ANNEX 10:

TIPS FOR A GENDER ANALYSIS KICK-OFF PLANNING SESSION

Using a kick-off planning session is optional, but recommended, to plan a gender analysis in a participatory manner. Through the planning session, the project team will agree on the content for each section of the gender analysis scope of work (SOW). See Annex 11 for a SOW template, especially sections relevant to the planning process.

Below is guidance for a gender analysis kick-off planning session, including an example agenda. If convening a kick-off planning session is not possible, the information provided in this document can be used as a checklist for developing the gender analysis SOW.

SESSION PURPOSE: To determine the scope of the gender analysis and agree upon the content for each section of the gender analysis SOW.

- Orient participants to the purpose of the gender analysis and how the gender equality action plan (GAP) will inform their work.
- Identify the intersectional identities and marginalized groups to be prioritized within the gender analysis.
- Review existing gender analysis data gaps and discuss the need for primary data collection. Brainstorm potential gender analysis questions based on programmatic priorities and known information gaps.

PARTICIPANTS:
- **Required:** Gender analysis steering committee members.
- **Recommended:** Project implementation partners and selected local stakeholders. Relevant USAID staff, as available: Agreement/Contracting Officer's Representative; relevant sector gender point of contact (POC) and mission gender advisor/POC.

PREPARATION: The steering committee should prepare for the planning session by completing the following:

- **Identify constraints.** Assess your in-house staff expertise and review available funds to conduct the gender analysis, to anchor the discussion in feasibility. Prepare to discuss any security considerations that may limit data collection.
- **Gather project documents.** Collect key information to share during the session, drawing from the program results framework, draft work plan, and draft Monitoring, Evaluation, and Learning (MEL) plan.
- **Conduct a rapid review of existing data.** Prepare to provide an overview of existing data during the session, to allow participants to discuss what information is relevant, outdated, or missing. Start with any gender analyses conducted in the last three years, such as USAID's pre-award gender analyses that informed your project solicitation, or analyses conducted by other organizations that are relevant to your project focus and geography. If there are no gender analyses that are recent and relevant to your project, conduct a rapid Internet search for relevant secondary literature (government data, NGO reports and studies, academic journals,

etc.). The search will be helpful for estimating the extent to which the analysis can draw on secondary data.

- **Collect draft gender analysis questions.** Review sector-specific gender analysis guidance for drafting gender analysis questions. See Annex 5: Gender Analysis Domains and Customized Questions for resources you can review, with examples of questions your project may want to explore relevant to your sector focus.
- **Prepare a slide deck.** The slides should present 1) the project documents and 2) the content of existing gender analyses that are relevant to the project's results framework, work plan, and MEL plan.

EXAMPLE FACILITATION GUIDE

PARTS OF PLANNING SESSION	SOW SECTION TO BE DRAFTED BASED ON DISCUSSION
Part 1: Review (1 hour)	
Use a slide deck to present the following, pausing for discussion and to check for understanding: • **Goal for the Session.** Review the session goals. Explain why a gender analysis is being conducted, and emphasize the ultimate purpose of developing a GAP. • **About the Project.** Review key information about the project, noting the presence or absence of gender integration considerations. Share information from the program description, including the results framework, the draft work plan, and MEL plan. *Discussion Questions:* Has anything changed (or will change) in the results framework, workplan, MEL plan, etc.? Identify any specific components, work plan activities, subgrant initiatives, or outreach campaigns that would benefit from being a focus of the gender analysis. Confirm the opportunities, as well as any limitations, for updating the work plan and MEL plan based on the gender analysis findings • **Overview of Existing Gender Analyses and Data.** Share the main findings of the pre-award gender analysis or another relevant gender analysis recently conducted, noting how they relate to the project. Provide an overview of the available data based on a rapid Internet search. *Discussion Questions:* Do the findings from existing gender analyses resonate with your experience? Do the findings from existing gender analyses identify the gender gaps and root causes of gender inequalities that are most relevant to the project's objectives and planned activities? Have we missed important existing data? • **Resources and Limitations:** Review the general timeframe for developing the gender analysis and GAP. Explain (if known) who will lead the gender analysis. Share any security considerations that will affect primary data collection.	SOW Section 1: Activity Description (preliminary purpose; geographic focus) SOW Section 4: Methodology (decision-making related to feasibility/necessity of primary data collection)

Part 2: Identify (45 minutes)	
Guide a discussion to identify particular personas to prioritize in the analysis. These may be persons of specific intersectional identities or belonging to a marginalized group, as explained below. ● Persons with characteristics that shape their experiences of gender inequality, such as age, marital status, income, ethnicity, disability, geographic status, sexual orientation, and gender identity. ● A marginalized group, underrepresented group, or people made vulnerable. Marginalized groups may include (but are not limited to): women; youth; children in adversity and their families; older persons; persons with disabilities; LGBTQI+ people; displaced persons; migrants; Indigenous Peoples and communities; non-dominant religious, racial, and ethnic groups; people of castes traditionally considered lower; people of lower socioeconomic status; and people with unmet mental health needs.[1] Having key disaggregated data on hand can aid the brainstorming session; gaps in disaggregated data may also suggest the invisibility or marginalization of certain groups. To help identify persons or groups to prioritize, use the following discussion questions with the group. Guide the discussion toward prioritizing up to three marginalized groups within the gender analysis. ● *Discussion Questions:* Are there unanswered questions or challenges in terms of inclusion of women, girls, individuals of diverse sexual orientation, gender identity, gender expression, and sex characteristics (SOGIESC), or other marginalized groups that you would like to see addressed in the analysis? ● *Discussion Questions:* Who faces discrimination, violence, and/or other barriers, in and outside of the project's context? Why? ● *Discussion Questions:* Who is and is not included in the project's planned activities? Why? Was this intentional or unintentional? ● *Discussion Questions:* Are there individuals or groups that could benefit from the project but are not included? Who might face barriers to benefiting from the program, if targeted efforts are not put in place? Would it be feasible to target them with interventions?	SOW Section 3: Proposed Gender Analysis Questions (Identification of marginalized groups)

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[1] USAID has identified several groups that are marginalized, underrepresented, or made vulnerable globally, and has drafted relevant guidance, strategies, and policies to engage them: children in adversity; persons with disabilities; lesbian, gay, bisexual, transgender, queer, and intersex (LGBTQI+) people; Indigenous Peoples; youth; victims of war needing physical rehabilitation, and individuals with mental health conditions. These groups may provide a good starting point for brainstorming answers to the questions above.

Part 3: Discuss (1.5 hours)	

Break participants into small groups to determine the following:
   ● Identify what is feasible to explore in the gender analysis, based on the project's results framework, work plan, and MEL plan. Ideally, each group should identify key gender analysis questions. Be sure to provide participants with illustrative sector-specific gender analysis questions.
   ● Identify what data exists (and what data gaps remain) to answer those questions.
   ● Identify how best to obtain needed data.
 	
Reconvene to have small groups share their ideas. Facilitate the discussion to reach consensus around the gender analysis questions, needed data, and ways to obtain needed data.
	SOW Section 3: Proposed Gender Analysis Questions
	
	SOW Section 4: Methodology (Decision-making related to feasibility/necessity of primary data collection)
	
	SOW Section 6: Team Composition (Decision-making related to whether GA conducted in-house or by external consultant(s)/expert(s).

Part 4: Conclude (0.5 hours)	

Conclude the planning session by summarizing major areas of agreement, any unresolved items, and next steps.
   ● Review major decisions made during the workshop.
   ● Ask for participant feedback on the final decisions. Note any additional comments, needs for updates, etc.
   ● Remind participants that the session's results will provide needed information to develop the overall scope of work.
   ● Thank participants for their contributions.	