

**Gender Inclusive Financial Literacy Training (GIFT)
Technical Guidance Note**



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World Vision Australia (WVA)

EXECUTIVE SUMMARY

- **Introduction:** As livelihood practitioners at World Vision, child well-being is at the heart of our vision and purpose as an organization. Economic development models can support our vision to economically empower caregivers – women and men – to increase income for the well-being of themselves, their children and families. World Vision Australia (WVA) is piloting Gender Inclusive Financial literacy Training (GIFT) as a non-biased, gender-inclusive financial literacy training package. Based on global best practices in financial literacy, behavioral economics and gender transformative programming, it aims to promote women and men’s access and adoption of financial literacy skills, while also promoting more gender equitable relationships at the household level.
- This **Technical Guidance note** aims to provide a checklist of things to consider when planning to implement GIFT activities as part of an economic development program including: inclusive Market Systems Development (iMSD)/ Local Value Chain Development (LVCD), Savings for Transformation (S4T), Ultra-Poor Graduation (UPG) and Women’s Economic Empowerment (WEE) approaches. Therefore, there are key steps that can be considered at the overall design, implementation and Monitoring and Evaluation (M&E) stages of a program. It also provides more detailed evidence from external and internal sources on the proposed activity design and implementation modality. It can be read alongside 1) the GIFT full manual for adaptation; and 2) key model documents such as iMSD/WEE Program Quality Assurance Standards (PQAS).

GIFT CHECKLIST FOR IMPLEMENTATION – 10 STEPS TO REMEMBER

1. If there are key challenges linked to financial literacy in your context, ensure that this is captured in project design, including problem identification, development of the project logic and linked activities.
2. Consider how GIFT links to other program priorities and technical approaches and activities.
3. Ensure your M&E plan reflects GIFT.
4. Budget for a Gender Responsive Financial Needs Assessment, activity contextualization and implementation for both women and men members of the household.
5. Ensure Gender Responsive Financial Needs Assessment is conducted early in design and assessment phase.
6. Identify the key financial competency gaps, potential partners and adapt the GIFT manual and implementation modality to suit the gaps and local context.
7. Plan for implementation early in programming to enable synergies with other livelihoods activities and evidence of behavior change.
8. Conduct Training of Trainers (TOT) with the selected facilitators.
9. Implement the GIFT training in phases.
10. Closely monitor in the piloting stage to promote adoption of key practices.

NOTE TO THE IMPLEMENTATION TEAM: This technical note only provides high-level guidance, and each project team will need to carefully consider what works for their country, regional and project context.

I. INTRODUCTION

This guidance note was produced by World Vision Australia (WVA), based on global good practices and experience in delivering effective Gender-Inclusive Financial literacy Training (GIFT) in the Asia Pacific region. The guidance note serves to present WVA's approach to financial literacy training in a guidance note available as a resource to WVA Field Offices (FOs). The document seeks to provide practical guidance on how to adapt the GIFT manual and implement effective training in gender-inclusive financial literacy.

AUDIENCE

The primary audience of this guidance note is Livelihoods Specialists, program managers, M&E managers, grant acquisition specialists and other relevant program staff working on livelihoods programs within the World Vision partnership. It is aimed at FOs who are looking to adapt GIFT for their local context and accompanies the GIFT manual. Additional audiences include partners such as local non-governmental organizations (NGOs), financial service providers (FSPs) and faith-based organizations

TARGET GROUP

The primary target of GIFT is couples of husbands and wives. However, depending on the context, GIFT could also be for single headed households (e.g. female headed households), where other family members are engaged in the household financial management and decision making. In some contexts, there might be other extended family members (such as father in law/mother in law), who are important to engage in the activity.



An estimated 500 million smallholder farmers in the developing world support an estimated 1.5–2.5 billion people, encompassing a significant portion of the world's poor and food insecure population. Poor financial literacy amongst women and men in rural areas is limiting inclusive growth, financial resilience and gender equality outcomes.

What are the key problems?

GIFT is aiming to address several interrelated problems, which are outlined :

- Smallholder farmers are not realizing their potential in economic markets, esp. women working on family farms.
- Parents and caregivers are not able to provide well for their children due to the lack of sufficient income.
- Limited access to quality financial literacy programs.
- Financial literacy programs often overlooked with limited planning and M&E linked to core financial literacy competencies.
- Smallholder farmers are at risk of economic, climate and other related shocks including the COVID-19 pandemic.
- Gender inequalities linked to women's access to financial services, and lack of gender equitable financial decision-making between women and men. This is linked to other interrelated challenges , such as low education, early marriage, gender-based violence (GBV), and limited soft skills/confidence.

What is the solution?

"Financial literacy can make a crucial difference in the lives of people, in their opportunities, in their success. It is a foundation stone for well-being, for entrepreneurship, for social mobility, for inclusive growth." - OECD Secretary-General (2017)

"Gender equality remains the greatest human rights challenge of our time. Economic empowerment is a uniquely potent way for women to achieve greater control over their own lives ... Inclusive growth cannot occur without their full participation." - UN Secretary-General António Guterres on the UN High-Level Panel on Women's Economic Empowerment

What is Financial Literacy?

Financial literacy is “a combination of awareness, knowledge, skill, attitude, and behaviour necessary to make sound financial decisions and ultimately achieve... financial well-being”. For smallholder households, the ability to plan ahead, prepare for expected and unexpected financial shocks and smooth consumption is crucial to their economic resilience and as a means to avoid continuing in, or falling into, a cycle of poverty. Income generation from farming businesses, and improved savings behaviour and practices, can help families expand their business but also meet their basic needs. Financial literacy is closely linked to the ability of farming households – women and men – to manage their household budget.

Key financial literacy competencies that will be covered in the GIFT manual include:







Based on the global literature, key enabling factors for effective financial literacy programs are summarised below:

- Multiple short session over weeks/months
 - Experiential learning
 - Simple analogies
 - Rules of thumb
 - Commitment devices
 - Linkages with formal and informal Financial Service Providers (FSPs)
-

What is our approach to gender inclusion and women's economic empowerment (WEE)?

As a child focused organization, our livelihoods programming needs to pivot to promote holistic WEE outcomes: women's economic advancement, access, agency and equitable systems. Indeed, there is global evidence that when women are financial contributors to the household income, investments in children's health and education increase.

World Vision can apply a gender lens to the way that the organization implements financial literacy to promote holistic WEE outcomes.

-  **Access:** Both women and men from farming households should be equipped with access to financial literacy skills to enable both the household as a business, and family unit, to function well and equitably. This can enable access to capital and other resources.
-  **Economic advancement:** This can support income generation or return on labour.
-  **Agency:** World Vision can promote women's decision making linked to the family finances and financial management. This can have linkages to other dimensions of women's agency, including manageable workloads and well-being, including freedom from GBV.
-  **Equitable Systems:** In order to ensure a supportive enabling environment, activities can challenge harmful norms like "men need to be the main decision maker regarding family budgets", with equitable alternatives like "women and men are equal partners in the family and should share decision making for the benefit of their family".



With women and men both able to participate in, and influence, household financial management, savings and budgeting processes, financial literacy programs can aim to ensure that the whole family's financial priorities can be reflected including business, basic needs and expenses linked to child well-being, like education and health.

The GIFT manual includes gender transformative sessions, which seek to actively examine and question gender norms and imbalances of power between men and women, and between groups. Importantly, the manual will actively seek change by promoting equitable alternatives. For families, what more important decisions are there, than how to spend the family budget? The GIFT manual promotes gender equality outcomes by ensuring that households can:



Understand the benefits of both women and men setting the family vision and joint household budgeting goals;



Understand the difference between gender and sex, and how attitudes and norms shape perceptions and behaviours;



Understand the benefits of sharing financial decision-making so that the whole family can benefit; and



Understand the benefits of equitable distribution of paid and unpaid care in households.

II. GIFT Adaptation & Implementation

GIFT checklist for adaptation & implementation – 10 steps to remember :

1

If there are key challenges linked to financial literacy in your context, ensure that this is captured in project design, including problem identification, development of the project logic and linked activities

The key problems addressed by GIFT are outlined below, in addressing lack of financial competency and shared financial decision-making within households. If these resonate with the problem identification of the proposal, include these within the problem tree and program logic. Some of the following key problems that the project may identify in the assisted area can be addressed by GIFT:

- Lack of financial competency and low financial literacy is correlated with poorer money, asset and debt management
- Economic vulnerability to shocks
- Smallholder farmers are not realizing their potential in economic markets, especially women working on family farms
- Gender inequalities linked to women's access to financial services, and lack of gender equitable financial decision-making between women and men.

2

Consider how GIFT links to other program priorities and technical approaches and activities

While the GIFT curriculum focuses on building financial capacity and equitable financial decision-making of households, the material also provides numerous opportunities to align and link with other World Vision project models and approaches such as: Savings for Transformation (S4T), ultra-poor graduation (UPG) and Local Value Chain Development (LVCD). Specifically on the Women's Economic Empowerment (WEE) approach and inclusive Market System Development (iMSD), GIFT become one of the activities in Partnering with Financial Institutions or direct training by project staff.

When designing a project, it is helpful to have a clear understanding of the pathway of change in your project logic as it relates to the changes that the project wants to achieve from activity to output to intermediate outcome to outcome. As GIFT is only one activity within a larger project design, program teams should consider how the GIFT activity can contribute to higher level outcomes, along with and in relation to other activities. Ideally GIFT is under Financial Inclusive Outcomes. Most of the outcomes and goal level indicators that GIFT can contribute to will not be possible without complementary activities such as:

- Income generation and spending on child well-being: This will link to the core income generation activity (IGA) and related business planning, training and mentoring approaches.
- Access to Finance: This will link to the overarching approach to financial inclusion – either through formal or informal services like savings groups.
- Financial Resilience: This will link to other activities, such as the approach to disaster risk reduction, climate change adaptation, and business risk and adaptation.
- Women's Economic Empowerment: While GIFT can support improved access for women and men to financial literacy, changes in women's agency and equitable systems, including social norms might require another model or set of activities, at the household or community level or both. The project team needs to consider this in the design process.

3

Ensure your Monitoring & Evaluation (M&E) plan reflects GIFT

A robust monitoring & evaluation plan which has the ability to capture changes in knowledge, attitudes and behaviours over time is needed for any livelihoods project.

In order to inform evidence and learning across WVA's livelihoods portfolio, the key question of enquiry is:

How effective is GIFT in promoting envisioned outcomes in livelihoods programming?

All M&E data collected should be disaggregated by gender and analysed to inform future adaptations to the training and evidence of the GIFT model. Below are some indicators that can be used to reflect GIFT, acknowledging that the higher-level outcomes will be linked to other activities as well.

Level	Description	Indicator
Goal	Improved Child Well-Being	<ul style="list-style-type: none"> • % HHs able to provide well for their children (G1 / C4B.0044)
	Increased Financial Resilience	<ul style="list-style-type: none"> • % HHs able to raise a large sum of money within 30 days (G4)
Outcome	Increased Access to Finance for emergencies saving and for the future	<ul style="list-style-type: none"> • % HHs with the means to save money (O.EE.36 / C4B.0069) • % HH that used improved financial services in the past 12 months (IO.EE.1 / C4B.25259) • % HHs with access to sufficient credit (O.EE.41 / C4B.0068) • % target households using loans and/or savings or group share-out to invest in productive assets/ inputs/ services (O.EE.40 / C4B.25452)
	Improved capacity of HHs to avoid, absorb and adapt to shocks	<ul style="list-style-type: none"> • % HH able to employ an effective disaster risk reduction or positive coping strategy (O.NRM.7/C4B.0074)
	Increased women's agency (manageable workloads, well-being, decision making)	<ul style="list-style-type: none"> • % HHs with equitable decision making in productive sphere (O.EE.21) • % HHs with equitable decision making in domestic sphere (O.EE.22) • % of women and men who report making a decision to save or borrow in the last twelve (12) months (IO. EE.7) • % of women and men with individual and household savings (O.EE.37 / WEE 1.6)
	Increase equitable systems for women and men	<ul style="list-style-type: none"> • % respondents with supportive attitudes towards women's economic participation (O.EE.18 / C4B.25450)
Intermediate Outcome	Women and men improve their financial literacy practices	<ul style="list-style-type: none"> • % households having set a goal and started saving for it (IO.EE.9) • % of respondents who report feeling confident in their financial literacy (IO.EE.8)
Output	Women and men have improved access to financial literacy training	<ul style="list-style-type: none"> • % of people with increasing knowledge on financial literacy • # of men and women who participate in Financial training • # of people (men & women) provided with financial service

To monitor the effectiveness of GIFT, the project can use the pre-post test questions that can be found in the Annexures of the GIFT Manual. In addition to the above, the following tools are recommended to support an understanding of training effectiveness:

- Attendance records disaggregated by gender should be kept to understand drop out/completion rates; and
- Simple feedback tools should be utilised at the end of each session to determine whether participants found value in the training.

Qualitative tools :

Example from ANCP - iLIVE Project :

ANCP – iLIVE Project
Community Stakeholder Annual Reflection - June 2018
Northern & Eastern Province of Sri Lanka

INDIVIDUAL SATISFACTION SURVEY

1. What was your key learning from today's reflection session? List 3
2. How confident are you to implement the action point from this discussion?
 - a. Very confident
 - b. Confident
 - c. Moderate
 - d. Cannot say
3. What is your feeling after the reflection session?
4. What changes can you make in your community? List 3
5. How can we improve the session in future (methodology, timing, transport, food, venue , facilitators etc)

4

Budget for a Gender Responsive Financial Needs Assessment, contextualization and implementation



Appropriate budgeting for a financial needs assessment to tailor the design of the curriculum to identified needs of the target audience



Budgeting for 3 – 4 days TOT for the local facilitators or for local partner staff



Budgeting for training implementation should consider how many sessions for delivering the training. Ideally, one session will take 2 – 4 hours/meeting. Budget checklist include:

- Appropriate budgeting of training for 2 people per household and over several weeks
- Budget for meeting package including meals
- Budget for training tools
- Budget for printing modules
- Budget for child friendly space



Budgeting for monitoring

5

Ensure Gender Responsive Financial Needs Assessment is conducted early in design phase

Ideally, the gender responsive financial needs assessment would be done in tandem with other key assessments such as the market assessment, gender and social inclusion assessment. This could involve a secondary data review and qualitative data collection such as gender desegregated focus group discussions (FGDs) and Key Informant Interviews (KIIs). If there are not enough resources, the project could use available secondary data such as World Vision data or another organization's data for assistance only. Assessment data can support the adaptation of the curriculum into the local context and support better preparation, training and achieve the expected changes and impact. The assessment at a minimum should identify the key financial competency gaps for women and men, as well as map potential partners, ideally Financial Service Providers (FSPs). There should be attention paid to embedding a gender lens to identify the different barriers for women and men.

6

Based on the assessment, adapt GIFT manual and implementation modality to suit the gaps and local context

Use the findings from the Gender Responsive Financial Need Assessment to decide some key aspects:

- Adapt GIFT Manual, such as identify local study cases for simulation game
 - Decide Training modality and partners:
-

Option A GIFT can be facilitated directly by project staff

Option B GIFT can also be facilitated through partnering with FSPs playing a key supporting function in the market and who are willing to expand beyond their basic training prior to on-boarding clients. GIFT can be an embedded service alongside saving and loan services for producers and businesses. There are some advantages for World Vision and FSP partnering in delivering GIFT for assisted households:

SOCIAL IMPACT (FOR WORLD VISION)

- Increase training outreach (and hence financial literacy and gender equality outcomes)
- Direct linkage of farmers with FSPs
- Increased investment in program activities

BUSINESS IMPACT (FOR FSP)

- Increase client outreach
- Increase savings portfolio
- Increase productive loan portfolio
- Improved repayment rates (portfolio quality)
- Collect market information to design customer-centric financial products

Option C GIFT could be implemented by the staff in the first instance and progress to Option B over time

7

Plan for implementation early in programming to enable synergies with other livelihoods activities & evidence of behaviour change

Failure to plan means planning to fail. Good planning will enable increased knowledge and behaviour change. The gender sessions are designed for couples, and seek to promote gender equitable relations. This requires:

- The training is designed to be delivered over multiple short sessions (for example one short session per week or month), hence appropriate budgeting for 2-3 facilitators to carry out each training may need to consider additional travel time and costs.
- In recruitment of beneficiaries, consider local context. For example, in some contexts, project staff may also consider involving community leaders or faith based leaders to invite training participants. In other contexts, you may need to adjust the target group e.g. GIFT training may involve other family members.
- Strategies to ensure couples can attend given care responsibilities of women and men and their overall safety. This might require careful consideration of the time and place of training, incentives to attend GIFT and/or child friendly training spaces or other solutions.
- Consideration of gender and disability inclusion in budgeting for visual and learning aids (for example, printing large visual aids/posters, sign language translator, use of technology).
- Consider COVID-19 health and sanitation requirements given the local context and regulations.

8

Conduct Training of Trainers (TOT) with the selected facilitators

It is important to ensure that sufficient numbers of both male and female facilitators are trained on the contextualised GIFT manual. If there is a potential for partners to conduct training in future, invite them to attend the ToT workshop also.

It is recommended to ensure adequate time is allowed to address the relevant topics during the TOT (normally recommended to be a 5-day intensive workshop).



As facilitators are often much more familiar with the target communities, it is important to request feedback on the proposed training material and make any necessary changes prior to the first community training. The training should be on the curriculum but also on skills in facilitation methods, as this is especially critical for gender transformative sessions. In the pilot programs, the TOTs have used the playback methodology, where the trainer runs the session and participants have the opportunity to play back the session with all participants asked to reflect on their facilitation and received constructive feedback from others.

9

Implement the GIFT training in phases

It is recommended that training implementation in target communities is carried out in three phases:

1. A smaller pilot phase in a few target communities with the aim of gathering feedback to inform further adaptations to the training, prior to implementing at scale.
2. Adapting the training manual and GIFT implementation plan based on participant and facilitator feedback.
3. A full implementation phase in all target communities.
4. Scaling up phase

Since gender equality and equity in household financial decision-making are key components of the training, it is important to ensure a balance of gender in facilitators in each community training session as some of the discussions could be sensitive in certain contexts. Its also important for facilitators to consider facilitation tips that have been added in the module.

10

Closely monitor during the piloting stage to promote adoption of key practices

Key monitoring questions pertaining to the effectiveness and relevance of GIFT for target households can be summarised in two categories:

1. Content
2. Process

Where it is possible to conduct additional qualitative research to add to the quantitative financial needs assessment and pre-post test, key questions in the manual are recommended to guide further analysis into effectiveness and relevance of GIFT and adaptation input for scaling up stages.

Finding from piloting project has mention the important of providing Financial record book and follow up monitoring especially from Financial institutions.



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