

ANNEX 6:

PROVIDING FEEDBACK THROUGHOUT THE GENDER ANALYSIS AND GAP DEVELOPMENT PROCESS

An efficient gender analysis process requires close collaboration between the person(s) conducting a gender analysis and the gender analysis steering committee. Close collaboration is crucial for producing a gender analysis with relevant findings as well as feasible and actionable recommendations, which will, in turn, inform the development of your project’s gender equality action plan (GAP).

Make sure the gender analysis steering committee provides continuous and timely feedback at each step of the process, not just for the final gender analysis findings and recommendations but also for the GAP action items. Table 6-1 provides considerations to guide feedback at each step of the process. You may wish to share Table 6-1 with your Agreement/Contracting Officer’s Representative (A/COR) to provide guidance for their feedback as well.

TABLE 6-1: FEEDBACK THROUGHOUT THE GENDER ANALYSIS PROCESS

STEP	WHAT TO LOOK FOR
Gender Analysis Kick-off Planning Session	<ul style="list-style-type: none"><input type="checkbox"/> The list of participants includes all gender analysis steering committee members, relevant USAID staff (i.e., A/COR, relevant sector gender point of contact (POC), and mission gender advisor/POC, as available), and project partners. It should also include selected local stakeholders to identify marginalized groups for targeted analysis during the process.<input type="checkbox"/> The agenda includes time to: 1) review relevant project document and previous gender analysis findings; 2) identify up to three marginalized groups; 3) discuss feasible scope of work (SOW) based on time, resources, and existing secondary data; 4) develop gender analysis questions; 5) make final decisions on scope and methodology to inform development of the gender analysis SOW.<input type="checkbox"/> Internal decisions related to staffing, budget, and timing have been determined prior to any planning session with external partners. <p>See Annex 10: Tips for a Gender Analysis Kick-Off Planning Session for further guidance.</p>
Secondary Literature Review A summary of existing secondary gender data and literature related to the project. If existing literature is insufficient, the identified information gaps will be used to determine the focus of primary data collection. Information from the summary should also be included in the final written	<ul style="list-style-type: none"><input type="checkbox"/> Sex-disaggregated data is provided and identifies gender gaps. Data is further disaggregated by location, age group, and other variables when possible. The review notes when sex-disaggregated data is not available.<input type="checkbox"/> The review describes relevant gender issues within the project’s sector and context, drawing on both international trends and country-specific data. It identifies common gender gaps, constraints, and challenges for the project’s results framework.<input type="checkbox"/> Analysis spans across as many of the USAID ADS 205 gender domains as possible. Key information is included related to legal frameworks, social norms, gender roles and relations, access to resources and decision-making, and personal safety and security including gender-based violence (GBV).

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STEP	WHAT TO LOOK FOR
<p>presentation of gender analysis findings and recommendations.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> A variety of sources are used, including (but not limited to) data and reports from the government, international organizations, and local organizations as well as journal articles. <input type="checkbox"/> The review identifies any gaps and limitations in existing literature related to topics or gender analysis domains relevant to the project. <input type="checkbox"/> The review assesses whether the existing information is adequate for the project to understand how its objectives may be affected by gender gaps, and develop recommendation for how the project may respond to these gender gaps. <input type="checkbox"/> The summary notes any gender-specific risks that may be exacerbated by project implementation.
<p>Primary Data Collection Methodology (as applicable)</p> <p>An overview of primary data collection plans including:</p> <ul style="list-style-type: none"> - Research questions and lines of inquiry - Data collection methods and target numbers, disaggregated by stakeholder profile, sex, and location - Timeline - How data will be analyzed and validated 	<ul style="list-style-type: none"> <input type="checkbox"/> The methodology identifies lines of inquiry specific to the project, informed by the secondary literature review. <input type="checkbox"/> The number of interviews and focus groups is realistic in terms of budget and time. <input type="checkbox"/> The stakeholder list is representative and will collect diverse perspectives, including from identified groups that are marginalized, underrepresented, or made vulnerable, that can provide insights on the lines of inquiry. The steering committee has provided recommendations for particular people and organizations to meet with. (Note: For gender equality and inclusive development (GID) analyses, it is recommended to identify and prioritize up to three marginalized groups.) <input type="checkbox"/> If multiple individuals are assigned to collect data, there is a plan for training data collectors and checking the quality of their work. <input type="checkbox"/> The schedule for data collection includes locations, dates, and times. Required resources are identified, such as transportation and a voice recorder. <input type="checkbox"/> The timeline includes an opportunity to adjust the tools and methodology if needed (including testing data collection tools and reviewing initial data). <input type="checkbox"/> Attention has been given to the location of data collection, ensuring that respondents are made comfortable and afforded privacy. Power dynamics, gender identification, and other intersecting identities are taken into account when determining who will be in group interviews and focus groups to support honest discussions.
<p>Primary Data Collection Tools (as applicable)</p> <p>Data collection tools to be used, such as interview guides, focus group guides, and questionnaires.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> The questions are directly relevant to the project; the information gathered will fill gaps in existing knowledge and secondary data. <input type="checkbox"/> The tools include questions to collect insights on solutions and recommendations. <input type="checkbox"/> The questions are appropriate for the target groups. The persons who will answer the questions will be speaking from their personal experience and knowledge on the subject. <input type="checkbox"/> The tools include an introduction that explains the purpose of the gender analysis, how the information will be used, the estimated time for participation, the voluntary

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	<p>nature of participation, and the level of anonymity that will be provided. Consent is required if the interview or focus group will be recorded or transcribed.</p> <ul style="list-style-type: none"> <input type="checkbox"/> The questions are clear and use simple language. Terminology is explained when needed. <input type="checkbox"/> For interviews and focus group guides, example prompts and follow-up questions are provided that can encourage thoughtful responses. <input type="checkbox"/> Questions have been reviewed for “do no harm” considerations. If questions may lead to respondents sharing personal stories of GBV, interviewers have information on referral resources to share. Unless interviewers have specialized training in techniques for interviewing survivors of GBV, they have been trained in how to redirect questions to avoid re-traumatizing survivors.
<p>Note: It is recommended that the person leading the gender analysis provide an update with preliminary findings after completing approximately 25 percent of the primary data collection. This step will give the gender analysis steering committee the opportunity to make sure the information collected is relevant to the project. If interviews or focus groups are yielding little valuable information, adjustments should be made to the questions asked or the stakeholders engaged.</p>	
<p>Draft Gender Analysis Report</p> <p>A draft written presentation of the gender analysis report, to be submitted before the validation workshop.</p> <p>Note that “report” is shorthand for the specific format agreed on for presenting the gender analysis findings and recommendations.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Draft findings and recommendations are presented in the written format agreed upon at the planning stage of the gender analysis. This could be in the recommended simplified format (template in Annex 1: Post-Award Gender Analysis Template), a formal report format (template in Annex 2: Post-Award Gender Analysis Template for Analyses Formatted as a Report), or another agreed-upon format (e.g., Excel spreadsheet or slide deck). <input type="checkbox"/> Draft findings and recommendations are organized by the project’s results framework, providing concise information to develop the project’s GAP. <input type="checkbox"/> The report clearly identifies the gender context: gender gaps and root causes of gender inequality; how the context impacts persons of all genders in the framework of the project. It provides concrete recommendations to redress these gaps and inequalities within the context of the project. <input type="checkbox"/> The report identifies opportunities for the project to respond to the context, including how to track and report impacts on reducing gender gaps and addressing root causes of gender inequality, including across identified marginalized groups. <input type="checkbox"/> The report identifies potential gender-specific risks or unintended consequences that the project may pose to certain individuals or groups. Strategies are identified to mitigate these risks. <input type="checkbox"/> Sex-disaggregated data is provided and identifies gender gaps. Data is further disaggregated by location, age group, and other variables when possible. The report notes where sex-disaggregated data is not available.

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STEP	WHAT TO LOOK FOR
	<ul style="list-style-type: none"> <li data-bbox="553 359 1414 443">☐ The report incorporates the knowledge and perspectives of diverse stakeholders, i.e., government entities, civil society organizations, potential partners and participants, and other donors. <li data-bbox="553 474 1414 621">☐ The report considers intersectionality by examining how different aspects of identity intersect with gender, such as age, geography, disability, and class. Gender-based generalizations are avoided, and variables of marginalization are analyzed. Specific attention is given to the participation and potential barriers to participation for the two to three marginalized groups identified at the start of the gender analysis process. <li data-bbox="553 653 1414 768">☐ Gender dynamics are analyzed across USAID’s ADS 205 gender analysis domains as well as the Inclusive Development personal safety and security domain to identify and explain context-specific gender inequalities. See Annex 5: Gender Analysis Domains and Customized Questions for further guidance. <li data-bbox="553 800 1414 852">☐ The report examines the status not only of women and girls, but also of men and boys, as well as gender-diverse individuals as possible <li data-bbox="553 884 1414 968">☐ The recommendations are specific and feasible in consideration of the project’s results framework. If recommendations are outside the project’s SOW, they are noted as recommendations for future USAID projects.
<p data-bbox="201 1041 444 1062">Validation Workshop</p> <p data-bbox="201 1083 505 1293">A validation workshop is recommended for presenting findings and brainstorming recommendations. Participants may include staff, partners, government counterparts, and community representatives.</p>	<ul style="list-style-type: none"> <li data-bbox="553 1041 1414 1157">☐ The list of invitees is limited in number so the workshop can be interactive, but it also includes a diversity of experiences and perspectives. Power dynamics and reasonable accommodations have been considered when identifying who to convene and how. <li data-bbox="553 1188 1414 1272">☐ The agenda includes time for introducing the purpose of the gender analysis, presenting findings, collecting feedback on findings, and brainstorming recommendations. See Annex 17: Validation Workshops for an example agenda. <li data-bbox="553 1293 1414 1314">☐ Specific questions have been identified for soliciting input.
<p data-bbox="201 1377 488 1461">Final Presentation of Gender Analysis Findings and Recommendations</p>	<ul style="list-style-type: none"> <li data-bbox="553 1377 1414 1440">☐ The updated report has resolved any weaknesses in the draft gender analysis report, as shown in the checklist. (See the checklist above.)
<p data-bbox="201 1545 526 1608">Gender Equality Action Plan (GAP)</p>	<p data-bbox="553 1545 1414 1640">Informed by the gender analysis findings and recommendations, the GAP includes the content outlined below, as applicable, based on the Annex 3: USAID Post-Award Gender Equality Action Plan Guidance and Template for Implementing Partners:</p> <ul style="list-style-type: none"> <li data-bbox="553 1671 1414 1871">☐ Gender gaps (Gender Analysis Findings) to be addressed: Gender gaps as well as root causes of gender inequality, along with opportunities and gender-related risks as identified in a gender analysis or other analytical and consultative process. For a gender equality and inclusive development action plan (GIDAP), a finding may be an inclusive gap, root cause of marginalization, or other identified risk specific to the prioritized marginalized groups. Findings may be identified through a gender analysis, or other analytical and consultative process.

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STEP	WHAT TO LOOK FOR
	<ul style="list-style-type: none"> <li data-bbox="553 359 1382 447">□ Action: The proposed task or action to address specific findings identified in the gender analysis, including gender gaps. How the action will be mainstreamed into the Activity’s overall work plan and monitoring, evaluation, and learning (MEL) plan. <li data-bbox="553 470 1382 590">□ Responsible person(s) and/or parties: If possible, one individual identified as responsible for implementing the action. If necessary, include additional individuals or entities (teams within the activity, subcontractors or subgrantees, local partners, grantees, etc.). <li data-bbox="553 613 1333 669">□ Timeline: Specify when the action will be implemented (typically by month or quarter). <li data-bbox="553 693 1419 749">□ Required resources: Level of effort, financial resources, and other resources required to implement the identified action. <li data-bbox="553 772 1414 829">□ Indicators and baselines/targets: Standard and custom indicators to measure progress of actions. <li data-bbox="553 852 1403 972">□ Key stakeholders: Any additional stakeholders that may be involved in implementing the identified action, including individuals from marginalized groups. This may include activity staff, government counterparts, subcontractors or subgrantees, local partners, etc. <li data-bbox="553 995 1393 1083">□ Optional elements: Gender analysis summary; risks/challenges/assumptions; staffing; MEL; key stakeholders and localization; tools and other supporting materials; and training opportunities.