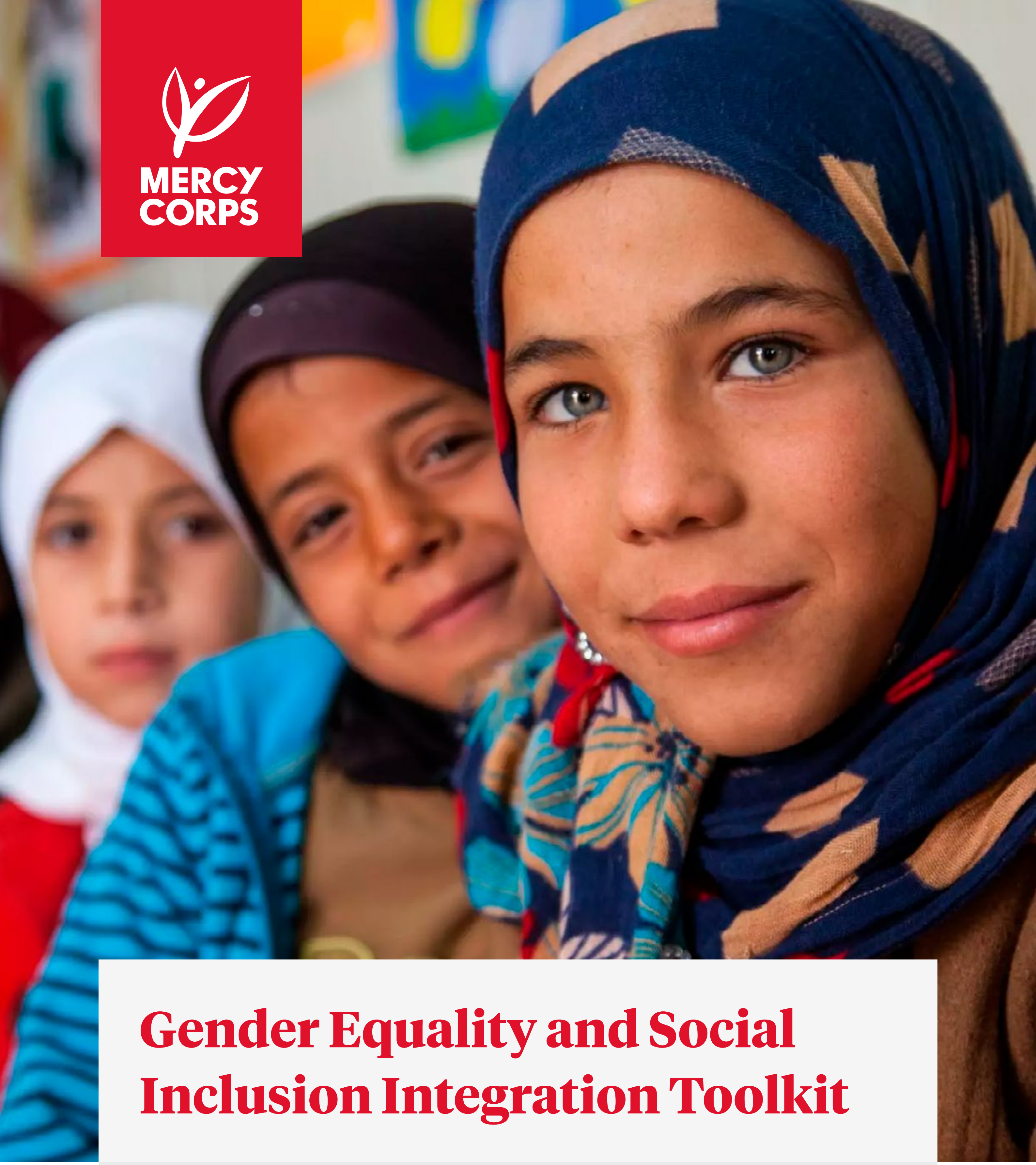

Gender Equality and Social Inclusion Integration Toolkit

Tools and Guidance to Help Team Members Integrate GESI Meaningfully into Programs

VERSION 1 • JULY 2023

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Acronyms

FGD: Focus Group Discussion

GESI: Gender Equality and Social Inclusion

IDI: In-depth Interview

KII: Key Informant Interviews

LQBTQIA+: Lesbian, Gay, Bisexual, Trans, Queer/Questioning, Intersex, Asexual/Aromantic, plus

LoE: Level of Effort

M&E: Monitoring and Evaluation

MEL: Monitoring, Evaluation, and Learning

MSA: Master Service Agreement

PaQ: Program Performance & Quality

PDL: Program Development Lead

PM: Program Management

SMT/CMT: Senior Management Team/Country Management Team

SoW: Scope of Work

ToC: Theory of Change

ToR: Terms of Reference

TSU: Technical Support Unit

INTRODUCTION

Introduction and Background

Why Gender Equality and Social Inclusion in Programs?

At Mercy Corps we believe that integrating GESI in our programs is key to designing effective and inclusive programs and achieving sustainable impact. When we fully integrate GESI into our programs, we ensure all participants can influence our program approaches and benefit equitably from activities. Fundamentally integrating GESI into our work to help us:

Create effective, quality, inclusive programs with resilient and sustainable impacts.

Create avenues for program participants **to influence our program approaches for the better**.

Create equitable benefits for the different needs, vulnerabilities, and capacities of our participants.

Address unequal power relations[1] which have negative impacts on the populations we work with and can put marginalized populations at higher risk.

"Conducting a full GESI analysis at program inception was an interesting experience that also served as capacity building on GESI for our staff, and I can say that GESI is now one of the technical components on which Nafoore has made the most progress".

Diop El Hussein Malek, Nafoore Program, Mauritania

1 Which based on factors stemming from marginalization, such as gender, economic status, ability, location, age, ethnicity/caste, language, amongst others.

Why is this important, some examples:

- In the case of disasters, a person with a disability is approximately two to four times more likely to die during the crisis than the general population.[2]
- Globally, approximately 50% of working aged women are in the labor force compared to 77% of men, where they work in lower paying jobs and earn between 70% - 90% of what men do.[3]

Inequalities such as these directly affect our program participants' ability to cope, adapt and thrive in the face of conflict and climate change. The GESI work we do aims to address such inequalities and ensure that we, as an agency, put people first.

Acknowledging the importance of this and to support our journey towards full GESI integration, our ***Pathway to Possibility*** also commits all Mercy Corps teams – both GESI specialists and non-specialists to promote safety, diversity and inclusion in our work.

What is the Purpose of this Toolkit?

This toolkit contains practical guidance, tools, and templates to help all our program teams integrate GESI considerations meaningfully into program identification, design, planning, implementation, and closure. This contributes to our commitment of do no harm and helps ensure we do not exacerbate these existing inequalities and inequitable power dynamics. The toolkit follows ***Mercy Corps' Program Management Standards*** and outlines how to meet our five GESI minimum standards.

LINK TO

Pathway to Possibility

MC Program Management Standards

2 Disability-Inclusive Disaster Risk Reduction, 2016
3 Government of Australia, Department of Foreign Affairs and Trade, Gender equality and women's empowerment strategy, February 2016w

Who Should Use this Toolkit and How Should it be Used?

This toolkit is designed for team members who implement programs and are responsible for adhering to the GESI Program Management Minimum Standards, including the following positions (or their equivalent title):

GESI Specialists (internal or external consultants)	Program Managers	Monitoring, Evaluation, and Learning (MEL) Specialists
Directors of Programs	Chiefs of Party	Proposal or Program Design Leads

This toolkit is designed for non-GESI specialists to help them understand GESI principles and integrate GESI approaches into their program. This toolkit serves as a collection of GESI resources to help anyone designing and implementing programs.

This toolkit is designed for humanitarian and development programs. In each section you will find suggestions on how to adapt the tool or approach for your type of program.

This toolkit is meant to be a pick and choose resource. It can be used in its entirety by Program Managers to help with full integration of GESI standards. It can also be used in pieces by program implementers at specific points in a program to help improve GESI components as needed. Please note that using all the provided tools and templates in this toolkit is **not** required, and teams should use what they need to meet the GESI minimum standards.

The GESI Minimum Standards

Mercy Corps' five GESI Minimum Standards were developed to help team members integrate GESI into programs. **The standards can be thought of as the first steps to support integration and implement a GESI Responsive program.** However, they are the minimum of what is needed for GESI Integration and there are other GESI components that should be taken into consideration during the program lifecycle, such as designing a tailored GESI strategy for the program. The Minimum Standards are outlined below and have been integrated into *Mercy Corps' Program Management (PM) Policy:*

NOTE

Checkout the GESI Minimum Standards Quick Guide (español, français, عربي) for fast and easy access to more information on the GESI Minimum Standards

LINK TO

Mercy Corps' Program Management (PM) Policy

Chapter 1: GESI Standard 1

IDENTIFICATION PHASE

APPLICABLE MINIMUM STANDARD

GESI Standard 1: GESI Analysis is conducted during Program Identification

EXCEPTIONS & EXAMPLES

Be aware that there are exceptions here in that the level of analysis may be different depending on the type of program we are designing or how we want to meet this standard. *More information can be found in Chapter 1*.

DESIGN PHASE

APPLICABLE MINIMUM STANDARD

GESI Standard 2: Program logic model and participant selection are based off GESI Analysis recommendations.

GESI Standard 3: Budgeting embeds gender, equity, diversity, and inclusion needs.

EXCEPTIONS & EXAMPLES

Be aware that budgeting also includes incorporating costs associated to any additional GESI specific studies or analyses we may want to conduct and should aim to make sure adequate resources are in place to fully integrate GESI into our programs.[4]

LINK TO

GESI Standard 2

GESI Standard 3

GESI Standard 4

GESI Standard 5

PLANNING PHASE

APPLICABLE MINIMUM STANDARD

GESI Standard 4: Monitoring and Evaluation (M&E) plan includes sex and age disaggregated data (SADD) for relevant indicators.

IMPLEMENTATION PHASE

APPLICABLE MINIMUM STANDARD

GESI Minimum Standard 5: Sex and age disaggregated data is analyzed and used to support program adaptions.

EXCEPTIONS & EXAMPLES

Be aware that the key takeaway here is that, regardless of what type or when we have conducted our analysis and monitoring, we **always** need to ensure that this information is used to improve our program and the outcomes we expect for the program participants.[5]

4 See *Mercy Corps Organizational Commitment 3: Locally Led and Commitment & 4: Safe, Diverse, and Inclusive)*.
5 See *Mercy Corps Organizational Commitment 1-Evidence Driven)*.

GESI Integration in the Program Lifecycle

What is GESI Integration in the Program Lifecycle?

Simply put, GESI integration happens when program teams collect and analyze information to understand social inequality in communities and then apply that information to program design and implementation to promote equity and inclusion. Each Standard in this toolkit has its own chapter which will help you better understand where, how and why integration at the different phases should be done.

A helpful tool to support teams with this is the ***GESI Program Integration Checklist.*** The checklist includes questions that help reflect on specific aspects of programming where GESI should be integrated from the start

Why is GESI Integration in Programs Important?

Simply put, integrating GESI into our Programs makes our programs more responsive to a wider variety of disclosed and undisclosed needs and vulnerabilities and helps us to reach people often excluded from non-GESI responsive programming[6]. It helps us to reach the most marginalized people, ensures we consider a wider variety of risks, and helps us ensure we truly Do No Harm in our programming work.

REMEMBER

For GESI integration to be successful, it should be included in the identification and design phases of the program and then be maintained throughout its implementation lifecycle.

Example: *In many contexts women are either legally or customarily not allowed to own or inherit land. This decreases their ability to show possession of valuable assets (known as collaterals in financing), which limits their ability to access credit for their livelihoods. Knowing this helps us to design better programming*

LINK TO

GESI Program Integration Checklist

6 *Gender Equity and Social Inclusion in Project Management Workbook-USAID Climate Ready*, 2020.

When we integrate GESI throughout the program lifecycle we make sure that we:

1. **Understand** the different needs, roles, benefits and risks for a population engaged with the program
2. **Use data** collected from analysis to help select participants and design a program for their needs.
3. **Create outcomes** in the Logic Model that directly address inequalities in the community.
4. **Allocate adequate budget** for the resources and expertise needed to facilitate GESI integration.
5. **Monitor GESI related outcomes** with appropriate indicators.
6. **Collect** sex and age disaggregated **data to help better inform adaptations**.
7. **Ensure intended participants are reached** and are benefiting from the program.

How to Achieve GESI Responsive Programming?

Simply put, achieving GESI response programming is a process. There are not necessarily any 'one size fits all' solutions to making your program GESI Responsive. The guidance offered in this toolkit will need to be adapted to your context, to your specific program and to the way in which you collaborate with others and manage a program.

In the 'GESI Basics for Everyone' section of this chapter more explanation will be given around the different levels of GESI integration we aim to achieve. At this point it is important to remember that every program should aim to be at least 'GESI responsive' as per the GESI Integration Continuum (more detail in the ***next chapter***).

This means that the program is designed to respond directly to the different needs of women, men, and individuals from marginalized identities.

To further support this, the ***Program Management Minimum Standards*** were established to support teams to design and implement efficient, effective, and impactful programs.

In that same vein we believe, that by integrating the five GESI Minimum Standards into your programming and following the guidance in this toolkit, you will be setting your program up to be GESI responsive, ultimately leading to programs that are efficient, effective, and impactful for all program participants and their communities, regardless of social identity.

> *A GESI Responsive Program is one that* ***'takes action on gender inequalities and social exclusion. Provides targeted opportunities for participants to identify and address them, such as training opportunities or gaining access to resources that are typically inaccessible to them.'***[7]

LINK TO

GESI Standard 1

Program Management Minimum Standards

7 UNOPS GESI Mainstreaming in Project Strategy 2022-25 and originally mentioned in the UN Women Training Centre 'Gender Equality Glossary'. Available at: https://trainingcentre.unwomen.org/mod/glossary/view.php?id=36

GESI Basics for Everyone

This section of the toolkit is intended to provide clarity around key GESI concepts and approaches that are mentioned throughout the standards chapters of the Toolkit.

1. We recommend reading this section if you are not familiar with GESI concepts and approaches, or that you skim through the paragraphs based on what is interesting or new learning for you.

2. Guidance around the GESI Minimum Standards begins in Chapter 1 of the toolkit.

3. Gender Equality and Social Inclusion (GESI) integration is an approach that is used to understand and address unequal power relations experienced by people based on their specific social identities.

4. Social identities can include but are not limited to *race, ethnicity, gender identity, sexual orientation, age, social class, ability, language or national origin.*

NOTE

A GESI approach seeks to ensure that ***all excluded people have the equal opportunity to realize their full potential and to contribute to, and benefit from, humanitarian and development efforts****. This is done by ensuring that the opportunities, resources, and services are provided equitably to all participants regardless of their gender or other social identities.*

What About Intersectionality?

Not all marginalized populations are equally disadvantaged or excluded. How a person's particular identities intersect and interact with each other can intensify their inclusion and exclusion in society. It is important to note that identities have no hierarchy and intersect with each other in different ways at different times. For example: a Muslim, low caste, differently abled woman living in rural Nepal might experience more oppression and have less access to services than a Hindu, high caste, able bodied woman in that same community. It is important to understand these different marginalization's that are unique to each context before starting a program to ensure there is equitable access to services.

Terminology: A List of GESI Concepts

The table in *Annex I* lists out key GESI concepts and terms that are important to understand in order to integrate GESI considerations meaningfully into programs. The Annex has been included for you to reference whenever you need to go back to a concept and understand its meaning.

LINK TO
Annex I

Approaches: The GESI Continuum

The GESI Integration Continuum represents different levels of GESI integration into programs. It is used by development organizations and academic institutions to measure the degree to which a program is responding to social inequality. The continuum has five steps within it:

While a Harmful level is never acceptable, with the application of our GESI Minimum Standards we aim for our programs to be GESI responsive.

This means that GESI Responsive programs take action to respond to differences in needs among women, girls, men and boys and other marginalized criteria. While such projects do not actively seek to change the norms and inequities which would 'take action on gender inequalities and social exclusion', GESI Responsive programming instead aims to provide 'targeted opportunities for participants to challenge and address them such as training opportunities or gaining access to resources that are typically inaccessible to them.'[8]

8 Source: https://insights.careinternational.org.uk/images/in-practice/Gender-marker/CARE_Gender-Marker-Guidance_new-colors1.pdf

What does Mercy Corps Strive for and What are the Differences in Approach?

GESI RESPONSIVE PROGRAMMING

KEY FOCUS

- Focuses on responding to the needs of marginalized groups without necessarily challenging socio-cultural norms.

TIMEFRAMES

- **SHORTER TERM** – advisable to apply these approaches to any type of programming, however also suitable to longer term programs depending on considerations (such as Mercy Corps' role in the program and availability of resources).

GESI TRANSFORMATIVE PROGRAMMING

KEY FOCUS

- GESI-transformative programs create opportunities for individuals to actively challenge gender and social norms, promote positions of social and political influence for women in communities, and address power inequities between persons of different genders.[9]

TIMEFRAMES

- **LONGER TERM** – not advisable to apply these approaches in programming that is less than 36 months in duration.[10]

9 https://www.healthcommcapacity.org/wp-content/uploads/2014/08/Gender-Transformative-Approaches-An-HC3-Research-Primer.pdf
10 CGIAR Collaborative Platform for Gender Research, 'Implementing Gender Transformative Approaches in Agriculture', GTA discussion paper, March 2019.

What do we strive for?

Our programs should always aim to be GESI Responsive, and most donors will expect this, including in both development and humanitarian programming.

In cases where we have complex, multi-faceted programming we may be able to work towards being GESI Transformative, however it is advised that you speak with your GESI TSU focal point if you are looking to adopt this level.

KEEP IN MIND

Some donors have identified their own continuum for evaluating the level of GESI integration in a program, and while their definitions of GESI approaches may slightly vary from the ones provided here, the concepts are still relevant. Multiple donors refer to the OECD Gender Equality Policy Marker (GEM)[11] scale of evaluating programs, which has a 0-2 score system. Our responsive approach would indicatively match with a level 1, however do check with the GESI TSU team if you are unsure.

In social and cultural contexts where gender and other social norms remain a highly sensitive issue, GESI responsive approaches often provide a sensible first step to GESI integration as they strive to ensure that all participants can equally benefit from program efforts. GESI transformative programs are our 'desirable' standard that we recommend implementing in long-term programming, and as they require approaches grounded in theory over time that are not always feasible in quicker responses, particularly in emergency response. The GESI TSU can provide guidance on when it is feasible to apply a transformative approach. To learn more about each step in the GESI integration continuum, go to ***Annex II*** where you will find a program example for each level.

LINK TO
Annex II

11 Handbook on the OECD-DAC Gender Equality Policy Marker. Available at: ***https://www.oecd.org/dac/gender-development/Handbook-OECD-DAC-Gender-Equality-Policy-Marker.pdf***

CHAPTER 1

Standard 1: GESI Analysis is conducted during Program Identification

Introduction

__Mercy Corps' Program Management Policy Standard 2__: Program Identification is based upon appropriate analysis, and includes a Gender Equality and Social Inclusion (GESI) analysis;

__Output__: A document or several documents containing a GESI Analysis

This section of the toolkit looks at the process for conducting a GESI Analysis. This Standard covers the following program phases: Identification, Design, Planning and Implementation, because: **determining the depth of your GESI analysis and when you should conduct it is highly dependent on your program, context and the currently available GESI data within your country/location**.

It is therefore essential to remember that this guidance only provides an overview or recommended approaches and best practice, and that you will need to adapt the guidance to your context and your country office structure. If there are areas which you find hard to adapt or incorporate, please reach out to the GESI support help desk for further support.

In this chapter the toolkit we will outline who should be involved, outline the 'What, When and Why' of a GESI analysis, provide advised roles and responsibilities for the process and will provide some potential approaches and considerations for a GESI Analysis.

The toolkit will also provide some basic advice on estimating costs, defining the SoW or ToR, data collection and analysis, and how to compile everything into a report, with links to more detailed and technically specific areas of reference for both MEL and GESI staff.

NOTE

A Gender Equality and Social Inclusion (GESI) analysis is required for all Mercy Corps programs as per Program Management Policy Standard 2 but the scope and scale of the analysis may vary significantly depending on the context of the program (PM Policy)

LINK TO

Program Management Policy

Who is this Chapter for?

Whilst this Chapter seeks to provide high level guidance to all functions within Mercy Corps, the following roles should read this section in detail:

- Directors of Programs
- New Business Opportunities/ Proposal Development Leads
- Program Managers/Chiefs of Party/Similar Roles
- GESI Focal Points – either in Country or in Regions
- MEL Focal Points – either in Country or in Regions

Throughout this document the terms GESI and MEL Focal Points will be used, these roles may be supplemented with other designated individuals if the Country Office does not have these roles currently in place. The primary thing is to ensure that there is a designated lead for each of these functions, whether they are from the TSU or PaQ, or from the Region or Global desks, someone should fill that role who has the requisite knowledge and experience.

For both GESI and MEL Focal Points additional technical annexes are provided and linked to in relevant areas, which will provide detailed information on approaches, methodologies and technical considerations that are specific to these roles.

What, When and Why?

Before we get into the details of the processes and the roles and responsibilities in conducting a GESI analysis it is first helpful to answer the 3 W's on this topic. **What** is it? **When** should it be done? **Why** should we be doing this?

What is it?

A GESI Analysis is **a study of the social, legal and political contexts of a program on issues of gender equality, social inclusion, marginalization, exclusion, and power dynamics among various groups.**

It helps the program teams understand different needs, roles, benefits, risks, and unequal power relations experienced by program participants based on their individual or compounded social identities, such as race, ethnicity, gender identity, sexual orientation, age, social class, ability, language, or national origin.

When should we do it?

A degree of GESI analysis should **always** be done during the Identification and Design phases of the program and ongoing GESI data collection and analysis should **always** be a part of the Program Implementation. There are also instances when we may require/decide that we want a detailed analysis as an independent study, in these cases we should budget for this as part of Program Design.

Why Should we do it?

All contextual assessments and analyses that we carry out as part of the Identification Phase help us to **make more informed decisions around whether we want to pursue a program opportunity or not**, but they also **help instruct us on how we need to Design our programs to ensure various factors are considered around budgeting, activity definition, logical frameworks and indicators, and populations we want to work with.**

We use the knowledge gained through the GESI Analysis to develop, adapt, and implement interventions in a way that provides the program participants with safe and fair opportunities to access goods, services, and other inputs necessary to address their needs and aspirations. A GESI Analysis can also provide program and technical teams with information regarding harmful societal norms, practices and beliefs that may hinder sustained positive changes for marginalized groups.

Important Points to Consider

1. **A GESI analysis can be conducted at either at Identification or Implementation phase.** This chapter will provide guidance on when and how.

2. **It may not always be practical for a country office to conduct a full GESI Analysis (meaning secondary and primary data collection) in Identification or Design** owing to costs and resource availability, in these cases, donor permitting, a GESI analysis should be budgeted for to be carried out in either Planning or Implementation.

3. **Every context where a GESI Analysis is conducted, is unique.** In some countries and geographic areas there is ample secondary data, so the analysis can be conducted solely through desk reviews. In others, a combination of secondary and primary data collection (KIIs, FGDs, IDIs) may be necessary or even a full GESI analysis may be required if there is little pre-existing data, or it has numerous gaps.

4. **Ask yourselves: Do you have current data on GESI from other programming** that is contextually relevant and could contribute to your analysis for this program?

5. **What level of detail do you require for your program?** For example, is your program an SRHR program with a heavy focus on marginalised groups and vulnerable members of society, or is your program a cash distribution program? Both will require an analysis but with different scopes and aeras of question.

NOTE FOR SMALL PROGRAMS

*A GESI analysis is required for ALL Mercy Corps programs, regardless of the size, scale or where it is being conducted. Nearly a quarter of all our programs are within the **small programs** category, and a comprehensive GESI Analysis may be challenging or impossible to conduct owing to resource and time limitations. We request that **small programs** conduct **at least** the desk review and analyse their secondary data against the 6 domains outlined in Annex III. Although this is not ideal, and will limit the teams ability to integrate GESI considerations, this is the bare minimum that all our programs should do. Please reach out to the GESI or Program Standards team for clarification if you are unsure whether your program falls into this category. A waiver may be required to document the rationale for using this option.*

Deciding on the Approach

At any stage of the Program lifecycle when we are considering a GESI analysis and need to decide on which approach to take, the Program Manager or Proposal Lead should convene a meeting with the GESI Focal Point and MEL Focal Point, in close coordination with a PaQ member, to discuss what kind of study is required. This team is ultimately trying to answer the following questions:

1. **Has a relevant GESI Analysis been conducted in the last two years (or 6 months in humanitarian responses) by Mercy Corps and/or other external parties?** Can it be easily accessed by the team, does it fulfil all required information needed for the program, including the right geography, sectors, and information about specific groups of people we plan to work with?
2. **Are there data sets available through the government's statistics or other departments** that can be easily accessed to understand the demographics of the marginalized populations?

If the answer is NO to 1 and 2, then

3. **How easy would it be to conduct a reliable and detailed GESI Analysis?** What are the barriers in accessing secondary and primary data sources? What are the major sources of support?
4. **What are the resources available (human and financial)?** How long would it take to conduct a GESI Analysis?
5. **What should a GESI Analysis focus on** and who should be consulted?

When answering these questions, the GESI Focal Point should also aim to consult with key stakeholders of the program since they may have access to information our teams do not. These may include other team members, partner representatives, including key program partners, local partners, consortium partners, community leaders, representatives of marginalized groups, representatives of public and private sector.

Remember: *When assessing the need and type of GESI analysis required,* ***Mercy Corps' Safeguarding considerations and the Do No Harm Principles should be applied at all times****, especially in contexts where certain identities are deemed illegal or who may have concerns about publicly identifying (e.g. LGBTQIA+ community, immigrants, illegal laborers, etc).*

So what does a GESI Analysis consist of?

A GESI analysis consists of collecting relevant data, analysing that data and then presenting that data for use and incorporation into various aspects of the program. This could potentially occur during the following phases of a program – during Identification & Design or during Planning & Implementation – it will depend on your available resources, time and pre-existing data.

Below are two 'Stages' of a GESI analysis. It may be that your program is only able to complete one of these stages, or maybe both. However, please bear in mind that at a minimum, Stage 1 should always be conducted:

STAGE 1:

CONDUCT A DESK REVIEW OF PRE-EXISTING SECONDARY DATA supported, whenever possible, by primary data, e.g. triangulation of the secondary data with some Key Informant Interviews (KIIs). This stage could occur as part of other ongoing standard program monitoring processes of other programs, or it could be done through a small team of MEL, GESI, TSU or PaQ staff *(technical guidance on Desk Reviews for both MEL and GESI can be found in the GESI Analysis Framework)*. This Stage is typically conducted during Identification & Design. If the team determines that we have 'enough' data, meaning that the information covers the specific needs of the groups we aim to work with, including geographic and other social differences, than you can progress directly to the data analysis step.

LINK TO

GESI Analysis Framework

STAGE 2:

CONDUCTING A DETAILED GESI ANALYSIS – IF we identify that we do not have sufficient data, or that there are significant gaps in the secondary data **THEN** we should try to budget for a full assessment that includes primary data collection (donor approval permitting), to be carried out during Planning/Implementation, in the proposal submission. *(Technical guidance can be found in Chapter/Standard 3 – GESI Budgeting to support this approach)*

LINK TO

Under Development

NOTES

There are exceptions to this two-stage approach *– for example, if the program is complex or strategically important and we have enough time and internal funding to support Stage 2 prior to submission we may do so. However, this is always a financial risk and needs to be a decision taken by Country Office SMT and/or the Regional Desk.*

For ***Humanitarian Response programming*** *it is clear we cannot spend significant time analysing data to support our response. In these circumstances we should adopt Stage 1 and actively budget for additional primary data collection to boost the analysis. Ideally, we will budget this across multiple programs to share the cost and have a more contextually deep study completed.*

If you are conducting a GESI analysis retroactively*, i.e. during Implementation of an already ongoing program then you should follow* ***Stage 1*** *unless a full GESI analysis has either been budgeted for your program and agreed by the donor or you have the funds available and resources to do so, independent of the current donor.*

Who Does What?

Main Responsibilities per Role

This section will provide an outline of the steps required to be completed and who should be leading or responsible for each task for each of the potential approaches outlined in the previous section – depending on funding, donor, time and resources at the Country Office level.

Who conducts a GESI Analysis depends on the nature of the program being designed and the context in which that program will be implemented. It is essential that the creation of all GESI Analyses is at a minimum overseen by an individual(s) with GESI and MEL experience to ensure appropriateness and to mitigate the potential risk of doing harm (especially where primary data collection occurs). In cases where this expertise does not exist in country, Mercy Corps' Regional or Global expertise may be required to help oversee the process and guide the design, or where resources allow, a consultant may be hired.

The positions listed here may be different within your country office and so the table below is advised guidance that can be adapted to your own context. Please note, if there is no in-country MEL, GESI, TSU or PaQ Focal point then support can be requested from either Regional or Global teams or pre-existing staff with the requisite skill sets can be assigned.

PROGRAM MANAGER or PROGRAM DEVELOPMENT LEAD (PDL)

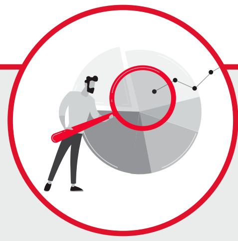
STAGE 1 RESPONSIBILITY & PROCESS

- **LEAD** the establishment of the GESI Analysis Team, consisting of GESI, MEL, TSU and other relevant department focal points.
- **LEAD** a meeting on the GESI Analysis kick off – assign roles and responsibilities, agree timelines, and define scope of the desk review
- **REQUEST** an initial dataset and gap analysis from the GESI Analysis team from the secondary data.
- **DECIDE** whether additional primary data can/should be collected prior to submission of the program to the donor
- **ORGANIZE** the review panel to analyze either prior datasets and/or newly collected primary data to inform program Design
- **INCORPORATES** all relevant data into program Design (activities, participant selection, risks, geographic locations, etc)

STAGE 2 KEY RESPONSIBILITIES AND TASKS

- **LEAD** the establishment of the GESI Analysis Team, consisting of GESI, MEL, TSU and other relevant department focal points.
- **LEAD** a meeting on the GESI Analysis kick off – assign roles and responsibilities, agree timelines, and define scope of the study.
- **REQUEST** an initial dataset and gap analysis from the GESI Analysis team.
- **DECIDE** if this is an internal or externally conducted study in consultation with the GESI Analysis Team.
- **LEAD** the design the Scope of Works or Terms of Reference in coordination with the GESI Analysis Team
- **INCORPORATE** program considerations as part of the GESI Analysis design.
- **DECIDE** if the program will use an internal or external team for the study, in consultation with the wider GESI Analysis Team and considering program budget and resource availability.
- **COORDINATE** a review panel with the GESI Analysis team to review data, extract learning and collate information.
- **LEAD** the development of a GESI Action Plan to incorporate the results of the study in program activities, risks, geographic scope and/or participant selection processes.

GESI FOCAL POINT (at Country, Region, or Global)



STAGE 1 RESPONSIBILITY & PROCESS

- **PROVIDE/IDENTIFY** any existing GESI analysis and GESI relevant data that can be used to inform the program Design.
- **SUPPORT** the analysis of secondary data with MEL
- **SUPPORT** MEL and the PM/PDL in the design of and collection of additional primary data if able.
- **SUPPORT** the PM/PDL to design the program in a GESI responsive manner.

STAGE 2 KEY RESPONSIBILITIES AND TASKS

- **PARTICIPATE** in the GESI Analysis Team
- **SUPPORT** MEL in the initial dataset and gap analysis and help further clarify the potential scope of the GESI Analysis
- **SUPPORT** the PM in assessing feasibility of the analysis.
- **PROVIDE** GESI technical considerations into the Scope of Works/Terms of Reference for the GESI Analysis
- **SUPPORT** the process of data collection if conducting the analysis with an internal team.
- **SUPPORT** and participate in regular check-ins with service providers if running the analysis with an external consultant/team.
- **SUPPORT** in the review of data from the analysis, highlighting key areas relating to GESI specific activities which can help the program become more GESI responsive.

MEL FOCAL POINT (at Country, Region, or Global)

STAGE 1 — RESPONSIBILITY & PROCESS

- **DEFINE AND IDENTIFY** the secondary data to be analyzed and collected
- **CONDUCT** data analysis on secondary data sources
- **LEAD** the interpretation of any relevant data that can be used to inform the program Design.
- **SUPPORT** the PM/PDL to identify gaps and possibilities for using primary data to fill those gaps prior to program submission
- **SUPPORT** the PM/PDL to design the program MEL components in a way which will support GESI responsive programing.

STAGE 2 — KEY RESPONSIBILITIES AND TASKS

- **PARTICIPATE** in the GESI Analysis Team
- **LEAD** the analysis of existing datasets (if any present) to identify any gaps and clarifications required.
- **PROVIDE** MEL technical considerations into the Scope of Works/Terms of Reference for the GESI Analysis
- **LEAD** the process of data collection if conducting the analysis with an internal team.
- **LEAD** regular check-ins with service providers if running the analysis with an external consultant/team.
- **LEAD** the review of data from the analysis, highlighting key areas for consideration and specific data points of interest or irregularity.

KEY OUTPUTS FROM STAGE 1

1. **A Desk Review Report** (consisting of both primary and secondary data)
2. **A GESI responsive program design & budget**
3. **A GESI Responsive MEL workplan**

KEY OUTPUTS FROM STAGE 2

1. **Desk Review report** (consisting of both primary and secondary data)
2. Set of **Interview Guides** for the analysis' primary data collection
3. **GESI Analysis Scope of Works**/Terms of Reference
4. Final **GESI Analysis Report**
5. **GESI Action Plan** for the Program and Program MEL Activities

GESI Analysis

Additional Considerations and Guidance

Understanding Areas of Focus

Now that we understand what a GESI analysis is, when it should be done, why we are doing it and who is doing what according to the different approaches outlined, it is important to give some context, technical understanding, and further definition to support these processes.

Remember, every context where a GESI Analysis is conducted, is unique. In some countries and geographic areas there is ample secondary data, in others, a combination of secondary and primary data collection (KIIs, FGDs, IDIs) will be necessary.

When preparing any GESI Analysis we should consider an 'analytical framework', or the various lenses we wish to use to examine context and analyse data. Mercy Corps has adopted "The Harvard Method" as its analytical framework approach for GESI analysis as this is the one most used within the humanitarian and development sector.

The Harvard Method establishes 6 key 'domains' through which we should interrogate data to gather a holistic understanding and contextualisation of GESI within a given country. These domains are as follows:

Each of these domains requires us to look at how power dynamics are at play around the notion of identity, who has and who doesn't have access to various resources or even basic services, what traditional views or perspectives are predominant in a population group and how this affects power and access, what the national political sphere does to enable or disenfranchise specific population groups and how various identities are valued or de-valued within a society. More definition and specific examples for each domain can be found in the *TAAP Toolkit Worksheet*.

There is some overlap among the domains, and they are interconnected. We cannot really separate them into boxes since they examine interconnected issues. The domains help us to organize our search for information when conducting a GESI Analysis, identify relevant sources of data, systematically organize, and analyse the data we gather, as well as helping us to formulate recommendations for integration into our program.

***Note:* In an ideal situation, each domain is explored through a GESI Analysis.** *However, sometimes prioritization may be necessary to focus deeper on some over other domains while keeping in mind intersectional factors, e.g. if we are conducting a rapid analysis (especially in humanitarian interventions)*

LINK TO

TAAP Toolkit Worksheet

DEFINING 'INTERSECTIONALITY'

The term intersectionality was coined by Dr. Kimberlé Williams Crenshaw in 1989, a civil rights advocate and law professor, to help explain the dual oppression of African-American women. Intersectionality refers to the idea that one person may have different identities, for which – when grouped together - they may experience various degrees of privilege or oppression. Not all groups experience marginalization or exclusion the same way.

For example: *when analyzing degrees of exclusion experienced by women in Nepal, although women experience more exclusion than men, not all women experience exclusion to the same degree. A low caste woman living in a rural community may experience more discrimination than a high caste woman living in an urban area. Likewise, a young Pygmy woman living in Eastern Democratic Republic of Congo may experience more discrimination in trying to access local markets as opposed to a woman from a Bantu ethnic group.*

It is important to understand how the combination or intersection of these different identities affect our program participants to design inclusive programs and to Do No Harm through our work.

Specific Considerations for the process of a GESI Analysis

This section provides some additional tips and recommendations related to the processes highlighted earlier in this chapter. The information here is targeted for all readers with links out to more specific technical annexes for both MEL and GESI wherever relevant.

LINK TO

External SoW Template - GESI Analysis

Internal SoW Template - GESI Analysis

Developing a Scope of Works or Terms of Reference (SoW/ToR)

If conducting a full GESI analysis (Stage 2), we will need to define our Scope of Works or Terms of Reference for either our internal team or for an external service provider. These documents frame what needs to be done, what the timeframe and limitations are, and everyone's obligations in carrying out the work. They are essential to ensure we have planned our work and that there is clarity around how this work should be done. We should consider the following points:

1. **Purpose of the SoW**: Outline why the study is necessary, what questions it aims to answer, how it should be conducted, who should be involved, and what outputs should be produced by when.
2. The GESI Analysis Scope of Work Template (***Internal/ External***): Is a helpful resource for teams to lay out all considerations important for planning and implementing a GESI analysis. **We advise that teams use this template as a worksheet** and fill it out following the guidance within the template. This template can be adapted based on context.
3. **Departmental Engagement:** All relevant TSU, cross-cutting theme experts, as well as PAQ, MEL, regional and country-specific thematic leads and representatives of key stakeholders as relevant, should be consulted in finalizing the study questions as part of the SoW.

Additional resources that may help with strengthening a GESI Analysis Scope of work are:

- The *MEL Policy guidance note 5* provides additional resources on how to strengthen study questions.
- The *Learning, Research & Evaluation Questions (MEL Minimum Standard 05) Tipsheet*
- *MEL Policy Standard 13: SoW*
- *SoW MER MSA*

LINK TO

MEL Policy guidance note 5

Learning, Research & Evaluation Questions

MEL Policy Standard 13: SoW

SoW MER MSA

Desk Reviews & Data Collection

An important point to remember here is that if we have followed the processes and guidance in this document then we should have conducted a Desk Review of secondary data, backed up with some primary data points OR we **may** have budgeted for and conducted a detailed GESI Analysis, and in some instances, both.

Throughout these processes it is important that we ensure our data collection methodology is well founded and is responding to any gaps we've identified, addresses our primary questions, and examines the cross-cutting and intersectional elements of the 6 domains outlined earlier.

In other words, we should have well defined criteria for any stage we are in. Below are some examples of criteria for any analysis we conduct, they should:

1. **Provide specific information** within one or more of the 6 domains from the Harvard Method.
2. **Describe experiences of the population** of the study at least within one of the prioritized domains.
3. **Provide evidence from verified sources** on the main investigation questions. Evidence can be disaggregated by various categories important to the GESI Analysis.
4. **If conducting a desk review of secondary data**, then that data should have been finalized **within the last 2 years and cover a period no longer than 5 years.**

Data Analysis

Whether in Stage 1 or Stage 2 our next step, once data collection has been completed, is to analyse the data. We should have already identified any outstanding gaps and addressed these with either primary data collection methodologies (KIIs, FGDs, etc) or have conducted a much more detailed GESI Analysis to fill in the gaps. For more technical information on how to collate and analyse data we advise that GESI and MEL colleagues read:

- The *GESI Analysis Framework*

For more information on sampling approaches for primary data collection, drawing samples and developing, piloting, and finalizing data collection instruments we advise GESI and MEL colleagues to refer to:

- Pages 9 and 10 of the *TAAP Toolkit's How to Identify Respondents and Map Relevant Tools* guidance
- The *Qualitative Inquiry for Monitoring Manual*

NOTES

In some instances, the GESI Analysis team may not be able to formulate clear findings. At minimum they should elevate the patterns, observations, and gaps, and determine whether further investigation is required. PAQ and TSU members are available to support or facilitate this discussion and path forward.

Many GESI Analyses are desk reviews and may not include primary data collection. Therefore, it is important that the desk review is done with rigor following all methodological considerations outlined above and in the ***GESI Analysis Framework.***

LINK TO

GESI Analysis Framework

TAAP Toolkit's How to Identify Respondents and Map Relevant Tools

Qualitative Inquiry for Monitoring Manual

Sensemaking and Formulating Findings & Recommendations

LINK TO

Annex IV

The final step of a GESI Analysis is to validate the findings with the program team and develop recommendations that will strengthen programs to become (at least) GESI Responsive.

This step is important, not just to confirm the findings with the team, but also to ensure agreement and buy-in within the team about the relevance of the data and its implications for the program. The objective of the workshop is to move forward from broad-level recommendations that typically result from an analysis study, to determine specific GESI-focused activities described in a GESI Action Plan.

The overall workshop with teams should include three key stages that build on each other to provide team members with an opportunity to critically review findings, challenge bias, and understand how they are also influenced by social norms and cultures. These steps are: the GESI Problem Analysis, Underlying Causes of Finding Themes or Inclusive Service Provision and Enabling Factors and the Identification of Overarching Interventions and Program Activities.

For more information, please refer to the following technical Annex:

- ***Annex IV – Sensemaking a GESI Analysis*** (including facilitators' notes and a sample workshop agenda).

Conclusion

The program teams should aim to implement the GESI analysis following all the steps above, however, the reality is such that under time, access, resource limitations teams often need to make compromises. Sometimes we reply on proxy informants when access to program participants is impossible. Other times we may be able to conduct a full GESI analysis and update the analysis over time as the context evolves. These considerations should be made with the context in mind, but **one principle we should never compromise on is DO NO HARM.**

DO NO HARM

When conducting a GESI Analysis we commit to ensure that we take strict ethical considerations and safeguarding measures to 'Do No Harm'. *This includes ensuring the confidentiality and anonymity of the targeted groups, ensuring their data is secure and safe and is used ONLY for the purpose it was collected. We use informed consent for collecting, storing and using data, including photographs. Do No Harm aims to prevent and minimize unintended negative effects of a program which could increase a person's vulnerability to physical and psychosocial risks such as sexual and gender-based violence or perpetuate inequality. Do No Harm means that we have the responsibility of understanding the environment in which we work and how our presence and actions interact with the ecosystem.*

Remember: *With GESI Analyses we are actively seeking to explore how various individuals are marginalized, and we are asking questions about painful memories, which may trigger other psychological trauma we are unaware of.* ***We must be informed by best practice and ensure that we fulfil our duty to be respectful of people's dignity and wellbeing****. This guidance aims to help our program teams to ensure that we live up to the commitments within the* ***Pathway to Possibility*** *and can demonstrate with evidence how we have achieved our commitments to inclusion and localization.*

LINK TO
Pathway to Possibility

CHAPTER 2

Standard 2: Using GESI Analysis to Inform Development of Logical Framework and Participant Selection

COMING SOON

CHAPTER 3

Standard 3: GESI Responsive Budgeting

COMING SOON

CHAPTER 4

Standard 4: Collecting Sex and Age Disaggregated Data

COMING SOON

CHAPTER 5

Standard 5: Analyzing and Using SADD to Reinforce Program Learning

COMING SOON

ANNEX I

GESI Concepts

GESI Concepts[12]

TERMINOLOGY	DEFINITION
ABLEISM	The stereotyping and discrimination against people living with a physical and/or mental disability.
ACCESS	People can reach the resources they need to cope, adapt and thrive without discrimination.
AGEISM	The stereotyping and discrimination against an individual or group because of their age.
AGENCY	People are able to exercise their voice respectfully, and participate meaningfully in decisions that affect them, their households and their communities.
CLASSISM	The belief that peoples from certain social or economic classes are superior to others.
DIVERSITY	The range of human differences (or identities), including but not limited to race, ethnicity, gender identity, sexual orientation, age, social class, physical ability, values system, national origin, etc.
DO NO HARM	Making sure that careful consideration is given to prevent and minimize unintended negative effects of a program on participants which could increase a person's vulnerability to physical and psychosocial risks such as sexual and gender-based violence or perpetuate inequality.
EMPOWERMENT	When individuals acquire the power to act freely, exercise their rights, and fulfill their potential as full and equal members of society.
ETHNICITY	A social construct that divides people into smaller social groups based on specific characteristics such as history, ancestry, or language.
EQUITY	The fair treatment of all people according to their respective needs. This may involve the use of temporary special measures to compensate for historical or systemic bias or discrimination. Equity will lead to equality. An example of equity is building a ramp at the entrance of a school so that a person in a wheelchair can enter the building.
EQUALITY	The state of balanced power relations within a society. (eg: All people have equal rights, responsibilities, opportunities, and decision-making power.)
GENDER	The socially constructed characteristics of women and men. This varies from society to society and can be changed.
GENDER BASED VIOLENCE	A harmful act or threat based on a person's sex or gender identity. This includes physical, sexual, and psychological abuse; coercion; denial of liberty; and economic deprivation, whether occurring in public or private spheres.
GENDER EXPRESSION	Refers to the external translation of one's gender identity, usually expressed through behavior, clothing, haircut or voice. May or may not conform to socially defined behaviors and characteristics typically associated with being either masculine or feminine.

12 Adapted terminology from UN, WHO, USAID, and various INGOS

TERMINOLOGY	DEFINITION
GENDER IDENTITY	This refers to how individuals perceive themselves and what they call themselves as either male, female, a blend of both or neither. One's gender identity can be the same or different from their sex assigned at birth.
GENDER NORMS	What society considers male and female behaviors. Gender norms lead to the formation of gender roles.
GENDER RELATIONS	The social relationships between men, women, and nonbinary people shaped by beliefs and social institutions.
GENDER ROLES	The behaviors, tasks, and responsibilities that are considered appropriate for women and men as a result of socio-cultural norms and beliefs. (Ex; Women have a responsibility to cook and take care of children, Men have a responsibility to financially support the family)
GENDER STEREOTYPES	The ideas that people have on masculinity and femininity; what men and women of all generations should be like and can do (Ex: girls are allowed to cry, and boys are expected to be brave and not cry).
GENDER EQUALITY AND SOCIAL INCLUSION (GESI)	An approach used to actively address the unequal power relations experienced by people throughout the world based on their specific social identities.
GESI ANALYSIS	A Gender Equality and Social Inclusion (GESI) analysis seeks to examine differences among gender and other social identities (including intersecting identities) in order to understand the power dynamics and gender roles within a community to ensure that the needs of diverse populations are met, and inequities are not exacerbated. This is the cornerstone of programmatic GESI Integration.
GESI BARRIER	GESI related issues or norms within a community that need to be addressed in order to achieve equitable program outcomes. These are discovered through a GESI Analysis.
GESI INDICATOR	Indicators that focus on monitoring progress towards GESI programmatic outcomes. They are part of a MEL plan and written during the design of a Program Logic Model based on data collected during a GESI analysis. An example of an outcome level GESI Indicator is "Members of gender based excluded groups, especially women, girls, and members of the LGBTQIA+ community, increase decision making power and community influence.
GESI INTEGRATION	This refers to strategies applied during all stages of the program lifecycle to take gender and social norms into account and to compensate for gender, social, and identified-based inequalities within a community.
GESI OPPORTUNITY	The GESI norms within a community that help to achieve equitable program outcomes. These can be discovered through a GESI Analysis and at different times throughout a program such as: through validation sessions with community members, regular monitoring, and team member observations.
HETEROSEXISM	The stereotyping and discrimination against people who identify or are perceived to be gay.
INCLUSION	All team members, program participants, and partners are able to safely exercise their agency, access resources they need, and use and share their power safely in order to cope, adapt and thrive in their environments.
INTERSECTIONALITY	How multiple identities intersect and interact in ways that can intensify inclusion or exclusion in society.
INTERSEX	A person is born with a combination of male and female biological traits.

TERMINOLOGY	DEFINITION
MARGINALIZATION	Also called social marginalization, it occurs when a person or groups of people are less able to do things or access basic services or opportunities. Continued marginalization can lead to exclusion in society.
POWER	People are able to influence and decide how resources are allocated on teams, in households, and in communities.
RACISM	The stereotyping or discrimination against people on the basis of their membership in a particular racial or ethnic group.
SEX	Biological characteristics that are used to categorize humans as female or male, undetermined, or intersex.
SEX AND AGE DISAGGREGATED DATA (SADD)	The act of breaking down data by sex and age to look more precisely at similarities, differences, and trends among different population groups. SADD should be collected throughout the entire program lifecycle and is relevant for qualitative and quantitative data.
SEXISM	The stereotyping and discrimination against people on the basis of sex, particularly against women and girls.
SEXUAL ORIENTATION	This refers to an individual's physical and/or emotional attraction to the same and/or opposite sex. A person's sexual orientation is distinct from a person's gender identity and expression. (Ex: heterosexual, gay, lesbian, bisexual)
EXCLUSION	The lack or denial of resources, rights, goods and services, and the inability to participate in the normal relationships and activities available to the majority of people in society, whether in economic, social, cultural, or political arenas. Caste systems are examples of exclusion. In a country that follows a social caste system, people from the lowest caste are often forced to take the lowest paying jobs and are often separated from other castes in public places, such as being forced to sit at different tables in school than higher caste children. This causes low caste populations to feel that they are not important and can cause them to avoid asking for certain rights they are entitled to.
INCLUSION	A process which ensures that those at risk of poverty and social exclusion gain the opportunities and resources necessary to participate fully in economic, social, political, and cultural life and to enjoy a standard of living that is considered normal in the society in which they live.
TRANSGENDER	An umbrella term for people whose gender identity and/or expression is different from cultural expectations based on the sex they were assigned at birth. Being transgender does not imply any specific sexual orientation. Therefore, transgender people may identify as straight, gay, lesbian, bisexual, etc.
XENOPHOBIA	The stereotyping and discrimination against people who are perceived as outsiders of a particular community, society, or nation. Refugees that come to a country after being displaced are often subjects of xenophobia. An example of this is when migrants in a new country struggle to find jobs even though they are entitled to them legally, because people who are hiring them see them as outsiders.

ANNEX II

Levels of GESI Integration

Levels of GESI Integration[13]

LEVEL	LEVEL DEFINITION	PROGRAM EXAMPLE[14]
GESI-Harmful	Programs that reinforce, exploit, or take advantage of harmful gender or social norms, or stereotypes to achieve desired outcomes. This approach can also undermine the objectives of the program in the long run and perpetuate inequalities.	In a **harmful approach,** the program would only engage active men in the community because it is known they are the ones in this context who are powerful and the key decision-makers. This perpetuates a harmful and inequitable power dynamic.
GESI-Neutral	Programs that have no consideration for the gender and social norms of a community and how they may affect program participants. GESI-neutral programs do not consider how gender norms and unequal power relations will affect the outcomes of the program.	In a **Neutral approach,** the program would create committees without any distinctions of identity or representation. No thought would be given to the importance of recognizing the need to have equitable representation *(Note that this is different from the harmful approach because they are not ACTIVELY choosing to only engage men.)*
GESI-Sensitive	Programs that highlight gender and inclusion differences, issues, and inequalities. Though they highlight these differences, they might not proactively address them.	In a **Sensitive approach**, program implementers might recognize the need to have certain social groups present in the committee and may make an effort to include 1–2 women or people with disabilities for example. However, this is mostly in a tokenized manner instituted, for example, by quotas and not intentional.
GESI-Responsive	Programs that take action to respond to differences in the needs among women, men, and individuals with marginalized identities. They acknowledge the role of social norms and inequities and seek to develop actions that adjust to and often compensate for them. While such projects do not actively seek to change the norms and inequities, they strive to limit the harmful impacts.	In a **Responsive approach**, the program team would use the results from a GESI analysis to understand who is currently present in the camp management committee and why certain populations are not. In response, they might design interventions to help excluded populations (such as people from the LGBTQIA community) gain access to the committee, ultimately ensuring they are represented and their needs can be met in the camp.
GESI-Transformative	Programs that seek to change inequitable gender and social norms, systems, and structures that entrench inequality. These programs actively strive to examine, question, and transform harmful social norms and power imbalances in order to achieve equality for all.	In a **Transformative approach**, the program team would look to understand the reasons why women have low participation and decision-making in groups similar to the camp management committee in the community. They might find that one of these reasons is a gender norm deeply ingrained in the camp population where men do not feel women should be leaders. This might then cause women to feel disempowered to try to be leaders or to worry about their safety if they did try. In order to change this gender norm, the program team might work with male "gender champions" who feel women's leadership in the camp is essential and can promote/advocate this behavior for other men in the camp through meetings. Concurrently, the program team might also conduct leadership training with women to encourage more activity in the camp.

13 Continuum is referenced from ***The CARE Gender Marke***r, 2019
14 All examples in this table are based off of a program being implemented in an IDP camp that is focused on helping people in the camp participate in a camp management committee.

ANNEX III

Gesi Analysis Framework

Introduction

Conducting a GESI Analysis requires a comprehensive approach to collecting, interpreting, and disseminating data and results. It also requires sound methodologies and GESI grounded approaches to be always utilized throughout the process to ensure there is consistency in data collection and therefore consistency in presentation of results.

This Annex builds on the higher-level information provided in Chapter 1 of the GESI Toolkit and goes into more detail on the methodologies required for conducting both Desk Reviews and more detailed GESI analysis.

It will guide the GESI Analysis team in country to identify the most relevant resources (secondary data – known as either a literature review or desk review) and/or participants (primary data) for each of the data collection tools. Furthermore, the GESI Analysis team will need to have some level of understanding of both the context and the type of analysis they anticipate producing.

Who is this Annex for?

This Annex is a technical document and provides guidance on methodologies and approaches to be utilized. It is therefore primarily directed at:

- MEL Focal Points
- GESI Focal Points
- TSU Focal Points
- Other interested colleagues and those with data analytics skills.

NOTE

The framework recommended here is derived from internal best practice conducting GESI Analysis*. As more evidence and effective frameworks for analysis are developed, you might come across more suitable examples of framework. Please discuss with the regional and HQ based GESI technical experts for relevance before use. This annex will be updated over the years, and new frameworks may emerge.*

Important Points to Consider

1. Remember, there are two stages for GESI Analysis within a program:

LINK TO

6 Domains from the Harvard Method

Identity Wheel

Power Dynamics

STAGE 1:

Which **focuses on the collection of secondary data, identifies any gaps in the data, conducts some primary data collection** (when needed and possible) and is typically done during **Identification and Design**.

STAGE 1:

Which **responds to gaps identified in Stage 1,** includes a sound methodology to primary data collection and is often a larger and more comprehensive analysis. This is typically done, **IF budgeted for**, during **Planning and Implementation**.

2. **Whichever stage we are currently in, the results of our GESI analysis should always be used to** inform program activities, risk identification, geographic scope, and participant engagement, etc.

3. **Program Managers need to initiate the requests for analysis and study,** however the people responsible for carrying out the analysis will typically be shared between MEL Focal Points and GESI Focal Points (or as assigned per your country office structure).

4. **SMALL PROGRAMS** may only be able to go up to the second level of coding outlined in this annex.

5. **We must collect, examine, and present our data** using the *Harvard Methods 6 Domains* and **Intersectional Factors** *(as per the Identity wheel on page 66)* & considerations on **Power Dynamics** *(page 69)* to ensure we are considering all GESI aspects in our analysis. Ensuring inclusion is central to achieving the outcomes of our P2P strategy and is a commitment that we strive to fulfill through our programs. Through studying intersectionality and power dynamics in the communities where we work, we empower our programs with design elements that helps acknowledge not only the barriers and obstacles faced by various groups but also builds on local competencies, recognizes where power shifts are necessary for longer-term systematic change. Therefore, it is important to consider both intersectional and power analysis to inform program design.

What do we do and Why do we do it?

Before we get into the technical considerations for each part of the guidance on GESI Analysis, it is important to first outline the broad steps we will undertake. The steps outlined above are, as mentioned, non-exhaustive and both the sequence and the steps may change depending on your operating environment, resource availability and whether you plan to conduct the work internally or through external consultants.

1. **Secondary Data Collection and Analysis**
    - a. Determine the scope of your desk review
    - b. Determine your coding process – using the 6 domains, Intersectionality and Power as lenses to view the data through
    - c. Identify your source materials
    - d. Interrogate the materials and extract & present relevant aspects
    - e. Identify gaps from the materials that may require primary data

2. **Primary Data Collection and Analysis**
    - a. Define the scope of the study
    - b. Determine your sampling strategy
    - c. Determine your sample size
    - d. Design your questions – incorporating the 6 domains, Intersectionality & Power
    - e. Identify your data collection tools
    - f. Source and train your enumerators
    - g. Conduct the data collection
    - h. Clean the data collected
    - i. Present the collected data

We do these steps to ensure that we know what it is we want to collect, what approaches we are taking to collect the data, and to help us plan how we are going to collect and then interpret our data. It is important that we have a logical plan and that everyone is aware of their roles and responsibilities to ensure that we are able to gather the information we need to best inform our programming work.

NOTE

The roles for those responsible for these steps will differ per Country Office and context – please liaise internally to agree responsibilities for these processes. *Typically for most of the above the MEL and GESI Focal points should share responsibility, depending to their technical skill sets. Additional support may be sourced from Region or Global offices.*

Important Considerations

from the Qualitative Inquiry for Monitoring Manual

This section provides some summaries of key areas for consideration when carrying out a GESI Analysis. These points are taken from the broader *Qualitative Inquiry for Monitoring Manual* and are critical elements for those participating in the collection of primary data and in developing and conducting a GESI analysis.

LINK TO

Qualitative Inquiry for Monitoring Manual

1. **Data Collection Tools**: The Qualitative Inquiry for Monitoring Manual provides detailed guidance on how to select various tools for qualitative inquiry. Various tools can be used for each of the data collection methods, together with the FGDs and KIIs. For example, a discussion guide may be used for a focus group discussion, a field diary or journal for participant observation or an interview guide for interviewers may also be used. Tools need to be developed and adapted to the specific contexts where they are to be applied. It is highly recommended to use tested tools if they are available, and when new tools need to be developed, they should be piloted and tested before being adopted for continued use. Piloting these tools is vital as it provides opportunities to tailor the tools appropriately for your context.

2. **Enumerator Trainings**: Data Collectors (enumerators) need support and learning to develop their skills, not only on the data collection instruments and technology they will be using, but also in areas such as developing rapport, cultural sensitivity, understanding own bias and respectfully facilitating group and one-to-one discussion. Enumerator training is important and should be included as part of the GESI Analysis. Refer to the Qualitative Inquiry for Monitoring Manual for a training sample agenda and additional advice on how to do this.

3. **Designing Questions in the Questionnaire**: Asking the right questions while collecting the data in a way that does not further aggravate the marginalization experiences of program participants is crucial and is an ethical requirement for all GESI analyses. Consider using Washing Group Questions (for people with disabilities), Core Humanitarian Standards (CHS), and other references to ensure you are following ethical best practices for formulating data collection tools and questions. **Remember:** When determining the study questions, you should use the **6 domains** from the Harvard Method and relevant aspects of **Intersectionality** to help structure them.

4. **Sampling Strategy**: Sampling in qualitative studies is purposeful (i.e., we intentionally include respondents who may be the most relevant informants for the study questions). In the Qualitative Inquiry for Monitoring Manual, you may find additional resources on the most widely applied sampling strategies grouped within sampling strategies which maximize the range and variation in the sample and sampling strategies which narrow the range of variation within the sample, together with helpful guidance on how to choose the appropriate approach.

5. **Sample Size:** Qualitative inquiry does not require to define the size of the sample in relation to the total population of interest. The size of your sample will depend on the number and diversity or participants (men, women, youth, and other intersectional factors) you think you need to include to collect a useful amount of data to respond to your question. This will increase if you want to collect data from several groups, bearing in mind the resources and time you have at hand.

6. **Saturation**: During the data collection, or later during data analysis, the analysis will reach a point where the same issues come up repeatedly. This is known as 'saturation'. It is not easy to predict at what point you might reach saturation; however, some research suggests that you should reach this point at around 12 participants, plus or minus 5. Some level of analysis is done while the data is collected, because saturation may be reached earlier, at which point the data collection should stop.

7. **Stratification**: For 'Strata' or 'subgroups' the data reaches saturation from 2 – 5 FGDs, 3 FGDs being a safe number to plan per strata. For example, if you have 3 different livelihoods groups and want to interview separate groups of adult males and females, you need 18 FGDs in total (3x2x3). Best practice shows that the most successful focus groups are composed of 6-8 respondents. Sometimes you may end up with more participants, where you will need to have additional tools manage the data collection.

Levels of Analysis

Within any assessment, study, or analysis there are two common levels of data collection and analysis which are outlined below. For the purposes of a GESI Analysis, as outlined above, regardless of which Phase of the Analysis you are in, or which Phase of the Program lifecycle you are in, you will likely need to conduct both **Secondary and Primary** levels of data analysis.

The reason for this is that validation with primary data points is vital to verify assumptions and claims made in secondary data. Because secondary data is often derived from resources where we cannot always either verify the authenticity of the respondents or guarantee that the context has not changed since the information was generated, we must be careful not to assume that what is written is what the reality is for our program participants at this time.

Collecting primary level data on top of the secondary data helps us to confirm or refute information we have and helps us to develop more appropriate programming responses to identified and immediate needs within communities and amongst participants. More information is provided below:

Understanding Secondary Data Analysis

Secondary data sources are usually those which have already been collected for some other purpose, and not directly for the topics we are investigating. The process of secondary data analysis starts with the collection of all this potentially relevant data.

The people involved in this process are usually going to be the following staff members, either in country or supported by the respective regional or global roles.**:**

MEL Focal Points	GESI Focal Points	Relevant TSU members

We should be identifying secondary data from (not an exhaustive list):

1. Any of our own prior assessments, studies, research papers which are relevant
2. Government studies or papers
3. Donor reports and papers
4. Information shared publicly by other organizations.
5. Other data available from local municipalities, organizations, or research bodies

We should then be interrogating these resources to extract the relevant and required information.

As the team identifies and reads through these resources, they should cut and paste (or code) segments (paragraph, citations, quotes) against the relevant domains we are using for the purposes of this study, taken from the Harvard Models 6 domains.

This will also help the team understand the quantity and quality of resources that are relevant for the desk review.

NOTE

How can I identify an information gap from secondary data?

Secondary data may present some limitations: it might not be able to answer specific research questions, or it might lack accuracy regarding a specific geographical area or situation.

For example, in a rapidly changing humanitarian context where we want to know who the most marginalized people are and how to reach them, we might learn from secondary data that the 'most marginalized' are women and/or people with disabilities, however we might not know details of their current displacement or access to technology for cash assistance in the areas where we plan to operate, and we may not understand the power dynamics or cultural specificities of the area.

In this case, the analysis team might decide to conduct a small sample of KIIs to learn more about this missing information and triangulate their data.

Understanding Primary Data Analysis

Primary Data is information and data sourced directly from individuals who we intend to work with or their wider community. The process usually requires direct work to be carried out, through Key Informant Interviews, Focus Group Discussions, surveys, questionnaires, etc.

The people involved in this process are usually going to be the following staff members, either in country or supported by the respective regional or global roles.**:**

MEL Focal Points	GESI Focal Points	TSU Focal Points	Program Staff

Sometimes secondary data will be sufficient to inform our programming, however, if we have identified gaps in our secondary data, we will want to conduct primary data collection to fill these gaps.

We should typically be drawing primary data from:

1. Key Informant Interviews
2. Focus Group Discussions
3. IDIs
4. Surveys & Questionnaires

When conducting primary data collection, it is good practice for the enumerators to have a 'rest day' every 2 days of interviews or free time every 6-8 KIIs or FGDs to read through interview notes and to start running a broad-level data analysis (overarching themes). Depending on who is in charge of the data analysis, it could either be the enumerators noting the themes, or the study lead, or a consultant, in consultation with the enumerators.

This helps us determine whether additional data collection is needed with a given group or area; or to stop the collection if all necessary information already exists and the responses are repetitive, which is known as 'saturation' which is explained more in the next section.

Like with secondary data analysis, as the team reads through the interview notes, they will cut and paste (or code) segments (paragraphs, parts, verbatim quotes etc.) against the relevant domains we are using for the purposes of this study, taken from the Harvard Models 6 domains.

LINK TO

MAZQDA training course

NOTES

GESI Sensitive Approaches to Primary Data Collection*: If the team pursues primary data collection, it is important that focus group discussion groups are segregated by sex, age, and other key power dynamics within the community. For example, FGDs should not have mothers-in-law with their daughters-in-law in the same group. Community leaders should not observe FGDs. It is important that FGD facilitators are the same sex as the group they are leading. Each FGD should be led by a facilitator and should be accompanied by a notetaker. The usefulness of the data collected is dependent on the quality of the notes. Where appropriate and with participant permission, recording FGDs, KIIs and IDIs can help with data analysis.*

If the team is planning to use MAXQDA for data analysi*s, the software will offer pre-defined code structures that work the same way – see* ***MAXQDA training course****. Once the data is organized, the analysts then need to read through the data segments and derive conclusions and observations. Mercy Corps recommends using MAXQDA for faster and more accurate results; however, in the case of a rapid analysis (e.g., for a humanitarian intervention) or for a study with less than 30 participants where the analysis teams is not already trained on MAXQDA, it is also suitable to use Excel for manual analysis. Ask your PAQ colleague for the MAXQDA license.]*

Data organization and reduction

Once we have identified our data collection approach, secondary or primary, and we have done all the preparatory work around defining our questions, and once we have collected our data, we then need to start looking at the different levels of coding, organizing the data that has been collected and eventually analyzing that data.

This section covers the process and provides examples of how data can be codified ready for detailed analysis as well as providing links to specific software or tools that can be used to facilitate this process.

Data analysis can either be done through software (MAXQDA) or can be done manually. To do data analysis manually in Excel, the analysis team will need to create a table for each research question (one per tab) of the GESI analysis. Every question will have columns reflecting the six domains, this is covered in the second level of coding listed below. As you begin data analysis, please keep in mind the **6 Domains from the Harvard Method**, the **Identity Wheel** *(on page 66)* and **Power Dynamics** *(on page 69)*.

LINK TO

6 Domains from the Harvard Method

Identity Wheel

Power Dynamics

1st Level of Coding: Organize all collected data by the GESI Analysis questions.

(This section is recommended for secondary data; however for larger, primary data collection we would typically start from the second level)

The first level of analysis, which can be done during the data collection for secondary data sources, is organizing the data by the general learning questions of the GESI Analysis. This step allows you to understand where you have concentrations of data segments, where you have gaps, and see information relevant to the learning question in one place.

The analyst needs to read each identified and shortlisted data source (report, TolaData indicator reports, dashboards, etc.), and organize them by the theme of the GESI Analysis question. For this step, most analysts create MEMOS/Notes where they describe what type of text is selected for each "code", making sure that the selected text fits the parameters outlined in the MEMO/Note. In some cases, if there is time and budget, two different people may be asked to code the same dataset using the MEMO/Notes as guidance and compare the selections.

The following is an example to help you, the colors signify codes:

Green text = positive finding

Red text = negative finding

The analysts may use other colors to indicate other references to data. Make sure you are tracking the data sources, e.g. (FAO report, 2019), because in the third step we will be mapping the demographic of the respondents.

NOTE

Please refer to the MAXQDA MEL tech course for additional tips on data organization and guidance on how to create and Use MEMOs in a MAXQDA platform, or ask your PAQ team member.

LINK TO

MAXQDA MEL tech course

GESI Analysis Question 1: How do women in Country X participate in decision making regarding household purchases?

Document 1: Evaluation report YYYY Segment 1: Women in country X in general are responsible for weekly shopping of food. They decide on the weekly meals, and distribute the funding dedicated for food over the number of days. Women can provide healthy diet for their families, by making the right choices in weekly shopping practices. However, women in some specific ethnic groups, may have to ask the household head to purchase weekly meals.	Document 2, Document 3: Baseline survey YYYY, Endline Survey YYYY Segment 2: 20% of women reported having adequate weekly spending on food. At endline this number went down to 18%. Document 4: Case study YYYY, female, 25 years old	Inconclusive: Segment 3. Anna was very happy about being able to work, and earn her own income, and mentioned that her community, in general, respects working women. When asked what her most immediate need, she responds medical services. She has needed to see an eye doctor for years now. However, because of lack of financial resources, her family has decided to delay it. She also mentioned that her mother believes, if Anna needs glasses, it will decrease her chance of getting married.

2nd Level of coding. Map the segments against the 6 domains of change.

If you're using Excel, review the data segments that you organized around each learning question and map those within the domains of change.

This step allows you to understand where you have concentrations of data segments and where you have gaps. It will also help you see patterns within the domains, which will help with your analysis and your action plans.

As you enter data within each domain, make sure you are tracking the data sources, because in the third step we will be mapping the demographic of the respondents. MAXQDA would allow to do this automatically, but for manual analysis this needs to be intentionally recorded.

The following table provides an example of the 2nd level of coding being applied to the same question as in the last section.

NOTE

Within the MAXQDA platform you may opt to have predefined coding structure for each of the domains and as you read, code segments relevant to the actual domain. Sometimes some segments may refer to multiple domains. It is OK to code them with more than 2 domains since the analysis later may demonstrate connections across domains.

Question 1: How do women in Country X participate in decision making regarding household purchases?

	DATA SEGMENTS
DOMAIN 1: LAWS, POLICIES, REGULATIONS, AND INSTITUTIONAL PRACTICES	*We sometimes don't have data for all domains, and laws/policies is one of them.*
DOMAIN 2: ACCESS TO AND CONTROL OVER ASSETS AND RESOURCES	• 20% of women reported having adequate weekly spending on food. At endline this number went down to 18%. (Eval report 2019) • Anna was very happy about being able to work, and earn her own income,
DOMAIN 3: KNOWLEDGE, BELIEFS AND PERCEPTIONS, CULTURAL NORMS	• Women in country X in general are responsible for weekly shopping of food. • She [Anna] also mentioned that her mother believes, if Anna needs glasses, it will decrease her chances of getting married.
DOMAIN 4: POWER AND DECISION-MAKING	• When asked what her most immediate need is medical services. She has needed to see an eye doctor for years now. However, because of lack of financial resources, her family has decided to delay it.
DOMAIN 5: ROLES, RESPONSIBILITIES, PARTICIPATION AND TIME USE	• They [women] decide on the menu, and distribute the funding dedicated for food over the number of days.
DOMAIN 6: HUMAN DIGNITY, SAFETY AND WELLNESS	• [Anna] mentioned that her community, in general, respects working women.

3rd level of coding: Map/analyze identities and their experiences against each domain.

In this step we are trying to understand who the respondents are, and how they are affected within each of the domains.

That is why it is important to make sure that the sources of the data segments you choose in the first coding step can be tracked.

You can identify the demographics of the respondents in the informed consent sheets, or the demographic analysis of various quantitative tools that were used.

Where it is unknown, please take note of that as well, because you may have an opportunity to fill these gaps from secondary data.

The following table provides an example of this level of coding.

Question 1: How do women in Country X participate in decision making regarding household purchases?

	IDENTITY ANALYSIS	DATA SEGMENTS
DOMAIN 2: ACCESS TO AND CONTROL OVER ASSETS AND RESOURCES	Fewer women reported adequate spending on food at endline/ Demographic analysis of respondents: Age – 25-35 Geographic – from community X	• 20% of women reported having adequate weekly spending on food. At endline this number went down to 18%.
	Woman, Age – 25 years old, Community X can work	• Anna was very happy about being able to work and earn her own income.
DOMAIN 3: KNOWLEDGE, BELIEFS AND PERCEPTIONS, CULTURAL NORMS	Woman, Age – 25 years old, Community X is denied of health services because it may decrease her chances of getting married	• She [Anna] also mentioned that her mother believes, if Anna needs glasses, it will decrease her chance of getting married.
DOMAIN 4: POWER AND DECISION-MAKING	Women Age – 25-35 Geographic – from community X Make decisions about food	• Women can provide healthy diet for their families, by making the right choices in weekly shopping practices.
	Woman, Age – 25 years old, Community X health Services deprioritized due to lack of financial resources.	• When asked what her most immediate need is medical services. She has needed to see an eye doctor for years now. However, because of lack of financial resources, her family has decided to delay it.
DOMAIN 5: ROLES, RESPONSIBILITIES, PARTICIPATION AND TIME USE	Women Age – 25-35 Geographic – from community X responsible for food shopping and preparation, decision making on the menu	• Women in country X in general are responsible for weekly shopping of food. • They [women] decide on the menu, and distribute the funding dedicated for food over the number of days.
DOMAIN 6: HUMAN DIGNITY, SAFETY AND WELLNESS	Woman, Age – 25 years old, Community X – respected for her work	• [Anna] mentioned that her community, in general, respects working women.

Important Considerations for Analysis

Once we have collected the data the next step is to analyze that data and then present it. One of the unique features of a GESI Analysis is how the data gets analyzed and presented. We must consider that when we are analyzing and presenting our data we should use the following lenses to examine the data and to guide our presentation of the data:

1. *The 6 domains from the Harvard Method*
2. Intersectionality (using the *Identity Wheel)*
3. *Power Dynamics*

LINK TO

The 6 domains from the Harvard Method

Identity Wheel

Power Dynamics

In general, we recommend that teams use a technology platform, like MAXQDA, Atlas.ti (*see hyperlinks below to the MEL tech course in footnotes*) and others to analyze the collected data. In some cases, this may not be available to the teams, and excel or word processor programs can also be used, with an understanding that deeper analysis may be limited when using these.

Some qualitative data analysis platforms enable analysis of both quantitative and qualitative data, as well as mixed methods (see MAXQDA training package for self-learning[1]). After coding the entire dataset (both quantitative and qualitative) against the 6 domains and detailing various practices and experiences of the different identity groups (intersectionality), the team then needs to:

NOTE

For contexts where data should be collected remotely, guidance will be coming soon.

LINK TO

Annex IV

1. **Read through the data and draw conclusions** of where they observe common patterns and how these are linked to certain behaviors, concepts, and other logical connections.[2]
2. **Link conclusions to underlying causes** (often attributed to culture/other contextual information) and existing examples of better inclusion that the program may leverage.
3. **Separate recommendations emerging from the data and respondents**. It may also raise additional questions, that may need a thorough discussion with the program team.
4. **Consolidate to the extent possible all findings**, evidence behind directly responding to each of the study questions.
5. **Identify areas where inconsistencies occurred**, and further contextualization is needed.
6. **Identify areas where the data raised more questions than gave answers**, to be discussed with the program team at the sensemaking workshop (*Annex IV*).
7. **Document, describe, and explain all the above in a report.** In the absence of a donor-required GESI Analysis report template, teams can modify the *Report Outline worksheet* of the *TAAP Toolkit*.

1 MAXQDA LMS: *https://learning.ultipro.com/4135991/mercy-corps-mel-tech-training-course-maxqda*
MAXQDA Rise: *https://rise.articulate.com/share/aANzIyR87LA2rFK9LmpLUT7rbrSL5r5W*
Atlas.ti - *https://atlasti.com/atlas-ti-desktop*

2 One way to do this, is to start with 'most common' findings (more than half respondents), 'least common' (less than half) and unique findings, explanations, and descriptions of those findings.

Data Analysis

Now that we have coded our data and prepared it through 3 layers of classification, we are ready to begin the analysis.

There are several ways that the data can be analyzed and mapped. The tools and approaches below are a recommendation, and can be applied as needed, or modified.

Read through the segments and summarize the main important observations

Once the data has been organized and coded, the analysts then need to read through the coded segments to summarize and then derive their conclusions and observations.

NOTE

Qualitative data can be summarized both as textual/descriptive narrative or through illustrative diagrams. Do not try and quantify the responses*; it is rather recommended to determine indicative subsets of the sample of participants interviewed. For example, one way to present the data is to say, 'the majority of female respondents indicated that…', while 'a few of the male respondents interviewed said' and only in two cases we saw that…etc*

Here are some useful tips when analyzing the data sets.:

- **Look for commonalities** across the different data segments, see if you can explain why they are similar.
- **Look for differences** across the different data segments, try to explain why they are different.
- **Observe various patterns** across datasets, various groups' experiences, concerns raised etc. Explain the patterns.
- **Look for differences between sex, age, or other identifying characteristics**. For example, do young women share a perspective that is quite different from older women or from men?
- **Look for logical connections across concepts, examples, and stories**. See if you have evidence to prove those connections exist.
- **Organize events historically** to understand who was affected when and how
- **Develop hierarchy of concepts emerging from data**. Organize those broader to granular. This should help to explain complex events, experiences, ideas.
- **Identify where various datasets are inconsistent**. Where you have gaps and what you may need to do to fill them.
- **Identify and write down any additional, more nuanced questions** which arise whilst reading through the data
- **Pull out specific recommendations** shared by the respondents

Additional advice on how to analyze qualitative data is provided in the ***Qualitative Monitoring Toolkit***, developed by the MEL team.

LINK TO

Qualitative Inquiry for Monitoring Manual

Write down the main conclusions and observations that you can pull from the data. At this stage the analysts are answering the GESI Analysis question, with "*what is the data telling us*" mindset, and pulling important quotes, statistics and descriptions to explain their summary.

It is then a requirement that the findings and recommendations are shared with the wider program team for further discussion and consideration of integration into the programming activities, risks, geography, etc, prior to preparing the final study report. This provides an opportunity for everyone in the program to familiarize with the findings and provide input into the recommendations.

Prepare for sensemaking workshop

Once all of our data has been analyzed, we then need to present the findings, formally, to the wider organization and other interested stakeholders (partners, governments, donors, etc).

Refer to the Sensemaking Workshop (*Annex IV*), for ensuring that the analysis is properly packaged and prepared.

LINK TO
Annex IV

Additional Tools and References for Intersectionality and Power Analysis

Below we introduce two additional tools for a deeper analysis for layering intersectionality over the domains, such as the **Identity Wheel** and the **Power Analysis tools**. These are not generally required unless recommended by a GESI or MEL technical expert.

Power Analysis tools may be more appropriate for:

- Good governance and civil society strengthening
- Programs directly working on systems level change
- Programs engaging policy level change.

This is not universal. Before selecting either of these frameworks, ensure that they are contextually appropriate and meet the needs of your program, help answer questions in the GESI Analysis.

Analysis using The Identify Wheel – Describe Groups and Individuals

Another tool for analysis that can be repurposed and used differently, but widely applied in GESI Analyses is the Identity Wheel. Analysts must use the Identity Wheel to map out the identities that are affected by the findings of the GESI Analysis, or describe the various groups of individuals that are targeted by the program, to explain their vulnerabilities. The Identity Wheel can also be used to identify needs when modifying or adapting program activities, should the data needed for this tool be available through the program's MEL data. The Identity wheel is a helpful tool to map out intersectionality. Please also refer to the TAAP Toolkit page 54, and the ***Social Identity Wheel tool*** for further reference and other uses of the Identity Wheel.

The Identity Wheel is a tool that helps to map the various identities that define a person or group and analyze which of those intersecting identities may give or take away power from a group or an individual, or give them access to assets, services, give them agency over their life.

Analysts can use the template provided in the left side. In the center of the "Wheel" describe the person, or group that is being analyzed. Then map out all the important identities that describe that group. Review the data collected through the GESI Analysis and use Mark UP or a Plus sign next to identities that the group is protected, is in a place of privilege or has power against any of the 6 domains, describe that. And, similarly, put a Mark DOWN or a Minus sign near those identities that the person or the group experiences discrimination or exclusion against any of the 6 domains, and explain, describe with the data from the GESI Analysis.

Once finalized, read through the findings and make conclusions on what the general vulnerabilities are, and bring those observations to the Sensemaking Workshop in the Step 4 of the GESI Toolkit for more exploration.

LINK TO

Social Identity Wheel tool

Essentially, the Identity Wheel helps us see intersectionality, and helps us understand how complex the individual and group vulnerabilities are, identify where the major barriers and opportunities are.

The analysis of the Identity Wheel may demonstrate that although we are dealing with vulnerable groups, they have strengths, and we need to be aware of those strengths in order to build more sustainable programs and strengthen their resilience.

Without doing an intersectionality analysis we would be limited in our understanding on the degrees of exclusion for various groups. For instance, people with disabilities who are also women, young, live in remote poor communities might experience higher levels of exclusion than men with disabilities who live in central cities within a high income community. Therefore, our GESI analysis is not complete without an intersectionality analysis.

Some considerations to help analyze intersectional data, and explore effects of compounding identities are listed below:

Historical Marginalization: Explore how a certain social group has been historically marginalized due to their gender, class, caste, ethnicity etc.

- *Ie: Are there members within the community that have been historically marginalized due to their race? How does this affect men and women differently when accessing governmental policies?*

Spaces that People Occupy: Look at a person's access to different spaces and how that could be affected by their individual identities. These spaces can be physical spaces such as a school or social spaces such as a neighborhood group.

- *Ie: What issues might a woman or a person with disability face in accessing social networks and building social capital?*

Social Positioning: Explore how a person is positioned within society based on their different social identities and whether or not they are decision makers.

- *Ie: Can a person with a disability become a leader in the community without issue?*

NOTE

***The richness of the data collected during the GESI Analysis will support the depth of intersectionality analysis.** Therefore, it is important to understand the conceptual framework first, and ensure that the data collection accounts for the data needed for this analysis.*

Analysis using Power Dynamics

Defining Power: In the simplest of terms, power is defined as the capacity of individuals and groups to decide or influence who does what, who gets what, who sets the agenda, and who makes decisions, who has agency over decisions that affect their life, and others. Power is not solely based on an actor's own characteristics, but how they relate to other actors. In other words, power is not a thing that you have, but an aspect of a relationship. Power in and of itself isn't bad or good; it all depends on how it operates.

Any time there are multiple actors engaging with each other in some way, there is a power relationship. This means several things:

- **Power relations are inevitable**, not something we try to get rid of. Rather, the goal should be power dynamics that are *just*, *helpful*, and *appropriate*. Often, the most just power dynamics in a given situation actually involve useful and appropriate power asymmetries. For example, a just power asymmetry may be that women have greater control than their parents over if, when, and whom they marry.

- **Power relations exist between multiple actors** in specific contexts. Each different combination of actors and context will result in different power relations. *A single actor has different levels of power in each relationship* (depending on who the other actors are and what the context is); while we can describe the power dynamics between sets of actors in a particular context, any characterization of a single actor as powerful or not is a *generalization* and *not accurate in all situations*.

The outcome of an analysis of power relations is not a simple quantification of power or a final assessment of X having more power than Y. It is more like looking out at a landscape. You have to carefully scan to see its features, but you can never see everything all at once. There is constant movement and change going on in what you see, but you can usually discern the major features. Zooming in on particular areas can bring new things into focus, but our view will always be partial, and we learn more by listening to others looking at the same landscape from another position.

GESI Analysis can help programs to better understand power dynamics and power relationships among many groups, based on their identities and driven by one or more of the 6 domains.

In other words, through a GESI Analysis we can understand the power relationships between women, men, and people with other intersecting social identities within a specific context.

Power is also seen at multiple levels within society: the individual, household, the community, and society at large.

As humanitarian and development actors, we must understand power dynamics in the places we work to ensure that we "Do No Harm" and that we do not unintentionally reinforce inequality and social exclusion.

The table below will help give an overview of the different expressions of power that exist, the different forms it can take and the spaces it can be acted out. Use the following matrix as guidance on what to look for in the data. Use guidance in the sections above on how to organize and analyze the data.

NOTE

Not all domains will land themselves more directly into the Power Analysis, *that's why there is a specific domain looking at power dynamics. However, once power dynamics is analyzed, reviewing data collected and mapped against other domains may help identify entry points, and modify program interventions to better suit the needs of most marginalized groups.*

TYPES OF POWER	WAYS POWER CAN BE SEEN	PLACES POWER HAPPENS
Power Over **Explanation**: Refers to who decides/will control what and is expressed through control over others. This is the power we are most familiar with. **Example**: A parent deciding that their son will go to school but not their daughter.	**Visible** **Explanation**: When power is the most obvious and seen through observable control of people's choices, access to resources, and ability to make decisions. **Example**: This is the form of power held by the military or the president of a country. Within the household it is often held by the dominant gender, typically men.	**Closed** **Explanation**: Spaces where decisions are made by closed groups. **Example** of closed spaces are: local governments, senior leadership at companies, and community leader groups such as tribal heads.
Power To **Explanation**: Ability to decide and carry out actions either for oneself or others without having to seek permission, Sometimes we refer to this as agency. **Example**: A disabled youth decides that they will attend university so they have better job opportunities.	**Hidden** **Explanation**: This type of power is about who influences decisions that are being made. Refers to being able to influence a person's access to resources and rights without being seen. **Example**: This power is often held by big businesses as they influence governmental policies. In the household, this power can be held by a mother who teaches her children that the father is the head of the household.	**Invited** **Explanation**: These are spaces where some people are allowed to participate but not all. **Examples** of these spaces include union meetings and workplace groups that allow participatory engagement from those invited.
Power With **Explanation**: Refers to the ability to find common ground with other people and build collective strength. This power can used to confront and challenge injustice but can also be used to keep people down. **Positive Example**: Women's groups organizing protests/ marches to raise awareness of violence against women. **Negative Example**: Churches working with political leaders to develop laws that allow certain sexual orientations to be illegal.	**Invisible** Explanation: Power that is based on social or cultural beliefs. This form of power shapes the way people think about themselves. **Example**: The media holds invisible power by making decisions about what issues to share. highlight and what to ignore.	**Created** **Explanation**: These are spaces where people who are excluded from other spaces create their own group. **Examples** of these spaces include: community associations, spaces created by social movements, and natural places where people gather outside of policy arenas.
Power Within **Explanation**: Refers to personal self confidence that people attain. It can influence a person's thoughts or actions to make them appear acceptable. **Example**: A woman from a lower caste believes that having a caste system is bad and decides to create a group in the community that can work to dismantle it.		
Power Under **Explanation**: Refers to the act of passing on mistreatment to others by people who have been mistreated themselves. **Example**: Older women who were child brides continuing to advocate for their daughters and granddaughters to be married off as children.		

The above table has been adapted from the following resources:

Srilatha Batliwala, All About Power: Understanding Social Power and Power Structures, ***CREA, 2019***
Oxfam's Quick Guide to Power Analysis, 2021
Christian Aid Power Analysis-Program Practice Power Analysis, 2016

ANNEX IV

Sense Making – A GESI Analysis Tool

Introduction

This annex will provide readers with guidance on conducting sense-making activities and workshops with the data collected during either a Stage 1 or Stage 2 GESI Analysis. It will provide guidance on analyzing the problems identified, tracing the underlying causes and how to use this information to better inform your program interventions and activities.

This Annex can be read as a standalone document however, we advise that it is read as part of the guidance on GESI Analysis in Chapter 1 of the GESI Integration Toolkit.

Who is this Annex for?

This Annex has been written for the following audiences however, it will provide useful information to any interested party:

- Program Managers/Chiefs of Party/Similar Roles
- GESI Focal Points – either in Country or in Regions
- MEL Focal Points – either in Country or in Regions

What, When and Why?

Before going into the details of the process and looking at each of the steps we go through when conducting sense-making exercises we will outline what sense-making is, when we should do it, and why we do it.

What is it?

There are many definitions of Sense-Making available, however this one from the Centre for Public Impact summarises it well by saying it "**is about creating space for listening, reflection and the exploration of meaning beyond the usual boundaries, allowing different framings, stories and viewpoints to be shared and collectively explored**".

In other words, we collect data from our programming areas and then use that data to provide us with information on which we can reflect and discuss, or further interrogate, to help us better understand what is going on around us and why it may be happening.

When should we do it?

Sense-making should be done once we have gathered sufficient data which we can interrogate and begin to draw understanding and conclusions from. In terms of GESI, this will mean either after we have collected all relevant secondary data (Stage 1) or after we have conducted a detailed study (Stage 2).

Why Should we do it?

Simply having data is not enough, whilst it may provide us with some insights as we look at it, we need to conduct sense-making to, quite literally, make sense of the data that we have as it relates to our context and communities with which we work. Not doing sense-making risks us making assumptions and drawing false conclusions which could take our program and our work in the wrong direction.

Important Points to Consider

- **Data can be biased in terms of both collection and analytics**. Keep this in mind when trying to make sense of the data and ensure that we understand that perceptions, experience and proximity can impact our data.

- **Having a diverse range of stakeholders participate in the workshop can help mitigate some of the biases** and brings in other lenses or perspectives to view the data through. Balance is key, but the more diverse the group the better our understanding.

- **Engaging stakeholders from communities or local authorities can also help them to better understand the aims of the program** and the impact it will have. However, remember to **manage risk, especially when dealing with sensitive data and always ensure anonymity is retained**.

- **If the GESI analysis is conducted at the program design phase** then it is likely that step 3 is already incorporated into a broader design workshop – therefore please adapt this guidance to fit with your current stage and required deliverables. **If it has been done as part of Identification or during Implementation** then you may wish to hold a dedicated workshop exclusively for GESI analysis, for example.

- **It is recommended that a half day to one full day** is set aside for reviewing the analysis findings and drafting an action plan that incorporates the GESI recommendations.

Who does What?

Typically, once data has been gathered and cleaned, the following steps will be followed:

- MEL informs **GESI Focal Point and Program Manager/ Program Development Lead** that data is ready for analysis
- **Program Manager/Program Development Lead** coordinates a meeting with all relevant stakeholders
- The sense-making workshop takes place
- The **Program Manager/Program Development Lead** uses the extracted learning for informing program activities and design and documents the key takeaways and learnings from the process.

As advised in the introduction, this is by no means a rigid series of steps to follow and the people responsible for each component may differ in your context, or the process may differ itself. What is important to remember is that once data is ready for analysis a meeting/workshop should be held, with as many relevant stakeholders as possible, to further understand what the data tells us.

Creating a Sense-Making Workshop

The overall workshop with teams should include three key stages that build on each other to provide team members with an opportunity to critically review findings, challenge bias, and understand how they are also influenced by social norms and cultures.

It is essential at this meeting that operations, programs and other management leads participate to ensure a shared understanding of needs is generated and therefore any associated considerations for resource requests or management planning are taken into consideration. Furthermore, if possible, invite key consortium or partner stakeholders to part of the workshop and to validate findings with Mercy Corps. This will then help us to co-create recommendations.

STAGE 1:

GESI Problem Analysis

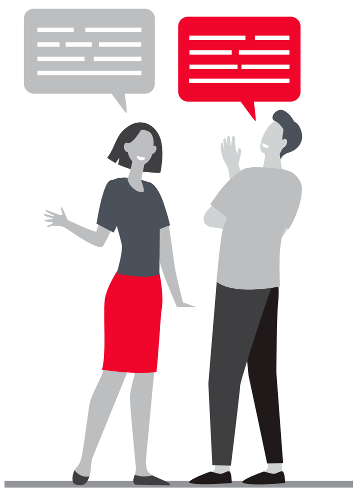
The goal of this stage is to have program teams review the most common findings identified by the data collection and analysis team and agree with the overall findings theme.

During this stage, the workshop facilitator could either lead an open, guided discussion, or break the participants into groups and assign each group an overall analysis theme and data related to that theme.

Within each group, participants should discuss whether they agree or disagree with the way the findings have been grouped and if there is anything that they would like to change.

Depending on time available, at this point each group could either present back to the larger group for discussion or should be rotated through each of the most common themes identified from the data analysis.

After all groups have discussed all themes, the group can come back together and discuss any major issues and come to agreement on themes and findings found from the analysis. (*Here* is an example of a Jam board that was used in Lebanon during a Sensemaking Workshop. It shows the agreement from the team of which findings fall under which themes).



LINK TO

Example of a Jam board

STAGE 2:

Underlying Causes of Finding Themes; Inclusive Service Provision and Enabling Factors

After agreeing on findings in step 1 of the workshop, the group should then reflect on sub-themes that have been identified through the analysis.

Sub-themes often relate to the underlying causes or other logical correlations to the findings. For example, if an overall theme identified is Unequal Decisions Making Power, a sub-theme of this might be an overall fear of social judgment from the population that lack decision making power.

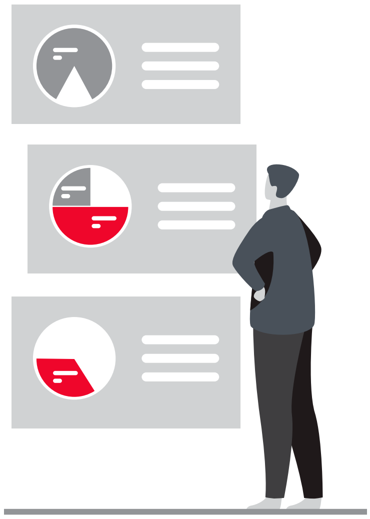
To reflect on sub-themes, facilitators can prepare a short exercise where sub-themes are typed, printed out, cut up and out into a pile. Then the facilitator can ask the group to put sub-themes under the theme that they think it can belong to. This exercise should be carefully facilitated as there is often significant debate.

By the end of this stage, a conclusion should be made as to what sub-themes fall under what theme. Additionally, the team should note and discuss any existing examples of inclusive service provision or enabling factors captured in the analysis.

STAGE 3:

Identification of Overarching Interventions and Program Activities

This final stage in the workshop is where team members come together to relate all the findings that have been discussed in the above two stages to the overall program design.



The workshop facilitator should lead a discussion around what program interventions should be formulated or may need revision from an inclusion perspective, and more specifically, how these interventions translate into activities that need to be added or altered to address the findings.

When designing or revising activities, it is important to keep in mind potential weaknesses in terms of resources available, timeframe and other challenges, as well as how to Do No Harm.

It is advisable that the program team, especially the program management, focused on prioritizing activities that can be effectively implemented, meaning that they can lead to measurable GESI results (such as improved decision-making for women, or access to markets for a marginalized group).

The following pages provide some examples of agendas for sense making workshops.

Sense Making Workshop – SAMPLE AGENDA for 1 ½ Days and FACILITATORS NOTES

WORKSHOP OBJECTIVES:

- Sensitize staff on GESI findings and recommendations from the Analysis
- Define a GESI Action Plan for the Project

NAME OF PARTICIPANT	TITLE
	Regional GESI Advisor
	Team Leader
	Deputy Team Leader
	CSLM Lead
	Economic Development Lead
	GESI Advisor
	MEL Lead
	MEL Officer
	Programme Officer
	CARM Assistant

GESI ACTION PLANNING WORKSHOP

May, 2023
Location:
Facilitation Team:

DAY 1			
TIME	**ACTIVITY**	**FACILITATORS**	**MATERIALS**
9:00- 9:30	Welcome, Introductions and Icebreaker		**Fun activity**
9:30 - 9:35	Workshop Objectives		**PPT**
9:35- 10:00	GESI Analysis objective/ Challenges and limitations		**PPT**
10:00 - 10:15	REVIVE Overview		**PPT**
10.15 - 10.30	*coffee break*		
10:30- 11:15	**STEP 1: Understand the findings (practice the analysis)** Divide participants into 4 groups (1 - 4 count). Ensure they are a good mix of MEL, GESI, technical levels. If needed, please adjust the groups.	Pile sorting of the findings: give each group up to 10 findings each to read through (mixed randomly). If they fit in the theme they've been allocated to, they stick it on the flipchart, otherwise they keep it on side to pass it to the next group. Every group has 10 mins to discuss the pile. When the bell rings, remain at your station, and pass the leftover findings to the next group. Repeat till the leftover piles have done the rounds of all groups.	Flipcharts: one station per overall GESI theme/area of inequality (write 1 theme per flipchart) Pile of most illustrative findings (printed in 72 or 96 scale, 1 finding per paper). Up to 40 findings max. An alarm, bell or whistle.
11:15 - 11:30	Plenary Discussion	• All together: how did you find this exercise? Did any of the findings surprise you? Why? • What findings were left out? Where do they fit?	
11:30 - 1:00	**STEP 2: Prioritize the findings based on critical relevance with REVIVE.**	• Participants to go back to the same groups from Step 1. • Discuss and put a sticky next to findings that are a priority for the program and why. Each group has 10 mins and then goes to the next station till all have been discussed. • Back into plenary, check what has been prioritized and aim for agreement across the groups. Some findings may end up being excluded from this final priority list, based on the discussion.	Fun stickers - like stars, smileys - whichever shape you can get. Give a sheet to each group.

GESI ACTION PLANNING WORKSHOP

May, 2023
Location:
Facilitation Team:

DAY 1			
TIME	**ACTIVITY**	**FACILITATORS**	**MATERIALS**
1:00-2:00	*Lunch*		
2.00 - 3.00	**STEP 3: Link findings to overall program OUTPUTS**	• Participants go back to their stations and are asked to move ONLY the agreed priority findings under the program outputs. • Give every group 15 mins to do it. When they have moved their findings move to a plenary discussion.	Print on large scale the program outputs, one per flipchart or poster. There needs to be room under each output to include the findings.
2:00-3:15	**STEP 4: Initiate Action Planning**	• Create new groups, one per program output (find a creative way to make the group). • Every group has 20 mins to think through activities next to each finding. • When the bell rings, every group moves to the next station and check if there are activities to add to what the previous group proposed. Circle with a marker if you disagree with one.	Print out (in 72 font) some examples of recommendations that are in the report.
3.15 - 3.30	Coffee break		
3:30-4:00	**Action Planning Cont'd**	• Ask each group to put a sticky on the activities that were already part of the initial proposal/design.	Fun stickies
4:00-4:15	Wrap-up and thank participants		

GENDER ACTION PLANNING WORKSHOP

May, 2023
Location:
Facilitation Team:

DAY 2			
TIME	**ACTIVITY**	**FACILITATORS**	**MATERIALS**
9:00- 9:30	Welcome, Recap Activity	Walk participants through the key steps we took and why Get everyone in a circle. Throw randomly a tennis ball, who gets it has to say one new thing they learned, OR one thing that impressed them OR one thing they disagree with and want to discuss more today.	**Fun activity** Tennis ball or similar One flipchart for a note taker to record what participants say
9:30 - 9:45	**STEP 5: Define Action Plan**	Briefly present format action plan, mention we're looking for actions, processes and accountability. (to be tweaked based on donor requirements. Also this section could be merged into wider program work planning sections).	**PPT - 1 slide**
9:45- 10:30	**STEP 5: Cont'd**	Ask participants to resume the last groups they were in the day before. This time they're supposed to discuss more in detail: so for example, if we say 'work with private financiers to reach women entrepreneurs', what does that look like? iS that training, giving guaranteed funds, etc. – enlist all activities. Every group has 20 mins, then rotate to check what you would add. In Plenary: discuss & review together	Flipcharts and markers *Print out (72 fonts) the considerations on language diversity and approaches that Kristie had added in the report and have them printed on a wall so that people can keep them in mind when discussing activities.
10.30 - 10.45	*coffee break*		

GENDER ACTION PLANNING WORKSHOP

May, 2023

Location:

Facilitation Team:

DAY 2			
TIME	**ACTIVITY**	**FACILITATORS**	**MATERIALS**
10:45- 11:30	**Step 5: Cont' d**	Back into groups, once you have the list of agreed activities, focus on tools needed. If we don't know/have them, indicate that we need to define or research. Then in the next column, add the names of the responsible people to take this action forward. Ask every group to spend 20 mins doing this. When the bell rings, they do 10 mins each of walk around to see if they agree/disagree or want to add.	Flipchart and markers
11.30 - 12.15	**Mitigation**	• Foreseen challenges • Do no harm	
12:15 - 12:45	Recap, closure and thank participants	Go through final action plan Get a thumbs up/sign of commitment Mention any processes for next steps/follow up with team *Before everyone goes, ask to write their feedback on post its Group picture (partners may leave at this point)	**BOX or JAR for ANONYMOUS FEEDBACK:** • **Orange Post-its:** what is missing, what you didn't like • **Green Post-it**: what you enjoyed, learned about, what's exciting
1:00-2:00	*Lunch*		
2.00 - 3.30	**Finalizing and Measuring Outcomes**	Any relevant team members (MEL, PAQ) will use this time to finalize the action plan & have a discussion with the MEL team on linking/ revising relevant indicators.	

FACILITATORS' NOTES:

STEP 1

Understanding Findings Activity:

- Make 4 groups.
- Every group is allocated to 1 area of framework.
- Every group gets a pile of findings (4 small piles up to 10 findings each)
- Give 10 mins to each group to go through the findings and decide if they belong to the given theme or if they should be passed on after the bell rings.

Themes/Areas of inequalities (drawn from key research findings)

1. Laws and Institutions.
2. Ecosystem services.
3. Access to and control over resources.
4. Roles and responsibilities.

When finished, ask groups to walk around the room and observe. Then lead a facilitated discussion:

What do you think? Do you agree or disagree? Why? Do these findings resonate with the context you know? What's surprising/ new? How do you feel about it?

STEP 2

Prioritizing

Go back to your initial groups and put stickies to priority findings (5 minutes per station- 30 minutes)

What are the areas of inequality that we think are priorities for the program? There are many findings, however we know that within the timeframe, resources and scope of the project we will unlikely be able to address them all. So, if we were to choose based on importance and implication for program activities (e.g. if we don't address women's time burden, it will be difficult for them to participate in training), which are the ones that <u>we definitely want to try and address</u>? Every group goes back to their initial station and add stickies to the ones they choose. When the bell rings after 10 mins, ask them to go to the next station and do the same, till all stations are covered. Outcome is to have an agreed list of findings that we can work on through the program.

STEP 3

LINK TO PROGRAM OUTPUTS

How do the findings relate to the program outputs? What is their connection? This is a brainstorming activity, participants should be able to speak for the link for example between women's decision-making and increased uptake of climate smart technologies. Outcome is agreement around the room of how the findings fit under each output. Do not worry if there are 1-2 that are debated, put them under a parking lot and come back to them before the end of the workshop.

*in the meantime, one of the facilitators here should go through the pile of printed recommendations and split them based on the findings under each outcome. They will be useful in the next step.

STEP 4

Initiate Action Planning

Let's start thinking more practically how we can address these findings through activities for the program. What does an intervention look like for this?

Facilitator: if the group is struggling, offer some suggestions through the recommendations printed, and ask them to discuss.

Make a distinction between those for which we already have a plan and those for which we need to introduce an activity in the future. ***[Split groups based on the number of findings that are prioritized]***

STEP 5

Facilitator: Let's have a discussion around: *What tools (e.g. training materials, tested approaches, etc) do we currently have to address them? Do we think they would work and/or how can they be adapted? Where we don't already have tools to meet these challenges, what are some possible solutions that we can develop?*

ANNEX V

GESI Analysis Budgeting Guidance

Introduction

This annex provides readers with information on costs associated to conducting a GESI Analysis. It covers the costing for a full study, secondary data collection and primary data collection as well as associated costs with software, levels of effort for staff and guidance around associated potential travel costs and communications materials for disseminating results.

Where relevant this annex will provide information on applicability for different phases of the program lifecycle and will also provide guidance for the two potential Stages we are conducting analysis in.

This section of the annex will provide information on topics such as:

- **Level of Effort (LoE)** – This is a means to understand how much time specific steps will take so that we can calculate associated costs for either staff, vehicles or equipment that is shared amongst more than one department/the Country Office.
- **Travel** – This is to cover associated travel costs for conducting the GESI Analysis and ongoing activities – we may need to visit communities for primary data collection, for example.
- **Costs for Technology** – This covers all costs for using software and for buying hardware to be used for the GESI Analysis or as part of ongoing activities.
- **Production of Deliverables & Dissemination** – This covers costs associated with producing reports, communications materials, and other things to share our results more widely.

REMEMBER

Not every GESI Analysis is a detailed study requiring an independent team to work on the study for months at a time. More often than not our GESI Analysis is going to consist of Secondary Data Desk Reviews with some primary data collection. However, there are still costs that need to be considered, especially if this is being done during Identification and Design when the Country Office may need to use core funds.

Whilst this document is comprehensive, it should only be used as a guide: there may be budget items or elements listed below that are not appropriate for some of our programs. Likewise, while comprehensive, there may still be gaps in the below guidance which will need to be identified and budgeted for some programs.

Who is this Annex For?

This annex is primarily for:

- Proposal development leads
- Program Managers
- GESI Focal Points (country, region and global)
- MEL Focal Points (country, region and global)
- Other relevant staff at Country Office level involved in either country or program budget development

Important Points to Consider

Remember:

Remember, there are two potential stages for GESI Analysis within a program:

STAGE 1:

Which focuses on the collection of secondary data, identifies any gaps in the data, conducts *some* primary data collection (when needed and possible), is typically done during Identification and Design, typically has a smaller budget impact, and will typically be done by an internal team at the Country Office (or supported by Regional or Global GESI and MEL teams)

STAGE 2:

Which responds to gaps identified in Stage 1, includes a sound methodology to primary data collection and is often a larger and more comprehensive analysis. This is typically done, **IF budgeted for**, during Planning and Implementation and will have a more significant budget impact. This may be conducted by either an internal team or by an external consultant.

- When considering budgeting for GESI Analysis you must **think about the immediate needs and the longer-term needs of the program**. GESI Data Collection and Analysis does not stop once the proposal has been submitted or once we have completed our Analysis. It is iterative and requires follow up throughout the program lifecycle.

- **Program Managers will ultimately be responsible for their program budgets,** and will be fixed to our contractual agreement with the donor(s), so budgeting needs to be carefully considered

and appropriate for the scope and duration of the program and the Program Manager needs oversight and understanding of what is and isn't included within their budget. **Remember**: a budget is contractually binding, and we need to be accurate about our planned costs.

- **More often than not we will not have budget available for consultants to conduct Desk Reviews of secondary data during Identification and Design**. You must therefore consider the costs and time required by in-country staff (or Regional/Global staff) to carry out this work prior to receiving a budget from a donor. Any associated costs will need to be covered by core funding.

- **You have a choice between an internal team or an external consultant for more detailed GESI Analysis during Planning and Implementation**. Both approaches have vastly different costs and levels of effort associated with them. Consider these differences carefully when designing your budget to accommodate GESI Analysis.

What, When and Why?

This section aims to provide readers with an overview of the common areas of questions around our work. It is important for us to understand all of these points so that we do not see this as another part of a tick box exercise, but that we do this with thought, consideration and intent.

What is budgeting for GESI Analysis?

Budgeting for GESI Analysis is simply making sure that we have the appropriate financial resources in place or accessible to ensure we can conduct the right level of analysis at the right time.

When do we budget for GESI Analysis?

Remember: There are two potential stages involved in a GESI Analysis. Sometimes Stage 1 will be sufficient, and this should typically be done at the point of Identification and Design. Sometimes Stage 2 will be required either independently or in addition to Stage 1, and this will typically be done during implementation.

There are therefore a few budgeting approaches that could be taken according to the following guidance:

STAGE 1:

@ Identification/Design – Typically costs associated to this will need to be covered by core funds and the work should be carried out by internal staff members. However, this is an SMT level decision.

@ Planning/Implementation – If pursuing this option then costs associated to the GESI Analysis should have been budgeted as part of your program Design. If they have not and the analysis is still required, then core funds will have to be used. However, this is an SMT level decision.

STAGE 2:

@ Identification/Design – Typically costs associated to this will need to be covered by core funds and the work is either carried out by a consultant or internal staff members. However, where this is charged is an SMT level decision.

@ Planning/Implementation – If pursuing this option, even after conducting Stage 1 internally, then costs associated to this detailed GESI Analysis should have been budgeted as part of your program Design. If they have not and the analysis is still required, then core funds will have to be used. However, where this is charged is an SMT level decision.

Why do we need to budget for GESI Analysis?

Conducting any amount of work during any phase of the program lifecycle requires some degree of resources, either staff time (salaries), equipment, consultants and/or transportation. It is essential that we consider these associated costs for any study or other work we intend to carry out. This helps us to understand our consumption of core funds as well as any costs we can recover from the donor or the costs we can charge to the donor for completing our work.

Who does what?

Budgeting is typically done by the:

- Proposal Development Manager and/or Program Manager
- Coordinated with the finance team.

There should also, always be coordination with focal points of other departments when developing specific budgeting for program components. This means that, regarding GESI Analysis**, the MEL Focal Points and GESI Focal Points MUST be consulted** when scoping out costs at any stage of the program lifecycle.

LINK TO

Direct billable policy

Level of Effort (LOE) Analysis

The GESI Analysis will ALWAYS require some time from Mercy Corps team members. It may also include time from consultants depending on which stage we are in (Stage 1 or Stage 2). Sometimes it may be delivered through direct billable work by a Mercy Corps team member(***see direct billable policy***) , and sometimes it may require an external consultant to implement the study. The total number of days required will vary depending on the complexity of the analysis design, and other factors such as experience in data management and availability of staff.

When estimating LOE, consider time spent on travel, access, visa preparations and other logistical considerations, such as security escort, translation (which will add time) and others, as needed, to be more accurate.

It is highly recommended to estimate the LOE required from internal Mercy Corps staff, as well as when their time will be needed, to help the GESI lead secure the team's attention and clarify expectations from contributors. If using a consultant for Stage 2 Analysis, then you will need to estimate the total number of hours/days you anticipate them to work as well as any time required from the internal team to support their work or deliverables.

NOTES

For smaller programs or for programs *where we are conducting the Analysis during Identification and Design alone the requirement of LOE may be easier to count in hours. Some tasks may be days, others may be less than a day.*

The tables below provide templates with a list of potential deliverables that you can use to calculate LoE for different elements in different stages. Remember, during Stage 2 we may be using either an internal team OR an external consultant for various tasks. These tables are not exhaustive and you may identify additional requirements or steps, or different specific staff required to various elements. Please ensure you adapt this to your context and your program.

STAGE 1 EXAMPLE			
TASK/PHASE	NUMBER OF DAYS OR HOURS REQUIRED	WHO	DELIVERABLES
Identification or Design: Deciding on our Approach	#days/hours	The GESI Analysis Team: • Proposal Development Lead • Program Manager • GESI Focal Point • MEL Focal Point	Decision on the type of GESI Analysis that is nee-ded and at which points – i.e. are we conducting Stage 1 analysis – Desk Reviews or do we want to plan for a full GESI Analysis (Stage 2) during Implementation?
Design: Secondary Data Review	#days/hours	The GESI Analysis Team OR External Consultant	Secondary Data Report (including gaps and supporting information for the program Design) Primary Data Collection Plan
Design: Finalization of Primary Data Collection Tools	#days/hours	MEL Focal Point GESI Focal Point External Consultant	Primary data collection tools and data collection plan finalized
Design: Primary Data Collection (if required)	#days/hours	The GESI Analysis Team Enumerators	Primary data collected, organized for analysis
Design: Data Analysis	#days/hours	MEL Focal Point GESI Focal Point	Initial findings and recommendations prepared for feeding into program Design.
Design: Data integration into De-sign/Sensemaking Workshop	#days/hours	Proposal Development Lead and/or Program Manager	Allocate enough time to build in the findings into the Design of the program, looking at: Risks, Participant Selection, Geographic Targeting, Log-frame, rationale, etc via a sensemaking workshop
Design: Draft and Finalize the report	#days/hours	GESI Focal Point	Prepare findings in a final report to be used later in the program. Share with wider GESI Team and relevant stakeholders.

STAGE 2 EXAMPLE			
TASK/PHASE	**NUMBER OF DAYS OR HOURS REQUIRED**	**WHO**	**DELIVERABLES**
Planning	#days/hours	The GESI Analysis Team and other relevant stakeholders	Decision on the type of GESI Analysis that is needed
Planning	#days/hours	The GESI Analysis Team and other relevant stakeholders	Scope of Work and Budget
Planning: GESI Analysis Team Role Definition OR recruitment of Consultant	#days/hours	GESI Analysis Team Lead, HR, Admin	Consultant/team recruited/team defined, travel arranged
Implementation: GESI secondary data review	#days/hours	Either internal GESI Analysis Team OR external consultants	Secondary data report and primary data collection plan
Implementation: Primary data collection tools finalized	#days/hours	The GESI Analysis Team OR The Consultant – in liaison with the MEL & GESI Focal Points	Primary data collection tools and data collection plan finalized
Implementation: Primary data co-llection	#days/hours	The GESI Analysis Team & Enumerators OR Consultant or third-party data collection firm/enumerators	Primary data collected, organized for analysis
Implementation: Data analysis	#days/hours	GESI Analysis Team OR Consultant	Initial findings and recommendations prepared for the Sensemaking workshop
Implementation: Sensemaking workshop to review findings and recommendations	#days/hours	GESI Analysis Team and Relevant Stakeholders OR Consultant as a facilitator & GESI, MEL, key stakeholders as participants	Sensemaking workshop conducted
Implementation: Draft report	#days/hours	The GESI Analysis Team OR The Consultant	Draft report circulated for feedback
Implementation: Feedback on the draft report	#days/hours	GESI Analysist Team and key stakeholders	Feedback provided
Implementation: Final report	#days/hours	GESI Analysis Team OR Consultant	Final Report packaged and shared with Mercy Corps
Implementation: Design of the GESI products	#days/hours	Graphic designer, GESI and MEL Leads	Designed and branded products available
Implementation: Dissemination	#days/hours	Communication officer, GESI Lead	GESI Analysis products shared with key stakeholders

Once these tables have been adapted to your context and completed, you will then need to list the estimated level of effort per role you have defined. These should include:

- The Consultant LOE – if using a consultant
- GESI Focal Point LOE
- MEL Focal Point LOE
- Proposal Development or Program Manager LOE
- Key Stakeholders LOE
- Third party enumerator LOE
- Graphic designer LOE
- Communication person LOE

Once we have the LoE costs we then need to move onto the remaining areas of associated costs for our program to fully develop our budget for either core funds or to charge to the donor.

Consultancies and LoE

Depending on the complexity of the study, the donor, the availability of internal staff, etc you may require experienced consultants. Most international consultancy rates range between 350 – 750 USD per day, the higher rates most appropriate for a principal investigator of a large scale and complex GESI Analysis.

If you are required to use the MER-MSA, the companies in Lot 2 will charge within the range of $10,000 – $40,000 depending on the scale of the program and scope of the analysis, and may change depending on inflation rates. In other contexts, you or the consultant may hire a local firm for data collection, and the LOE and costs for paying the enumerators will have to be included in the program budget at the point of Design. This is why it is advised that you ***always*** assess your needs for the GESI Analysis to determine if an internal process is more practical (Stage 1) or if the donor is willing to fund, and you have the time to conduct a detailed analysis (Stage 2).

Sometimes you may also need to hire a consultancy firm to come with their data analysis expertise to handle the analysis on time and provide information in detail. Countries may also have a list of local consultants or team members who may charge less. Please consult your finance and HR teams to determine the level of adequate compensation. Remember, the GESI TSU team also has a pool of vetted consultants that can be deployed for assignments.

NOTE

Not all cost categories may be required in the GESI Analysis budget*, since some of these may be already reflected in program or core team budgets. Consult a finance manager to determine which of those should be either pulled from core funds or properly budgeted for in the program design.*

Travel

International and/or local travel may be required for the GESI Analysis Team members. Most similar studies define that data collection should be completed within a 2-week period, however depending on the complexity of a GESI Analysis, this may be longer and therefore transport and travel costs may be higher. Remember to look at both immediate budget needs and longer term needs for the program.

Expenses for travel for either Stage 1 or Stage 2 analysis may include:

- Visa requirements
- Transportation to and from airports
- Airfare
- International and local per diems
- Travel and health insurance
- Translation, phone, internet and other communication costs

LINK TO

MEL Budgeting Guidance Note

Costs for Technology

Refer to the ***MEL Budgeting Guidance Note*** for estimating costs for technology. Do not forget to include costs for both hardware and software. As a rule of thumb, these cost categories should be applied, if any of the platforms are to be used:

- **Ona**: platform used to collect data; participant tracking feature is not available. **Free**
- **ComCare**: platform used to collect data and track participants over time. **Budget at 600 USD per month**
- **STATA**: platform to be used to analyze complex quantitative data, usually surveys. If you need this technology platform, first check with the MEL Tech team whether licenses are available from the MEL tech training to be used. **If not, budget at least 1,200 USD for individual licenses.**
- **MAXQDA**: platform to be used to analyze complex qualitative data, usually mixed methods, KII, FGDs and document analysis. If you need this technology platform, first check with the MEL Tech team whether licenses are available from the MEL tech training to be used. **If not, budget at least 1,200 USD for individual licenses.**
- **QQIS**: platform to be used to collect analyze complex qualitative data, usually mixed methods, KII, FGDs and document analysis. If you need this technology platform, first check with the MEL Tech team whether licenses are available from the MEL tech training to be used. **If not, budget at least 1,200 USD for individual licenses**.
- **PowerBI**: platform to visualize findings. Free for visualization, **and 30 USD per month** should pro space be used for data analysis. If you are unsure, consult the MEL tech team.

Production of deliverables and dissemination

Once we have calculated the LoE, technology and travel and transportation costs we also need to consider the associated costs with producing the reports, disseminating the results, and holding any other events where we may use the data for, i.e., advocacy, lobbying or presentation to relevant stakeholders.

The costs associated with this will be highly dependent on your context and the market in your area of operation, consult with the procurement and logistics team for contextually specific costings. You will need to consider costs associated to the following categories:

- Graphic designer costs
- Printing costs
- Mailing costs should dissemination occur over mail
- Videos if relevant
- Other communications costs

Costs for an externally run GESI Analysis

The final point for consideration is for the average costings for running a GESI Analysis through an external team – either via consultants or using Mercy Corps global resources and teams.

While the costs for a GESI Analysis undertaking primary data collection will vary, we estimate about 8,000-10,000 USD if conducted locally and 20,000-40,000 if conducted by an international team.

This may vary depending on the study design. E.g. a mixed methods design will be more expensive since it may include enumerators, or third party monitors to conduct a larger scale data collection, such as survey, whereas a desk review may cost less, if it is reviewing a smaller number of documents. Please note this data is derived from various sources, including country level procurement and the Mercy Corps MSA.

Once you have an estimation of the above cost categories, you can use a budget template recommended by the finance manager in your program, or the following ***Budgeting Guidance from Project D Pro+ course*** for a basic standard template to log the required costs. Before the ***Scope of Work*** can be actioned upon, the GESI Analysis Team needs to receive a formal approval from the budget manager to ensure availability of funds, whether this is derived from core funds or from donor budgets.

LINK TO

Budgeting Guidance from Project D Pro+ course

Scope of Work (External)

Scope of Work (Internal)

ANNEX VI

External SoW Template - GESI Analysis

TEMPLATE: GESI Analysis Scope of Work and Work Plan

SoW

Project/Consultancy Title: Title of the GESI Study (e.g., GESI Analysis for the Ukraine response)

Project Location(s): indicate here the country or whether it is remote.

BACKGROUND

(Page Limit: half page.)

Provide a short paragraph summarizing:

- A description of the project in a nutshell (2-3 sentences)
- Key project outcomes
- Why a GESI analysis is needed.
- (if applicable) any specific donor requirements or guidelines to follow.

SCOPE OF THE GESI ANALYSIS

(Page Limit: 1 page)

PURPOSE

- List the purpose/s of the GESI Analysis. What it intends to do.
- Clarify foreseen limitations and what this GESI Analysis will NOT do.
- Explain how the data, findings, and recommendations from the GESI analysis will be used, when, by who.

NOTE

All GESI Analyses at Mercy Corps should have a Scope of Work. Use this template if you need to hire an external consultant. Additional sections can be added as needed.

Once developed it is strongly advised that the contents are checked with the GESI TSU Focal Point for your Country/Region.

DISCLAIMER: Please note, this template has been modified from the template provided in the TAAP Toolkit for Terms of Reference for GESI Analysis. See here for one example of internal SoW Annex VII.

LINK TO

TAAP Toolkit for Terms of Reference for GESI Analysis

Annex VII

STAKEHOLDERS

- List the key stakeholders who need to be consulted and informed during the GESI Analysis.

GESI ANALYSIS QUESTIONS (Refer to the GESI Analysis Guide page X for examples and guidance)

- List the key GESI Analysis questions.
- Should they have emerged already, also list the sub questions.

METHODOLOGY

(Page Limit: 1.5 pages)

- *Clarify Study Design and Methodology*

  If you know already, describe here data collection methods (e.g., y qualitative study design / desk reviews and primary data collection).

  Provide a brief rationale for the chosen method.

- *Sample size or sampling approach*

  Explain the criteria for sampling. How should secondary data sources and primary data sources be selected for the GESI Analysis.

  a. **If unknown**, clarify that finding the sources is a deliverable of the GESI Analysis, and expected from the GESI Analysis team.

  b. **If known**, those that are preferred, should be listed here. Explain the sample size and the sampling approach if this is already determined at this stage. If not, clarify that the GESI Analysis team should determine the sample size. List important characteristics of the desired sources of data for the GESI Analysis. Remember to think about how to ensure you are including all program participants including those marginalized and/or excluded.

- *Data Collection Methods and Tools*

  Articulate tools and methods preferred. Otherwise, clearly indicate that those should be suggested by the GESI Analysis team.

  If there are limitations in certain contexts, e.g. security issues, those should be mentioned here, because they may limit the use of a tool. Various factors affecting data collection may be accompaniment (e.g. female program participants should be interviewed by female interviewers, or accompanied by a male family member), language, access and other considerations also should be described as relevant.

- *Data Analysis Process*

  Explain who will be involved in the data analysis, the recommended tools and technology platforms to analyze quantitative and qualitative data, and approved Mercy Corps analysis frameworks. Explain how the 6 Domains and Intersectionality will be applied. Use Annex X as a reference.

- *Ethical Considerations*

  Clearly explain any ethical considerations that should be followed such as the Do No Harm principle.[1]

MERCY CORPS RESPONSIBILITIES

- Enlist here responsibilities that relate to the Mercy Corps team, including:
- Sharing relevant documents with the consultant
- Introducing the consultant to stakeholders
- Hiring enumerators
- Arranging field logistics
- Other

1 For more information on Do No Harm, review the Do No Harm Section in the GESI Analysis Guidance

CONSULTANT'S RESPONSIBILITIES

- Enlist here what is expected from the consultant (or refer to the table under point 9).
- Perform desk-based research on given topics.
- Develop study methodology.
- Conduct enumerators' training.
- Update MC team about the progress of the study.
- Analyze data.
- Present the draft report to the MC team.

THE CONSULTANT WILL REPORT TO:

- Indicate here who will be the supervisor of the person leading the study.

SKILLS AND KNOWLEDGE REQUIREMENTS

REQUIRED

- *Expected tenure (if relevant, note the years of experience in the field or equivalent technical experience)*
- *Areas of technical expertise (sector, program area).*
- *Language proficiency.*
- *In-country or regional work experience.*
- *Knowledge of study methodologies used for the GESI Analysis, including prior experience in gender analysis, power analysis, inclusion analysis)*

DESIRED (or as applicable)

- *Analytical skills and knowledge of mobile technologies and various analysis platforms (Ona/ComCare, PowerBi, MAXQDA, QGIS, STATA)*
- *Demonstrated ability to work in multicultural settings.*
- *Ability to deliver on schedule.*

DELIVERABLES

- Key deliverables expected to come out of analysis (please modify as needed) - including initial study proposal and workplan, interview guides and complete anonymized dataset (strongly recommended when hiring external consultants), draft report and final report.
- Include parameters for various reports should they be necessary. E.g., sometimes we may need to deliver an internal (full version) and an external report (a summary brief or PPT), with varying degrees of detail.

TIMELINE AND LOE

Indicate here the timeframe for this assignment (from month to month), acknowledging that the specific dates will be set with the program team. If a consultant is undertaking the assignment, indicate also the indicative number of days required to complete the assignment.

HOW TO APPLY

If the SoW will be used to recruit external consultants, clarify what the application should include. At minimum it should have:

1. CV or resume outlining the experience, competencies and experience as per criteria.
2. Budget and brief budget narrative
3. Technical application outlining the approach they will take, methodology used, tools etc.
4. Intent of application outlining why the consultant is interested in engaging in this GESI Analysis, what biases they may bring and how they plan to mitigate it.

ANNEX VII

Internal SoW Template - GESI Analysis

TEMPLATE: GESI Analysis Scope of Work and Work Plan

Project/Consultancy Title: Title of the GESI Study (e.g., GESI Analysis for the Ukraine response)

Project Location(s): indicate here the country or whether it is remote.

Finance Department Code: Only add this for internal SoW. Not required for posting externally.

BACKGROUND

(Page Limit: half page.)

Provide a short paragraph summarizing:

- A description of the project in a nutshell (2-3 sentences)
- Key project outcomes
- Why a GESI analysis is needed.
- (if applicable) any specific donor requirements or guidelines to follow.

SCOPE OF THE GESI ANALYSIS

(Page Limit: 1 page)

PURPOSE

- List the purpose/s of the GESI Analysis. What it intends to do.
- Clarify foreseen limitations and what this GESI Analysis will NOT do.
- Explain how the data, findings, and recommendations from the GESI analysis will be used, when, by who.

NOTE

All GESI Analyses at Mercy Corps should have a Scope of Work. Use this template if you need to hire an external consultant. Additional sections can be added as needed.

Once developed it is strongly advised that the contents are checked with the GESI TSU Focal Point for your Country/Region.

STAKEHOLDERS

- List the key stakeholders who need to be consulted and informed during the GESI Analysis.

GESI ANALYSIS QUESTIONS (Refer to the GESI Analysis Guide page X for examples and guidance)

- List the key GESI Analysis questions.
- Should they have emerged already, also list the sub questions.

METHODOLOGY

(Page Limit: 1.5 pages)

- *Clarify Study Design and Methodology*

  If you know already, describe here data collection methods (e.g., y qualitative study design / desk reviews and primary data collection).

  Provide a brief rationale for the chosen method.

- *Sample size or sampling approach*

  Explain the criteria for sampling. How should secondary data sources and primary data sources be selected for the GESI Analysis.

  a. **If unknown**, clarify that finding the sources is a deliverable of the GESI Analysis, and expected from the GESI Analysis team.

  b. **If known**, those that are preferred, should be listed here. Explain the sample size and the sampling approach if this is already determined at this stage. If not, clarify that the GESI Analysis team should determine the sample size. List important characteristics of the desired sources of data for the GESI Analysis. Remember to think about how to ensure you are including all program participants including those marginalized and/or excluded.

- *Data Collection Methods and Tools*

  Articulate tools and methods preferred. Otherwise, clearly indicate that those should be suggested by the GESI Analysis team.

If there are limitations in certain contexts, e.g. security issues, those should be mentioned here, because they may limit the use of a tool. Various factors affecting data collection may be accompaniment (e.g. female program participants should be interviewed by female interviewers, or accompanied by a male family member), language, access and other considerations also should be described as relevant.

- *Data Analysis Process*

  Explain who will be involved in the data analysis, the recommended tools and technology platforms to analyze quantitative and qualitative data, and approved Mercy Corps analysis frameworks. Explain how the 6 Domains and Intersectionality will be applied. Use Annex X as a reference.

- *Ethical Considerations*

  Clearly explain any ethical considerations that should be followed such as the Do No Harm principle.[1]

THE STUDY LEAD(s) WILL REPORT TO:

- Indicate here who will be the supervisor of the person leading the study.

AVAILABLE BUDGET

- If the budget allocated for the study is known, it may help to disclose how much funding is available, and what major cost categories will be funded through the budget. See ***GESI ANALYSIS BUDGET TEMPLATE***.
- If budget is not available, clearly indicate who will develop the budget.

1 For more information on Do No Harm, review the Do No Harm Section in the ***GESI Analysis Guidance***

DELIVERABLES AND SCHEDULE

- Key deliverables expected to come out of analysis please modify as needed)
- Include parameters for various reports should they be necessary. E.g., sometimes we may need to deliver an internal (full version) and an external report (a summary brief or PPT), with varying degrees of detail.

ACTIVITY	DELIVERABLE	LEAD PERSON	SUPPORT PERSON/ PEOPLE	ESTIMATED LEVEL OF EFFORT	TIMEFRAME FOR DELIVERABLE	LOGISTICAL NEEDS
Conduct GESI Literature Review						
Finalize selection criteria for secondary data sources						
Analyze Secondary Data and Identify Gaps						
Develop an inception report and share with the team						
Develop primary data collection sampling criteria, workplan, data Collection Tools, seek approval						
Train Data Collection Team						
Field Test and Finalize Data Collection Tools						
Collect Primary Data						
Analyze primary data, tri-angulate with findings from the secondary data sources						
Draft Analysis Report						
Organize Workshop to validate findings						
Finalize Report and dissem-ination plan						
Develop Action/adaption Plan						

TIMELINE AND LOE

Indicate here the timeframe for this assignment (from month to month), acknowledging that the specific dates will be set with the program team. If a consultant is undertaking the assignment, indicate also the indicative number of days required to complete the assignment.

ABOUT MERCY CORPS

Mercy Corps is a leading global organization powered by the belief that a better world is possible. In disaster, in hardship, in more than 40 countries around the world, we partner to put bold solutions into action — helping people triumph over adversity and build stronger communities from within. Now, and for the future.

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