MERCY CORPS

Gender Equality and Social Inclusion Integration Toolkit

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

VERSION 3 · JUNE 2024

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Acronyms

CARM: Community Accountability Reporting Mechanism

DoB: Date of Birth

EC: European Commission

FGD: Focus Group Discussion

FIPR: Final Internal Performance Review

GBV: Gender-based Violence

GESI: Gender Equality and Social Inclusion

IDI: In-depth Interview

IDP: Internally Displaced Personas

IPTT: Indicator Performance Tracking Table

IYCF: Infant and Young Child Feeding

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

NGO: Non-governmental Organization

PaQ: Program Performance & Quality

P2P: Pathway to Possibility

PDL: Program Development Lead

PIRS: Performance Indicator Reference Sheets

PM: Program Management

RAAM: Reduced Access Analytical Methods

SADD: Sex and Age Disaggregated Data

SMT/CMT: Senior Management Team/Country Management Team

SOGIESC: Sexual Orientation, Gender Identity, Gender Expression and Sex Characteristics

SoW: Scope of Work

ToC: Theory of Change

ToR: Terms of Reference

TPM: Third Party Monitors

TSU: Technical Support Unit

WASH: Water, Sanitation and Hygiene

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

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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

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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_.

Program Lifecycle Phases

- IDENTIFICATION
- DESIGN
- PLANNING
- IMPLEMENTATION
- CLOSURE

LINK TO

Mercy Corps' Program Management (PM) Policy

Chapter 1: GESI Standard 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]

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]

LINK TO

GESI Standard 2

GESI Standard 3

GESI Standard 4

GESI Standard 5

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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

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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

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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.

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:

LINK TO

Annex I

HARMFUL > **NEUTRAL** > **SENSITIVE** > **RESPONSIVE** > **TRANSFORMATIVE**

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]

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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

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

Mercy Corps' Program Management Policy Standard 2

PM 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?

> *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).*

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.

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

Standard 3 – GESI Budgeting

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	STAGE 2	KEY RESPONSIBILITIES AND TASKS

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	STAGE 2	KEY RESPONSIBILITIES AND TASKS
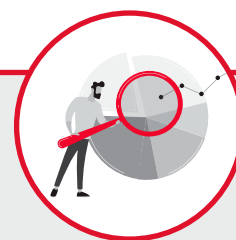
STAGE 1 — **RESPONSIBILITY & PROCESS**

- **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 Repor**t
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:

1. Laws, Policies, Regulations & Institutional Practices

2. Access to and Control over Assets and Resources

3. Knowledge Beliefs and Perceptions, Cultural Norms

4. Power and Decision Making

5. Roles, Responsabilities, Participation and Time Use

6. Human Dignity, Safety and Wellness

THE HARVARD METHOD

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.

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:

LINK TO

External SoW Template - GESI Analysis

Internal SoW Template - GESI Analysis

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_

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_

LINK TO

GESI Analysis Framework

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

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. TRaQ 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.**

Sensemaking and Formulating Findings & Recommendations

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).

LINK TO

Annex IV

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

Checklist 1
A Checklist for GESI Analysis & Program Design

The checklist provided here gives you a list of questions that should be asked during the Design process to ensure that an analysis has been completed and that the results of that analysis are being used to develop GESI Action Plans and to be integrated into the overall Program Design.

This list is not exhaustive and some questions will be more relevant for certain contexts than others, however this should still provide you with some guiding questions for your Design.

GESI Analysis Preparation Steps

☐ Have the team factored in enough time to prepare for and run a GESI Analysis as part of the Design process?

☐ Have the team reviewed any pre-existing data or studies conducted in the last 2 years (6 months in humanitarian responses) for gaps or relevance?

☐ Have the team checked for other sources of data from external sources (i.e. government, INGO, UN sources)?

☐ Based on the above, have the team assessed whether a desk-study (Stage 1) or a detailed analysis (Stage 2) is required? (see earlier in this chapter for more information)

☐ Have the team considered the budget and resourcing needs to conduct this type of study and requested support from relevant internal departments?

☐ Has a SoW or ToR for the proposed GESI Analysis been completed and provided to service providers/staff assigned to the analysis?

☐ Does the planned GESI Analysis incorporate the 6 domains?

☐ Have we ensured that our GESI Analysis methodology will Do No Harm and is both inclusive and participatory?

After the GESI Analysis has been completed

☐ Have GESI considerations been incorporated and reflected in any other ongoing needs analysis?

☐ Has the program team reviewed/discussed the GESI and needs analysis findings in a sensemaking workshop or a review meeting?

☐ Have the team reflected on the process of the GESI Analysis, identified any outstanding gaps of data that will need to be filled during implementation (as a result of Stage 1), and agreed next steps and core elements for the GESI Action Plan?

☐ Has a GESI Action Plan been developed and disseminated/included as part of the proposal package?

Incorporation into Program Design

☐ Has the program established decision making and participation processes (i.e. designing the program's activities with communities and participants) that will ensure equitable participation of various groups in the program implementation?

☐ Have findings from the GESI Analysis been used to inform both the Program Logic Model and the Budgeting processes?

☐ If we are working with partners, have we assessed if they are women-led, inclusion mandated, gender/disability focused or apply feminist leadership principles?

☐ If we are working with partners and we have identified that they do not follow any of the principles in the point above, have we collaboratively assessed those partners and identified areas to strengthen their capacity in relation to GESI?

☐ If we are working with partners, have we shared the GESI Analysis findings with them, sought their advice and input, and collaboratively defined the program design?

Standard 2: Developing GESI Informed Logical Frameworks

Introduction

> ***Mercy Corps Program Management Policy Standard 5a:*** *The needs assessment/problem analysis, GESI analysis, and Conflict Sensitivity Analysis (for conflict/post-conflict contexts) must inform the formulation of the program logic model and identification of program participant groups and sub-groups.*
>
> ***Output****: The needs/problem, GESI, and conflict sensitivity analysis informs the program logic model*

LINK TO

Mercy Corps Program Management Policy Standard 5a

This chapter of the toolkit shares how to turn the insights and information gathered during the GESI Analysis into GESI responsive activities, outputs, outcomes and indicators within the Program Logical Framework or Theory of Change.

This standard is applicable to the Design phase of the program lifecycle and any re-design processes during program implementation.

❱ *For example*

- In cases where we have a modification or are adjusting scope based on context updates or where we have conducted a full GESI analysis during implementation and need to adjust scope based on those findings.

- Or in cases where we have conducted Type 1 or Type 2 GESI Analysis (as per ***Chapter 1 of this toolkit***) during design and will use the results to inform our program's design.

In this chapter, we will explore:

1. Why GESI integration into logical frameworks is important
2. The necessary steps for GESI integration into logical frameworks
3. Who should carry out the process
4. A checklist for assessing the GESI integration of the program logical framework

GESI integration into every stage of the program lifecycle is important because it helps us to identify and address the unique needs, priorities, and challenges faced by different groups, particularly those who are historically marginalized or excluded. This includes considering the concept of intersectionality to recognize how overlapping identities (e.g., gender, race, class, sexuality) affect individuals' experiences of oppression and privilege. Understanding these intersections is crucial for designing programs that effectively address the needs of diverse communities. This is information we should have started to collect through our GESI Analysis, but more importantly, we plan to continue to assess throughout the program's life.

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

PM Policy
Chapter 1

Who is this Chapter for?

While this chapter seeks to provide high level guidance to program positions within Mercy Corps, the following roles should read this section in detail:

Proposal Development Leads

Directors of Programs

Program Managers/Chiefs of Party/Implementation Leads/Similar Roles (if in place for the program)

GESI Focal Points – at all levels

MEL Focal Points – at all levels

Other relevant technical teams members– in Country or in Regions

In terms of responsibilities of these roles to ensure we incorporate findings into our design, planning and implementation of our program, it is important to acknowledge that every country office is unique and will have different structures and responsibilities assigned.

We recognize that during the Design phase these roles may not yet be recruited. In this case, someone should still be delegated, at the country office level, to oversee and support the design of the program. This is typically the Director of Programs (DoP). This guidance is applicable to those roles as well, whatever their title may be.

It is also important to note that program design is a collaborative process and therefore other departments and teams – such as MEL, TSU, Safeguarding, and PaQ – should also review this guidance to support the process.

Why should we integrate GESI into the program Logical Framework?

All types of frameworks, including Logical Frameworks, Theories of Change, Results Chains, or other 'logic models' are essential components of program design and implementation. They provide the framing for and limits of our programs in a manageable format with clear linkages between each element. Therefore, to effectively integrate GESI into our programs and interventions, we need to see GESI reflected in these frameworks.

By integrating GESI, program teams can identify entry points, determine where and how program inputs should be utilized, and ensure that the program is designed and implemented in a way that addresses gender and social disparities effectively. It also helps us work towards ensuring that we Do No Harm in our programming and that we actively work against negative social norms and oppression. Integrating GESI into the Logical Framework or ToC also supports us with identifying and selecting participants, understanding their needs, while also minimizing any risks for our participants.

At the Design stage, we should have already gathered information from our GESI Analysis, whether that has been done as a desk review (*Stage 1 in Chapter 1*) or (when possible) as a detailed study. We now need to bring that information into the current design and ask questions about the activities, outputs, outcomes, and overall goals of the program to see if we have effectively utilized this data and our learning.

LINK TO

Chapter 1, Stage 1

Important Considerations

1. Internally, Mercy Corps has pre-existing guidance on the 'How To' of developing program logical frameworks available in the _Program Management Policy_ (Standard 5a) and in the _MEL Policy_ (Standard 1). This chapter will not dive into detail on how to design a logical framework. For more information on the difference between a Logical Framework and a Theory of Change, please refer to guidance available via _PM4NGOs_ or the _Program Management Minimum Standards Toolkit_.

2. Many of the aspects of GESI Analysis (both Stage 1 and 2 as outlined in Chapter 1/Standard 1) may be happening at the same time, including gathering data and information to support the proposal while also designing the program. There must be good coordination between the individuals and departments involved to ensure we are managing this comprehensively. In the rush to meeting submission deadlines, we should try our best to ensure we are not missing, ignoring or misunderstanding important data that can help make the program more impactful and responsive for the participants.

3. **GESI integration in Logical Frameworks is a Mercy Corps requirement**. Each donor has their own requirements for intervention 'frameworks', including Results Chains, Theories of Change or Logical Frameworks. Ultimately, whatever model or framework is required for submission, we must ensure that GESI considerations are incorporated into our design at the point of submission, regardless of whether the donor requires it or not. It is also crucial that our partners have a shared understanding of GESI integration and how we plan to implement it. If you need support with this, reach out to the Regional GESI Advisor.

4. **This chapter DOES NOT provide details on how to select participants as this is covered in the Participant Selection Guidance**, Participant Selection is an iterative process that will continue throughout implementation as we prepare to deliver activities. Please refer to the _Participant Selection Guidance_ for more specific information on how to appropriately identify and select participants in our programming.

LINK TO

Program Management Policy

MEL Policy

PM4NGOs

Program Management Minimum Standards Toolkit

Participant Selection Guidance

REMEMBER

Integrating GESI into the Logic Framework is not just a compliance exercise, it is a Minimum Standard for all Mercy Corps programs.

What are the steps to ensuring GESI considerations are integrated in program logical frameworks?

In <u>*Chapter 1 "GESI analysis"*</u>, we describe how data helps us understand the context of the program, and helps identify potential GESI considerations, inequalities, behaviors, social norms and the power dynamics among people with different identities.

This analysis should now be used to inform and strengthen the various components of our logical framework and should be used to ensure GESI considerations are integrated throughout the program design.

Once data has been collected from our GESI analysis (either Stage 1 or 2) we can follow these steps:

STEP 1

Identify the needs of the participant groups:

<u>*Sensemaking workshops*</u>, and other similar methodologies, provide an opportunity to reflect on the GESI data and its analysis to identify the specific needs, priorities, and challenges faced by different groups and how those factors may impact their experience and engagement with the program. These findings must inform decisions about the types of program interventions and modalities of assistance that will appropriately address their unique needs and aspirations.

❯ *For example*

- Our GESI analysis has highlighted that in most households, food preparation is a woman's responsibility. Therefore, men and boys rarely attend trainings related to food, nutrition, and hygiene. It further highlighted the challenge of achieving household

NOTE

The examples and steps provided below look at this from a bottom-up process – adapting activities first and then building up to alter the outcomes. We recognize that typically, during Design, we work in the other direction (starting with outcomes and ending with activities) when it comes to adaptation. This example is used to highlight how small adjustments at the activity level can contribute to more GESI Responsive outcomes.

LINK TO

Chapter 1 "GESI analysis"
Sensemaking workshops

and community nutritional outcomes without engaging both men/ boys and women/ girls. In this case, if men/boys do not participate in these trainings, then there is a risk that food, nutrition, and hygiene practices will not improve, leading to no reduction in health cases related to these issues.

- The analysis also revealed that women and girls are unable to participate in certain program activities at the same time as men and boys due to cultural norms and the balance of household chores. We need to consider this as we design our activities. We will need to consultant women and girls on times of day that are most suitable for participation and ensure our assumptions are not biased or uninformed and that our activities are planned appropriately to ensure their equitably access. Like the above, if our training times do not consider the existing contextual norms and challenges, then we will likely have low attendance, which will make it difficult to meet our targets and deliver our activities.

STEP 2

Addressing Assumptions & Awareness of Biases:

The GESI analysis helps identify assumptions and biases that may hinder GESI outcomes within the program. By recognizing and challenging these assumptions, the logical framework can be refined to ensure a more inclusive and equitable approach. The GESI analysis also demonstrates where legal frameworks may favor certain groups over others, or where the societal environment marginalizes specific groups. This information needs to be incorporated into the logic model's design to flag where caution should be taken not to further put marginalized groups at risk while still implementing the program effectively. For example:

> *For example*

- Our GESI analysis identifies that because women in the households are typically tasked with food purchase, preparation and cooking, they are often blamed for any sickness or ill health associated with that food. However, our analysis also identified that men do not see a need to wash their hands before consuming food, nor after using the toilet – instead they place sole responsibility for food hygiene on the women of the household. In addition, the analysis identified that men control the financial resources used to purchase food and

make decisions about where it is purchased and where water is drawn from, even though they do not support women with these responsibilities. This can lead to arguments between couples and further removes any responsibility and accountability from the men for managing household tasks.

- This challenges our initial assumption that the program activity must target women alone. It also confronts a bias present in communities, which is that men bear no responsibility for food hygiene in the home or responsibility for household tasks. To effectively address these issues within the program, we will need to adjust some of the planned approaches and reflect these changes in our logical framework.

STEP 3

Tailor the Program Activities:

Once the needs are identified through a GESI lens and we have a contextual understanding, we can then begin to apply these considerations to our program activities to address the needs of specific groups. These should be reflected in the way in which we articulate and intend to monitor our activities & outputs and should therefore become part of the activities & outputs within our logical framework.

> *For example*

- **Activities originally planned to be run as per our example above must be adapted to be GESI-responsive.** Remember, the way you tailor activities will be different depending on the results of the GESI analysis and Needs Assessments, and the context in which the program operates. The key is to utilize the information you have after analyzing the results to tailor your activities in a way that ensures equitable engagement and effective impact for participants while Doing No Harm. It may look something like this:

Example of an original activity & output:

- **Activity #1**: Provision of food safety and hygiene trainings to 500 women.

- **Output #1**: 500 Women can name the 5 key moments for hand hygiene & the core principles of food safety in the home.

Example of GESI-responsive activities & outputs:

- **Activity #1:** Provision of food safety and hygiene trainings for 500 men and women.

- **Output #1:** 500 men and 500 women can name the 5 key moments for hand hygiene & the core principles of food safety in the home.

- **Activity #2:** Provision of facilitated dialogues to 50 x HHs about intrahousehold decision-making and division of labor.

- **Output #2:** 50 x HHs demonstrate improved decision making and divisions of labor against baseline knowledge, attitudes and practices (KAP).

- **Activity #3:** 1 x male engagement campaign following the training with dialogues aimed at increasing men's participation in household chores, including food preparation and hygiene.

- **Output #3:** 250 x men demonstrate a 50% increase in their participation in chores, food preparation and hygiene responsibilities.

In addition to including men in the training, the GESI responsive activity also adds household dialogues and a male engagement campaign to address the root cause of the food safety and hygiene problem. The household dialogues and male engagement campaign will encourage men to equitably share household chores and make decisions about what food to buy and where, and where to draw and store water as a household, so that men and women share the responsibility for the household's health and hygiene.

We developed our original activity with inherent bias built in – we assumed that only women cook within the community. While this may be true in many cases, we did not acknowledge that men also bear some responsibility in both food safety and hygiene. This may mean we need to allocate more resources to this activity, in terms of time, money or human resources, however the impact will be far greater.

NOTE

Additional consideration for different phases: It is important to understand that the results of a GESI analysis do not only apply to the Design phase. Remember that for some programs, the analysis might only be conducted during implementation, or we may only get the detailed results at the point of Planning. The GESI analysis should always be used to design program/ project activities (identification & design phases) or tailor existing program/project activities (planning & implementation phases), ensuring they are at a minimum responsive to the context and address the specific needs of different groups.

STEP 4

Setting Gender-Responsive Outcomes:

The changes we apply to our program or project level activities, based on the results of the GESI analysis, should also be reflected in the overall intended outcomes of our work. This means that, within our logical framework, our adapted activities should contribute to more inclusive and equitable outcomes.

> *For example*

   a. Example of original outcome: Women's behaviors towards food hygiene are improved and reduced cases of hygiene related disease are recorded.

   b. Example of GESI-responsive outcomes:

- Both women and men report a more equitable distribution of responsibilities and decision making about food safety and hygiene against baseline.

- Men's attitudes towards equitable distribution & participation in household chores has improved against baseline.

- Both women and men report a significant reduction in cases of hygiene related disease.

   c. Considerations for when the donor provides fixed outcomes: On occasion, donors may provide outcomes and/or indicators that they want their partners to attain. These may or may not be GESI Responsive, or even GESI Sensitive. In these instances, we should first try to discuss any scope for adaptation of the outcomes to better reflect GESI considerations. If this is not possible, it is advised that the proposal development team reach out to GESI TSU to identify ways in which we can adapt program activities meaningfully without detracting from the donor defined outcomes.

   d. Additional Considerations for other Phases: As mentioned in the example above, we may need to increase the number of outcomes to accommodate our adaptation and allocate additional resources to monitor and deliver our work. This is why it is fundamentally important for us to try and identify these adaptations before we submit our budget as part of our Design, *see Chapter 3 for more information*. However, we can still adapt activities and outcomes during

LINK TO

Introduction. Differing levels of GESI Integration

Chapter 3

REMEMBER

Our outcomes are often the result we expect/assume to see once we have delivered all our activities. These would typically be reflected as changes in the attitudes, behaviors, and conditions for different groups participating in our activities.

the planning and implementation phases, but these may require a formal modification depending on the donor and their regulations. It is advisable that we attempt to accommodate any adaptations during Implementation and Planning phases appropriately. This may require adjustments to budget allocations across other activities, which in turn may require a discussion with the donor to modify the program. Wherever possible, we should try to adapt our program within budget tolerances, however if we identify significant variation then we should assess the scope of the change, prepare a case to present to the donors to justify the modification, and then formally request it after initial discussions. For additional guidance on adaptations during Planning and Implementation please reach out to **_TRaQ_** who can help guide you in this process.

STEP 5

Designing Inclusive Indicators:

Once we have adapted both our activities and our outcomes for the program/project, we need to make sure that we can effectively monitor them and report on the progress. This happens through indicators informed by the GESI analysis. Indicators can be designed in a way that captures the changes specific to different groups, allowing for monitoring and evaluation that reflects the diverse needs and experiences of program participants.

> *For example*

a. **Example of original indicator:**

- 70% of women report a change in food and water hygiene practices in selected households.

b. **Example of GESI-responsive indicators:**

- 70% of men and women report that responsibility for HH chores including food safety and hygiene is shared by both genders.

- *70% of households report making decisions together after participating in the household dialogues.*

REMEMBER

You may not need to reach out to the TSU to be able to integrate these findings and adapt your programs activities or outcomes. You may find that you only need to adapt one activity, or one part of an activity to improve the GESI integration in your program. We advise that you follow the steps listed above and IF you are finding it hard to identify where/how to adapt components of your program, THEN reach out to regional GESI focal points and the TSU.

LINK TO

TRaQ

STEP 6

Intentional Allocation and Use of Resources:

As explored above, occasionally adaptations to program/project activities, outcomes and indicators may require additional or a re-distribution of resources – time, financial and/or human resources. The findings of our GESI analysis can guide the strategic allocation of our resources to support activities, partnerships, localizing leadership and technical capacity, and skills-building initiatives that specifically target the needs of different groups for a longer-term change through adaptations to our initial plans or through the addition of extra activities and staff to support us in achieving our vision.

> *For example*

- Because we have added men in our activities and indicators in the examples above, we may need to budget a bit more for training or training materials. We may also need to cross check on our staffing level of effort to make sure we still have enough staff to run sessions and monitor the impact. We may also want to generate additional materials to further sensitise communities not directly engaged in our program.

Conclusion

In this chapter we looked at how GESI analysis findings can inform meaningful program adaptations for our logic model/Theory of Change and provided key steps for this process. Conducting a GESI analysis helps us ensure that we are reaching the most marginalized in a meaningful way, Doing No Harm, and sufficiently resourcing for the work we intend to deliver. *Chapter 3* will look at budgeting for GESI to provide guidance on this last point.

The final section of this chapter provides a checklist program teams can use during the Design process to make sure they are effectively incorporating GESI considerations into their program. As always, for additional support on practically applying this guidance, please reach out to *TRaQ*.

LINK TO

Chapter 3

TRaQ

Checklist 2
How can I ensure that GESI is integrated in my program logic framework?

Here is a checklist that program teams can use to ensure that important GESI considerations are integrated in the program's logic framework at the program design phase. It can also be used when programs are being reviewed and adapted during planning and/ or implementation.

This list is provided as a series of questions you can ask yourself and your team during Design, Planning and/or Implementation to assess the level of integration within your project/program. It also offers guiding questions to help you further integrate GESI into your work. This list is not exhaustive and will not cater to every context and type of program. It should serve as a general guide and provide you with questions for consideration.

Inputs

☐   Does the budget include the requirements provided within the guidance of Standard 3, as for example: a GESI-focused training, SADD collection, or a dedicated GESI position?

☐   Have we defined transparent selection criteria that has been consulted with the communities and participants we want to work with?

☐   Have we identified inputs that are required to ensure we are effectively addressing the unequal distribution of resources which may benefit certain social groups as per the program logic discussed above?

☐   Does the program allocate resources to explicitly address gender and social inclusion disparities and promote inclusion. E.g. ensuring that specific budget line items are designated for activities that directly benefit targeted marginalized groups.

☐ Does the program have mechanisms to correct unequal distribution of resources, should those be identified during program implementation – for example, have we built in a small amount of 'flex' into activity budget lines to accommodate new findings and future potential adaptations we might foresee?

☐ Are there transparent mechanisms to receive feedback on those issues should those emerge? (e.g. CARM mechanisms).

Activities

☐ Do the activities explicitly address the specific needs and priorities of different groups? For example, do the activities include equitable opportunities for participation and decision-making of the program participants – are we ensuring that community voices are heard and included in the design of the program's components and planned for during implementation?

☐ Are the activities culturally sensitive, considering social norms, language needs and local practice?

☐ Are the activities designed with the communities or participants to ensure greater buy-in and more equitable engagement and ownership over the program's direction?

Outputs

☐ Do the program outputs explicitly address the diverse needs and priorities of different groups?

☐ Do the outputs contribute towards promoting gender equality, social inclusion? For example, in what ways do they ensure access to services and diverse representation?

☐ Are the outputs designed in a way that they prevent or avoid putting participants at risk?

Outcomes

☐ Do the outcomes explicitly address the specific needs and priorities of different groups?

☐ Do the outcomes contribute to reducing disparities and promoting long-term, equitable opportunities for marginalized and excluded groups? For example, do they address barriers of exclusion and leverage opportunities available to remove those barriers?

Indicators and Measurement

☐ Are the indicators reflective of the program's GESI approach? Can they help track progress over time, measure outcomes, and assess the effectiveness of interventions in promoting gender equality, social inclusion, and empowerment?

☐ Are the program indicators (or their respective targets and/or results) disaggregated following Mercy Corps SADD guidance (Standard 4)? And are there other disaggregation categories that allow the program teams to monitor progress and impact, and how these may differ between groups?

☐ Does the program have explicit indicators that measure gender-responsive and inclusive outcomes and results? As for example, indicators measuring changes in norms, power dynamics, harmful practices and stereotypes, or any of the six domains mentioned in the GESI Analysis?

☐ Are there any other indicators that should be included based on donor guidelines?

Assumptions

☐ Do the program assumptions consider underlying drivers and causes of discrimination?

☐ Do the assumptions explicitly state changes we anticipate around issues of gender and social disparities?

☐ Do the assumptions include the six domains of change around GESI (hyperlink here the Analysis domains)?

☐ Have our assumptions been developed in consultation with community members or participants and in are aligned with the scope of the program? Have we identified relevant community level risks that help us define more contextually appropriate mitigation measures?

Standard 3: GESI Responsive Budgeting

Introduction

> *Mercy Corps' **Program Management Policy Standard 7a:** Program Design includes a fully costed program budget.*
>
> ***Output**: Full costs that are estimated for the deliverables including: staffing, safeguarding, gender equity diversity and inclusion (GESI), and operational requirements of the program*

This chapter of the GESI Integration toolkit provides practical guidance on how to **allocate resources** by designing budgets that ensure your program or portfolio is set up for successful GESI integration. This guidance is most relevant for the identification, design, and planning phases of the program cycle, but is also useful during program adaptation periods and budget realignments as a part of program modifications or annual reviews.

Mercy Corps' Pathway to Possibility identifies safety, diversity, and inclusion (SDI) as one of our priority agency commitment areas. GESI in programs is one important piece of SDI, but it is not the only component. As teams design their programs and budgets, they will likely need to allocate additional resources for Protection in Programs, **Safeguarding**, and **Community Accountability and Reporting**. Each of these areas are different and require unique skill sets. In the future, we hope to provide integrated SDI budgeting guidance for country teams. In the interim, your regional and global GESI Technical Resources and Quality (TRaQ), Protection, Safeguarding, and/or Community Accountability and Reporting Mechanism (CARM) teams can help you make decisions on what to prioritize for each program, especially for programs with more limited resources.

LINK TO

Program Management Policy

Safeguarding

Community Accountability and Reporting

Who is this Guidance For?

This chapter is a resource for team members engaged in budget design, especially:

Directors of Programs

New Business Opportunities/Proposal Development Leads

Program Managers/Chiefs of Party/Program Leads

GESI team members – program, country, regional and TRaQ (global)

MEL leads

What, When, Why

What is it?

GESI responsive budgeting ensures that teams can access the technical inputs and funds needed to successfully integrate GESI minimum standards and additional considerations during program planning and implementation. GESI responsive budgets may include resource allocation for team members, consultants, GESI analyses, and program activities and adaptations to ensure equitable and meaningful participation of participants, especially marginalized groups.

When should we do it?

GESI responsive budgeting should take place during budget development in the identification and design phases of the program cycle. It may also take place during budget realignment or program adaptations.

Why Should we do it?

Incorporating GESI considerations during budget development ensures we have resources allocated during the program life cycle to respond to GESI needs and opportunities identified during the GESI analysis and incorporated into our Logical Framework. It helps us to deliver on our commitments to meet the needs and aspirations of diverse program participants, especially those most marginalized.

Who Does What?

Although the GESI technical lead plays an important role in helping define technical inputs and resources needed during program design, **responsibility** for GESI responsive budgeting sits with the program/ proposal lead. **Accountability** for ensuring GESI budgeting is consistent across programming and appropriate for the size of the portfolio and country office sits with the director of programs or portfolio lead. Country finance managers play an important role in ensuring that resources are consistently allocated in programs within a portfolio and can help identify gaps during their financial reviews of proposal budgets/ budget redesigns.

PROGRAM MANAGER / PROGRAM DEVELOPMENT LEAD

RESPONSIBILITIES AND ACCOUNTABILITIES

- Liaise with GESI team members (program, country, regional or Global TRaQ) to ensure that GESI needs are fully identified and linked with budget requirements.

- Liaise with MEL Focal Point to ensure resources are allocated for GESI responsive MEL practices

- Responsible for ensuring adequate resources are included in the budget to meet the needs of and ensure meaningful engagement of diverse participants; to meet Mercy Corps' GESI minimum standards; and to fulfill all donor GESI requirements.

GESI LEAD (PROGRAM, COUNTRY, REGION, TRAQ)

RESPONSIBILITIES AND ACCOUNTABILITIES

- Provide technical budgeting recommendations based on context, programmatic approaches, and GESI analysis recommendations and action plan.

MEL FOCAL POINT

RESPONSIBILITIES AND ACCOUNTABILITIES

- Provide technical guidance on budgeting for GESI responsive MEL approaches including sex and age disaggregation in data collection, routine monitoring, and evaluation activities.

DIRECTOR OF PROGRAMS OR PORTFOLIO MANAGER

RESPONSIBILITIES AND ACCOUNTABILITIES

- Accountable for ensuring GESI inputs are captured in budget. Consider technical needs for this program in relation to other programs in the portfolio. For example, could a percentage of a country level GESI advisor provide sufficient technical support for this program? Is there a need to budget time from the regional GESI advisor to support key workstreams?

FINANCE MANAGER

RESPONSIBILITIES AND ACCOUNTABILITIES

- Review budgets and ensure GESI analysis and technical inputs (team/ consultants) are adequately budgeted (see guidance sheet)

KEY OUTPUTS

1. Budget that sufficiently incorporates enough resources to respond effectively to the identified GESI needs.

2. Budget that incorporates, at minimum, full costs for meeting GESI minimum standards.

Case Examples
Why GESI Budgeting Matters

CASE STUDY 1:

A peace and conflict program in Burkina Faso conducted a GESI analysis and learned from female participants that there were important community conflicts related to water and other resources that had not been captured through other assessment tools during start-up. Because the team had planned for GESI adaptations in the budget design, they were able to incorporate these conflicts and mitigation measures into their interventions. This led to better and more inclusive programming.
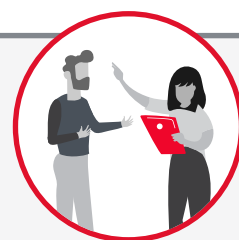
CASE STUDY 2:

During Design, the Bakhari program in Nepal budgeted for a senior level GESI role at the Country Office level to ensure that GESI considerations were regularly brought to the attention of the SMT. Additionally, they budgeted for conducting regular GESI Collaborating, Learning, and Adapting (CLA) sessions during implementation, this enabled them to regularly review program data and participation levels to identify potential adaptations that were required. During implementation they identified that they were not reaching as many women as they had intended as part of the design and were not engaging women in leadership positions. During the CLAs they were then able to define action plans to resolve the discrepancy, re-plan for the next rounds of activities and adapt their intervention methodologies to increase women's engagement and provide more targeted training sessions, which ultimately led to improved outcomes for participants. This would not have been possible, or would have been much more difficult to achieve if they had not budgeted for the CLAs and adaptations during the program Design.

How to Adequately Budget for GESI

The amount of funds to build into your program budget to meet the GESI minimum standards varies based on the program's technical approach and complexity, length of the program, and context. Some GESI budgeting costs will be included in MEL costs, see MEL section for more information. Although the specific amounts of resources will vary, there are some consistent inputs and budget categories that are relevant across programs. These are described below.

Staffing/ Technical inputs

The largest, most consistent cost for GESI integration in programs is technical inputs, whether in the form of dedicated GESI team members on the program; sharing GESI team member costs at the country, regional or global levels through direct costing; or hiring GESI consultants to provide technical assistance. For comprehensive program team and partner capacity strengthening, GESI analysis, and more intensive pieces of work it is important to allocate resources within the program budget, either through team members or consultants. Below are examples of different types of GESI team members and consultant roles and the functions they can fill. It is important to note that Program managers/ leads are usually responsible for line management of GESI consultants, which includes the administrative management.

Whenever possible, our recommendation is to budget for **country level GESI advisors** to provide portfolio level technical support[1]. Country-level advisors are familiar with the context, can connect learning across programs and sectors, and support representation with the country management team and external actors. However, very few country teams at Mercy Corps currently have country-level GESI advisors.

1   Some programs will require dedicated GESI advisors and/or officers. This is especially true for complex programs and situations where country advisors are not available.

REMEMBER

GESI, Protection GDI, Safeguarding, CARM are not the same. Be cautious of creating a single team member for Safeguarding, CARM, DEI, GESI and Protection (or some combination). Each of these technical functions require specific knowledge and skills. These functions all contribute to safety, diversity, and inclusion but they are not interchangeable. If combining functions, keep in mind workloads and technical skills needed for each function.

For this reason, this budgeting guidance provides examples of how to use combinations of GESI officers, consultants, and regional/ global advisors to meet technical needs when a country GESI advisor is not present. Even when a country GESI advisor is present, depending on the portfolio size and workload, they may need additional technical support from consultants or regional team members. When a country level GESI advisor is not in place, program teams are recommended to budget for GESI Advisors at the program level if possible.

A less experienced position, like a GESI Officer, will require significant technical support that line managers may not be able to provide. Although more costly, GESI advisors should be able to function more independently and require less technical support from their line-managers. In situations where a program has a GESI Officer but there are no senior GESI technical staff on the program or in the country, Regional Advisors and communities of practice can provide some support.

NOTE

In cases where Mercy Corps' partners are leading implementation of activities, it is important to ensure that their budgets incorporate resources for GESI team members or consultants.

POSITION	
GESI OFFICER	• **DELIVER** gender concepts capacity strengthening • **SUPPORT** GESI data collection, including conducting FGDs and KIIs • **REPRESENT** GESI priorities in meetings
GESI COORDINATOR	• **ADAPT** capacity strengthening materials for context • **CONTRIBUTES** to GESI analysis SOW development • **LEAD** GESI analysis data collection teams, ensures quality of data collected
GESI ADVISOR (PROGRAM)	• **DESIGN** GESI capacity strengthening experiences for teams and partners • **COACH** other team members on GESI integration within different intervention areas • **DEVELOP** GESI Analysis SOW and oversees data collection (for large programs, may need to split with consultant due to workload) • **SUPPORT** the team to analyze GESI analysis data and drafts findings • **PLAN** and facilitate GESI analysis sensemaking workshop • **SUPPORT** team to develop GESI action plan • **WORK** with MEL team to ensure GESI is incorporated in routine monitoring and program adaptation activities • **SUPPORT** MEL team to ensure GESI outcomes are assessed in program evaluation • **FACILITATE** GESI community of practice/ learning at program level

POSITION	
GESI ADVISOR (COUNTRY)	In addition to program level GESI advisor functions, a country advisor: • **PROVIDES** GESI technical support to multiple programs • **COACHES** and mentors GESI team members across programs • **LEADS** country GESI community of practice and participates in regional and global COPs • **SUPPORTS** new business design to ensure GESI in integrated from the early design stages • **CAPTURES AND SHARES** best practice and lessons within the country and with the region/ global teams • **MANAGES** consultant roster for additional GESI support when needed • **REPRESENTS** GESI inputs, including contributing to and leading presentations to donors and peers at the national level
REGIONAL GESI ADVISOR	• Regional GESI advisor can provide technical support in key moments in the program cycle. • May lead or support program GESI analysis including SOW development, secondary and primary data collection, analysis, sensemaking workshop and/or action planning • May lead or support GESI capacity strengthening interventions • May lead or support development of GESI learning materials (best practices, lessons) • May help recruit and technically manage consultants hired for technical tasks like GESI analyses
GLOBAL GESI ADVISOR (TRAQ)	• In addition to providing the types of support regional GESI advisors provide, Global TRaQ advisors also lead on research design, intervention piloting, cross-sectoral integration and provide technical support to regional and country GESI advisors as needed.
GESI CONSULTANT[2]	• **CONDUCT** literature review for GESI analysis • **DRAFT** data collection tools • **LEAD** data collection for GESI analysis • **LEAD** GESI analysis for non-complex program (may need MEL or GESI technical support) • **LEAD** GESI measurement and evaluation activities, including tool development and analysis • **DEVELOP** complex technical tools like male engagement curricula • **DESIGN** or test gender transformative approaches

2   Different levels of technical expertise are needed depending on the task. A more experienced (and more expensive) consultant will be needed to lead research design or to lead the GESI analysis of a complex program. GESI global or regional team members can help develop scopes and screen candidates to ensure teams get the right technical expertise for their needs.

GESI Analysis

All programs are required to complete GESI analyses to meet the program management standards. Guidance on GESI analyses can be found in __Chapter 1__ of this toolkit. Budgeting appropriately for a GESI analysis requires:

- understanding the scope of program (geography, number of participants, technical sectors).

- knowing if there is robust secondary data (disaggregated by sex, age, and other priority identity characteristics) available for the communities, geographies, and planned program approaches.

- initial understanding of the diversity of the communities we will work with (this will affect the amount and cost of qualitative data collection).

The purpose of the GESI analysis is to create an evidence-based action plan to ensure our program interventions are responsive and inclusive of marginalized groups. GESI analyses include three parts:

1. secondary and primary data collection and analysis,

2. sensemaking workshop, and

3. action planning.

Conducting the secondary analysis first allows us to focus our primary data collection to fill gaps, which can save costs and reduce the burden on program participants. From a budgeting perspective, when uncertain, assume that the GESI analysis will include primary data collection with sex and age disaggregated focus group discussions and key informant interviews in the selected geographies and with identified cultural, religious, ethnic groups. The GESI analysis can be led by a Program, Country, Regional or Global GESI TRaQ Advisor (depending on skills and availability), or by a consultant if the program will not have a dedicated GESI Advisor or they are not yet in place during program start-up.

The two decision trees below can help you think through the steps to budget for GESI analyses. The first walks though steps during program design including GESI analysis, staffing, and common program costs. The table describes GESI analysis budgeting in detail. See this __spreadsheet__ for level of effort estimations.

LINK TO

Chapter 1

Spreadsheet for level of effort estimations

GESI Responsive Budgeting Decision: Proposal Phase
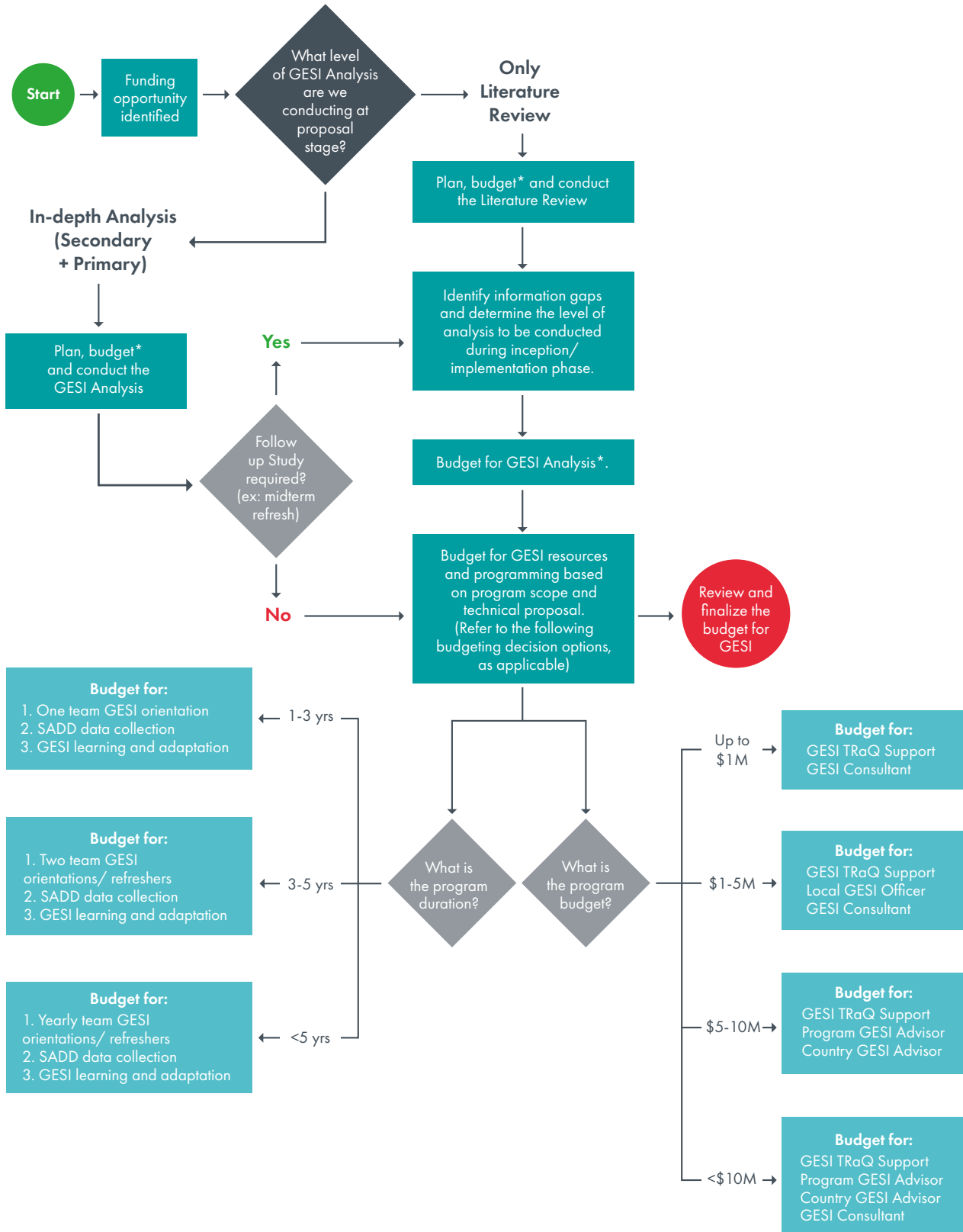
* See GESI analysis budgeting decision tree.

The following budgeting guidance is a general estimation and needs to be adapted at per program type (humanitarian or development), context, scope, and donor guidelines.

Although this tool separates program duration and budget, they are interdependent.

GESI Analysis Budgeting Decision

Start → Develop a draft SOW/ map information needs →

What type of data collection is needed?

→ **Secondary and Primary Data Collection** →

Estimate LOE for Study Lead*
1. Literature review and analysis (3-5 days)
2. Tools development (1-2 days)
3. Enumerator training (1-3 days), if enumerators are hired
4. Data collection (as per study scope, objective and coverage)
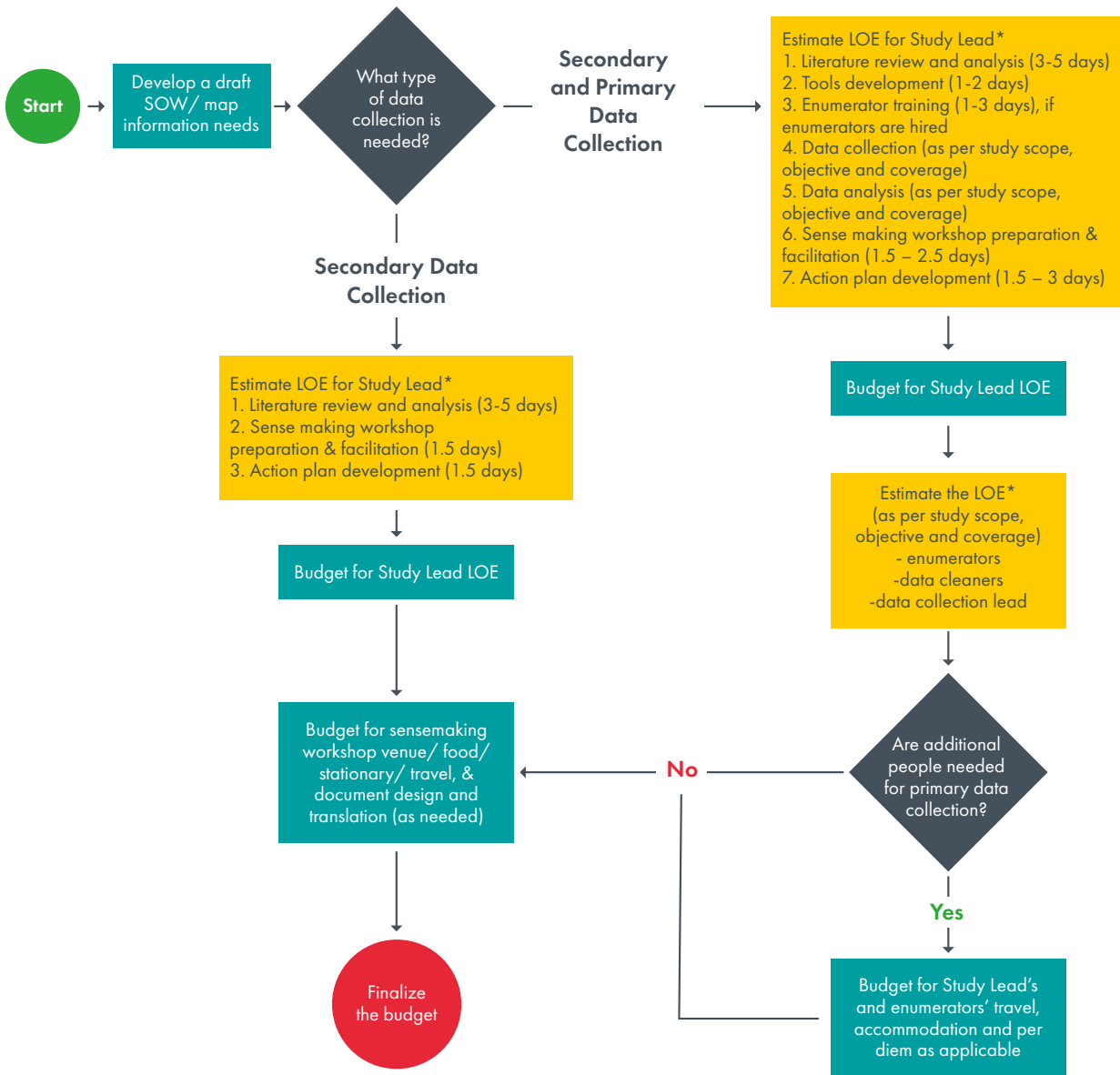5. Data analysis (as per study scope, objective and coverage)
6. Sense making workshop preparation & facilitation (1.5 – 2.5 days)
7. Action plan development (1.5 – 3 days)

↓

Budget for Study Lead LOE

↓

Estimate the LOE*
(as per study scope, objective and coverage)
- enumerators
-data cleaners
-data collection lead

↓

Are additional people needed for primary data collection?

No → / **Yes** ↓

Budget for Study Lead's and enumerators' travel, accommodation and per diem as applicable

Secondary Data Collection

↓

Estimate LOE for Study Lead*
1. Literature review and analysis (3-5 days)
2. Sense making workshop preparation & facilitation (1.5 days)
3. Action plan development (1.5 days)

↓

Budget for Study Lead LOE

↓

Budget for sensemaking workshop venue/ food/ stationary/ travel, & document design and translation (as needed)

↓

Finalize the budget

* Remember that the Analysis could be run by either an external consultant, the Global TRaQ Team, or directly by the Country Team. Each will have a different level of LoE and costs associated depending on context and scope. Please reach out to the TRaQ team if you require support in costing for these scenarios.

NOTES

If the study is led by a consultant or country/ program team, the GESI TRaQ will review the study tools, report, action plan and support with sense making workshop preparation. The tasks can be all lead by a consultant, GESI TRaQ or Country/ Program team or split among the roles and budgeted accordingly.

Areas to Consider when Designing Budgets

Capacity Strengthening

All program team members and partners have a role to play in promoting GESI responsive program activities. To set program teams up for success, and to create a shared culture and understanding of what GESI is within the context of the program, it is the **Program Manager's** responsibility to ensure that tailored GESI capacity strengthening is provided for all team members during program start-up. Initial capacity strengthening, designed by a GESI advisor or equivalent and delivered by a GESI officer or advisor equivalent will provide team members with the foundational skills necessary to input into qualitative data collection tool development, to support primary data collection with communities, to participate meaningfully in the sensemaking workshop and most importantly, to develop and implement the GESI action plans.

Program Managers/ Program Development Leads should **also** ensure that resources are allocated for partner GESI capacity strengthening during program start-up. In addition to capacity strengthening at program start-up, **Program Managers** should plan for periodic refresher trainings (at least annually) to reach new team members and reinforce the capacities of existing team members. These refreshers, led by program, country, regional or global TRaQ GESI team members, can be an opportunity to workshop GESI challenges that may have emerged during implementation, for example not reaching certain priority groups or not seeing consistent program benefits for different groups of people.

GESI responsive program adaptations

Typically, our teams working on proposal development are only able to conduct a GESI literature review due to financial and time constraints. While the evidence gathered provides some high-level information on GESI related needs and priorities useful to inform the theory of change and program outcomes, it often lacks the contextualized, detailed level of information needed to tailor GESI responsive activities.

Complementing the literature review with primary data collection during program start-up allows us to fine tune the program design based on the nuances captured by the analysis and ultimately implement a truly inclusive program.

One challenge with conducting GESI analyses during program start-up is that the program budgets have probably already been designed and approved by the donor. GESI analyses and action plans often identify adaptations to program implementation that could increase the participation or benefit of marginalized groups. However, these adaptations require resources. It is the **GESI lead on the program design** (this could be a consultant or the program, country, regional or global TRaQ GESI advisor) responsibility to help teams develop action plans and understand the input needed to realize the plans.

It is the **Program Manager/ Program Development Lead's** responsibility to ensure resources have been allocated for adaptations to promote greater safety and inclusion. Adaptations often require team/consultant time and participant costs. A non-exhaustive list of examples of adaptions that can improve participation and benefit of marginalized groups include:

- providing childcare at some program activities,

- covering or subsidizing transportation fees for participants,

- covering transportation costs for family escorts for women and girl participants

- bringing activities closer to participants to reduce time burdens

- holding separate activities for groups with different levels of power and influence (for example, holding separate extension service sessions for men and women farmers to ensure women can fully participate)

- adding additional activities to bring participants to the same level (for example, providing adolescent girls with public speaking and confidence skill building before putting girls and boys together for youth activities)

- Physical accommodations to better include differently abled people

It is hard to anticipate what adaptations may be needed until the team has completed the sensemaking workshop and GESI action planning. One strategy is to create a "GESI adaptations" line item in the budget and to allocate a lump sum amount based on the size and lengths of the program (see this _**example**_).

LINK TO

Excel GESI Budgeting Template & Guide

Another strategy is to include a placeholder line in the program budget and allocate 1% of direct costs for GESI adaptations. However, it is important to assess if this is the best approach for your budget for two reasons: 1) some donors may reject this inclusion and, 2) there is a risk of scaling: i.e. 1% of a program that is $1 million is $10k which may or may not be sufficient to cover the needs. Conversely, 1% of $15 million is $150k which may be too much for that program and become a problem depending on the line-item flexibility for that donor. Again, understanding the needs and potential adaptations is key when designing your budget.

LINK TO

TRaQ request

Monitoring, Evaluation, and Learning

GESI monitoring and evaluation includes, but is not limited to, collecting sex and age disaggregated data. Often, qualitative data methods will provide the most useful GESI insights through GESI analyses or through routine monitoring. There are some additional costs to GESI responsive data collection, specifically:

- ensuring same sex and preferably age, ethnicity, and other relevant criteria of data collectors and participants

- segregating data collection groups by sex, age, and other relevant power dynamics for the context (race, ethnicity, religion, caste, and so on). This can mean doubling the original number of focus groups or KIIs, which have time, travel, and participant cost implications.

These costs should be factored into the reserved MEL budget lines and can be accommodated within MEL Standard 3: MEL Budget, which states that the total program budget for MEL must be at least 5% of the total award budget.

Pause and Reflect Sessions

Time should be allocated during quarterly Pause and Reflect sessions to think about the experiences of different program participants and consider who is benefiting and participating the most across activities. Depending on the availability and capacity of the program, country, regional or global TRaQ **GESI team members**, the **Program Manager** may need to allocate funds to bring in outside GESI expertise to lead reflection sessions, for help analyzing monitoring data or to facilitate technical discussions and problem-solving activities. Reach out to your Regional GESI Advisor or submit a *__TRaQ request__* form for support.

Checklist 3

A Checklist for GESI Responsive Budgeting

This Checklist provides a quick guide to key areas to focus on for GESI responsive budgeting. The budgeting is however dependent on technical approach and complexity of the project/program, length of the program and context.

☐ Does your budget accommodate costs for a GESI Analysis? (See *Chapter 1* on the types of GESI Analysis you may need to budget for) The costs could include:

- Consultant/ Staff time (develop tools, data analysis, report writing)
- Data collection technical lead
- Enumerators cost (calculated per day for each enumerator)
- Enumerators training cost
- Travel and accommodation for data collection
- Sensemaking workshop

☐ Does your budget include costs for GESI technical resource person(s)? (This is dependent on the size and scope of the of the project/program) See *page 65 of this chapter* for role descriptions and further guidance. These role(s) could include:

- GESI Officer
- GESI Coordinator
- GESI Advisor – Country
- GESI Advisor – Program
- LoE Contributions for a GESI Advisor – Regional
- LoE contributions for a TRAQ GESI Advisor – Global
- Consultants – (some projects/programs may require consultants to support GESI teams due to the large volumes of work, or where projects/Programs do not have enough GESI technical expertise)

☐   Does your budget accommodate costs for capacity strengthening and training activities on GESI for team members and GESI focal points/or Implementing partner staff?

- Workshop costs (ideally annual refresher)
- Consultant costs (if expertise is not available within)

☐   Does your budget have flexibility to accommodate program adaptations as per actions identified in the GESI action plan including but not limited to the following?

- Providing childcare at some program activities
- Covering or subsidizing transportation fees for participants
- Covering transportation costs for family escorts for women and girl participants
- bringing activities closer to participants to reduce time burdens
- holding separate activities for groups with different levels of power and influence (for example, holding separate extension service sessions for men and women farmers to ensure women can fully participate)
- adding additional activities to bring participants to the same level (for example, providing adolescent girls with public speaking and confidence skill building before putting girls and boys together for youth activities)
- Physical accommodations to better include persons with disabilities.

REMEMBER

Some donors may need extra justification for this flexible budget line at the point of Design. Good practice here is to ensure that you are basing your estimations for potential adaptations on data you have from a GESI Analysis, linked to your GESI Action Plan and that you present a reasonable explanation for how budget excess will be used if adaptations are not required – i.e. increase participant numbers or quantity of goods provided. It is also important to ensure you link this flexibility with any GESI commitments the donor has and to Mercy Corps GESI and Program Management commitments around adaptive management. Understanding the needs and potential adaptations is key when designing your budget.

☐   Are GESI considerations factored into MEL budgets? There are some additional costs to GESI responsive data collection, specifically:

- Ensuring same sex and preferably age, ethnicity, and other relevant criteria of data collectors and participants which may require additional costs.

- Segregating data collection groups by sex, age, and other relevant power dynamics for the context (race, ethnicity, religion, caste, and so on). This can mean doubling the original number of focus groups or KIIs, which have time, travel, and participant cost implications.

☐   Have you built in budget for any planned learning events or for ensuring participation of stakeholders in planned learning events?

- This can be things like transportation costs for community members to learning events, Pause and Reflect Sessions, or the cost to rent spaces to hold the events.

- Depending on the availability and capacity of the program, country, regional or TRaQ GESI team members, the Program Manager may need to allocate funds to bring in outside GESI expertise to lead reflection sessions, for help analyzing monitoring data or to facilitate technical discussions and problem-solving activities.

REMEMBER

Learning does not have to be a big flashy event and you should always plan for internal learning to be captured and used throughout the program, but if your program is of a long duration and will have annual/bi-annual review points, or that it requires significant engagement of external stakeholders like donors or government, you may want to consider a more formal event.

Standard 4: Collecting Sex and Age Disaggregated Data (SADD)

Introduction

> *Mercy Corps' **Program Management Policy Standard Output 10.j:** A Monitoring and Evaluation (M&E) plan must be prepared and reviewed for all programs. The M&E plan must include an indicator plan reflecting Sex and Age Disaggregated Data (SADD) for all relevant indicators.*
>
> ***Output**: A Monitoring and Evaluation Plan*

This standard applies to all programs at Mercy Corps. It emphasizes the importance of sex and age disaggregation of program data, including all relevant studies and indicators of the program's M&E Plan because collecting Sex and Age Disaggregated Data (SADD) at each stage of the program lifecycle, from Identification to Closure, is important.

This chapter examines the different ways both sex and age data can be collected, analyzed, and reported, the different approaches to data collection, and will look at who should be collecting and how they should be involved. This chapter also clarifies how to navigate the expectations of donors and Mercy Corps for SADD when they differ from each other.

When the program teams are integrating SADD and have questions, or struggle with specific contextual considerations, they should refer to the regional MEL, GESI and other TSU colleagues (or global, in the absence of regional) who are available to support. Remember that you can request additional support for any topic covered in this chapter, or the rest of the toolkit, through the **TRaQ** link.

NOTE

*By disaggregating data, we are better able to demonstrate who we serve within our programs and for whom the results are achieved and, possibly, sustained. The Do No Harm principles should be applied throughout and are discussed in different segments of this guidance, including references to the **Responsible Data Policy** and safe data handling practices. Whilst this chapter may provide some initial guidance on how to use SADD, more specific detail is provided on the use of SADD in **Chapter 5**.*

LINK TO

Program Management Policy

Responsible Data Policy

Chapter 5

NEED SUPPORT?

TRaQ

Who is This Chapter for?

As with all chapters of this toolkit, **the primary audience is Program Managers** and those implementing programming – whether direct or through partners – in Mercy Corps Country Offices. However, the information in this chapter is also useful for the following roles:

Program Leadership (Program Managers and Director of Programs for example)	MEL Focal Points – either in Country or Regions
GESI Focal Points – either in Country or in Regions	Program Standards team members
Any staff members – including program partners leading a new initiative, program design, or data collection initiative	Any consultant or stakeholder working closely with Mercy Corps on developing, collecting, and analyzing data

Definitions of Key Terminology

<u>*Key GESI concepts*</u> are explained on page 68 of the GESI Analysis Chapter, however for easy access, we explain the relevant terms for this chapter here:

TERMINOLOGY	DEFINITION
AGE	Is the length of time of a person's life since the day of birth. Age can be recorded in data collection tools as an integer (a number that represents the length of life, e.g., 28), or as a date of birth (day/month/year), or as just the year of birth (yyyy).
SEX	Biological characteristics that are used to categorize humans as female or male, or intersex. *However, this is uncommon and the lines between gender and sex become blurry, when intersex is introduced. In Mercy Corps data collection tools, we request that all SADD is represented as male or female, and 'other' is introduced as part of gender-related data collection, rather than sex related collection.*
GENDER	The socially constructed characteristics of women and men, as for example 'men are breadwinners and women oversee the domestic chores. This changes from society to society and can evolve over time. Gender may be binary, and may be collected as man, woman, or non-binary such as 'other' for LGBQTIA+[1] identities.
SEX AND AGE DISAGGREGATION	The process of collecting and analyzing participant data that allows us to compare the results of the analysis by sex and/or by age groups.

LINK TO

Key GESI concepts

NOTE

*Throughout this guidance **we are referring to sex AND age disaggregation** and not sex **OR** age disaggregation – we must collect both to be able to examine their interaction with all relevant variables effectively.*

---

1   Lesbian, Gay, Bisexual, Queer/Questioning, Intersex or Asexual. The "+" acts to incorporate others who may define their gender or sexuality in other ways than those abbreviated.

Why, When, Who and How?

Why do we collect SADD?

Our programs tackle complex issues, which requires us to have a nuanced understanding of how various participant groups experience marginalization, and therefore adjust our services and interventions to better serve their needs and interests and ensure their access to the goods and services provided by our programs. SADD enables us to understand **intersectionality**[2] **across sex and age.**

For example, young women may experience marginalization in some countries that is different from the experiences of young men, or elderly women. If we wanted to implement an equitable youth skills development program in one of these countries, we would not be able to ensure that the trainings are suitable or accessible in the same way for young women as they are for men if we do not consistently track the attendance of young women in those programs, or their feedback and utilize this data to adapt our program approach for the context, cultural norms and social hierarchies.

To help further frame the value of integrating a range of tools and approaches advocated for in this toolkit into various stages of the program lifecycle we provide the following two case studies. Both studies demonstrate how utilizing approaches such as a GESI Analysis, and collecting and interpreting SADD throughout the program can lead to greater effectiveness of delivery and more appropriately tailored modalities of assistance.

2   Intersectionality is defined in ***page 32*** and ***Annex I***.

Case Studies – Why do sex and age matter in the way we deliver Programs?

Case studies drawn from the EC Gender and Age Marker Toolkit[3]

CASE STUDY 3:

HYGIENE AWARENESS TARGETING MEN AND WOMEN

In Niger, an NGO is providing water, sanitation and hygiene ("WASH") services in a camp for internally displaced persons (IDPs). In most families, adult females (age XX-YY) are responsible for the hygiene of the children and the homestead, therefore the organization recruited and trained a group of women to go from house to house to provide hygiene education. In the following months, however, the NGO notices that diarrhea remains as prevalent as before and that hygiene practices have not changed much. The local women explain that their husbands control the household resources. The men are often not willing to invest in additional water storage containers for drinking water, and they sell the soap distributed by humanitarian agencies on the market.

Another humanitarian organization working in the same context analyzed who within households' controls resources and makes decisions, as part of its gender and age analysis. The organization also recruited male hygiene educators for its hygiene promotion campaign and deployed them to the fields where many men work during the day. As a result of the increased awareness among men and women, there was a greater change in hygiene practices and the number of deaths caused by diarrhea declined significantly.

SUMMARY:

This case study highlights that SADD is important and combined with other contextual understandings derived from formative studies such as a GESI analysis, it can help us fully understand the societal nuances that exist in the places where we work. This process will ensure that the programming we deliver is both fit for purpose, but also caters to the differing needs of our program participants. The first NGO in the above example had assumed that by directly and only targeting the people traditionally responsible for hygiene at home that the program would succeed. The second organization conducted an analysis, utilized SADD to add detail to the data, and built a response that addressed those findings, directly leading to a reduction in avoidable deaths.

---

3   European Commission, Gender and Age Marker Toolkit (2014). Available at: **https://ec.europa.eu/echo/files/policies/sectoral/gender_age_marker_toolkit.pdf**

CASE STUDY 4:

HEALTH MESSAGES TARGETING MEN[4]

During the 2011 cholera outbreak in Haiti, mortality rates disaggregated by sex and age revealed that more males than females were dying of the disease. Indeed, few men were going to Cholera Treatment Centers. As a result of this analysis using SADD, humanitarian actors consulted with affected communities and discovered that men did not have accurate information about the symptoms of cholera, mistaking its symptoms for those of HIV. Due to the social stigma surrounding HIV, men did not want to seek medical care and were as a result dying. In response to these findings, humanitarian workers developed targeted health messages for men, which led to a decrease in their mortality levels.

SUMMARY:

This case study also demonstrates the value of appropriately incorporating SADD into various stages of the program lifecycle. By identifying an issue and utilizing both SADD and FGDs to interrogate that issue, the organization was able to adjust its approach, address the misconceptions and ensure that participants engaged with programming.

4 Further examples are provided in the Mercy Corps guide: *"Who Knows? To Knowing Who! Collecting and Using SADD" (2016).*

When do we collect SADD in the Program Lifecycle?

We collect data on the sex and age of program participants, and informants, or those targeted by our partners, vendors, or institutions we work with, throughout the program lifecycle. We analyze and use the SADD data routinely, to better understand how our programs serve the marginalized communities.

Program Lifecycle Phases

IDENTIFICATION

DESIGN

PLANNING

IMPLEMENTATION

CLOSURE

PROGRAM PHASE:
IDENTIFICATION & DESIGN

These phases of the program may include a _**GESI Analysis**_, context monitoring, secondary literature review, and/or baseline studies, amongst other activities, to understand who the program is designed for. We also use this data to identify and select partners who have the capacity and interest to engage with the most marginalized populations as part of our program. SADD data within the studies carried out at the identification and design phase also helps us understand the risks to various groups and plan interventions to mitigate those, as well as supporting us in building budgets that enable more inclusive and responsive programming.

PROGRAM PHASE: **PLANNING**

Here we should be either initiating any studies which we were unable to conduct during Identification and Design to further improve our contextual understanding, or we should be supporting our accumulated secondary data with primary data collection approaches like FGDs, In-Depth interviews, KIIs, etc. to further support our activity approach designs. SADD data collected via these approaches helps us to better understand the risks various groups face, the way we need to design our approaches and engagement strategies with communities.

NOTE

In short term interventions, or responses to rapid onset crises, we may be limited in terms of the types and detail of studies that we conduct at various stages of the program, and in many cases, we may not be able to conduct any primary studies/ assessments before needing to respond, and therefore we must rely heavily on secondary data to inform the program design. It is, however, still vital to analyze and examine any SADD within secondary sources to better inform our approach.

LINK TO

GESI Analysis

PROGRAM PHASE: **IMPLEMENTATION**

In this phase we routinely collect data from selected program participants or our partners, institutions we work with, vendors, and others to understand who the program is reaching, whose views are presented in adapting program implementation, and who is benefiting from the services provided by the program, and who we are missing out.

We may also conduct various studies, and identify lessons learned, and it remains critical to utilize program's SADD data and ensure that any additional information is collected in the same manner and reflects the different outcomes for groups of participants. We should also be using this data in our regular progress and performance reviews to help us adjust our approaches on the fly to ensure our program is providing benefits and making a difference for marginalized communities and not creating any unintended consequences (as per Case Study 1 in the prior section).

NOTE

The program's approach to collecting the demographic data that are required to be disaggregated by sex and age should be established during program identification and design and be informed by the donor guidelines and Mercy Corps policies before being incorporated into the log frame, MEL plan, IPTT, PIRS and other relevant data collection tools.

PROGRAM PHASE: **CLOSURE**

Towards the end of the program, we conduct evaluations, *Final Internal Performance Reviews* (FIPRs), case studies and others, to understand for whom the program outcomes have been achieved and to what end, and to what extent their lives have changed, if at all, and who we may have unintentionally missed.

LINK TO

Final Internal Performance Reviews

In conclusion, the outline of the phases above demonstrates the importance of using SADD to inform design, decisions, approaches, resourcing and activities throughout the program lifecycle. It is important that we do not view it as a static process, but rather a progressive and informative element that needs to be maintained and monitored to ensure that we consistently deliver programming that is inclusive and that delivers relevant outcomes for various population groups.

Who Collects SADD: Roles, Responsibilities & Accountabilities in the Program Lifecycle

Generally, responsibilities and accountabilities are divided as follows:

PROGRAM MANAGERS

RESPONSIBILITIES AND ACCOUNTABILITIES

Are accountable for ensuring that all relevant program indicators are disaggregated by sex and age, that the program information management platforms are set up to allow for this data collection, analysis and reporting, and that there are adequate resources to support this work. They are also accountable for ensuring the data is analyzed (in coordination with MEL and TSU) and used to adjust and adapt the program activities and planned outputs in a timely manner.

MEL TEAM MEMBERS
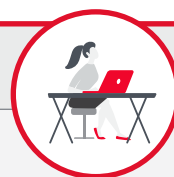
RESPONSIBILITIES AND ACCOUNTABILITIES

Are responsible to ensure that all MEL data collection tools are designed in ways that allows safe collection of sex and age disaggregation, without breaching our data quality or data protection policies. In some cases, the MEL teams oversee the data collection, or participate in the data collection processes. MEL, in collaboration with technical program teams as relevant (e.g., GESI) are responsible for analyzing and sharing data in a manner that is consumable, understandable and is timely for data driven decision making.

TECHNICAL ADVISORS
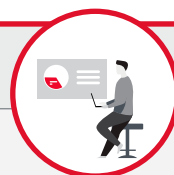
RESPONSIBILITIES AND ACCOUNTABILITIES

Ensure that data collection tools can collect sex and age data; they support and occasionally lead data analysis (when in-country resources are not available), and guide programs on strategy adaptation based on learning gathered from the data.

NOTE

Analysis includes identifying similarities, gaps and trends across the information collected and should be carried out as a collective effort between teams unless the Program Manager is both a context and technical sector specialist and can do the analysis themselves, but even in these cases all assumptions should be cross checked.

Guidance on the process of handling data between Roles

Every country office has different staffing resources, therefore please consider this only as general guidance, however it is important to remember that **the use of SADD is a shared responsibility across various program team members and requires strong coordination and collaboration among them. Data collection is not the sole responsibility of the MEL team.**

While the MEL team has the technical knowledge and the know-how of designing data collection tools and managing the data, Program Managers have the ultimate accountability for ensuring that the program delivers on its intended outcomes and can demonstrate the evidence behind it.

This requires the Program Managers to ensure that the program teams work closely with the MEL teams to identify and design the appropriate data collection tools, that resources are allocated for allowing nuanced data analysis, including disaggregation of data by sex and age, that the data collected from program participants is analyzed and shared in a timely manner with program stakeholders and used for decision making.

The MEL team can offer guidance and support on designing the indicators, data collection tools, suggest appropriate disaggregation categories and analysis approaches to the data, and support and oversee data collection, conduct data quality audits and so on (see _**MEL Policy**_). However, it is the responsibility of the Program Manager to ensure that SADD is being collected regularly and consistently across all relevant program indicators and that this is being used to inform ongoing program delivery.

LINK TO

MEL Policy

How does SADD ensure more inclusive and effective programming?

SADD can provide multiple benefits to our programs[5] in understanding **WHO** to reach, and how **power dynamics** within the households and communities we work with might affect the intervention outcomes. Through a deeper analysis of our SADD data, we can better understand how to build on the existing abilities, strengths, and interest of the populations we hope to benefit, and enable their meaningful participation in our program activities.

At the Program Identification and Design phase, SADD can help our programs reach the most marginalized[6] by identifying and understanding *who the most marginalized* are in the areas where we work, where they are, what the specific circumstances of their engagement are, what risks they might face participating in the program, how to mitigate those, and so on.

Through capturing SADD, program teams can better understand how different groups of participants are affected by issues such as natural disasters or malnutrition, as well as how they are or are not accessing resources and benefiting from the program activities.

SADD will allow us to know who makes decisions and controls resources at the household and community levels, which impacts how assets are managed or who participates in community-led activities.

Together with who we are reaching, SADD can also help us understand who we are **leaving behind.** In certain contexts, some program participants may intentionally not want to provide their sex and age, for example:

- In conflict prone areas where male children are more likely to be recruited as soldiers they may not like their age and sex data to be registered in fear of being identified by militia groups.

- In other contexts, young females may not want to be found attending training courses and may refuse providing their sex and age data in the fear of being abducted as young brides.

> *In some cases, SADD can help capture if program participants reflect overall country demographics.*
>
> **For example,** *in countries where populations are young (under 25), it is imperative to understand not only **IF** our programs are reaching these audiences but also **IF** our programs have been (or are being) designed with these groups in mind.*

5 Mercy Corps Gender Procedures – Policy in Action (2012). Available at: **https://library.mercycorps.org/ record/12813?ln=en**
6 Mercy Corps, GESI Integration Toolkit (2023), p. 14. Available at: **Gender Equality & Social Inclusion (GESI) Integration Toolkit (mercycorps.org)**

Therefore, it is critical that SADD data, when collected, is analyzed, and used to understand the circumstances of various participant groups. But remember, sometimes missing data can also tell a story that the program teams need to understand to better serve the populations they work with.

Other data sources, such as CARM, protection, safeguarding, may also bring valuable insights in this regard. As part of the design process, the CARM team evaluates their country's context and collects information regarding various considerations, such as age, gender, language, literacy levels, local culture, and marginalized groups, among others.

They undertake community consultations with various population groups, which ultimately leads to the selection of the most preferred CARM feedback channels for each location or area within a specific program. Similar to program data, analyzing the CARM feedback involves who the feedback came from, and what the feedback from certain groups say. This can help us understand whether there are specific adaptations that should be conducted in the program more systematically to ensure the program's impact.

Therefore, by using SADD, program managers are empowered to ensure that our programs are inclusive and effective. It is important to be intentional and consistent when integrating SADD, and ensure the data is used for decision making at every step of the program lifecycle, from Identification to Closure.

Data Protection Considerations

In Mercy Corps, SADD is usually considered Personally Identifying Information (PII), which is defined in the Mercy Corps Responsible Data Policy as *"information relating to an identified or identifiable natural person (Data Subject); an identifiable person is one who can be identified, directly or indirectly, in particular by reference to an identification number or to one or more factors specific to their physical, physiological, mental, economic, cultural or social identity"*.

Information on sex and age alone typically cannot be used to directly identify a person; however, SADD usually includes other information, such as birth date or geographic locators, which can reliably be used for indirect identification.

REMEMBER

We must always be careful of making assumptions based on the data we collect without triangulating and validating the information presented and analyzing it in detail, considering multiple variables and possible interactions.

Mercy Corps is ethically and legally mandated to protect all PII collected during its activities, which means that **all** SADD must be collected, stored, and processed in a manner that ensures only authorized personnel have access to it.

Mercy Corps MEL teams are strongly recommended to use the technologies included in the _**MEL Tech Suite**_ for handling SADD, as these technologies have been reviewed by Mercy Corps Global for data security and protection practices and typically have enterprise agreements with Mercy Corps that ensure safer management of user access to data. Please refer to the _**MEL Data Protection Tipsheet**_ for more practical tips on protecting SADD.

In all cases where SADD is needed, obtaining consent and Data protection measures should be in place. Program teams must follow the _**Responsible Data Policy,**_ and **Program Management Minimum Standard 14 – b** (Output: M&E Plan includes a data protection plan) for additional guidance. If collecting SADD creates a risk in your context, this information should be included in the program risk register and monitored accordingly.

LINK TO

MEL Tech Suite
MEL Data Protection Tipsheet
Responsible Data Policy
Privacy Impact Assessment

REMEMBER

In some contexts, collecting SADD can put participants, enumerators, or Mercy Corps team members at risk. This typically occurs when local communities, governments, or other actors are extremely resistant to Mercy Corps learning about - or attempting to intervene in - gender or youth-related dynamics. In such cases, MEL teams should abide by Do No Harm principles and refrain from collecting SADD if it will likely result in physical or psychological harm. All programs should be conducting a **Privacy Impact Assessment** before designing their data collection platforms, and this process can help you to identify if collecting SADD would be dangerous in your context.

Step by Step Guidance on Collecting and Reporting on SADD Data

This section aims to provide higher level guidance around the processes and steps required to collect and report on data during the program lifecycle. Tied with the information provided in section 2 and 3 of this chapter, the guidance here will provide more detail to the process and the roles involved at different stages.

STEP 1

Policy review and initial definitions of data collection and reporting categories

Activities and Considerations

1. Both Programs and MEL Teams should ensure they are familiar with Mercy Corps' Program Management Policy requirements relating to the collection of SADD for all relevant indicators in the M&E Plan and understand what this means when applied to the specific program.

2. In cases where technology will be used for data collection, the Program Manager should initiate the process of conducting *Privacy Impact Assessments* to ensure that the technology is safe and appropriate to use.

Phases when this should occur:

Typically, as part of **Planning**, but will also need to be done during **Identification** & **Design**

IDENTIFICATION

DESIGN

PLANNING

LINK TO

Privacy Impact Assessments

NOTE ON DONOR REQUIREMENTS

On occasion, donors may have different data requirements for reporting progress than those of Mercy Corps. In these instances, the following criteria should be applied:

- ***IF the donor requirements exceed Mercy Corps internal requirements:** then we should follow the donor requirements first and re-organize the data as needed for internal use.*

- ***IF the donor requirements are lower than those of Mercy Corps – i.e. they require data to be reported in segments (Age = 5 – 18):** then we should collect data according to Mercy Corps requirements first (with full SADD, i.e. Age = 15) and then transform that data for the purposes of external reporting as per the donor requirements.*

What to do IF this is not possible?

If we have collected data, or are restricted in collecting participant data, without the age (or Date of Birth) for example, then other solutions will have to be identified to allow programs to adequately understand the populations we are working with.

If we, for example, have collected or plan to collect data in buckets or segments (child, adolescent, youth, etc) then the Program Manager will need to **_complete a waiver_** and clarify the challenges present in the context. The Program Manager will also need to work with the MEL Advisors to identify a solution that is carefully designed for their specific context.

LINK TO

Waiver template

CASE STUDY 5:

FICTIONAL SCENARIO TO HELP FRAME THIS STEP

In country X the donor required the program to collect participant reach data by sex and age, however the age categories were expressed as youth/non-youth and collecting Date of Birth or age as a numerical value was impossible or not allowed legally. The program had 8,000 youth and 12,000 non-youth participants, 50% of whom were male and 50% were female.

When reporting the indicator in Tola Data against the participant count, the platform requires the program MEL team to break down the data into the Sex and Age categorization of Mercy Corps. The program team has filled out a waiver, and as a result of the discussions it was agreed to analyze, and report based solely on donor requirements.

During the annual Mercy Corps participant count reporting, the program was able to report the full SADD of participants by providing an estimate of reach by using an internal assessment of the participants collected data against several secondary sources which provided an approximation of the demographic breakdown.

SUMMARY:

This scenario demonstrates that there are different solutions to estimating SADD when a 'true' count is not possible.

REMEMBER

Mercy Corps requires that we collect and report on full SADD internally to ensure that our programs contribute to our participant count and so that we can run analytics on with internal variables. If we collect data to a lower degree of detail it can be near impossible to unravel that data for other uses, however if we collect data with fixed data points/via SADD then we can always incorporate that data into segments easily.

Decide How to Integrate the Sex and Age Variables and How They Will be Collected

Activities and Considerations

1. Programs and MEL should work together to ensure that the critical areas required to appropriately organize and categorize the data intended to be collected are agreed. This can be from either primary collection or secondary data reviews.
For example: do you need to gather specific data about male youth, female youth, elderly male or other categories?

2. Teams must ensure that **any desk review data analysis and documentation tools are organized** in ways that enable the capture and organization of important data based on the different groups identified above.

3. Data sources should then be mapped out which will provide the evidence required for the pre-defined groups.

4. The MEL will then read through the secondary data, organize the data sources, consult with the Programs team and/or Partner teams to determine if the data is sufficient.

Expectations

- **If the data is sufficient** to learn about the different sex and age groups present or targeted by the program in each context, and/or their specific needs, then we can progress to _**Step 6**_.

- **If the data is deemed insufficient**, or the data collection activity requires primary data then we must ensure that the tools to be used incorporate the appropriate sex and age disaggregation variables for the populations we work with _**Step 3**_.

- **We should NEVER be collecting data in segments, brackets or ranges.** We should always be collecting individual data as fixed data points – i.e. Age = 27 and Sex = Female. This is because if we collect data in this manner, we are then able to segment, bracket or place it in a range AFTER collection, however if we first collect it in brackets, segments or ranges we will be unable to use the data for more detailed analysis against other variables (more information is provided in _**Step 6**_).

Phases when this should occur:

Typically, as part of **Planning**, but will also need to be done during **Identification** & **Design**

IDENTIFICATION

DESIGN

PLANNING

NOTE

We have an ethical commitment NOT to collect primary data if the data already exists in other sources. Make sure to consult the available secondary sources FIRST.

LINK TO

Determine the SADD Variables

Activities and Considerations

1. Once the teams have determined how they want to record sex and age data, they need to include those categories in the data collection forms, templates.

Expectations

- Sex and Age are standard variables that should be applied consistently across all programs. Fragmented data collection on these categories hampers our ability to conduct meaningful analysis and understand the participants we are reaching. Ensure that we have a consistent approach across all programs when preparing these elements.

NOTES

*As per **Standard 10j in the Program Management Policy**, all programs are required to record and report their SADD data in TolaData as part of their routine monitoring, and once a year, to enable us to analyze our progress towards the P2P through **Mapping Our Reach** and **Organizational Outcome Measurement**, and **Organizational Performance Indicators mechanisms**.*

Please seek your regional MEL support – either at Country, Regional or Global (if Country level is not present) in the preparation for collecting data for your program, to ensure you are using best practice and consistent methodologies within the agency.

The table on the following page provides the SADD categories and key considerations to use as you determine how to reflect SADD in data collection tools as part of this step.

Phases when this should occur:

Typically, as part of **Planning** but may also need to occur during **Design**.

DESIGN

PLANNING

LINK TO

Mapping Our Reach

Organizational Outcome Measurement

Organizational Performance Indicators mechanisms

SADD category	DISAGGREGATION CATEGORIES	WHOSE DATA AND ABOUT WHO WE ARE RECORDING SADD DATA?	CHALLENGES AND MITIGATION
SEX= BIOLOGICALLY DEFINED AT BIRTH, AND REFERS TO MALE OR FEMALE	**Male** **Female** Programs may also collect "other", which, in Mercy Corps Guidance refers to Gender. While we consider it important to capture information that is inclusive of multiple identities, adding "other" or specific identifiers for gender identities should be used with caution based on context and local sensitivities. Some data collection tools may also offer "prefer not to answer", to capture context sensitive issues particular to a group.	Sex AND Age of the adult informant: sex and age of the person being interviewed.	In some contexts, people may opt not to report their sex to avoid being identified. Understanding the context and ensuring appropriate data management measures may mitigate this risk. Sometimes missing data is data itself, and additional data sources may be necessary to understand why certain groups of participants prefer not to provide this information about themselves.
AGE = THE LENGTH OF TIME OF A PERSON'S LIFE SINCE THE DAY OF BIRTH	**Day, month, and year** the individual was born – this is the most accurate way to collect age data. See Annex II for more guidance.	Sex AND Age of the person conducting the interview. Sex AND Age of the minor about who the data is being collected. Sex AND Age of the minor from whom the data is being collected. Sex AND Age of the caregiver of the minor from who the data is being collected, or whose consent is being recorded.	In some contexts, individuals may not know their exact DoB. In these cases, ask for the most accurate estimation possible and record the data with a note that this may not be accurate (e.g., sometimes DoB may be remembered through historic events, rain/dry cycles, and so on). Although we strive for maximum possible accuracy, in some contexts, we may need to retrospectively estimate and record the Date of Birth by Day, Month and Year.
	The year and/or month the individual was born (without recording the day and month of birth).	Sex AND age of the caregiver of a minor about who the data is being collected.	In programs when our selection criteria are determined not only by year but also by the month of birth, knowing only the year may not provide the level of specificity required, and may eliminate a program participant from the selection criteria. Like above, use other proxies to determine the month and day of the person's birth when available.
	Integer: a number given by the individual that represents the length in years of their life. It can be recorded as the number in years. It can also be recorded as a real number in years and months – e.g., 17 years and 6 months old. Age can be recorded in number of months, or in number of years.	Sex AND Age of the selected population about who the informant is being interviewed (e.g., interviewing community leader about the roles and responsibilities of younger women, etc.)	Recording only the age while might seem easier at first and may be required by donors, adds additional complications if we need to track the participant. E.g., if a participant whose age was recorded as integer, continues receiving services over the years, to accurate estimate his/her age in the coming years we not only need the age recorded for the first time, but also the date when the age was recorded, and continue using that data in the coming years to accurately estimate the growing age of the participant. While possible, this type of tracking requires advanced skills from the MEL and program teams and increases the possibility of error and redundancy across different data collection tools and programs, making de-duplication complicated. More nuanced analysis and tracking approaches may need to be used to assign the person a unique identifier for tracking purposes.

STEP 4

Incorporate demographic questions into data collection tools

Activities and Considerations

1. The programs team will need to coordinate closely with MEL teams, at either Country or Regional level, and request them to correctly setup the software to be used for programmatic data collection, in accordance with MEL Policy requirements for MEL tech as well as the Responsible Data Policy.

2. Ensure that data collection tools are standardized, updated/set-up with the defined categories, and that terminologies are consistently applied across all data collection tools.

3. For quantitative studies, the MEL team will help the Programs team to select the most appropriate technology platforms from the _MEL tech suite_[7]. This will enable us to have consistent data collection and entry. Some examples of the categories to enter SADD and additional considerations relating to the Data Cycle[8] are provided in _Annex XI – Section 1_.

Expectations

- This should be a combined effort, whilst the MEL Team have the technical knowledge and skills to build the tools and prepare them for collecting data, Programs have a responsibility to be aware of the choices, understand the reasoning for the approach taken, and should support MEL in ensuring the tools are fit for purpose.

Phases when this should occur:

Typically, as part of **Planning** and is then utilized in **Implementation** (this may also need to take place in **Design** depending on whether there is a need for primary data collection during that phase).

DESIGN

PLANNING

IMPLEMENTATION

LINK TO

MEL tech suite
Annex XI - Section1

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7 Please consult _Mercy Corps MEL TECH SUITE Guidance & Instructions for Use._

8 For more information on data analysis please refer to Mercy Corps self-paced training materials on _MAXQDA_, _Stata_, _R_ and for data visualization refer to _PowerBi_.

STEP 5

Collect the Data

Activities and Considerations

1. **Collect the data:** The Programs team are responsible for **the collection of the majority of data during the implementation phase** of the programs *(there may be exceptions to this in certain types of programming, please coordinate with in Country or Regional MEL to define the requirements appropriately)*. They may request MEL support at any point regarding; appropriate approaches and methodologies, resolving issues with technologies or data discrepancies, support in auditing the data collection process, support in providing training on data collection approaches, as additional resources to support data collection (when agreed in advance with the MEL Team), and other support requests relating to data collection, handling, and processing.

Expectations

- Data collection should be, at this stage, well thought out and appropriate for the activities we are delivering, however, contexts can change and learning from early rounds of data collection and analysis may lead to a need to change approach and redesign some tools. Where issues are identified Programs must liaise with the relevant departments to identify solutions and potentially re-design approaches or tools to meet the identified changes.

Phases when this should occur:

During **Implementation** (this may also need to take place in **Design** depending on whether there is a need for primary data collection during that phase).

DESIGN

IMPLEMENTATION

Organizing, Reporting and Using the Data

Activities and Considerations

1. Organize, clean and report on the collected data and use it in decision making processes.

2. Teams will need to coordinate closely to effectively utilize the data for internal progress reviews, external reporting and adjustments to the program that may be required because of the data analysis. Data collection should be, at this stage, well thought out and appropriate for the activities we are delivering, however, contexts can change and learning from early rounds of data collection and analysis may lead to a need to change approach and redesign some tools. Where issues are identified Programs must liaise with the relevant departments to identify solutions and potentially re-design approaches or tools to meet the identified changes.

Expectations

- Programs are responsible for utilizing the data during the program lifecycle to iteratively inform their next period of activity delivery and ensure that we are meeting targets, that assistance is appropriate, and that the activities are safe, inclusive, and effective.

- **NEVER collect** data by segments as this significantly reduces the use of that data and means that we will be missing the identification of real impact on people's differing needs and vulnerabilities. We only **segment** data AFTER it has been collected in the manner above.

- **Example:** Using a category such as Age = 15-19 is not a correct category to be introduced in data collection tools and will limit the ability for us to cross analyze the data against additional variables.

Phases when this should occur:

Typically, as part of **Implementation** (this may also need to take place in **Design** depending on whether there is a need for primary data collection during that phase).

DESIGN

IMPLEMENTATION

REMEMBER

We should have been collecting age and sex data as fixed values rather than brackets, or segments, to allow for this process of segmentation and analysis later using our MEL Tech software if required. We do this to ensure that the data we collect has multiple uses AND to provide us with different insights.

| STEP 6.1 | Organizing and Cleaning Sex and Age disaggregated data |

Activities and Considerations

1. After you have selected the sex categories appropriate for your context, as outlined in sections above, you will want to disaggregate participant information by those categories. To date, this is most typically disaggregated by male and female.

2. **Review the completed data collection forms** and/or conduct spot checks to assess whether all sex and age categories are filled out with the relevant values and check for missing data.

Expectations

- This analysis can provide an important starting point for understanding the populations in the countries in which we work. If the dataset is significantly incomplete, analysis will be biased, and the program managers may need to decide whether additional verification or data collection is necessary. and ensure that we are meeting targets, that assistance is appropriate, and that the activities are safe, inclusive, and effective.

| STEP 6.2 | Entering Data within Mercy Corps' Platforms (Indicator management, reporting and Interpretation) |

Activities and Considerations

1. Enter the data into TolaData and other relevant platforms to ensure indicator tracking and monitoring is complete.

> *When SADD is transferred from collection/storage platforms to analysis platforms, you must continue to ensure that access to that data remains restricted in line with the Responsible Data Policy.*

NOTE

As per Program Management Policy Standard 17a, results for all indicators must be updated regularly in TolaData to fulfill the program's monitoring, evaluation, and learning needs, as outlined in the M&E, Learning, and Technology Plans. Supporting evidence must be properly linked in TolaData.

> ## Expectations

- TolaData is Mercy Corps' central platform for managing and tracking program indicators. The goal of TolaData is to improve program performance through quick insights into program indicator progress that help teams make informed and timely decisions to maximize program results during implementation. Programs should consult with MEL Teams for more information on TolaData and using the platform (additional information on what TolaData looks like and how to enter it see ___Annex XI – Section 2___).

Next Steps: How to use SADD to Inform Program Interventions

As per Step 6 of the process for integrating SADD into data collection tools, the main element of work for Program Managers at this point is to analyze the SADD information collected, interpret, contextualize and make sense of it in order to iteratively adapt the program in response to new information and contextual changes. This is applicable to all stages of the program cycle, whether we are collecting SADD as part of inception studies, routine monitoring while implementing the program, and to capture learning as part of final evaluation. This aligns with our Mercy Corps Program Management Standard 15 on adaptive management and will be further explored in ___Chapter 5 of this Toolkit___ *'Learnings from SADD and other disaggregated data are reviewed during quarterly review sessions'.*

Standard 5: Analyzing and Using Program GESI Data to Reinforce Program Learning

Introduction

This section of the toolkit looks at the processes that program teams will need to undertake to both prepare for and analyze program data for use in informed decision making and adaptive management. The guidance provided here is applicable to all programming data and is not exclusive to GESI programming, however wherever possible the guidance will frame and provide examples of GESI specific adaptations.

This standard is designed to support good program management practices, whereby we utilize data that we have collected over the lifetime of the program to review the programs progress against baselines, initial analysis, studies, indicators, and both outputs and outcomes. Our program data should be used to not only track progress, but also to assess impact, understand if we are making a positive difference to communities we work with, and to adapt our program activities and outputs if we find we are not progressing, including, and impacting in the way we had anticipated.

In this chapter of the toolkit we will outline spaces within the program implementation phase that we can use to review and analyze data, how frequently we should be doing this, provide guidance on how to reflect on what it tells us, and will provide a scenario-based example of program adaptations we could make to re-design/adapt our programs to be more GESI responsive and inclusive. Further examples and the standard 'types' of adaptations programs could make are included in _Annex XIII_.

It is important to remember that this standard is also a minimum standard for MEL activities as well, this is reflected below:

> _Mercy Corps' **Program Management Minimum Standard 15c**: Program review sessions are held at least quarterly to review program learning, feedback from partners, stakeholders, communities, and participants, deliverable quality assurance checks, and MEL data, including SADD and other disaggregated data as informed by the GESI analysis._
>
> **Output 15c**: _Updated Program Implementation Plan components based on new and emerging information from MEL data, feedback, quality assurance checks and other sources._

LINK TO

Annex XIII

Program Management Minimum Standard 15c

PROGRAM IMPLEMENTATION (MINIMUM STANDARD 15CI)	MEL MINIMUM STANDARDS GUIDANCE NOTE (MINIMUM STANDARD 12)	Program teams must conduct quarterly program review sessions using an up-to-date Indicator Performance Tracking Table (IPTT) from TolaData to understand progress against baselines and stated targets. Identified changes to the logic model or indicators, including definitions, targets, and/ or data collection, quality, protection, or analysis methods/tools must be reflected in TolaData.

Who is this Chapter for?

This Chapter is primarily geared towards **Program Managers** and both those people directly implementing programs and those implementing programs with partners. However, the information in this chapter is also useful for:

Program Leadership (Program Managers, DoPs, CoPs, etc)

MEL Focal Points (either in country or in regions)

GESI Focal Points (either in country or in regions)

Program Standards Team Members and/or PaQ Leads

Any other staff members – including program partners

What, When and Why?

As noted in *__Chapter 4__* – sex[1] and age can affect individuals' needs, risks, access, and capacities in different ways, we therefore need a consistent picture of those differences over time in order to effectively design and re-design/target our actions to those most in need. However, this does not solely apply to SADD, we need to utilize a range of data sources to assess our progress .

In other words, we need to take the information that we used during our program design and **ANALYSE** that information against **NEW** information that we are regularly gathering from monitoring activities, our day-to-day work, and any other data sources we employ during program implementation (mid-term studies, evaluations, etc.).

We then need to use this analysis to inform/adapt programming on a regular basis.

LINK TO

Chapter 4

> *For example*

- Identifying a positive or negative trend (e.g. women showing more influence in decision-making in the household) should prompt a project team to pause, assess and understand what, how, and why this is occurring. The team should also examine how gender-based constraints, across age and other intersectional factors - are affecting the unequal treatment and outcomes for program participants. Based on this information, the team may decide to change the way the project is being implemented.

1   Please see *__Chapter 4__* for more detail on the difference between Sex and Gender and how we should use both as part of data collection approaches for SADD.

To summarize the What, When and Why of this process, take a look at the table below.

WHAT	During both monthly[2] and quarterly review meetings, and any other ad-hoc learning sessions, we take data (including initial GESI analysis findings, SADD, qualitative sources like FGDs, and other MEL data) and run regular analysis to extract findings, identify trends and track both the impact and quality of our programming. This information is then used to update our implementation plans, adjust activity scope and methodologies, assess resource allocation and utilization, and determine the appropriateness of the program's outputs, ensuring any required changes are then requested and handled through the appropriate program change control processes.
WHEN	The collection and analysis of data should be a fundamental, recurring activity that is carried out throughout the program's lifecycle, but specifically for this standard during Program Implementation. Data should be used to help decision makers to take decisions on program scope, schedule and budget allocation and so this will typically occur during the monthly and quarterly review meetings, however if significant findings are discovered at interim points between these fixed meetings, action may still need to be taken at that time rather than waiting for these meetings to happen.
WHY	Using data to inform the direction of our program is essential to ensure that we provide equitable outputs to the participants at the right times and that we do not create harm whilst doing so. **Adapting programs based on information and insights gained from data collection and analysis is a core element of good program management.**
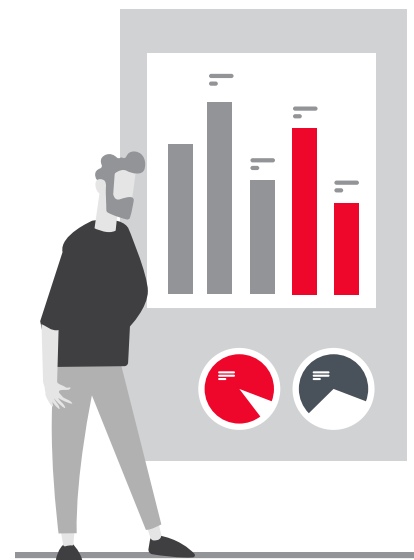
2   Whilst Monthly meetings are not mandated as part of policy, they are 'good practice' and will usually be a lighter touch than a quarterly meeting. Monthly meetings should ideally focus on issue identification and resolution for risks, issues, spend, procurement, GESI, CARM etc.

Data Use in Programs
A Common Pitfall & Important Note

There is a tendency to, and a risk that, we collect data solely for the purposes of upward reporting and tracking indicators. The reality is that program data should primarily be used to test if our assumptions about the program, and its outputs and indicators that we used as part of the design process, have held true, and that if they have not then this program data should help us to understand why this hasn't happened and what we need to do to adjust our work.

LINK TO

Sex, Age (and more) still matter Report

> ❯ *For example*

- In the report, *Sex, Age (and more) still matter* conducted by CARE, Tufts University, Feinstein International Center and UN Women, it notes the following around the way organizations treat SADD and GESI data (specifically in humanitarian work):

    "One of the most important findings of our research is that nearly everyone in the humanitarian industry we interviewed has the strong perception that their agencies are regularly and systematically collecting and using sex-disaggregated data and gender analysis to inform their humanitarian programming cycle. Yet the data and evidence to support these claims is rarely present and, in a number of cases, non-existent. In fact, almost no agency personnel we interviewed could produce actual documentation on their organizations use of sex-disaggregated data and gender analysis throughout the programming cycle and the difference, if any, it made to crises affected populations."

It is therefore essential that we proactively both **COLLECT** and **USE** the data to help us inform the way we are delivering programming and that we do not just extract data for the purposes of upwards reporting.

Where do we get Program GESI data and SADD from?

Chapters *1*, *2*, *3* and *4* of this toolkit have already outlined how to integrate GESI into needs assessments, logical frameworks, budgets and into data collection and disaggregation, all of which take place during the project identification, design and planning phases of the program lifecycle. The remainder of this chapter will look at how to analyse and integrate SADD and other GESI related findings into the implementation phase.

It is important to remember that analysis of data to inform ongoing implementation should not be based solely on one source – we should have various sets of data with which we can cross check and cross reference our monitoring data to assess real impact and identify gaps in our program delivery. Some examples of possible data sources over the program lifecycle and the specific GESI uses and outputs are provided in the next page.

LINK TO

Chapter 1
Chapter 2
Chapter 3
Chapter 4

PROGRAM PHASE	POSSIBLE GESI DATA SOURCES	GESI USES AND OUTPUTS
IDENTIFICATION & DESIGN	GESI Analysis – either Stage 1 or Stage 2 Needs Assessments Context Analysis Secondary Data Sources All other analysis used as part of Identification and Design	Inform GESI Responsive Logical Frameworks (outcomes, indicators, results) Support overall Program Design Program Budgets GESI Action Plan Program MEL Plan Participatory Sense-Making Workshops
PLANNING	Stakeholder Engagements Partner Assessments Program Specific: FGDs, KIIs, Household Surveys, Baselines, etc	Outline GESI responsive targeting strategies – For example, it may be necessary to put in place quotas for marginalized groups as identified by the GESI analysis and who are likely not to access project activities if not targeted directly. Planning of activities which will help redress some of the identified/existing gender imbalances. Planning for appropriate inclusion and accessibility of program delivery
IMPLEMENTATION	Stakeholder Engagement Partner Assessments Program Specific: FGDs, KIIs, Household Surveys, Post Distribution Monitoring, etc Mid-Term Evaluations and Studies Follow up GESI Analysis/Progress against the GESI Action Plan	Ensure tailored activities that respond to the GESI risks and needs of different marginalized groups Ensure implementation of the GESI Action Plan developed following the gender analysis. Ensure GESI responsive targeting and activity delivery is occurring Monitor GESI indicators as outlined in the logical framework and evaluate the extent to which they have been achieved or not. Monitor budget expenditure of GESI allocated budget.

REMEMBER

During the implementation we must identify if GESI related exclusions exist as we are working with communities and participants. It is important that we discuss how the project can be adapted to ensure all people can benefit equally. We should also take time to consider if any identified GESI issues or deviations from the GESI Action Plan3 will require a total re-design of some of the project activities, or additional activities or just adaptations of the current project activities, and to see if the budget supports this re-design or adaptations. More information on this is provided in section 5 of this chapter.

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3   Please see **_Chapter 1_** and the **_Sensemaking Workshop Annex_** for more information on GESI Action Plans. These are basically plans that we develop that will help us to address GESI considerations identified during our GESI Analysis – they are designed to help the program ensure inclusion and participation, and that our outputs and activities meet the needs of diverse population groups.

What do we need to do?

Ultimately, to meet this standard, **you are required to utilize the data** that you gather *(through monitoring processes, studies, evaluations, assessments, and other sources that generate data)* **to help make informed decisions** about your programs scope, schedule, resource allocation, geographic areas of implementation, participant groups, activities, etc **during the period of program implementation**.

This is, however, easier said than done and there are several steps that need to be taken in order for data to be used effectively for program learning and program adaptations. You will:

1. **Need to ensure that data is being collected consistently** from multiple data sources with appropriate rigor and following MEL standards and best practices *(i.e. PDMs, Household Surveys, FGDs, mid-term evaluations, ad-hoc studies, ongoing research work, and other secondary sources of data that are relevant to our program work – for example the Integrated Food Security Phase Classification reports, cluster reports, government data sets, etc)*.

2. **Need to ensure that the data** that has been **collected and analyzed appropriately** and is ready for interpretation and incorporation into decision making processes *(for example, simply knowing that there is a negative trend in female participation from data being gathered does not mean that we understand **why** this has happened or **what** we could do to address it, this will require discussion and analysis)*.

3. **Need to ensure that there is 'space' within your program to utilize that data and its analysis** to help make decisions about the program's overall direction and impacts. You must therefore pro-actively create space and time in the form of meetings *(both monthly and quarterly)* and specific data analysis sessions *(e.g. pause and reflect or sensemaking sessions)* to look at both the currently available data, its analysis, and the impact this has on the programs scope, schedule and budget, which should be informed by:

   • **Checking** currently available data against the data gathered during Identification, Design and Planning processes.

   • **Assessing** your programs current levels of impact, activity delivery, levels of inclusion, and key GESI issues that may prevent persons with differing identities from benefitting equally from the activities

   • **Reviewing** your programs scope based on this assessment to see if changes need to be made.

Programs can assess how effectively they are addressing GESI in a number of ways:

- By **monitoring** progress made against the GESI Action Plan

- **Analyzing** SADD findings against the 6 domains of the Harvard analytical framework (*Annex III*)

- **Working** with a GESI specialist from Country, Regional or Global level, to conduct a mid-term GESI assessment or evaluation

Let's put this process in context with a scenario-based example in the next page.

REMEMBER

We need to analyze what progress has been made during implementation against the GESI indicators or GESI findings from our analysis carried out in Design/Planning. We also need to identify any underrepresented groups among the project participants who have not benefitted from the project thus far, and design strategies to better reach them.

LINK TO

Annex III

CASE STUDY 6:
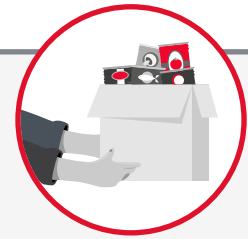
A FICTIONAL EXAMPLE

Mercy Corps operations in the fictional country of MClandia have just been successful in securing a program that aims to provide goods distribution activities to drought affected communities. The team were only able to conduct a Rapid Needs Assessment as their primary data source, and secondary literature reviews of the wider context, GESI considerations, and social dynamics.

After delivering the first round of distributions and the subsequent Post Distribution Monitoring activities, they find that they have very low numbers of participants with disabilities compared with the numbers of persons with disabilities identified in the Rapid Needs Assessment and the GESI literature review. Concerned that the program is not reaching those most in need, the PM calls for a meeting with the implementation team (including GESI and MEL Focal Points) to look at the data and analyze what might be happening.

During this meeting the team identifies that they don't have enough information from the current data sources to make an informed decision about what to do, the team have plenty of assumptions but need some evidence to support their decision making. The team decided to conduct a participatory assessment of barriers within the communities. During this assessment they ask questions about the community perception of the chosen location, persons with disabilities' needs in terms of access, and check why some selected participants had not attended. The team collects all of this data and then begin to analyze it back at the office.

Once the data has been cleaned, checked and some analysis has been done, the PM convenes another meeting with the implementation team to review the results and identify solutions. From this data they can see that the chosen location was too far for persons with disabilities to attend, that the site preparation had not included any accessibility equipment to support site access and that it took too long for persons with disabilities to be processed through the distributions.

Based on these findings the team agree a set of adaptations that they will make to subsequent distributions to ensure that persons with disabilities can still access the support. They decide to: arrange transportation to and from the sites for these participants, they agree to use some of the budget to ensure that accessibility is factored in at the distribution sites, and they re-design the distribution site plan to provide a specific pathway through for persons with disabilities. They discount the idea of running separate distribution days for persons with disabilities as this would exceed the budget tolerance in the program and increase the time required to complete distributions.

SUMMARY:

*For further examples of potential program adaptations, please see **Annex XIII.***

It is difficult to provide specific tools and guidance for managing this as a process as every program is unique and there is a myriad of approaches that can be used to both analyze your program data and various ways to make adaptations to your program based on the results of your data analysis and the current impact your program is having or the issues it is facing.

Therefore, this section of the toolkit will instead focus on providing some guidance around the best use of either pre-existing spaces within the program's implementation period or specific events and approaches that can be implemented to best utilize your data to make informed decisions.

Spaces to Utilize Collected Data
Some Guidance and Examples

As outlined above, there are a few key moments during program implementation where we can create space to reflect on our data and what it tells us to help us make informed decisions. Let's explore each of these below:

Monthly & Quarterly Review Meetings

As part of standard program management approaches and practices, the Program Manager should be having regular meetings with various program stakeholders to review things such as:

- Budget utilization (Budget versus Actual or BvA)

- Progress against indicators

- Current state of program risks

- The identification and escalation of program issues

- Internal and External program bottlenecks

- Program evidence and learning

- Potential program adaptations

These review meetings are essential components to good program governance and management oversight, without these there is a risk that the program experiences 'creep'[4] in scope, schedule or either under or over utilization of the available budget and other resources.

REMEMBER

Our program data should be analyzed using an intersectional lens – persons who face overlapping/ intersecting and interrelated barriers, may face heightened risks. It is therefore important to identify these risks early so that we can put in place measures to reduce these risks if they become issues during implementation.

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4   'Creep' is when the program begins to deviate from plans and risks creating negative consequences for the delivery of the program.

This may seem like a lot of topics to cover in a monthly meeting when the pressure to deliver programming is high and when everyone's time is very limited. This can lead to a tendency to focus on one specific topic, or to spend the meeting discussing what people are doing – for example, we only have 1 hour for our meeting, so we focus on a detailed analysis of the BvA as this is what we are held to account for with the donor.

We can make these meetings much more meaningful and valuable for utilizing our program data to inform decisions and potential adaptations by taking a few steps:

1. **Prepare for the meeting in advance:** Each department should ensure that they have analyzed their respective elements that they bring to the meeting in advance so that the focus of the meeting can be on making decisions or assessing issues and their resolution.

> *For example*

- The Program Manager and GESI and/or MEL focal points review data results in advance to highlight areas for discussion or adaptation with the wider team – they may identify that we are not appropriately engaging women in our activities or that we have unintentionally excluded certain underserved groups, the team should understand this before the meeting and raise this during the meeting to identify adjustments and solutions with the team.

2. **Be Action Orientated:** Use the meeting space to reflect and take decisions with the information available. Try not to use the meeting space to update on what people have done, but instead what issues are outstanding (also use the space to identify if additional information is required and who/how it should be collected).

3. **Agree who should be responsible for resolving the identified issues,** escalate these and record this in the issue log.

> *For example*

- We identify that one of our activities is costing more than planned, do we need to escalate this to the donor to discuss or can we adjust budgets internally to accommodate the costs?

REMEMBER

Embedding a GESI reflection exercise as a standing agenda during monthly and quarterly review meetings ensures that GESI and Program data is discussed and actioned. This means putting in 2 to 3 reflection questions looking at how the program is responding to GESI as part of these meetings.

4. **Identify potential program adaptations** based on analyzed data and generated evidence and agree next steps and actions to apply these adaptations

LINK TO 🖱

Annex IV.

> *For example*

- We identify from ongoing monitoring data that some marginalized groups of people are not able to access services/ goods distribution sites due to the time and location where they are being delivered. We should therefore consider changing the mode/methodology of service delivery, potentially increase outreach and awareness raising activities, or consider direct distributions for marginalized groups.

Of course, this is easier said than done, however with practice you will find that you can greatly streamline these meetings and utilize them better to define actions and escalate issues, rather than get stuck on individual topics.

Sense Making Workshops

You may find that running a sense-making workshop is appropriate for your program if you are running a multi-year program, have run a detailed study or mid-term assessment, and you have reached the tail end of the first year of implementation and are preparing for the process of design and planning for the next years activities.

For more information on sense-making workshops and how to setup for one, please refer to *Annex IV*.

Pause and Reflect Sessions

Alternatively, you may also consider planning for and running pause and reflection sessions throughout the program implementation. Pause and Reflect[5] *(we encourage you to look at both Mercy Corps guidance and The Curve guidance on how to carry out these sessions)* enables focused thought about how we are performing and how we might do better. It creates time to step back from events and experience, study their meaning, and draw conclusions. Pause and Reflect is an important tool for ongoing learning and adaptation through responsive feedback[6].

These can be short, focused sessions after a run of activities have been delivered, or they may be more significant dedicated sessions to review a longer period of implementation. In all cases, Pause and Reflect sessions should be participatory and include as many team members and other stakeholders as possible.

Some key considerations for Pause and Reflect can be found below:

1. **Have clear questions to answer:** Provide clear guidance on what the group is there to reflect on including questions for the group to answer. For example:

    a. What impact has Activity X had on women headed households that is unique?

    b. How have your actual activities differed from the ones that are planned?

    c. Why is this and how might it affect the outcome?

    d. What progress has been made against the GESI action plan?

    e. How does the program strategy need to be adapted to increase the GESI responsiveness of the program?

    f. Are you inclusive in your GESI selection of participants as well as the methodology?

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5   Both Mercy Corps and ***'The Curve'*** have detailed guidance on running pause and reflect sessions during program implementation. Mercy Corps has guidance available in the ***Food For Thought*** toolkit and whilst geared more towards food security in emergencies, provides a comprehensive breakdown of both planning for and running these sessions
6   *https://the-curve.org/wp-content/uploads/2020/07/The-Curve-Pause-Reflect.pdf*

2. **Include the right people:** Make sure people with varied perspectives are included in discussion on the issues at hand while keeping the group small enough that everyone gets to contribute. Consider who needs to be involved in order to act on conclusions reached. For example: The PM will need to participate as they have ultimate decision-making authority, but you will also need team members who can help analyse the findings and team members who have direct experience working with the communities/participants.

3. **Choose the right format:** In many cases, a simple discussion is the right format for a group Pause & Reflect. But alternative formats can have unique benefits (See _USAID CLA's full list of creative formats_)

4. **Have a moderator:** The moderator should keep the conversation on-track and ensure conclusions are reached. For after action reviews and other internal discussions, choose someone who was intimately involved in the planning and implementation of the activity. Keep in mind that the internal team has knowledge about what happened "backstage" and will likely bring a more critical eye and have deeper insights than what participants see and experience.

5. **Welcome constructive criticism:** Pause & Reflect is an opportunity to look for ways that we might do things differently or better. Invite participants to be a "critical friend" who makes constructive critiques. Think of a Pause & Reflect as an appraisal— but for the program in that specific moment. Ask specifically about ways you might help the program to do better.

As outlined above, Pause and Reflect sessions could be as simple as having a group conversation with all available data and discussing what, if anything, may need to be done to increase participation, inclusion and equity in our programming. They could also be detailed events that include community members and other stakeholders, choosing what is best for you will depend on your program, the issues at hand, the detail required to define solutions, and the time you have available. The main aim is to have a structured conversation and define actions that need to be taken.

LINK TO

USAID CLA's full list of creative formats

Conclusion

In summary, if we work with a GESI mindset, plan in time throughout our program to reflect, ask ourselves difficult questions about our data and regularly analyze and review our program data we can support us and our teams to more effectively adjust our programming approaches to ensure they are reaching not only the primary participants, but also those people who are traditionally underserved, excluded, or marginalized from assistance.

This is not an easy process, and it requires intentionality and focus to do it in the right manner and at the right time. It is also important to remember that adapting your program activities, scope, schedule, participants, etc. will always be limited by the flexibility present in your program design and by the contractual requirements of the donor, agreements with implementing partners, or in some cases the context. As has been reiterated throughout this chapter, the most important thing is to gather sufficient information about the progress and impact of your program during its implementation so that you can make the most informed decisions toward GESI responsive programming within the limitations of the program.

Checklist 5
Ensuring Program Data is Used for Learning, Adaptations and Reflection

This checklist will provide you with some guiding questions aimed at supporting you to ensure there is space to reflect, that data is being collected appropriately, and that you are using meetings for surfacing issues and making decisions. This list is not exhaustive and will not be applicable in full to every program, however the questions will still provide some framing for considerations during Program Implementation.

☐ Have you planned in regular points throughout the implementation period to look at data gathered from activities and cross check this against baseline/GESI analysis/Needs Assessment data? Have you incorporated these checkpoints into the Program Implementation Plan or other related tools? Is GESI part of the standing agenda of these meetings?

☐ Do all team members understand their roles in terms of identifying learning points from data and their direct observational work?

☐ Is there sufficient clarity on Program Change Controls (i.e. who can decide on what changes before it needs escalating) so that decisions can be taken at the right level or escalated to the appropriate decision maker?

☐ Is data being collected from recurring monitoring activities inclusive of GESI considerations and findings from the GESI Analysis and is it standardized to enable easier analysis?

☐ Is the GESI Action Plan being used to support data analysis and track progress against findings?

☐ Are program adaptations being regularly identified and assessed for relevance and feasibility (wherever relevant)?

☐ Are we using the data that we have collected for both external reporting purposes AND for internal reflection and review?

☐ Are we managing the data appropriately and ensuring that we Do No Harm with what we collect?

ANNEXES

GESI Concepts

GESI Concepts[1]

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.

1   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.

Levels of GESI Integration

Levels of GESI Integration[1]

LEVEL	LEVEL DEFINITION	PROGRAM EXAMPLE[2]
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.

1   Continuum is referenced from ***The CARE Gender Marke****r*, 2019
2   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.

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 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**.

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 146)_ & considerations on **Power Dynamics** _(page 149)_ 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

MAXQDA 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 analysis, 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 146)* and **Power Dynamics** *(on page 149)*.

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.

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

> **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

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

Report Outline worksheet

TAAP Toolkit

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.*

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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.

- I**dentify 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.

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.

LINK TO

Qualitative Inquiry for
Monitoring Manual

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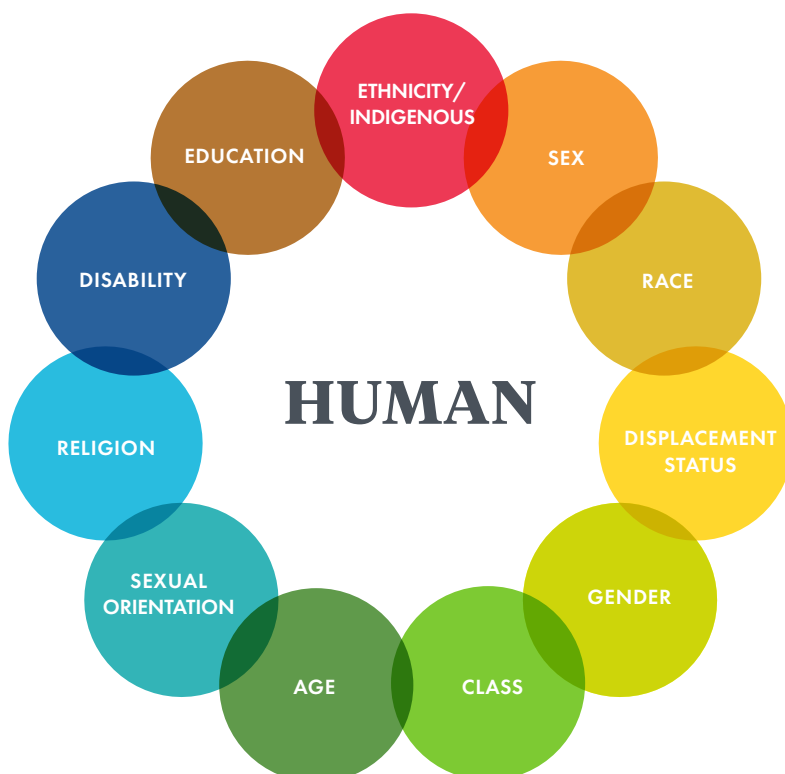
Essentially, the Identity Wheel helps us see intersectionality, and helps us understand how complex the individual and group vulnerabilities are, identify where the major barriers and opportunities are.

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

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.
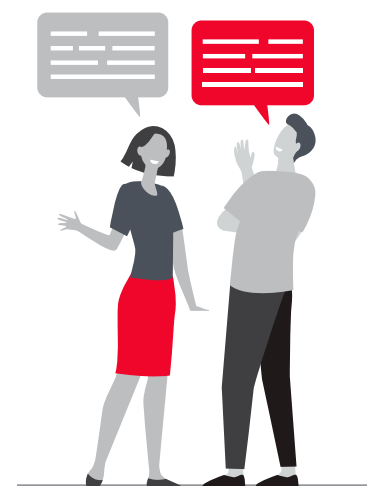
STAGE 1:

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

__we definitely want to try and address__? 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?*

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.

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.

LINK TO

Direct billable policy

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 needed 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 Design/ 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, Logframe, 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 collection	#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

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.

LINK TO

MEL Budgeting Guidance Note

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)

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

- 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 III*** 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

LINK TO

Annex III

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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.

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

- 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 III_** as a reference.

- *Ethical Considerations*

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

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.

LINK TO

GESI analysis budget template
Annex III

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, triangulate with findings from the secondary data sources						
Draft Analysis Report						
Organize Workshop to validate findings						
Finalize Report and dissemination 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.

How to Collect DoB

Why Would we Collect DoB?

The most accurate way to record someone's age is by documenting the date they were born, in a form that includes the day, the month and the year of their birth. Mercy Corps recommends programs to aim collecting Date of Birth in that form – by recording day, month and year of the person's birth. Where programs face challenges with obtaining this data, other options of recording the age category are recording only the year and month of the person's birth, recording only the year of birth, or recording age as an integer – a number representing the count of the years the person has been alive. Constraints to documenting Date of Birth may be cultural, contextual, legal or the lack of knowledge of someone's date of birth in some countries.

If a country program is unable to document age, they should raise a waiver for the relevant standards that cannot be met and seek additional support to mitigate the risk of missing data.

So why would we collect DoB?

Documenting a person's DoB allows us to track the individual across our internal data platforms, programs and the function known as "case management" over the years in ComCare and other technology platforms. Throughout the project duration, the platforms automate the growth of the person's age in relation to the current date automatically, and allows us to see how long the individual has engaged with our services, what services they received over the years, etc.

DoB data allows us aggregate program participants at the country, regional and organizational level, to understand the scope and reach of our programs.

Age is one of the most widely used selection criteria for selecting our program participants.

When considering child protection and safeguarding issues, collecting date of birth allows programs to consider policies and laws that provide rights and or protections according to age (18 years for example).

Mercy Corps requires us to ensure we obtain informed consent from all individuals whose data we collect. Knowing a person's age ensures that we acquire caregiver consent when we collect data from minors.

Example: Employment Program

A program working in employment where the legal age for work is specified by the government (e.g., 16 years of age) may need to know the date of birth of participants to ensure that it is in line with legal requirements defined by the government. This program may put groups of youth into cohorts and support groups that do not yet have access to work due to being under 16 years of age with specific skills and pathways to link them to employment opportunities in the future.

What to do when DoB is unknown?

For individuals whose exact date of birth is unknown, Mercy Corps recommends recording an estimated date of birth based on the best available information. Be sure to ask clarifying questions, for example referring to seasons or life events (menarche, marriage, childbirth, schooling), compared to a person whose age is known, or ask about historic events or national or local significance to get the best possible estimation. For children, when dates of birth are estimated, ensure that the most generous interpretation of age and dates is used. For example, if a child only knows their year of birth, and there is no additional proxy information to help us guess the month or day of birth a most used approach is to treat the date as 31st of December of the closest closing year.

Recording of data: in order to accommodate for all the indicated contextual considerations, we recommend having a question before recording the Date of Birth to record whether the date of birth is known or estimated, with a Yes/No options.

Additional Considerations around Intersectionality and SADD Disaggregation

Additional Considerations around Intersectionality and SADD Disaggregation

While this chapter has focused on SADD, the reality is that everyone has multiple, intersecting identities, a concept known as intersectionality. These identities (e.g., sex, age, ethnicity, religion, caste, disability, sexuality, gender identity, location, community roles, education level, income-level/socio-economic status, amongst others) can form the basis for inclusion or exclusion, but often intersectionality results in overlapping disadvantages.

Intersectionality is a term that was first coined by Dr. Kimberlé Crenshaw in 1980s, as an analytical framework to analyze the different ways humans are privileged and/or marginalized based on their collective identities. In other words, when we layer various identities of an individual or a group, we can better understand their access to assets, social status, power dynamics, role, wellbeing (*Additional Tools and References for Intersectionality and Power Analysis*). Hence, sex and age disaggregation should be layered (collected and analyzed together) for us to have a more comprehensive understanding of how various groups can benefit or become marginalized as a result of our interventions.

There is increasing emphasis on the need for programs to provide more diverse options for participants and communities to self-identify as a means to ensure inclusive programming. There is evidence of programs, especially in the health sector[1], that are collecting data by gender, to allow to capture multiple identities. One commonly used category is the acronym SOGIESC which includes not only sex but also: sexual orientation, gender identity, gender expression and sex characteristics as a means to expand upon our understanding and experience of 'sex'. **It is recommended to discuss options with your local team to avoid any confusion potentially putting people at risk.** Ask for TSU support if you require further guidance.

LINK TO

Additional Tools and References for Intersectionality and Power Analysis

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1   Disaggregated Data in Health Information Systems *https://www.measureevaluation.org/resources/publications/fs-17-215/at_download/document*

When we are working with vulnerable and marginalized groups, we must approach program design and implementation from this perspective, otherwise programs may not be effective nor meet the needs of participants. Our survey results showed that many Mercy Corps staff believe that it is important to disaggregate by additional identities:

Age is one of the most widely used selection criteria for selecting our program participants.

When considering child protection and safeguarding issues, collecting date of birth allows programs to consider policies and laws that provide rights and or protections according to age (18 years for example).

Very Important	Important	Neutral	Somewhat Important	Not at all important
24%	40%	12%	15%	9%

It also identified that programs are using many different identities for data disaggregation including the following[2]:

Location	Disability	Ethnicity	Religion	Caste	Other Identity
91%	39%	30%	11%	5%	20%

Many aspects of a person's identity affect how they experience the world. Women and girls, men and boys, and gender-diverse individuals are shaped by their sex and gender identity as well as a range of other characteristics including age, marital status, class, ethnicity, race, disability status, geographic location, and sexual orientation. This is particularly relevant for individuals who experience overlapping marginalized identities, and therefore experience overlapping inequalities. For example, GBV disproportionately affects women and girls worldwide, with even higher rates documented among specific groups, such as lesbian or transgender women and women and girls with disabilities. Similarly, Indigenous women and women from racial and ethnic minorities often expiries higher maternal mortality rates than women on average.[3]

> *While we value the importance of capturing diverse gender identities, collecting this type of data may be sensitive and potentially put program participants, partners and our staff at risk, in certain contexts. For guidance on when and how to collect gender-related data right for their context and their programming, with a focus on the inclusion of at-risk populations – please reach out to* **TRaQ**.

NEED SUPPORT? ⚙

TRaQ

2   Mercy Corps, TSU - Count Me In! Improving the Collection and Analysis of Sex- and Age-Disaggregated Data (SADD), 2017. Available at: **Count Me In! Improving the Collection and Analysis of Sex- and Age-Disaggregated Data (SADD) (mercycorps.org)**
3   USAID, op.cit., **https://www.usaid.gov/sites/default/files/2023-03/2023_Gender%20Policy_508.pdf**

To be young or old, a woman or girl, a person with a disability or of a minority ethnicity does not in itself make an individual universally vulnerable. Rather, it is the interplay of factors in each context that can strengthen capacities, build resilience, or undermine access to assistance for any individual or group.[4.]

Across our review of the literature and through key informant interviews, we found scant evidence that organizations are looking at age, sex, disability, or diverse SOGIESC in consort. For example, disability should be both a variable to disaggregate data on and a variable that requires further disaggregation itself. We recognize that there are endless permutations across characteristics that could be considered in an intersectional approach. Nevertheless, we emphasize the need for disaggregation within and across sex, age, disability, and diverse SOGIESC when gathered[5]. Guidelines on sex, age, disability, and other variables depending on the context and sector should be integrated to ensure more support for intersectional analysis.

4   Ibidem
5   https://www.care.org/wp-content/uploads/2023/03/Sex-age-and-more-still-matter_Final-report.pdf

Organizing and Analyzing Data on Age

Organizing and Analyzing Data on Age

Human experience, particularly between the ages of 0-25, comes with considerable change; physical, biological, social, emotional, and neurological changes take place within the individual and the social and cultural norms in which we live.

While age categories may be narrowed to less than 5 years, they are generally not broadened to more than 5 years. This allows for targeted adaptation of program activities to maintain the relevance of the program the population we work with according to their individual and societal developmental stages. The social categories of age are known are the following:

- Child (0-17)

- Adolescent (10-19)

- Youth (15-29)

- Mercy Corps definition of young people (10-24 years old)

As you note, some of the ages intersect across different categories, such as a 12-year-old can be considered both a child and an adolescent, and the choice of how to refer to the individual should be contextualized within the norms of the countries we are working in.

Below is the Mercy Corps age categorization that is reflected in the TolaData and most standardized data collection tools. If your donor requires other categorization, a) raise a waiver for SADD reporting and analysis (but not meant to waive SADD collection unless there are constraints in data collection) and b) have MC policy as the default.

In the absence of clear donor guidance, the following categorization should be followed.

	0-5	6-9	10-14	15-17	18-19	20-24	25-29	30-34	35-49	50+
M										
F										

In order to analyze age data, we first convert the recorded Date of Birth into the relevant age integer (expressed as a number) and combine/summarize the number of people with that particular age into one of the age categories (often referred to as age brackets) – see below. This process is known as aggregation, when we combine data from different sources (data collection forms) into one single dataset or a summary (e.g., # of individuals between 15-17). So, before we can disaggregate and analyze age disaggregated data, we first count the total number of people in that particular age category and present the total sum within the relevant age category. So, the data might look something like this:

	0-5	6-9	10-14	15-17	18-19	20-24	25-29	30-34	35-49	50+
M				540	650	300				
F				350	250	56				
TOTAL				**890**	**900**	**356**				

Once all data is organized according to the Mercy Corps and/or donor age categories, we can then review the available data and explore questions such as:

- Which age groups is the program reaching?

- Which sex within that particulate age group are we reaching?

- Why?

- Is the reach of a particular age group relevant for the program design?

- Are we missing any groups?

In the example above, for instance, we could explore why we have significantly fewer females in the 20-24 age category, what are the barriers to their participation and other activities proposed by the project. We recognize that different sectors may have different reasons for disaggregating participant age data and that alternative segments may be required for context specific analysis or donor reporting.

Some examples include:

1. **Nutrition-related indicators** generally refer to children under 1 or even the first 1,000 days of life.

2. **In contexts where the average life span is longer**, it may be necessary to extend the age segments to include 50-65, 66 plus, to issues and needs for the elderly.

3. **Programs that work specifically with children** should learn the national age limit for a minor and the intricacies for different legal ages (for example, the legal age a child can work, be recruited into armed forces, or be married). These factors may need to be reflected in the age segments used for assessments and program analysis.

Below are some sector-specific segmentations. Ultimately, from an age disaggregation perspective, the smaller the grouping the easier it is to see the different populations.

Key age brackets for:

Population & Mortality

<1	1–4	5-9	10-14	15-19	20-24	25-29	30-35	35-49	50+

Literacy

10–14	15-19	20-24	25-29	30-35	35-49	50+

Educational attainment – School Entry Ages are Country Specific

5–11	12–14	15–19	20–24	25-29	30-35	35-49	50+

Economic activity – Country Specific Ranges

<14	15–19	20–24	25-29	30-35	35-49	50+

Child labor statistics

5–17

Households and living arrangements:

<1	1–4	5-9	10-14	15-19	20-24	25-29	30-35	35-49	50+

Infant and young child feeding – Depending on type of IYCF or Nutrition Program

0-5 months	6 months-23 months	2 years to 5 years

Additional Considerations for Collecting and Reporting on SADD

Additional Considerations for Collecting and Reporting on SADD

CONSIDERATIONS FOR MEL TEAMS AND INFORMATION FOR PROGRAM MANAGERS FOR DATA COLLECTION TOOLS

During different stages of a data cycle, different platforms can handle different program data needs. The Mercy Corps MEL Tech Suite recommends Ona and CommCare for all data collection needs and recommends SharePoint and Azure for data storage. In order to ensure protection and security of the data, appropriate access controls MUST be incorporated in all platforms.

For Ona and CommCare, you can build the questionnaires that include questions about sex and age using XLS Form or form builder.[1] For support with setup and capacity building in any MEL Tech platform, consult the Mercy Corps MEL team using the **_TRaQ support request tool._**

When designing data collection tools that incorporate SADD, consider the following:

- Incorporating necessary restrictions to your ONA/Commcare form coding that will enable high-quality sex and age data. For example, if your program only targets individuals 16 and over, ensure that any years of age that is 15 and below is coded with an error message, or prompts the enumerator to end the questionnaire.

- Ensuring consistent, clear naming of variables in the underlying data structure. For example, if SADD is stored as columns named "sex" and "age" in one program dataset, it will likely makes sense to keep that naming consistent throughout all other forms.

NEED SUPPORT? ⚙

TRaQ support request tool

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1   For more information on the XLSFORM setup for ONA and CommCare, please refer to **_this web_** and the self-paced training materials on **_ONA_** and **_CommCare_**.

- Documenting all data associated with the SADD.

Similarly, for qualitative studies, you can include sex and age-related demographic information of the respondent/s, interviewers, informants, at the start of the interview, and this is applicable to both an individual and a group questionnaire or participatory method. If you are going to use the MAXQDA software for entering and analyzing data (as recommended in the **_GESI Analysis chapter_**), this will allow you to assign sex and age variables (along with other socio-demographic factors) to each data source as part of data coding. This allows later analysis by groups, by selecting the data sources (e.g., documents or interviews) that represent a specific sex or age group when conducting analysis.

The images below provide some examples of the way categories to enter SADD may appear in the Mercy Corps data collection tools:

LINK TO

GESI Analysis

Sex:

Respondent sex:

- Male
- Female
- Prefer not to answer

Age:

➔ **Option 1:**
Respondent Age in years: _____

➔ **Option 2:**
Respondent's Date of Birth (DOB: DD/MM/YYYY)

How these questions will look like on Commcare and ONA

- See the link for XLSForm (option 1 and option 2) that can be uploaded to ONA and Commcare platforms
- See the screenshots below for how it is displayed to the data collector.

» Household Details

*What is the person's age (approximate)?

23

To confirm, this person's current age is 23

*What is this person's sex?

○ Male
◉ Female
○ Prefer not to answer

*What is the principal receipient's sex?

○ Male

◉ Female

○ Prefer not to answer

*What is the principal's date of birth (approximate) or as it appears on ID?

2000-06-15

SECTION 2

ADDITIONAL INFORMATION ON TOLA DATA – WITH EXAMPLE SCREENSHOTS

TolaData is Mercy Corps' central platform for managing and tracking program indicators. The goal of TolaData is to improve program performance through quick insights into program indicator progress that help teams make informed and timely decisions to maximize program results during implementation.

TolaData includes Global SADD disaggregation selected by default in the indicator performance tab as a part of the indicator page setup. It can be deselected for non-relevant indicators (see **_Annex XII_** for more information on assigning SADD to indicators).

In TolaData, country admins can add new country disaggregation tailored to the program needs or donor requirements for age category if it does not match Mercy Corps disaggregation age groups.

LINK TO

Annex XII

The image below shows the default selected SADD field for indicator page setup.

When it comes to adding results to indicators in TolaData, the disaggregation fields will be displayed as below. If you are using different disaggregation per your donor guidance, please contact your TolaData country administrator for further support.

▼ Sex and Age Disaggregated Data (SADD)	
Male 0-5	
Female 0-5	
Male 6-9	
Female 6-9	
Male 10-14	
Female 10-14	
Male 15-19	
Female 15-19	
Male 20-24	
Female 20-24	
Male 25-34	
Female 25-34	
Male 35-49	
Female 35-49	
Male 50+	
Female 50+	
Sum	
Actual value	

SADD for Indicators and other MEL activities

SADD for Indicators and other MEL activities

> *In accordance with the Program Management Policy Standard 10j:* A Monitoring and Evaluation (M&E) Plan must be prepared and reviewed for all programs. An M&E Plan, at minimum, includes the following components: 1) a Logic Model, 2) an Indicator Plan built in or uploaded to TolaData, reflecting sex and age disaggregation (SADD) for relevant indicators, and 3) plans for monitoring, data quality, data protection, and evaluations.

Identify relevant indicators in the MEL Plans for Sex and Age Disaggregation.

SADD may not be relevant for all indicators; we apply sex and age disaggregation to indicators where the unit of measure is:

- **Individuals:** % of participants with access to vocational education opportunities. # of people from marginalized groups reporting increase in income by 10% or more

- **Households:** # of child-led households

- **Organizations and other entities we work withs:** # of women-led organizations we work with

- **Groups/communities:** # of youth groups who participate in …

The disaggregated data on those indicators help us demonstrate the results achieved for the targeted marginalized groups, understand disparities across groups and adapt program activities to address those. This requires the teams to consistently track results disaggregated by SADD and ensure that the results are improving for marginalized groups.

Decide how to incorporate SADD in other MEL deliverables and products:

The following points represent some of MEL activities where SADD can be integrated:

- **MEL surveys and studies**

  When conducting baseline studies, at minimum we aim to estimate baseline values for program indicators (unless it exists from another data source, or the baseline value is zero) and understand the context of the program to inform the design of specific activities. When determining baseline values for indicators, SADD should be applied where possible, and the context analysis should include nuances of how various groups are tackling the issues which the program hopes to address, since those experiences will be different across groups disaggregated by sed and age categories (such as young women, young men, adolescent girls, adolescent boys, etc.).

  Depending on the methodology, most baseline, mid-line or endline surveys and studies will select a statistically representative sample among the program participants to collect the data from. They will, ideally replicate that methodology at mid-point and at the end of the program to generate consistent and comparable data. Where and as appropriate Sex and Age disaggregation should be applied while determining the sample, to ensure that the collected data represents the diverse views of the program participants.

  On the other hand, some baseline studies and linked indicators do not specifically assess features linked to participants, like availability and access to the "supply side of the market," collection of SADD as part of primary data collection is not applicable in this case, since data may be available through secondary sources. For example, collecting SADD for WASH in a humanitarian context is debatable, and sometimes classified as not necessarily due to the complexity and the need for resource allocation.[1] Using estimations and relying on numbers published by the official authorities will be sufficient initially; then, when conducting gender assessment, SADD is needed as it will inform the decisions around accessibility, protection and other measures needed in place.

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1   See UNHCR document **_here_**

- **Learning events, including Quarterly learning review**

  When conducting learning events, such as pause and reflections, progress/performance, program managers review the progress over time against baseline, specific milestones and targets of the program indicators. In those review it is critical to review the disaggregated data since the results for various sex and age groups may be different. E.g. while the program may achieve its target for ensuring # of youth have access to vocational training opportunities, the disaggregated data may show that some age groups may not be benefiting from the training as much as others, and may use this information to make adjustments to the timing, location, language and other factors affecting the participation for that particular group.

- **Monitoring activities in reduced access context**

  Often in reduced access or remote program implementation, MEL data collection will be carried out by subcontractors, partners or third-party monitors (TPMs). SADD collected in these contexts need careful validation and triangulation with other data sources as needed to ensure that the gender and age analyses, we are working from are as accurate as possible.

  For additional tools of how to do this, please refer to the "The Reduced Access Analytical Methods" (RAAM) toolkit accessible through the Digital Library April 2024 onward.[2] The RAAM tools are designed to improve/augment MEL analytics in reduced access program contexts and include resources for effective data triangulation processes.

Other useful resources on SADD

- UNCHR Training Package, SOGIESC and Working with LGBQTI+ persons in forced displacements. Available at: _https://www.unhcr.org/what-we-do/how-we-work/ safeguarding-individuals/lgbtiq-persons/sogiesc-and-working-lgbtiq-persons_

- Mercy Corps Who Knows to Knowing Who, op. cit. Available at: _https://library. mercycorps.org/record/22144?ln=en_

- USAID, Gender Equality and Women's Empowerment Policy, (2023). Available at: _https://www.usaid.gov/sites/default/files/2023-03/2023_Gender%20 Policy_508.pdf_

- _Save the Children, Multipurpose Cash Assistance MEAL Toolkit (2022). Available at: Multipurpose Cash Assistance (MPCA) Monitoring, Evaluation, Accountability, and Learning (MEAL) Toolkit | Save the Children's Resource Centre_

2   For more guidance, please submit a ticket using the _TRaQ support request tool to connect you with the responsible team._

Important Considerations, Adaptations in Practice and Further Reading

Important Considerations, Adaptations in Practice and Further Reading

The guidance on 'using program data to make decisions' focused on what data we are analyzing and in which spaces we should utilize that data to inform the ongoing implementation of our program.

What we are trying to achieve with the integration of GESI considerations and reflections in the 'spaces' outlined in Chapter 5 is to try and identify if there are any potential unintended consequences that have been brought about by the project, further marginalizing people of a certain identity, and how these unintended consequences can be dealt with through program adaptations/ re-design.

This section of this chapter looks at some important considerations, some scenario-based examples of adaptations informed by analyzing data and will provide a list of resources available for furthering your knowledge on data analysis and links to other MEL guidance.

Program Adaptation Examples for Reference

As outlined in earlier parts of this chapter, there are many different types of adaptations that you *could* make to your program based on learning and evidence derived from your analysis of program data (SADD, GESI, and other program generated data). It will not be possible to provide examples of every type for every program and context within this toolkit, however this section will provide you with some examples that could help you think about ways to adapt your programming.

Ultimately there are a few core types of adaptation that you could seek to make to increase inclusion and ensure programming reaches marginalized community members:

1. Changing the **methodology** for identification, registration, or verification of participants

2. Changing the **modality** of assistance being provided

3. Changing the **number or type** of participants involved

4. Changing the **frequency and/or types** of activities being provided

5. Changing the **locations** of implementation

6. **Including additional stakeholders** in the implementation

In order to help contextualize the types of adaptation mentioned above, the following list provides some GESI specific program adaptations that could be applied to programming based off of specific types of evidence and results from monitoring and data analysis.

We could consider a **total re-design of the methodology of program delivery activities** based on information gathered from monitoring data.

> *For example*

- In a food security project, if issuing multi-purpose cash assistance to women brings about conflict in male headed households, a possible way to re-design the methodology could be to provide food vouchers directly or seeds or other in-kind support. Alternatively, we could also consider pairing multi-purpose cash assistance with sensitization activities and community engagement activities to address traditional or cultural barriers to change.

If we identify that participants are having a hard time accessing activity sites, we could consider **a location change or provide specific outreach services.**

REMEMBER

All program adaptations will have some degree of impact on either scope, schedule, or budget, and depending on the scale of the adaptations required/identified you may need to reallocate resources or reduce other program activities. These may or may not require consultation and approval from the donor(s), so ensure that you fully assess the potential impact and the required resources to implement adaptations prior to implementing them.

❯ *For example*

- One of the most common barriers in access to services is distance to locations where services are being provided, or in the distance of goods distribution points. This could affect participants who cannot travel that far due to security risks, or because they are pregnant and lactating mothers, people with difficulty in mobility, elderly persons, persons with disabilities etc. We could consider moving locations, providing transport, or even changing the activity itself.

- Physical barriers could also impede people's access owing to inaccessible structures at the good distribution or service delivery point. Moving the services or incorporating accessibility equipment can increase access to services.

- In cases where specific marginalized or vulnerable groups are physically unable to attend without assistance, we could consider transportation to sites or direct to door distributions.

When we have issues with participation, identification, and registration of participants for programming it could be beneficial to conduct **participatory assessments of barriers people face when accessing programming,** doing this directly with the communities and program participants. This can help us identify issues with the inclusion of marginalized groups or other specific population groups and support us in making informed decisions about adaptations. We may then consider re-designing the targeting strategy, including changing the targeting methodology.

❯ *For example*

- If village elders are the ones who have been supporting the identification of participants, then they may need to be trained/sensitized on GESI topics specific to the context, or we could consider creating partnerships with women led organizations or minority groups to enable better targeting and to prevent specific groups of people being excluded due to their gender or other identity.

When we have **issues with community engagement in our programming,** we could consider information sharing and communications being provided in multiple and accessible formats – this means ensuring different forms of communication to meet different communication needs i.e. braille, sign language, etc, this could also mean multiple language translations.

> *For example*

- The provisions of continuous, sensitive, awareness messaging on GESI topics throughout implementation can influence negative perceptions against certain groups of people in different cultural settings.

When we are facing **cultural or societal barriers in engagement and participation** in our programming from either internal or external sources, we could consider adapting our activities to include more male engagement, religious leaders, community leaders, local authority representatives to influence change in behavior via more respected traditional/cultural mechanisms, or we could consider trainings and capacity strengthening on GESI – for project teams, community leaders and gate keepers, partners and for the affected population.

> *For example*

- Engaging men in some women specific programming activities to address the division of labor and enhance inclusive decision making or training the team on GESI specific topics about marginalized groups within their community to mitigate bias in participant selection and engagement processes.

Additional Guidance and Resources

Below we provide a list of resources that can support you in the process of creating space to reflect on program data.

- *Guide for Participatory Analysis of Primary Gender Data*
- *Using Ona.io at Mercy Corps: Exporting Your Data for Analysis*
- *Using Ona.io at Mercy Corps: Using Dashboards for Data Quality*
- *MEL Tip Sheet: Qualitative Data Collection and Analysis*
- *MEL Minimum Standards Guidance Note: Standard 12: Quarterly Review Sessions*
- *MEL Minimum Standards Guidance Note: Standard 10: TolaData Results & Evidence*
- *Menu of Learning Activities (MEL Minimum Standard 05) Tipsheet*
- *Qualitative Inquiry Methods and Tools for Program Monitoring*
- *Final Internal Performance Review (FIPR) Toolkit: Introduction & FIPR Generalized Events*
- *Quarterly review meetings tipsheet*
- *The Design for Impact Guide*

PHOTO CREDITS

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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