GEDSI (Gender Equality, Disability and Social Inclusion)

Save the Children's Gender Equality E-Learning: Foundations: Save the Children's global e-learning on gender equality explores critical issues and approaches to address gender discrimination and promote gender equality. Save the Children believes this is essential to ensure that no harm comes to children, and to advance our vision for a world in which every children realizes their equal rights. This module will cover: Key terms related to gender equality, Why gender equality matters for children and our work, Our Gender Equality Policy, What you can do in your role.

Save the Children's Gender Equality Programme Guidance and Toolkit - Engendering transformational change: Gender equality is inextricably linked to child rights, and around the world gender discrimination results in critical child rights violations. As Save the Children, it is essential that we identify and address the specific needs of girls, boys, women, and men across our program cycle if we are to fulfill our vision of a world where every girl and every boy attains their equal right to survival, protection, development, and participation. This process of gender equality integration, often called gender mainstreaming, is not only a requirement for many donors and partners, but drives positive, transformative results, and is key to effective and sustainable development. This Save the Children Program Guidance and Toolkit seeks to answer the question: how can we consistently, meaningfully and strategically integrate a gender equality focus across our programming work at Save the Children? It is a response to numerous requests from members and country offices alike for programme guidance to accompany the **Save the Children Principles for Gender Equality.** In addition to answering frequently asked questions, this document addresses three core questions: Why is gender mainstreaming critical? Who affects and is affected by gender? and How to mainstream gender equality?

Gender Equality Marker *(also available in French):* Save the Children's Gender Equality Marker (GEM) is the primary tool used to measure the SC KPI related the gender equality: % of new program proposals submitted that are Gender Sensitive or Gender Transformative. The GEM is also available in French and Spanish and is to be applied to all concept notes and proposals before submission to donors.

Gender & Power (GAP) Analysis Guidance: Save the Children's Gender and Power (GAP) Analysis Guidance is an essential tool to examine, understand, and address discrimination and inequality that prevent children, their families, and communities from claiming their full and equal rights. GAP analysis is a type of action research that investigates how gender and power inequalities intersect and helps staff and partners understand the types and depth of discrimination in each context. It supports the design and adaptation of programming that positively transforms unequal power relations and ensures all stakeholders can equitably access, participate in, be decision makers for, and benefit from activities. Ultimately, this research enables evidence-based programming and advocacy that advance gender equality and social justice.

Save the Children's Disability Inclusion Policy: Persons with disabilities make up approximately fifteen percent of the global population – over a billion people, or one in seven – and this number is expected to double to 2 billion by 2050.
There are nearly 240 million children with disabilities in the world. That is one in ten children.

Save the Children has worked tirelessly to realize the rights of marginalized children, with multiple breakthroughs throughout the years, yet children with disabilities, their families, and children of parents with disabilities continue to fall behind.

This Policy aims to focus on Save the Children's advancement and progress on Disability Inclusion within and across the organization by applying a holistic approach to its programmes and the workplace as well as externally through our partnerships, advocacy, and communication.

Disability-inclusive Child Safeguarding Toolkit: This toolkit provides helpful solutions for organisations and practitioners working across development and humanitarian sectors on how to plan for disability-inclusive child safeguarding programmes. Each tool provided shows how to include children with disabilities within programmes, this is important as it is essential we identify, monitor, and build into our programme design risks that children with disabilities may experience as a result of engaging in activities or programmes.

Guidelines for consulting with children and young people with disabilities (Plan International): It is crucial to consult with children and young people with disabilities as they are the experts of their own situation. However often it is not recognised that children and young people with disabilities can contribute to decision making processes and they are left out. A programme's effectiveness and inclusivity increases when children and young people with disabilities meaningfully contribute to all stages of programme planning. If their perspectives are not sought, they may be unintentionally excluded. This document provides a guidance on the importance of consulting with children with disabilities. It provides practical suggestions for consulting with children and young people with disabilities in a variety of situations. It aims to equip individuals working on child rights with the knowledge and skills necessary to communicate with children with a variety of disabilities. These guidelines set out tips and suggestions for the entire consultation process including: planning for the consultation, general considerations for consulting with children with disabilities, specific tips for communicating with children with different types of impairments, and some case study examples.

Protect us! Inclusion of children with disabilities in child protection (Plan International): Children with disabilities experience very high levels of violence, according to this research from Plan International and the London School of Hygiene and Tropical Medicine. The new study carried out in Uganda and Malawi provides valuable insights into the lives of children with disabilities.
Key findings include:
- Girls and boys with disabilities experience extremely high levels of violence: 84% of children with disabilities surveyed reported having experienced some form of violence at school in the previous week.
- Girls with disabilities were more likely to report emotional and sexual violence than girls without disabilities.
- Children with disabilities find it difficult to access community-based child protection mechanisms, due to a range of barriers including environmental barriers, social barriers and institutional barriers.

This extremely important piece of research shows that if we don't explicitly include, we exclude.

A Research Initiative by Plan Internatinal into the Rights of Children with Disabilities to Education and Protection in West Africa: Children with disabilities across West Africa are subject to profound levels of poverty, exclusion and discrimination. They are widely excluded from

education and denied access to protection services as well as other rights enjoyed by abled children. This report outlines why children with disabilities are denied these basic rights; why they are outside the circle. It calls on governments, NGOs, community groups and leaders to take action to put an end to this discrimination. The stigmatisation of girls and boys with disabilities is widespread across society in West Africa and is not given adequate attention by parents, guardians, siblings, peers, teachers, pastors, imams and governments. This research comprised of three components: targeted in-depth research in four countries – Guinea, Niger, Sierra Leone and Togo, a West Africa region-wide literature review and an investigation into good practices that exist in the region to include children with disabilities in education and protection work.

How to Communicate with Children with Disabilities?: This manual has been developed by Save the Children within the framework of "Initiative for Child's Health and Education – 2" project. It is designed for school-age children and adolescents and provides them with guidance on how to communicate with disabled children. It raises such issues as tolerance, inclusive education, and different types of disabilities. Tips on proper communication with children who have disabilities is provided according to the type of disability.

Disability Cheat Sheet: A brief on common impairments, health conditions and the inclusive/respectful language that should be used.

Community Mobilization/Community Engagement

Community Capacity Strengthening Guide: Communities play a crucial role in children's development and well-being and in their own development. They provide the social, cultural and organizational support structures and services closest to families and children. They also establish social norms and make decisions on how to allocate and manage their resources and address challenges that affect their members. A number of current and emerging global trends highlight the need to pay increased attention to community capacity strengthening to address their needs and goals, and to promote greater resiliency. The goal of the Community Capacity Strengthening Guide is to articulate Save the Children's overall approach in supporting capacity strengthening of communities and to provide tools to strengthen their ability to work toward positive change in the lives of children, families and communities. This manual, focused on communities, has two primary audiences: 1) program designers who need to incorporate capacity strengthening into proposals; and 2) program managers and implementers who work directly with communities to facilitate capacity strengthening. It points toward innovations, resources and best practices that can be found within Save the Children and beyond.

Demystifying Community Mobilization: An Effective Strategy to Improve Maternal and Newborn Health: A rapidly growing number of the poorest, most vulnerable communities with the highest newborn and maternal mortality are demonstrating that they can successfully lead efforts to develop and implement culturally appropriate solutions to improve the health of mothers and newborns. In a number of countries these communities have reduced maternal and newborn mortality by 30 percent to over 60 percent in periods of two to three years. Just as important, they are also actively engaged in building civil society by strengthening their capacity to achieve and sustain positive health and other development results. To achieve these results, health programs

are using community mobilization as a primary strategy, expanding their efforts to reach multiple districts and, in a few instances, national scale. In spite of the growing evidence of encouraging results from such programs, some donors and policymakers who do not have experience with the transformational power of community mobilization are skeptical of
the process, confused by the range of definitions and approaches, and they have raised a number of legitimate concerns: community mobilization is too messy; takes too long; is too time intensive; costs too much; and, cannot achieve large-scale impact. The purpose of this publication is to address these concerns and present evidence from the field to make the case for including community mobilization as part of broader national health plans to achieve the Millennium Development Goals of reducing maternal and child mortality and improving maternal and child health.

How to Mobilize Communities for Health and Social Change This field guide has been designed to be used by health program directors and managers of community-based programs who are considering using community mobilization to improve health at the individual, family, and community level. It may also be useful for directors and technicians in governmental and nongovernmental organizations working in public health and human development and other groups and organizations committed to community health, such as churches, universities, philanthropists, and donors. No prior community mobilization experience is required to use the field guide, but any experience that you have will enhance your understanding. The field guide contains illustrative examples and lessons learned in community mobilization experiences from around the world, focusing on working with disadvantaged or marginalized groups in developing countries. The characteristics of each country and each region are very different, so the field guide does not recommend a unique strategy for community mobilization but offers instead general principles and methods which will need to be adapted to local settings and conditions.

Guidance for Country Offices: Community-based action planning for Safe and Protective Environments for Learning (SPEL): This Save the Children guidance outlines the key steps in developing an action plan for a 'Safe and Protective Environments for Learning (SPEL)' approach. It provides step-by-step guidance which will enable education project staff to: Build Stakeholder Support; Explore the Meaning of Safety & Child Protection in Schools; Harmonize Priorities; Ensure Accountability and Develop SPEL Action Plan. The tools and resources can also be used to advocate for school safety and as part of global efforts to protect education from attack. The guidance also includes an Advocacy and Public Awareness section.

Bamboo Shoots. A Training Manual on Child-Centred Community Development /Child-led community actions for facilitators working with Children and Youth Groups : The Bamboo Shoots manual opens opportunities for children to learn about their own rights and discover the beauty of their potential. Once acquired, this knowledge will help children step out of silence and inequality and into a life of dignity and self-realisation. The manual is an expression of Plan Cambodia's commitment to ensuring that the rights of children are protected, respected and fulfilled. It is a manual that contains a body of knowledge on rights-based programming and tools and techniques that are deeply rooted in international human rights and child rights principles. The emphasis of the training is on practical actions that children will come up with following identification of the child rights violations – it therefore creates a platform for them to recognise and address issues affecting them directly. Children are the main actors in their own development, not just on the receiving end of development. Children can critically analyse their situation,

including the factors that facilitate or hinder their development. Child-led actions can stimulate duty bearers in their responsibility to protect, fulfil and respect the rights of children. *Published by Plan International.*

Sticks and Stones: A training manual for facilitators on how to increase the involvement of children in their own protection: This manual is for facilitators on how to increase the involvement of children in their own protection. It is the sequel to **Bamboo Shoots**, Plan International's training manual on child-centred community development/child-led community actions for facilitators working with children and youth groups. The manual is divided into four sections. An introduction outlines the purpose, the why and how of its development, who it is for, and how it should be used. The first part provides technical assistance such as background information on different aspects of child protection issues. Part two prepares trainers and facilitators on working with children on increasing protection, and important information on how to work safely and appropriately with children on protection issues. The final section provides 23 activities that can be used depending on age group and adapted according to cultural setting and abilities of the participants.

Minimum Quality standards and Indicators for Community Engagement: Around the world and across contexts, community engagement approaches support communities in taking their own action in addressing their most pressing issues. Community engagement is intrinsic to the human rights-based approach to development and humanitarian action. For this reason, UNICEF developed these minimum standards for community engagement. The minimum standards for community engagement are intended to provide guidance to government leaders, policymakers, funders, researchers, and development and humanitarian practitioners. For example, they can be used during proposal writing, budgeting and monitoring. They can also be used to evaluate the quality of programmes, projects or initiatives, and to structure community engagement actions.

How to Mobilize Communities for Health and Social Change – Field Guide: This field guide has been designed to be used by health program directors and managers of community-based programs who are considering using community mobilization to improve health at the individual, family, and community level. It may also be useful for directors and technicians in governmental and nongovernmental organizations working in public health and human development and other groups and organizations committed to community health, such as churches, universities, philanthropists, and donors. No prior community mobilization experience is required to use the field guide, but any experience that you have will enhance your understanding. The field guide contains illustrative examples and lessons learned in community mobilization experiences from around the world, focusing on working with disadvantaged or marginalized groups in developing countries. The characteristics of each country and each region are very different, so the field guide does not recommend a unique strategy for community mobilization but offers instead general principles and methods which will need to be adapted to local settings and conditions.

WHO Recommendation on community mobilization through facilitated participatory learning and action cycles with women's groups for maternal and newborn health: This report summarizes the final recommendation and the process for developing the guideline on the effectiveness of community mobilization through facilitated participatory learning and action cycles with women's groups for maternal and newborn health. The primary audience for this guideline is health programme managers, including governmental and non-governmental organizations, and policy makers who are responsible for designing maternal, newborn and child

health programmes, primarily in low-income settings. The guideline is also aimed at health providers and teaching institutions, to increase knowledge of interventions important for: (i) improving maternal and newborn health; (ii) improving the care provided within the household by women and families; (iii) increasing community support for maternal and newborn health; and (iv) increasing access to, and use of, skilled care. Development programmes and organizations supporting women's empowerment and rights will also find this guideline of use.

Examining the links between community participation and health outcomes: a review of the literature: As a key principle of Primary Health Care (PHC) and Health Systems Reform, community participation has a prominent place in the current global dialogue. Participation is not only promoted in the context of provision and utilization of health services. Advocates also highlight participation as a key factor in the wider context of the importance of social determinants of health and health as a human right. However, the evidence that directly links community participation to improved health status is not strong. Its absence continues to be a barrier for governments, funding agencies and health professionals to promote community participation. The purpose of this article is to review research seeking to link community participation with improved health status outcomes programmes. It updates a review undertaken by the author in 2009. The search includes published articles in the English language and examines the evidence of in the context of health care delivery including services and promotion where health professionals have defined the community's role. The results show that in most studies community participation is defined as the intervention seeking to identify a direct causal link between participation and improved health status modeled on Randomized Control studies (RCT). The majority of studies show it is not possible to examine the link because there is no standard definition of 'community' and 'participation'. Where links are found, they are situation-specific and are unpredictable and not generalizable. In the discussion, an alternative research framework is proposed arguing that community participation is better understood as a process. Once concrete interventions are identified (i.e. improved birth outcomes) then the processes producing improved health status outcomes can be examined. These processes may include and can lead to community uptake, ownership and sustainability for health improvements. However, more research is needed to ensure their validity.

Assessing participation in a community-based health planning and services program in Ghana: Community participation is increasingly seen as a pre-requisite for successful health service uptake. It is notoriously difficult to assess participation and little has been done to advance tools for the assessment of community participation. In this paper we illustrate an approach that combines a 'social psychology of participation' (theory) with 'spider-grams' (method) to assess participation and apply it to a Community-based Health Planning and Services (CHPS) programme in rural Ghana.

Community participation for transformative action on women's, children's and adolescents' health: The Global strategy for women's, children's and adolescents' health (2016–2030) recognizes that people have a central role in improving their own health. We propose that community participation, particularly communities working together with health services (co-production in health care), will be central for achieving the objectives of the global strategy. Community participation specifically addresses the third of the key objectives: to transform societies so that women, children and adolescents can realize their rights to the highest attainable standards of health and well-being. In this paper, we examine what this implies in practice. We discuss three interdependent areas for action towards greater participation of the public in health:

improving capabilities for individual and group participation; developing and sustaining people-centred health services; and social accountability. We outline challenges for implementation, and provide policy-makers, programme managers and practitioners with illustrative examples of the types of participatory approaches needed in each area to help achieve the health and development goals.

Tools for participatory analysis of poverty, social exclusion and vulnerability: Participatory approaches have been broadly advocated in development policy as means of enabling local people to share and analyse their conditions and experiences (See for example Chambers 1994; Leavy and Howard, et al. 2013). This report identifies and reviews a selection of participatory tools that have been used in micro-level poverty, social exclusion and vulnerability analysis. The approaches reviewed include: Ranking: Commonly divided into three approaches: problem ranking, preference ranking, and wealth ranking, which enable practitioners to gain an understanding of local perceptions and preferences on a range of issues, including poverty. Seasonal Calendars: Visual tools which can be useful for identifying periods of stress and vulnerability (United Nations 2006, p. 119).

Models of Participation: Over the decades, several authors have reached for the ladder metaphor to illustrate their perceptions of the participatory process. Arnstein's (1971) is the original iteration; conceived as a tool for citizen involvement in decision-making, it offers a critique of the political process of engagement. It was more than twenty years before Hart (1992) published a refined version of Arnstein's *Ladder of Citizen Participation*; this time annotated with the roles of children and young people as the focus. Others have followed although not originally represented as ladders; for the sake of ease of comparison we have placed some of them in the ladder format.

Rapid Rural Appraisal and Participatory Rural Appraisal: A manual for CRS field workers and partners *(also available in French):*This manual is aimed at familiarizing users with RRA and PRA methods, to demonstrate the applicability of these methods to CRS funded projects, and to encourage the rigorous application of the methods in order to obtain the best results. This manual is organized into two volumes. Each volume is then divided into several parts.
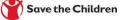
Chambers, R. (1994). 'Participatory Rural Appraisal (PRA): Challenges, potentials and paradigm': Much of the spread of participatory rural appraisal (PRA) as an emerging family of approaches and methods has been lateral, South-South, through experiential learning and changes in behavior, with different local applications. Rapid spread has made quality assurance a concern, with dangers from "instant fashion", rushing, formalism and ruts. Promising potentials include farmers' own farming systems research, alternatives to questionnaire surveys, monitoring, evaluation and lateral spread by local people, empowerment of the poorer and weaker, and policy review. Changes in personal behavior and attitudes, and in organizational cultures, are implied. PRA parallels and resonates with paradigm shifts in the social and natural sciences, business management, and development thinking, supporting decentralization, local diversity, and personal responsibility.

Learning to Listen, Learning to Teach. The Power of Dialogue in Adult Learning: is a book about teaching and learning. As a teacher of adults for more than fifty years I have worked in the United States, Africa, Asia, Latin America, Europe, and the Middle East. Through these experiences of teaching I have gleaned some profound lessons about learning. I share in this book some of these

lessons through a series of stories about teaching events around the world in which the power of dialogue in the midst of diversity was effective.

Participatory Vulnerability Analysis: A step-by-step guide for field staff: This guide is developed to assist field workers and communities to analyze people's vulnerability, draw action plans, mobilize resources and enact appropriate policies, laws and strategies to reduce their vulnerability to disaster. There are few guidelines developed by other organisations on how communities can carry out vulnerability analysis (see www.proventionconsortium.org). This guide is specifically developed consistent with the PVA approach to: — establish links between emergencies and development; — recognise developments or events at national and international level and how these impact on communities' vulnerability; — use the output of local level analysis to inform national and international level action and policies.

Egalité de Genre

Marqueur d'égalité de genre: Le marqueur d'égalité de genre (GEM) de Save the Children est le principal outil utilisé pour mesurer l'indicateur clé de performance (KPI) de SC relatif à l'égalité de genre : % de nouvelles propositions de programmes soumises qui sont sensibles au genre ou transformatrices de genre. Le GEM est également disponible en anglais et en espagnol et doit être appliqué à toutes les notes conceptuelles et propositions avant leur soumission aux donateurs.

Guide pratique pour la consultation des enfants et jeunes en situation de handicap: Il est essentiel de consulter les enfants et les jeunes handicapés car ils sont les experts de leur propre situation. Cependant, il arrive souvent que l'on ne reconnaisse pas que les enfants et les jeunes handicapés peuvent contribuer aux processus de prise de décision et qu'on les laisse de côté. L'efficacité et l'inclusion d'un programme augmentent lorsque les enfants et les jeunes handicapés contribuent de manière significative à toutes les étapes de la planification du programme. Si leur point de vue n'est pas sollicité, ils peuvent être involontairement exclus. Ce document fournit une orientation sur l'importance de la consultation des enfants handicapés. Il fournit des suggestions pratiques pour consulter les enfants et les jeunes handicapés dans diverses situations. Il vise à doter les personnes travaillant sur les droits de l'enfant des connaissances et des compétences nécessaires pour communiquer avec des enfants souffrant de handicaps divers. Ces lignes directrices présentent des conseils et des suggestions pour l'ensemble du processus de consultation, notamment : la planification de la consultation, des considérations générales pour la consultation des enfants handicapés, des conseils spécifiques pour communiquer avec des enfants présentant différents types de handicaps, et quelques exemples d'études de cas.

Mobilisation Communautaire

Évaluation Rurale Rapide (RRA) et Diagnostic Rural Participatif (PRA) : Un manuel destiné aux partenaires et aux travailleurs extérieurs de CRS: Ce manuel est avec but de Familiariser les utilisateurs avec les méthodes RRA et PRA, démontrer l'applicabilité de ces méthodes aux projets financés par CRS et en encourager l'application stricte pour obtenir les meilleurs résultats. Le manuel est partagé en deux volumes. Chaque volume est à son tour divisé en diverses sections.

ARC - Module contenant un sujet fondamental 6: Mobilisation communautaire: Nous avons rédigé ce module sur la mobilisation communautaire pour qu'il serve de ressource au personnel humanitaire et aux personnes qui travaillent dans l'urgence et dont l'engagement dans la protection de l'enfant les amène à entrer en contact avec des communautés. Ce module vise à fournir du matériel permettant d'aider à comprendre les rôles et les fonctions de la communauté dans l'application des droits de l'enfant à être protégé, l'impact des situations d'urgence et des catastrophes naturelles sur les structures et le fonctionnement de la communauté. Il montre également aux agences comment elles peuvent mobiliser les gens et les institutions dans les communautés afin d'améliorer la vie des enfants.