐ Who is excluded? ☐ What is safeguarding? ☐ Defining key terms ☐ Advancing GESI and Safeguarding at the institutional level ☐ Advancing GESI and Safeguarding within programs</td>
<td>• International implementing partner • National local organizations</td>
<td>Global</td>
<td>English, Arabic, French, Portuguese, Spanish</td>
</tr>
<tr>
<td>2. <strong>Gender Equality and Social Inclusion (GESI) and Conflict Sensitivity (CS) Guidelines (Draft)</strong></td>
<td>☐ What is social inclusion? ☐ What is conflict sensitivity? ☐ Advancing GESI and Safeguarding at the institutional level ☐ Advancing GESI and Safeguarding within programs</td>
<td>• International implementing partner • National local organizations</td>
<td>Honduras (adaptable to other contexts)</td>
<td>English</td>
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<td>Resource Title</td>
<td>What are the main topics that this resource addresses?</td>
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<tr>
<td>3. <strong>Gender Equality and Social Inclusion (GESI) Toolkit for Networks for Peace Project Partners</strong></td>
<td></td>
<td>• International implementing partners&lt;br&gt;• National local organizations</td>
<td>South and Southeast Asia</td>
<td>English, Thai, Burmese, Sinhala</td>
</tr>
<tr>
<td>4. <strong>CVE Reference Guide for Local Organizations: Cross-cutting Sections</strong></td>
<td>What is social inclusion?&lt;br&gt;Who is excluded?&lt;br&gt;What is safeguarding?&lt;br&gt;Defining key terms&lt;br&gt;Advancing GESI and Safeguarding at the institutional level&lt;br&gt;Advancing GESI and Safeguarding within programs&lt;br&gt;Inclusive activity design</td>
<td>• National local organizations&lt;br&gt;• Community-based organizations</td>
<td>Sub-Saharan Africa</td>
<td>English, Arabic, French, Spanish, Portuguese, Hausa, Swahili</td>
</tr>
<tr>
<td>5. <strong>Ensuring Safe and Inclusive Spaces: GESI and Safeguarding Tips for Local Organizations</strong></td>
<td>Who is excluded?&lt;br&gt;Defining key terms&lt;br&gt;Advancing GESI and Safeguarding at the institutional level&lt;br&gt;Advancing GESI and Safeguarding within programs</td>
<td>• National local organizations&lt;br&gt;• Community-based organizations</td>
<td>Global</td>
<td>English</td>
</tr>
<tr>
<td>6. <strong>Implementation Tips for USAID Partners: Gender</strong></td>
<td>Who is excluded?&lt;br&gt;Advancing GESI and Safeguarding at the institutional level&lt;br&gt;Advancing GESI and Safeguarding within programs&lt;br&gt;Inclusive activity design</td>
<td>• International implementing partners&lt;br&gt;• National local organizations&lt;br&gt;• Community-based organizations&lt;br&gt;• Women-serving organizations</td>
<td>Global</td>
<td>English</td>
</tr>
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| 7. **Implementation Tips for USAID Partners: Inclusive Development** | Advancing GESI and Safeguarding at the institutional level  
Advancing GESI and Safeguarding within programs  
Inclusive activity design | • International implementing partners  
• National local organizations  
• Community-based organizations | Global  
English | |
| 8. **Implementation Tips for USAID Partners: Inclusive Monitoring and Evaluation** | Advancing GESI and Safeguarding at the institutional level  
Advancing GESI and Safeguarding within programs | • International implementing partners  
• National local organizations  
• Community-based organizations | Global  
English | |
| 9. **Implementation Tips for USAID Partners: Older People** | Who is excluded?  
Advancing GESI and Safeguarding at the institutional level  
Advancing GESI and Safeguarding within programs  
Inclusive activity design | • International implementing partners  
• National local organizations  
• Community-based organizations  
• Organizations serving older people | Global  
English | |
| 10. **Implementation Tips for USAID Partners: Persons with Disabilities** | Who is excluded?  
Advancing GESI and Safeguarding at the institutional level  
Advancing GESI and Safeguarding within programs  
Inclusive activity design | • International implementing partners  
• National local organizations  
• Community-based organizations  
• Organizations serving persons with disabilities | Global  
English | |
| 11. **Implementation Tips for USAID Partners: Youth** | Who is excluded?  
Advancing GESI and Safeguarding at the institutional level  
Advancing GESI and Safeguarding within programs  
Inclusive activity design | • International implementing partners  
• National local organizations  
Community-based organizations  
Youth-serving organizations | Global  
English | |
<table>
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<tr>
<th>Resource Title</th>
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</thead>
<tbody>
<tr>
<td>12. Developing a Conflict Sensitivity, Gender Equality and Social Inclusion Assessment Framework: GESI and Safeguarding Tips for Local Organizations</td>
<td>☐ What is social inclusion? ☐ What is safeguarding? ☐ What is conflict sensitivity? ☐ Defining key terms ☐ Advancing GESI and Safeguarding within programs</td>
<td>• National local organizations • Community-based organizations</td>
<td>Global</td>
<td>English</td>
</tr>
<tr>
<td>13. Youth Programming Assessment Tool</td>
<td>☐ Who is excluded? ☐ Advancing GESI and Safeguarding at the institutional level ☐ Advancing GESI and Safeguarding within programs</td>
<td>• International implementing partners • National local organizations • Community-based organizations • Youth-serving organizations</td>
<td>Global</td>
<td>English, Spanish, French</td>
</tr>
</tbody>
</table>
GESI and Safeguarding Quick Start Guide

Though we intend for this document to provide you with resources that can meet various interests and needs, we recognize that organizations that are new to GESI and Safeguarding may find the abundance of information and different resources provided here somewhat overwhelming. Therefore, in this section, we suggest a short list of resources and how you can use them to get started on your GESI and Safeguarding journey.

The two resources that we recommend starting with are:

1. The Gender Equality and Social Inclusion (GESI) Toolkit for Networks for Peace Project Partners
2. FHI 360 Toolkit: How to implement FHI 360’s minimum standards for safeguarding program participants

These resources are a good place to start because their content spans both core concepts and principles in addition to providing practical knowledge and skills that can help partners identify necessary actions. They will provide you with a good foundation to start on your roadmap (see Figure 1) for incorporating GESI and Safeguarding into your work.

FIGURE 1. GESI AND SAFEGUARDING ROADMAP

<table>
<thead>
<tr>
<th>UNDERSTAND</th>
<th>ASSESS</th>
<th>ACT</th>
<th>REFL ECT</th>
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<tbody>
<tr>
<td>Get familiar with key concepts, principles, and approaches</td>
<td>Analyze dynamics and evaluate capacity</td>
<td>Prioritize, plan, and take actions to advance GESI and Safeguarding objectives</td>
<td>Reflect on progress and results to define further knowledge, analysis, and actions that are needed.</td>
</tr>
</tbody>
</table>

GESI and Safeguarding mainstreamed in the institution and integrated within programming
Other resources we highlight can help deepen knowledge and understanding of different aspects of GESI and Safeguarding. Looking through these resources, you might determine multiple actions that could be applicable for your organization’s work but find that resource constraints (e.g., there is no budget or relevant expertise on the team) or contextual factors (e.g., lack of awareness or sensitization within the organization or target community) make it difficult to take all these actions.

Organizations committed to GESI and Safeguarding recognize that these practices are not “one-time” exercises but rather a series of building blocks that they must invest in and continuously improve to ensure that programming is safe and inclusive. Therefore, we encourage you to use what you learn from these resources to define a strategy for advancing GESI and Safeguarding that demonstrates your organization’s long-term commitment, while intentionally reflecting on what is most urgent, feasible and impactful to invest in now to move forward on this strategy. In that sense, there isn’t a specific path or plan that you should take, but it is important that your organization determines how it can start and what steps to take to keep moving towards more inclusive and safer programming. We include in Figure 2 a simple process that could help you reflect on needed actions; this process is an illustrative guide of the main steps that you can take with your team—preferably bringing together individuals representing key components of your team, including senior leadership and program implementation.
FIGURE 2. DEVELOPING YOUR GESI AND SAFEGUARDING ACTION PLAN

First, identify key findings and corresponding recommended actions.

As you use the various resources, you will find a variety of tools (worksheets, context analysis tools, capacity assessment tools, etc.) that can help you assess different elements related to GESI and Safeguarding. These analysis exercises will lead you and your team to define a list of findings: areas for improvement and gaps or opportunities that you could address to enhance GESI and Safeguarding. Facilitate a brainstorming with your team to identify for each of these findings recommended actions that your organization could take to address them. In many cases, the tools you use to identify the findings will also offer recommendations for the types of actions you could take.

Then, reflect on recommended actions.

Once you have defined an initial list of recommended actions to address your GESI and Safeguarding findings, discuss these actions with your team in more depth and reflect on:

**Urgency:**
- What actions should I take now to ensure those who participate in my program are safe?
- What actions should I take now to gain a better understanding of the situation of specific social groups and ensure that my programming does not contribute to their exclusion or to undermining their rights?

**Impact:**
- How big of an impact is an action likely to have on enhancing GESI and Safeguarding in my work?
- What is the potential for an action to improve the situation of different social groups, including addressing their unique needs?
- To what extent will this action promote the meaningful participation of different social groups, especially traditionally marginalized groups, in programs and within their communities?

**Feasibility:**
- How feasible is it for me to take this action?
- Does this action require me to secure or commit additional resources (training, staff or funding) to implement?
- Does this action require an extensive time commitment?
- Does it require authorizations (permits, approvals, etc.) that are difficult to obtain (from public authorities for example)?
- Does this action require a significant shift in established norms, policies, attitudes or behaviors?

Finally, prioritize and plan your actions.

Now that you have analyzed these actions with your team, use this information to prioritize among the recommended actions and determine which are ones you will move forward now. In making this decision:

- Consider that urgent actions—those that impact the safety of participants or that might do harm—are likely to be a high priority and should be implemented as soon as possible.
- Consider the intersection of feasibility and level of impact. You might consider prioritizing changes that have a large impact but are not difficult to implement or decide to prioritize an action that is difficult to implement but that has the potential for great positive impact. Using the “Importance/Difficulty Matrix” tool (Figure 3) could be helpful for you to map where an action falls in terms of feasibility and impact, and to accordingly prioritize actions.

Once you have identified the priority actions you want to take, it’s time to develop a clear action plan that can be shared with your team and used to track progress. This action plan could cover information including (1) what the action is, (2) who is responsible for implementing it, (3) what resources you need to implement it, (4) what is the timeline for implementation and (5) what are indicators for progress or success.
**FIGURE 3. IMPORTANCE/DIFFICULTY MATRIX**

- **EASY WINS:**
  - High impact, low effort

- **STRATEGIC INVESTMENTS:**
  - High impact, high effort

- **INCREMENTAL INVESTMENTS:**
  - Low impact, low effort

- **RESOURCE DRAIN:**
  - Low impact, high effort
GESI and Safeguarding Resources

Resource 1

**Title:** FHI 360 Toolkit: How to implement FHI 360’s minimum standards for safeguarding program participants

**Background:** FHI 360 developed this toolkit to help its team to take action at the project level to ensure Safeguarding of program participants.

**Resource Summary:** This toolkit provides a comprehensive overview of what Safeguarding is and how it should be implemented. It was designed to specifically support FHI 360 teams to take action at the project level to prevent, mitigate and respond to harm against program participants, including misconduct committed by internal or partner personnel. While intended for FHI 360 projects to use with its own team and its partners, it contains information and tools that can help any organization to better understand the minimum standards for safeguarding program participants and access tools to apply these standards. This includes a “Safeguarding Self-Assessment Tool for Implementing Partners” that organizations can use to assess their adherence to a set of industry standards related to safeguarding.

**Resource Link:**

- FHI 360 Toolkit: How to implement FHI 360’s minimum standards for safeguarding program participants
- FHI 360 Safeguarding Self-Assessment Tool for Implementing Partners
- FHI 360 Safeguarding Framework and Minimum Standards

Resource 2

**Title:** Gender Equality and Social Inclusion (GESI) and Conflict Sensitivity (CS) Guidelines (Draft)

**Project:** Conflict Sensitivity Integration Hub (CSIH), funded by the United States Agency for International Development.

**Background:** FHI 360, International Alert and Dexis first developed this resource in 2022 for use by USAID staff in Honduras.

**Resource Summary:** The aim of this tool is to help readers better understand the purpose and benefits of using approaches that integrate CS and GESI at all stages of the project cycle. It can be adapted to other thematic and geographical contexts by adjusting the analysis questions. The tool is structured in a modular way for ease of use. It features the following modules:

1. Introduction and Background to CS and GESI
2. CS/GESI in Strategic Planning and Analysis
3. CS/GESI in Project Design
4. CS/GESI in Implementation
5. CS/GESI in Monitoring, Evaluation, and Learning (MEL)
6. CS/GESI in Internal Policies and Processes

**Resource Link:**

- Gender Equality and Social Inclusion (GESI) and Conflict Sensitivity (CS) Guidelines (Draft)
**Resource 3**

**Title:** Gender Equality and Social Inclusion (GESI): Toolkit for Networks for Peace Project Partners

**Project:** Networks for Peace, funded by the United States Agency for International Development.

**Background:** This toolkit was developed by FHI 360 and the International Women’s Partnership for Peace and Justice in 2022 with local partners in South and Southeast Asia in mind, specifically Thailand, Sri Lanka, Myanmar, Cambodia, Laos and the Tibetan community in exile in India.

**Resource Summary:** The toolkit is a solid GESI starter pack for local organizations. In other words, it is a roadmap for partners to incorporate GESI considerations into their work. The toolkit starts with a 101 introduction to GESI, then goes on to explain why GESI is important and how organizations can conduct GESI self-assessments, before ending with a glossary of terms.

The toolkit is intended to:

- Support internal policies and practices that result in equitable treatment of women and marginalized people within partner organizations.
- Support partners to implement grant activities in a way that is inclusive of and responds to the needs of women and marginalized groups.
- Support partners to implement grant activities that result in outcomes that benefit women and marginalized groups.

**Resource Link**

→ [Gender Equality and Social Inclusion (GESI): Toolkit for Networks for Peace Project Partners](#)

**Resource 4**

**Title:** CVE Reference Guide for Local Organizations: Cross-cutting Sections

**Project:** Strengthening Civil Society Globally (SCS Global) Project, funded by the United States Agency for International Development.

**Background:** The CVE Reference Guide was developed by FHI 360 in 2020 through support from USAID. The guide primarily focuses on the African context but can be applied to other regions as well.

**Resource Summary:** The CVE Reference Guide for Local Organizations provides users with access to materials on countering violent extremism (CVE) organized around the different stages of the project cycle (Assess, Design, Implement, M&E, Learn) in addition to two cross-cutting themes relevant to GESI and Safeguarding. First, the GESI section provides basic information and definitions of social inclusion and gender equality, key considerations for GESI integration in preventing and countering violent extremism (P/CVE) programming and additional external resources which can provide further information and support in integrating GESI principles throughout a project’s lifecycle. As a first step, online users can start by referring to the GESI cheat sheet, which serves as a simplified and practical tool for effectively integrating GESI into project planning and implementation. Second, the Guide includes a section on Youth Involvement that includes content on the value of involving youth in P/CVE programming, helping them define youth through a developmental stage approach, introducing the Positive Youth Development framework and providing links to additional resources and tools to help them plan how best to involve youth in P/CVE activities.

**Resource Links:**

→ [GESI Cross-cutting Section](#)
→ [Youth Involvement Cross-cutting Section](#)
**Resource 5**

**Title:** Ensuring Safe and Inclusive Spaces: GESI and Safeguarding Tips for Local Organizations

**Background:** This resource was developed by FHI 360 in 2023 to provide resources on GESI and Safeguarding to local organizations. Its content was partly adapted from the “Safe Spaces Guide” developed for the Ma3an Tunisia project, funded by the United States Agency for International Development.

**Resource Summary:** This resource provides background and practical tools to help an organization ensure safe and inclusive spaces in its programming. This includes background on the importance of safe and inclusive spaces, the barriers that different groups face, and how principles of reasonable accommodation and universal design are important to provide these spaces. It also offers practical guidance to help an organization define and assess the safety and inclusiveness of a space based on five dimensions: (1) Accessibility, (2) Safety, (3) Inclusive Utilization, (4) Ownership and (5) Sustainability. In addition, it answers key questions and provides some guidance to help organizations prioritize and plan actions they can take to enhance safe and inclusive spaces.

**Resource Link:**

[Ensuring Safe and Inclusive Spaces: GESI and Safeguarding Tips for Local Organizations](#)

**Resource 6**

**Title:** Implementation Tips for USAID Partners: Gender

**Project:** Strengthening Civil Society Globally (SCS Global) Project, funded by the United States Agency for International Development.

**Background:** The Implementation Tips for USAID Partners were developed by FHI 360, USAID and a host of other organizations with the aim to help non-governmental organizations effectively manage United States Government funds and was most recently updated in 2022 under the SCS Global Project. The content of this section was drafted by SCS partner Women for Women International.

**Resource Summary:**

In the complete version of the document, there are implementation tips that provide answers and additional resources for specific questions related to governance, finance management, human resources, program management, compliance, monitoring and evaluation, external relations and inclusive development.

Though there are many “implementation tips” in the full version of the resource, the specific sections highlighted here are part of the “Inclusive Development” series that provides information on how to comply with USAID inclusion policies, how to integrate inclusion principles both internally and externally, and considerations for engaging specific marginalized communities. This section specifically provides information related to Gender including guidance and recommendations focused on:

- **Men's Engagement Program:** How to design, plan and implement an effective men's engagement program to support gender equity.
- **Designing and Implementing an Effective Gender-based Violence (GBV) Program:** How to plan, design and implement an effective GBV program.

**Resource Links:**

- [Implementation Tips for USAID Partners Book (2022 Update)](#) – pages 261-271
- [Men's Engagement Program](#)
- [Designing and Implementing an Effective Gender-based Violence (GBV) Program](#)
Resource 7

Title: Implementation Tips for USAID Partners: Inclusive Development

Project: Strengthening Civil Society Globally (SCS Global) Project, funded by the United States Agency for International Development.

Background: The Implementation Tips for USAID Partners were developed by FHI 360, USAID and a host of other organizations with the aim to help non-governmental organizations effectively manage United States Government funds and was most recently updated in 2022 under the SCS Global Project.

Resource Summary:

In the complete version of the document, there are implementation tips that provide answers and additional resources for specific questions related to governance, finance management, human resources, program management, compliance, monitoring and evaluation, external relations and inclusive development.

Though there are many implementation tips in the full version of the resource, the specific sections highlighted here are part of the “Inclusive Development” series that provides information on how to comply with USAID inclusion policies, how to integrate inclusion principles both internally and externally, and considerations for engaging specific marginalized communities. This section provides introductory information on Inclusive Development that focuses on:

- **Introduction to Inclusion and Inclusive Development**: Explains about inclusion and why it is important.
- **Introducing an Inclusive Civic Engagement Project to the Community**: Explains how to gain community support for a civic engagement project that incorporates gender and social inclusion principles.
- **Gender-Sensitive and Socially Inclusive Facilitation**: Explains how to ensure that representatives of women and marginalized groups can attend and participate meaningfully in project activities, public meetings and civic engagement activities.
- **Supporting Gender- and Socially-Inclusive Public Service Delivery**: Focuses on how to work with service delivery oversight committees to achieve more inclusive delivery of public services.

Resource Link:

- Implementation Tips for USAID Partners Book (2022 Update) – pages 179-194
- Introduction to Inclusion and Inclusive Development
- Introducing an Inclusive Civic Engagement Project to the Community
- Gender-Sensitive and Socially Inclusive Facilitation
- Supporting Gender- and Socially-Inclusive Public Service Delivery

Resource 8

Title: Implementation Tips for USAID Partners: Inclusive Monitoring and Evaluation

Project: Strengthening Civil Society Globally (SCS Global) Project, funded by the United States Agency for International Development.

Background: The Implementation Tips for USAID Partners were developed by FHI 360, USAID and a host of other organizations with the aim to help non-governmental organizations effectively manage United States Government funds and was most recently updated in 2022 under the SCS Global Project. The content of this section was drafted by SCS partner Social Impact.

Resource Summary:

In the complete version of the document, there are implementation tips that provide answers and additional resources for specific questions related to governance, finance management, human resources, program management, compliance, monitoring and evaluation, external relations and inclusive development.
Though there are many implementation tips in the full version of the resource, the specific sections highlighted here are part of the “Inclusive Development” series that provides information on how to comply with USAID inclusion policies, how to integrate inclusion principles both internally and externally, and considerations for engaging specific marginalized communities. This section specifically provides information related to Inclusive Monitoring and Evaluation including guidance and recommendations focused on:

- **Inclusion in Monitoring and Evaluation**: Explains how M&E can further inclusion and at the same time be more inclusive.
- **Integrating Adaptive Management into Projects**: Explains adaptive management and how it can be integrated into projects.
- **Integrating Learning into Projects**: Explains learning and how it can be used to improve M&E and program implementation.
- **Understanding the Political Economy Analysis Approach**: Explains what is political economy analysis and how it can be applied in a project.
- **Civil Society Capacity Building Indicators**: Explains indicators can be used to measure progress on capacity building for organizational development of civil society organizations.

**Resource Links:**

- [Implementation Tips for USAID Partners Book (2022 Update)] - pages 237-260
- [Inclusion in Monitoring and Evaluation]
- [Integrating Adaptive Management into Projects]
- [Integrating Learning into Projects]
- [Understanding the Political Economy Analysis Approach]
- [Civil Society Capacity Building Indicators]

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**Resource 9**

**Title:** Implementation Tips for USAID Partners: Older People

**Project:** Strengthening Civil Society Globally (SCS Global) Project, funded by the United States Agency for International Development.

**Background:** The Implementation Tips for USAID Partners were developed by FHI 360, USAID and a host of other organizations with the aim to help non-governmental organizations effectively manage United States Government funds and was most recently updated in 2022 under the SCS Global Project. The content of this section was drafted by SCS partner HelpAge USA.

**Resource Summary:**

In the complete version of the document, there are implementation tips that provide answers and additional resources for specific questions related to governance, finance management, human resources, program management, compliance, monitoring and evaluation, external relations, and inclusive development.

Though there are many “implementation tips” in the full version of the resource, the specific sections highlighted here are part of the “Inclusive Development” series that provides information on how to comply with USAID inclusion policies, how to integrate inclusion principles both internally and externally and how to engage specific marginalized communities. This section specifically provides information related to Older People including guidance and recommendations focused on:

- **Older People in International Development**: Understand how population aging will shape the future of international development.
- **The Rights of Older People**: Explains how the human rights of older people are at risk, and how we can protect their rights.
- **Humanitarian and Emergency Response**: Explains how to ensure that humanitarian and emergency response is inclusive of older people and their needs.

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• *Livelihoods and Social Protection*: Explains the drivers of poverty in old age and how organizations can respond to them.

**Resource Links:**

→ *Older People in International Development*
→ *The Rights of Older People*
→ *Humanitarian and Emergency Response*
→ *Livelihoods and Social Protection*

**Resource Summary:**

In the complete version of the document, there are implementation tips that provide answers and additional resources for specific questions related to governance, finance management, human resources, program management, compliance, monitoring and evaluation, external relations and inclusive development.

Though there are many “implementation tips” in the full version of the resource, the specific sections highlighted here are part of the “Inclusive Development” series that provides information on how to comply with USAID inclusion policies, how to integrate inclusion principles both internally and externally and how to engage specific marginalized communities. This section specifically provides information related to Persons with Disabilities including guidance and recommendations focused on:

• *Providing Accessible Services*: Explains how to provide accessible services for persons with disabilities.
• *Improving Inclusion in the Workplace and Human Resource Practices*: Explains how to make an organization’s workplace and human resource practices more inclusive for persons with disabilities.
• *Partnering with Organizations of Persons with Disabilities for Inclusive Local Development*: Explains how to identify and work with Organizations of Persons with Disabilities (OPDs) to advance inclusive local development.
• *Advocating for the Rights of Persons with Disabilities*: Provides tools and resources for advocating for the rights of persons with disabilities.

**Resource Links:**

→ *Providing Accessible Services*
→ *Improving Inclusion in the Workplace and Human Resource Practices*
→ *Partnering with Organizations of Persons with Disabilities for Inclusive Local Development*
→ *Advocating for the Rights of Persons with Disabilities*
Resource 11

Title: Implementation Tips for USAID Partners: Youth

Project: Strengthening Civil Society Globally (SCS Global) Project, funded by the United States Agency for International Development.

Background: The Implementation Tips for USAID Partners were developed by FHI 360, USAID and a host of other organizations with the aim to help non-governmental organizations effectively manage United States Government funds and was most recently updated in 2022 under the SCS Global Project.

Resource Summary:

In the complete version of the document, there are implementation tips that provide answers and additional resources for specific questions related to governance, finance management, human resources, program management, compliance, monitoring and evaluation, external relations and inclusive development.

Though there are many implementation tips in the full version of the resource, the specific sections highlighted here are part of the “Inclusive Development” series that provides information on how to comply with USAID inclusion policies, how to integrate inclusion principles both internally and externally and how to engage specific marginalized communities. This section specifically provides information related to Youth including guidance and recommendations focused on:

- Engaging Youth Across the Program Cycle: Explains how and why programs should engage youth throughout the program cycle.
- Developing Tailored Youth Activities: Explains how to effectively engage different segments of youth in activities.
- Fostering Relationships with and Among Youth: Explains why healthy relationships are important, which types of relationships are important and how can programs promote healthy relationships.
- Creating a Supportive Enabling Environment: Explains how to create a supportive enabling environment for youth.
- Inspiring Youth to Civic Action: Explains how to turn civic education into civic action.

Resource Links:

- Engaging Youth Across the Program Cycle
- Developing Tailored Youth Activities
- Fostering Relationships with and Among Youth
- Creating a Supportive Enabling Environment
- Inspiring Youth to Civic Action

Resource 12

Title: Developing a Conflict Sensitivity, Gender Equality and Social Inclusion Assessment Framework: GESI and Safeguarding Tips for Local Organizations

Background: This resource was developed by FHI 360 in 2023 to provide resources on GESI and Safeguarding to local organizations.

Resource Summary:

This tip is designed to ensure that the foundation for any intervention emphasizes inclusivity and conflict awareness. It is relevant for all projects regardless of regional and topical focuses, recognizing that CS and GESI approaches are essential to any activity.

By focusing on the assessment phase, implementers can set the stage for the comprehensive integration of these approaches throughout the project life cycle, thereby enhancing program outcomes. Integrating CS and GESI into the project design means linking the findings of the CS and GESI assessment to the activities and objectives of the project.

This resource includes conceptual background information and practical application resources that will help you answer the following question:
How do I conduct assessments that ensure that the design of my activities is grounded in a deep understanding of relevant inclusion and conflict dynamics in the local context and prioritizes inclusivity and conflict sensitivity?

**Resource Link:**

**Developing a Conflict Sensitivity, Gender Equality and Social Inclusion Assessment Framework: GESI and Safeguarding Tips for Local Organizations**

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**Resource 13**

**Title:** Youth Programming Assessment Tool (YPAT)

**Project:** Strengthening Civil Society Globally (SCS Global) Project, funded by the United States Agency for International Development.

**Background:** FHI 360 developed the Youth Programming Assessment Tool in 2021 to help youth-serving organizations (YSOs) reflect upon their own internal programming and institutional practices and identify areas for improvement. To develop the YPAT, FHI 360 reviewed over 20 youth program assessment tools, held consultations with experts and stakeholders in the field and pilot tested it with three youth-serving organizations in Jordan and six youth-serving organizations in Jamaica.

**Resource Summary:** This tool helps YSOs reflect upon their own internal programming and institutional practices and identify areas for improvement. The tool sets standards of best practice and provides concrete steps and examples for how a YSO can operationalize Positive Youth Development (PYD) with the ultimate goal of improving programming to enhance developmental outcomes for youth.

**Resource Link:**

→ **Youth Programming Assessment Tool**

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If you have feedback on this document or the resources included in it, we invite you to complete this [feedback form](#).