SOCIAL ANALYSIS FOR INCLUSIVE AGRIFOOD INVESTMENTS

Social Analysis Guidelines and e-learning courses

13 December 2023 | LAUNCH WEBINAR
<table>
<thead>
<tr>
<th>Time (Rome)</th>
<th>Item</th>
<th>Speaker</th>
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</table>
| **15.00 – 15.05** | OPENING AND WELCOME INTRODUCTORY REMARKS | **Giovanni Munoz** Facilitator, Service Chief FAO Investment Centre  
**Mohamed Manssouri** Director, FAO Investment Centre |
| **15.05 – 15.25** | OVERVIEW OF THE SOCIAL ANALYSIS GUIDES | **Ida Christensen** Senior Rural Sociologist, FAO  
**Monica Romano** Poverty and Inclusion Specialist, FAO |
| **15.25 – 15.40** | OVERVIEW OF E-LEARNING COURSES | **Cristina Petracchi** Leader of FAO eLearning Academy, FAO |
| **15:40 – 15:55** | Q&A | **Giovanni Munoz** Facilitator, Service Chief, FAO |
| **15:55 – 16:25** | PANEL DISCUSSION  
Response from users | **Chris Brett** Lead Agribusiness Specialist, World Bank  
**Beatrice Gerli** Senior Gender and Targeting Specialist, IFAD  
**Annah Rutebuka Muja** Chief Social Safeguards Specialist, AfDB  
**Francesca Russo** Senior Social Development Specialist, EIB  
**Adriano Campolina** Senior Policy Officer, FAO |
| **16:25 – 16:30** | CLOSE | **Giovanni Munoz** Facilitator, Service Chief, FAO Investment Centre |
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WHAT ARE THE GUIDES FOR?

To improve the design and implementation of **inclusive** agrifood investments that:

- focus on reducing rural poverty and food insecurity;
- respond to the real needs and priorities of marginalized people;
- safeguard the interests of vulnerable populations;
- are demand-driven, relevant and sustainable;
- create socially inclusive, gender-equitable and sustainable development outcomes;
- honour the Agenda 2030 principle of **Leaving No One Behind**.
WHAT IS SOCIAL ANALYSIS?

A process of examining the sociocultural, institutional, historical and political contexts.

This includes matters of social diversity and gender, rules and behavior, stakeholder dynamics, participation concerns and social risks.

WHAT DO THE GUIDES OFFER?

• Guidance to carry out social analysis in the context of agrifood investments using qualitative and quantitative data (primary / secondary).

• Operational tools for missions, that can be adjusted and used selectively based on context, project stage and mission purpose.

• A reference guide with links to further resources or tools to deepen the analysis in areas of need.
WHO ARE THE GUIDES FOR?

Manager’s Guide:
• The “why and what” of managing social analysis (NON experts).

Practitioner’s Guide:
• The “what and how” of conducting social analysis.

Field Guide:
• The “how” of carrying out social analysis in field missions.
• For directors, coordinators, team leaders, task managers.

• **Builds understanding** around the role of social analysis.

• **Provides guidance** on how to integrate it in the public investment cycle.

• Can be used in conjunction with the Practitioner’s Guide.
# UNDERSTANDING

## MODULE 1 - WHY IS SOCIAL ANALYSIS IMPORTANT?

<table>
<thead>
<tr>
<th>Why should managers know about social analysis?</th>
<th>What is the relevance of social analysis to agrifood investments?</th>
<th>What is the role of social analysis in reducing poverty and food insecurity?</th>
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</thead>
</table>

## MODULE 2 - WHAT TO EXPECT FROM SOCIAL ANALYSIS

<table>
<thead>
<tr>
<th>Objective and scope of social analysis</th>
<th>Levels of social analysis</th>
<th>Instruments for social analysis</th>
<th>What makes a good social analysis?</th>
</tr>
</thead>
</table>
## Module 3 - How to Integrate Social Analysis in the Investment Cycle

| Country strategy formulation | Programme / project design | Programme / project implementation | Evaluation and impact assessment |

## Module 4 - How to Manage Social Analysis Demands

| Requirements for social analysis | Responsibilities for social analysis | Operational arrangements for social analysis in investment missions |
INVESTMENT CYCLE

1. COUNTRY STRATEGY FORMULATION
   - Country socioeconomic and institutional context
   - The social landscape
   - Broad targeting, gender and social inclusion strategy
   - Initial screening of potential risks and adverse impacts
   - Stakeholders and strategic partnerships for social objectives

2. PROJECT DESIGN
   - Poverty and livelihoods analysis in the agrifood context
   - Community institutions
   - Targeting strategy and mechanisms
   - Gender mainstreaming strategy and transformation pathways
   - Youth and Indigenous Peoples strategies
   - Vulnerability and risk assessment through social safeguards

3. PROJECT IMPLEMENTATION
   - Project outreach/beneficiary tracking
   - Assessment of progress and results on social aspects
   - Assessment of targeting effectiveness
   - Assessment of performance and capacity on social issues
   - Risk management through social safeguards

4. PROJECT COMPLETION
   - Evaluation of:
     - Relevance, effectiveness and efficiency in reaching out to target groups
     - Impact on social inclusion, empowerment, social change and transformation
     - Sustainability of social benefits

Learning and scaling up
Monitoring and evaluation
# Tools for Managers

## Table 1
Managing social inputs and assessments across the investment cycle stages

<table>
<thead>
<tr>
<th>Management tasks and outputs</th>
<th>Country strategy formulation</th>
<th>Project design</th>
<th>Project formulation and appraisal</th>
<th>Project implementation</th>
<th>Completion</th>
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<tbody>
<tr>
<td>Institutional/policy/enabling environment for social inclusion</td>
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<td>Socioeconomic analysis</td>
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<td>Stakeholder engagement and consultation</td>
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<td>Social mapping</td>
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<td>Target group (pre-)identification and profiling</td>
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<td>Vulnerability and social risks assessment</td>
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<td>Identification of partners and capacity gaps</td>
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<td>Engagement with other donors/NGOs working in project area</td>
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<tr>
<td>Poverty/livelihoods/gender/youth/Ps... analysis</td>
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<td>(Community) Institutional analysis and maturity/capacity assessment</td>
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<tr>
<td>Definition of targeting strategy and mechanisms</td>
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<tr>
<td>Definition of gender/youth/Indigenous Peoples mainstreaming/ engagement strategies</td>
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<tr>
<td>Definition of gender transformation pathways</td>
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<td>Development of gender and youth action plans</td>
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<td>Identification of project activities</td>
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<td>Participatory needs/capacity assessment and community action planning</td>
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**Agency Social Analysis Requirements**

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<tr>
<td>Emphasizes importance of supporting national ownership, participation and outcome orientation to improve the lives of the poor in Africa. Achievement of this goal entails the integration of a poverty perspective throughout ADB activities and development of appropriate operational mechanisms and institutional arrangements.</td>
<td>Aims to strengthen ADB’s commitment to address challenges women face and promote gender equality as well as women’s and girls’ empowerment in Africa.</td>
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<tr>
<td>i) Empowering women through access to finance and markets. ii) Accelerating employability and job creation for women through skills enhancement. iii) Increasing women’s access to social services through infrastructure.</td>
<td>ADB 2014: Banque Africaine de Développement Stratégie du Capital Humain 2014–2018</td>
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<td>CDB 2020: CABEI’s 2020–2024 Institutional Strategy</td>
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<td>Aims to contribute to inclusive economic growth and support countries in their economic policies to reduce poverty and inequality.</td>
<td>A Gender Equity Policy and Gender Action Plan is under development at the time of this publication: CABI 2021. CABEI and UN Women promote gender equality and empowerment of women in Central America</td>
</tr>
<tr>
<td>i) Its Human Development and Social Inclusion Axis aims to generate social capacities that help improve the well-being and quality of life of the Central American region. ii) Its Program for the Reduction of Extreme Poverty and Social Inclusion (PRPES) selects geographic areas according to multidimensional poverty maps to focus on education, health, housing, employment and social protection; and promote gender equity and the participation of excluded or vulnerable people.</td>
<td>Under development at the time of this publication: CABI 2021. CABEI and UN Women promote gender equality and empowerment of women in Central America</td>
</tr>
<tr>
<td>No specific policy/strategy, even though CABEI has programmes targeting persons with disabilities.</td>
<td>A Youth Employment Program for CABEI’s 12 partner countries is under development at the time of this publication jointly with the Organization of Ibero-American States for Education, Science and Culture (OEI)</td>
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<td>CABEI 2021. CABEI promotes innovation and training for youth labor market insertion in the region</td>
<td>CABEI 2020: Environmental and Social Strategy 2020–2024</td>
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</table>
FOR SOCIAL ANALYST / SPECIALIST

PROJECT FORMULATION/DESIGN

The mission’s social analyst is responsible for the project targeting strategy and for integrating both gender and other sociocultural issues across all project components and activities. In order to do so, the social analyst will collaborate and exchange information with the mission team leader and other team members as relevant. Main responsibilities include:

- Carry out a gender-sensitive social analysis at national and local levels comprising the issues of poverty, food security, rural livelihoods, the agrifood system, the socioeconomic and institutional context, and vulnerability.
- Conduct a gender, youth, Indigenous Peoples’ analysis, as well as of stakeholders and grassroot institutions with mapping as relevant.
- Contribute to the identification of the project’s target group and outline targeting, gender and youth mainstreaming strategies.
- Describe the main steps to carry out a participatory needs assessment and community action planning; define a capacity development plan at all levels.
- Identify experiences, lessons learned and successful approaches in engaging with poor rural people and marginalized social groups that emerged from ongoing/past programmes, upon which the project could build or replicate.
- In close consultation with other team members, contribute to the definition of project activities, identifying entry points for mainstreaming gender and social inclusion issues and ensuring that activities are tailored to the needs, capabilities and aspirations of the target group.
- In close consultation with other team members, identify any social risk and anticipated adverse impact; define corresponding mitigation, if any.

FOR PROJECT IMPLEMENTERS

COMMUNITY FACILITATORS/SOCIAL MOBILIZERS (SERVICE PROVIDERS)

The community facilitator or social mobilizer will be contracted as a service provider. Main responsibilities include:

- Mobilize and sensitize target communities about project objectives, activities and opportunities, in a gender- and youth-sensitive manner, including by facilitating initial and preparatory meetings as well as all community meetings during implementation.
- Provide support in identifying and selecting the target group, based on criteria and approach defined in the PIM.
- Coordinate project implementation at the community level, in concert with other community-level implementing partners (service providers, public officers, extension workers), ensuring that community planning is the entry point of project interventions.
- Provide training, mentoring and facilitation support to strengthen the capacity, resilience, livelihood development, income-generating opportunities and leadership skills of the target group, at individual, household and community group level.
- Facilitate the community planning process, including preparation of community plans, in a way that is participatory, socially inclusive and gender-sensitive.
- Carry out participatory monitoring by collecting information and feedback from the communities about project implementation and impacts.
• Provides an **analytical framework** and methodology to guide the analysis conceptually.

• Offers the **practical tools** and resources needed to support each task and step of the process.

• Used in conjunction with the Field Guide.
The framework for analysis combines livelihoods approach AND food systems approach.
Inclusivity is the empowerment of people who experience higher levels of vulnerability, exclusion and marginalization.

Target groups and intersectionality.
MODULES: STRATEGIES and PROJECTS: DESIGN – IMPLEMENTATION - EVALUATION

SOCIAL ANALYSIS FOR COUNTRY INVESTMENT STRATEGIES

MODULE 2

ANALYSIS

Task 1  Assessing the socio economic policy context
Task 2  Mapping the social landscape: pre-identification of target groups
Task 3  Mapping of the institutional landscape: identification of strategic partners
Task 4  Carrying out an upstream social risks assessment

OUTPUTS

Task 5  Outlining the broad targeting and social inclusion strategy
Task 6  Embedding social inclusion aspects into the strategy's theory of change (TOC) and results framework
SAMPLES OF TOOLS AVAILABLE

Reference Tool

THEORY OF CHANGE: EXAMPLE FROM AN INCLUSIVE AGRIFOOD INVESTMENT

<table>
<thead>
<tr>
<th>DEVELOPMENT OBJECTIVE</th>
<th>KEY OUTCOMES</th>
<th>KEY OUTPUTS</th>
<th>KEY INPUTS (ACTIVITIES)</th>
<th>MAIN INTERVENTIONS (COMPONENTS)</th>
<th>UNDERLYING ISSUES</th>
</tr>
</thead>
<tbody>
<tr>
<td>To build resilience of rural households by diversifying their sources of income through sector-based climate resilient production systems of select value chains</td>
<td>Enhanced profitability and income of on- and off-farm enterprises and livelihood opportunities for women and youth</td>
<td>Enhanced enabling environment for enterprise development</td>
<td>Community-based organizations strengthened and household ties improved</td>
<td>Inclusive cluster development</td>
<td>Cross-cutting: High rural migration, low youth employment, unpaid care work, low awareness of nutritional and climate change</td>
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<td>Enhanced capacity of farm, household, small enterprises and entrepreneurs</td>
<td>Infrastructure improved</td>
<td>Access to financial institutions increased and financial products made available</td>
<td>Ecosystem for enterprise development</td>
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Reference Tool

RESULTS FRAMEWORK: EXAMPLE FROM AN INCLUSIVE AGRIFOOD INVESTMENT

<table>
<thead>
<tr>
<th>Name</th>
<th>Baseline</th>
<th>Mid-term</th>
<th>End target</th>
<th>Source</th>
<th>Frequency</th>
<th>Responsibility</th>
<th>Assumptions</th>
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<tr>
<td>核心技术</td>
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Project monitoring | Quarterly | PMU/DPMU | |

Project implementation undertaken without delay and with adequate release of financial resources.
USEFUL RESOURCES BY 20 THEMATIC AREAS

• Macro-level social analysis for country investment policy and strategy formulation.

• Project-level social analysis for design, implementation, supervision, and evaluation.

12 GENDER CHECKLISTS

• By sector and theme
How to:

• Collect primary data, using rapid qualitative methods; national, district and community (including households).

• Modules, checklists and field tools; to be used flexibly and selectively.

• Used in conjunction with the Practitioner’s Guide.
THE ‘HOW TO’ OF FIELD WORK

PREPARATION AND FIELD WORK PLANNING
- Review of secondary data and relevant resources (quantitative and qualitative)
- Multi-stakeholder consultations and work with key informants
- Definition of field methodology:
  - Agree on the mission’s ToR
  - Agree on key social analysis questions
  - Define representative communities and the typology of households to visit
  - Finalize the field trip plan

DISTRICT-LEVEL FIELD WORK
- Multi-stakeholder consultations and work with key informants
- Review of district-level data (quantitative and qualitative)
- Confirm / fine-tune field methodology:
  - Representative communities and households to visit
  - Field visit plan and logistics

COMMUNITY-LEVEL FIELD WORK
- Direct interaction with a wide range of community stakeholders
- Participatory primary data collection (using rapid qualitative tools) through:
  - Community meetings
  - Focus group discussions
  - Individual household interviews
METHODOLOGICAL PRINCIPLES

- **Participatory** – flexible – culturally / gender-sensitive data collection.
- **Data validity and reliability** (triangulation) – minimizing bias.
- **Data focus and relevance**; using checklists.
- **Diversity, inclusivity and voice**; capturing the realities of all.
- **Collaboration and learning**; cuts across sectors, disciplines and assigned roles in a mission.
**CHECKLISTS**

**HOW TO USE THE CHECKLISTS IN THIS GUIDE**

The checklists are phrased as guiding questions which are by no means meant to be used verbatim. It is up to the social scientist to tailor the questions to the appropriate context and audience, remembering to:

- Select the questions that are most relevant to the sectoral focus, objectives, and interventions of each specific project or programme.
- Formulate additional questions as needed.
- Prioritize the questions, considering logistical constraints (e.g., time) and the likelihood of yielding reliable answers from respondents.
- Adapt the wording to the local context and the realities (including the educational level) of the respondents.

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**HOUSEHOLD INTERVIEW CHECKLIST 2**

**HOUSEHOLD ASSETS**
- Are project activities improving households' food security, healthy living, the building up of assets? How?
- How is project enhancing household’s land access, tenure security rights? For example, land titling process, issuing land certificates, names of husband and wife, engaging in policy dialogue to secure land property and inheritance rights, etc.
- Is the project introducing farming tools and equipment, including mechanization? How?
- Is the project enhancing access to quality and responsive extension services, agricultural and rural advisory services, and financial services?
- Is the project providing households with greater opportunities for training, and capacity building, for example, through FFS, technical business and entrepreneurship development training; vocational literacy, numeracy and financial training; nutrition education?
- Is project supporting or strengthening CBOs and safety networks belong to? How?

**LIVELIHOOD, FARMING AND AGRIFOOD SYSTEMS**
- Is the project supporting and strengthening households' livelihood strategies, farming and agrifood systems?
- Is the project enhancing households’ access to agrifood chains and employment opportunities?

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**FOCUS GROUP CHECKLIST 4**

**GENDER**
- In what ways has the project empowered women (especially vulnerable women) economically and socially and improved their well being?
- How has the project enhanced women’s secure access to inputs, assets, services, information, (digital) technologies, employment opportunities, markets and/or agrifood value chains? To what extent have women set up or expanded their businesses and SMEs?
- To what extent did the project help women exercise more control over the income they earn and benefits/returns they accrue?
- To what extent has women’s voice and decision-making power been strengthened at the household and community level? Can women participate more actively in community decision-making processes, village development councils, or CBOs as members and leaders? Do they enjoy a larger share of the benefits?
- Have household workloads become more equitable between men and women as a result of project activities? What kind of benefit did this bring to the life of the both men and women? To what extent is food allocated more equitable as a result? Is this visible in a reduction in women’s malnutrition and anemia, and in children’s malnutrition?
- How has the project enhanced women’s access to, rights over and security of land? How?

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**VULNERABILITIES**
- To what extent is the project helping households to be prepared to shocks? For example, by providing households with sustainable employment or income generating opportunities; promoting resilience-building strategies and agroecological practices; providing training in disaster preparedness and management?
- How is the project monitoring and addressing risks that may arise from implementation (poor or hazardous labour conditions, GBV, child labour)? What mechanisms have been put in place if such risk emerged? For in-depth exploration of such issues, use District level Checklist 4 on risks assessment throughout the relevant rural (Module 9).

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**YOUTH**
- Did young people’s access to decent self- or waged employment in the farm, off-farm and non-farm sectors increase, as a result of the project?
- How were young women and men integrated into agrifood chains to access equal benefits?
- Have young men and women engaged in more income-generating activities, particularly in producer associations, cooperatives or rural SMEs? Have they accessed secure employment and a sustaining income? How?