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Rapid Gender Analysis & Integration Planning for Fragile and Conflict-Affected Environments

Counterpart International

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CONTENTS

Introduction

Research demonstrates that when peacebuilding activities are gender inclusive, their outcomes are more durable.[1] As Counterpart International is increasingly operating in fragile, conflict, and violence-affected (FCV) contexts, this tool was developed to enhance the design, implementation, and adaptation of gender-aware and transformative activities in such challenging environments. By enhancing gender inclusion, our goal is that activities will increase the likelihood for sustainable, community-owned solutions.

This tool is designed to guide program implementers to consider key factors (time use, safety and security, status, power and influence, and the enabling environment) that inform gender norms and power relations in FCV contexts, along with how to adapt the program's activities accordingly. This tool can also be applied in non-conflict situations.

Defining Counterpart International's Understanding of Fragility, Conflict, and Violence (FCV)

Fragility refers to a range of environments where the social contract between citizens and the state is vulnerable. In these contexts, the capacity of core public institutions (including the security sector) is often weakened, reflected by the inability of public institutions to meet citizens' demands.

We recognize that fragility emerges from numerous circumstances. It results from chronic development challenges, as well as acute shocks and stresses to a system such as financial crises, pandemics, environmental crises, supply chain disruptions, and large-scale insecurity (e.g., terrorist attacks). Fragility can also result from ongoing structural violence where political institutions and norms reinforce inequalities that are detrimental to an individuals' social development. Structural violence is often intangible and subtle, resulting from policy frameworks (e.g., unequal inheritance laws), the limited capacity of the state to enforce laws (e.g., the inability to protect against or prosecute cases of gender-based violence), or cultural practices that prevent gender equity (e.g., taboos that prevent men and women from equal engagement with security officials). In short, fragility may result from ongoing grievances rooted in perceptions of injustice, inequality, and human rights abuses.

In Counterpart's experience, an emerging promising practice to mitigate grievances is increasing community input in local governance. Without opportunities to affect local decisions and policies, fragility may undermine the legitimacy of the state—a weaknesses that is often manipulated by violent actors who justify violence for

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1   The Global Study on the implementation of the United Nations Security Council Resolution 1325 notes that 'Women's participation increases the probability of a peace agreement lasting at least two years by 20 percent, and by 35 percent the probability of a peace agreement lasting 15 years.' https://wps.unwomen.org/participation/

political, economic, or social change. In Niger, for example, Counterpart established citizen-responsive mechanisms such as Citizen Monitoring Committees in the USAID-funded Participatory Responsive Governance—Principal Activity (PRG-PA), which afforded women and men opportunities to improve service delivery at the commune levels (February 2016 - December 2021).

It is important to note that while men and women may be affected by the same grievances that fuel fragility, the root drivers may be gendered. For example, while men and women may both express frustration about service delivery, as exemplified by limited public health facilities, women may focus on insufficient maternal health services as the primary driver of their grievance. By integrating women's perspectives in local policy decisions, local governance is more likely to comprehensively address community needs.

In places where women have historically been excluded from these decisions, this may require an assessment of social and cultural norms that limit women's agency, and the development of a plan to work with social influencers (e.g., tribal elders, religious figures, business leaders), who can champion gender inclusion within a culturally relevant paradigm that resonates with program stakeholders. Identifying these champions for reform may involve understanding who wields social, political, and economic influence in a community, along with the factors that construct their power and influence (e.g., financial assets, political authority, cultural influence, etc.). This gender analysis considers these factors to guide programs in developing gender-inclusive and transformative activities.

Conflict may include inter or intra-state disputes that require the mobilization of state security forces (e.g., the eruption of a civil war, or a separatist movement fighting for independence, or the prevalence of a violent extremist organization that is raising an insurrection). It may also include latent conflict or the underlying conditions that occur outside of war times that fuel social unrest including inequality, ethnic/communal tensions, unresolved contestation of land use, etc. Supporting an enabling environment where communities work in partnership with the public sector to address drivers of conflict is paramount for peace and security. However, if left unaddressed, these factors can lead to active conflict and violence.

Countries experiencing **violent conflict** may observe the prevalence of non-state actors, militias, gangs, and violent extremists. Violent conflict may divert public resources towards public security measures, displace persons, exacerbate unstable socio-political conditions, and lead to humanitarian crises, particularly in resource-constrained settings. In short, these factors may aggravate previous underlying grievances that fueled fragility. Additionally, emergency measures to contain violence may also significantly disrupt lives (e.g., school closures) or livelihoods (e.g., road/market closures), which can further undermine the state's legitimacy.

In summary, it is important to understand how fragility, conflict, and violence may influence program beneficiaries as well as key stakeholders' ability in mitigating FCV from a gender differential perspective. From understanding this context, meaningful development activities can be conducted without further exacerbation of conflict dynamics and "do no harm" principles.

Background to the Development of This Tool:

This tool was developed in 2021 and piloted in Counterpart's *Turi Kumwe Project* ("We Are Together"), a USAID-funded peer-to-peer peacebuilding activity implemented in Burundi (August 2020 - February 2023).

After emerging from a 12-year civil war (1993-2005), Burundi's post-conflict context has been marked by ongoing political tensions, ethnic tensions, and economic decline. Youth remain at risk of engaging in violence, given mounting grievances and the absence of pathways to build social and economic status.

To address these challenges, *Turi Kumwe* fosters youth resilience to violence by encouraging social cohesion and improving access to finance and income-generating opportunities. In partnership with local organization, *Jumelage Jeunesse pour le Bien etre des enfants et des jeunes (JJB), Turi Kumwe* utilizes Village Savings and Loan Associations (VSLAs) to bring diverse stakeholders together to save and invest their income to advance personal or communal activities.

Conflict-sensitive facilitators intentionally include youth from diverse backgrounds so that engagement in the association can foster trust and mutual understanding between different political groups and ethnic communities. The VSLAs engage historically marginalized populations such as persons living with a disability, youth with albinism, Twa (an indigenous Pygmie ethnic group), single mothers, and internally displaced peoples and returnees.

What is a Gender Analysis?

A gender analysis is a systematic analytical process used to identify, understand, and describe gender differences and the relevance of gender norms and power relations in a specific context. It explores the different roles, rights, resources and opportunities that different genders have, and why disparities exist. By understanding how these disparities affect program activity implementation, the analysis will help improve program results. It also helps staff to understand the projects' contributions to promoting gender equality.

Our approach builds from USAID's operational policy guidance ADS 205, "*Integrating Gender Equality and Female Empowerment in USAID's Program Cycle*" and guides program teams to think through key gender differences, based on their direct observations, and how those may impact our activity design.

At the mid-point of implementation, the team reflected on whether programmatic activities were gender sensitive, inclusive and intentional designed to yield meaningful results for all genders.

This tool was developed to respond to this programmatic need and be applied to other contexts that face fragility, conflict and violence, and where building community resilience and strengthening the capacity of peacebuilding is a goal.

Guide to Using This Tool

This section provides an overview of the purpose and scope of the tool, and how to operationalize the analysis.

Purpose:

This tool will enable teams to reflect on the operating context and identify the gender differential roles, responsibilities and needs of different genders, and analyze how these factors may impact our program design. Throughout the exercise, participants will gain an understanding of how to adapt the program's activities to be gender responsive and will strengthen local stakeholders' contributions to promoting gender equality.

Format Overview:

The tool is intended to be operationalized through a two-day participatory workshop with program stakeholders. Workshop Day One allows participants to identify gender-specific factors that affect the context, and consider how these factors may impact the program. Workshop Day Two guides participants to develop recommendations for adaptive actions to address these factors. The interim period between the two segments of the workshop allows participants to think through this information more deeply so that they can attend the next part prepared with tailored ideas to address the factors discussed.

Timing: Considerations for strengthening gender inclusion and equality can occur at multiple points in the *Program Cycle* including project /program design, start-up, annual work planning exercises, recruitment, and during the major pause and reflect opportunities where evidence-based decision-making is needed for adaptive management. **It is recommended to use this tool at least once a year**. When applied annually, it is recommended to do ahead of the annual work plan submission. When iterating this tool, the team should pay particular attention to how the context has changed from the previous iteration, along with learnings generated from the team's experience in adapting activities to the context.

In-person/Virtual: It is preferred to use this tool during an in-person workshop, however it can also be adapted for a virtual engagement. Tips on adapting the workshop for a virtual platform are provided in *purple*.

Duration: This tool is best utilized during two, approximately 4-hour workshops, that can be adjusted based on the cultural context (participant communication styles and speed of discussion). The first section explores key gender domains that may affect a program. The second section considers how the program may apply adaptive management to adjust program activities to the factors discussed in the first section. This division of the workshop in two sections enables the group to come together for an initial analysis, allows time for individual reflection and further data gathering, and concludes with a final meeting to plan action items.

Participation Size and Scope: This tool is best conducted with a group of 6-12 participants that include, for example, technical program leadership (e.g., COP), program gender focal point, other technically oriented staff (e.g., Grants Manager, Monitoring, Evaluation, and Learning staff), local partners and key stakeholders (e.g., government partners, a sample of target beneficiaries, female community leaders, male champions, youth representatives, etc.). Involvement of local actors is important to foster a shared understanding of program goals and to increase local ownership of activity outcomes. Where possible, group diversity should be considered so that there is a diverse mix of perspectives, experiences, and opinions while conducting this analysis. When identifying potential participants, consider the identity factors and try to balance gender, sexual orientation, age, ethnicity, technical expertise, ability, etc.

If possible, the same people from Workshop Day 1 should attend Workshop Day 2.

In order to conduct a successful workshop, the following steps are important:

1) Pre-training: To ensure meaningful participation, it is recommended that participants receive preliminary training on understanding gender and other key terms. Counterpart's WomenLead Institute (WLI) offers an introductory training. To learn more, please contact communications@counterpart.org."

Prior to the workshop, (e.g. during the Introduction to Gender training) participants should complete a Gender Integration Continuum Self-Assessment worksheet (provided on page 33). This will be revisited at the end of Day One and Day Two of the workshop.

2) Facilitation of the workshop can be conducted by the program's Gender Focal Point, Chief of Party (COP), or Technical Lead, who have completed the Gender Training and who have experience facilitating multi-stakeholder participatory workshops.

Instructions for the facilitator are provided in this document in *italics.*

3) Notetaker: The notetaker plays a key role in this workshop. The notetaker should go beyond transcribing the discussion and apply active analytical listening to effectively summarize key data points discussed by participants. Comprehensive notes should be saved on a computer (to be shared with workshop participants), while the facilitator may note key terms or ideas on a flipchart throughout the workshop.

Ideally, the notetaker should have a technical background with experience on gender issues and/or conducting participatory research methods (e.g., focus-group discussions). If necessary and if the budget allows, the notetaker could be an external consultant hired to support the program.

Supplies Needed:

- Four flipchart stands
- Extra flipchart paper
- Markers for the facilitator and participants
- Computer for note-taking
- Stickers or post-it notes for prioritizing action items—each participant should have four sets of stickers or post-it notes in three colors (Day two only)
- Gender Integration Continuum worksheet (
- Any other culturally-acceptable materials intended to make the training interactive
- ▶ *If virtual: Meeting platform (e.g., Zoom, Microsoft Teams), and digital whiteboard space (e.g., Jamboard)*

Suggested Workshop Schedules:

Workshop Day One (Total 3 - 3.5 Hours):

Session	Time Allocated	Brief Description
1	**30** Minutes	Introduction and Section 1: Time Use
2	**45** Minutes	Section 2: Perceptions of Safety and Security
3	**45** Minutes	Section 3: Power and Influence
4	**45** Minutes	Section 4: Enabling Environment
5	**15** Minutes	Wrap-up and Next Steps

Workshop Day Two (Total 3.5 - 4 Hours)

Session	Time Allocated	Brief Description
1	**10** Minutes	Opening and Information Gathering
2	**140** Minutes	Adapting Program Activities to the Context
3	**30-60** Minutes	Prioritization and Timing
4	**15** Minutes	Wrap-up

*Note: This is a suggested schedule. We recommend sticking to the schedule, however based on culture and context (e.g., different communication styles) you have flexibility to allow for more discussion.

Questions and Comments:

If you have questions, comments, or recommendations for improving this tool, please contact us at communications@counterpart.org.

DAY 1 – GENDERED ANALYSIS OF THE CONTEXT

Getting Started

At the beginning of the workshop, the facilitator will welcome participants (allowing them an opportunity to introduce themselves) and provide an overview of the structure of the workshop and its goals. It is also important to inform participants about the importance of this exercise and how it will help their communities in the future.

Section 1: *Time Use*

Duration: 30 minutes (10 minutes for introductions and 20 minutes for discussion)

Facilitator to introduce this section, explaining that we will review how gender norms affect time use. (Note: technical terms should be translated and conveyed in easy-to-understand terms).

Sample facilitator's prompt: The first part of the workshop will explore roles, responsibilities, and time use across different genders. When I use the term 'different genders' I do so to signal that Counterpart does not support a gender binary and recognizes that there are more than two genders; we recognize people who identify as non-binary, trans, agender, queer, and other LGBTQI gender identities. However, since males and females are the dominant genders in the communities where we work, I will most often talk about men/boys and women/girls in this workshop. This workshop is intended to create a safe space where we welcome people of all genders to the conversation today and in the future.

In many societies, gender norms (behaviors that are informed by cultural practices, values, and societal expectations) influence and inform how communities expect different genders to perform certain types of work. We will consider how men, women, boys, and girls approach paid work (including the formal and informal economic sectors), unpaid work (including care and other work in the home), and community service (e.g., organizing or attending community discussion with security officials) to understand various roles and responsibilities between different genders. We will also discuss how these factors may affect participation in program implementation and impact.

For example, if gender norms indicate that women spend the majority of their productive time taking care of their family and household, then they will likely have less availability to engage in community events. This means that in the second part of our workshop we will have to think through how to design our activities (e.g., training, workshops, meetings) at a time and place that is most conducive to their participation.

We will apply an intersectional lens to this analysis and think about other traditionally marginalized groups when we consider access to resources: sexual orientation, ability, ethnicity, religion, etc.

I will now begin with some questions to guide our understanding of how time use differs among men and women.

Facilitator to lead gender analysis questions, while notetaker records participant observations and recommended actions in the tables below.

▶ *If virtual, the notetaker can use a 'Share Screen' feature to display the Table as notes are being populated in it.*

1.1 How does time use vary between different genders? Consider the geographic location of where we are implementing. Do men and women do different kinds of work? Do they work the same hours? (Remember that often the "rest" hours for men are still working hours for women.) Are men and women equally engaged in paid and unpaid work?

1.2 Are there other demographic factors that affect this gendered division of labor?

a. Age: For example, do older or younger women/men have greater time to engage in community activities?

b. Ethnic groups: Do different ethnic groups treat time use differently? For example, do [insert ethnic minority e.g. Twa populations] cultural norms allow for greater involvement in paid work or higher-paying work?

Table 1 (Day 1)

Time Use		
Domain	**Context**	**How the context may impact the program**
1.1 Time	*Example:* *Women are largely engaged in unpaid work (child/family care)*	*Example:* *Women may have an additional burden to engage in both unpaid work (e.g., household care) and extra-curricular activities (e.g., Village Savings and Loan Associations). Therefore, women's engagement in social activities may be disproportionate to men.*
1.2a Age		
1.2b Ethnic		

Section 2: *Safety and Security*

Duration: (45 Minutes)

Facilitator to introduce this section, explaining that we will explore how conflict-related factors may affect gender norms, and who can inform peace building activities, and how. (Note: technical terms should be translated and conveyed in easy-to understand terms).

Sample facilitator's prompt: The World Bank estimates that by 2030, up to two-thirds of the world's extreme poor will live in countries characterized by fragility, conflict, and violence (FCV).[1] Moreover, conflict dynamics often create a shift in gender roles—for example, a change in who leads household decisions, or who is available to lead income generating activities. Therefore, this section will explore how FCV affects different genders. This section will also guide us in understanding how men and women perceive public safety and the ability to inform policies and practices affecting peace and security.

2.1 Has conflict and violence affected how men/boys and women/girls receive key public services such as education and health? For example, during periods of heightened violence, women's access to support services may be disrupted, and their freedom of movement outside of their homes may be diminished.

2.2 How are livelihoods affected by conflict and violence? Have conflict dynamics disrupted who key wage earners are and/or the division of labor between genders?

2.3 How does increased insecurity affect each gender differently? Is one gender disproportionately vulnerable or affected by violence or conflict? Are periods of instability or violence linked to increasing incidents of Sexual or Gender Based Violence?

2.4 Does conflict present an opportunity for change or stronger adherence to traditional roles and reduction of rights? For example, have cultural beliefs and norms about women's role in the formal economy changed as a result of prolonged conflict? Could this lead to them taking on new roles as the primary wage earners? Have cultural practices such as child, early or forced marriage increased as a result of insecurity of girls? Does violent conflict result in a reduction of freedom of movement of one gender more so than another?

2.5 Who is responsible for peace building and supporting policies and practices that enable peace and security? Do men and women have equal ability to provide meaningful input on decisions that affect the peace and security of their community?

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1   World Bank Group Strategy for Fragility, Conflict, and Violence 2020–2025 (English). Washington, D.C. : World Bank Group. http://documents.worldbank.org/curated/en/844591582815510521/World-Bank-Group-Strategy-for-Fragility-Conflict-and-Violence-2020-2025

Table 2 (Day 1)

Safety and Security		
Domain	**Context**	**How the context may impact the program**
2.1 Key services (education and health) affected by conflict and violence	*Example:* *Violent actors often target or recruit young people to join their cause. During periods of heightened violence, women and girls' freedom of movement outside of their homes may be diminished and their access to services (e.g., ability to travel to school; receive timely health care) may be disrupted.*	Example: *Women and girls may need targeted training (e.g., financial literacy, numeracy) to bridge capacity gaps where access to education has been disrupted.*
2.2 Livelihoods affected by conflict and violence		
2.3 Increased insecurity and gender based violence		
2.4 Conflict as an opportunity of change in gender roles		
2.5 Who is responsible for peacebuilding?		

Section 3: *Status, Power, and Influence*

Duration: 45 Minutes

Facilitator to introduce this section, explaining that we will explore how patterns of power and influence affect decision-making and systemic change. (Note: technical terms should be translated and conveyed in easy-to understand terms).

Sample facilitator's prompt: This section will identify patterns of power and decision-making, focusing on stakeholders (e.g., elected officials, public servants, law enforcement/security sector officials, community leaders, business leaders, religious figures, tribal elders, etc.) relevant for the program to champion and support gender equity. We will consider the status of men and women and each gender's access to resources, opportunities, and services that strengthen their social development and ability to influence decision-making. When we think about access to different assets or resources, we will include access and control to financial resources, natural resources, public institutions, information, and knowledge. Understanding who has access to these resources can help us understand who wields power and influence in a community that can be applied to inform who makes key decisions at the household and community level.

3.1 Who are the traditional decision-makers at the household level? (This may be broken down into sub-levels, for example, perhaps one person makes financial decisions day-to-day, but another makes big decisions about who to educate or when a child should marry.) How are these preferences expressed?

3.2 Who are the traditional decision-makers at the community level? (For example, who leads the organization of social events and services—religious leaders, community elders, influential businessmen?)

3.3 Do men and women have equal access to different types of stakeholders—for example: policymakers, security sector officials, business leaders/financial institutions, religious figures?

3.4 Consider the laws/policies that relate to our program. How may these policies affect men and women differently? (For example, are inheritance laws the same for men and women?) Can women own property, including land, and have the ability to maintain control and access these assets? What about other minority groups? Do laws and policies favor some groups over others? Have there been efforts to reform these policies to be gender sensitive?

3.5 Where are the meeting places where people who influence policies formally (e.g., parliament) or informally (e.g., tea salons) make key decisions? Who has access to these places? Who is invited to come and speak and share an opinion? Who is allowed to observe, but not speak? Who is kept out of this space all together?

Table 3 (Day 1)

Power and Influence		
Domain	**Context**	**How the context impacts the program**
3.1 Agency, leadership, and decision-making in the home	*Example:* *(Male) community leaders are traditional decision-makers at the household and community level. Key decisions affecting financial well-being, health, and personal (e.g., marriage) decisions are all determined by the male head of household.*	*Example:* *While women may benefit from earning an income from VSLAs, they may not have control or access over the money they make, and they may not have the ability to inform decisions on how that income is used.*
3.2 Agency, leadership, and decision making in the community		
3.3 Access to stakeholders		
3.4 Laws and Policy		
3.5 Navigating Places of Power		

Section 4: Enabling Environment

Duration: 45 Minutes

Facilitator to introduce this section, explaining that we will review the enabling environment – principally policy frameworks, social norms, and access to information - that may influence local stakeholders' ability to affect change (Note: technical terms should be translated and conveyed in easy-to understand terms).

Sample facilitator's prompt: This section will broadly explore factors necessary for strengthening the enabling environment for stakeholders to promote gender equality. We will consider institutional factors (e.g., policies, law enforcement, and institutional practices) that can counter or sustain gender inequalities in multiple systems (e.g., workforce, school, home). We will also identify cultural norms and beliefs that influence stakeholder's incentives or barriers to foster gender equality throughout society.

4.1 Do men and women have equal status or protection under all national, regional, and local laws? For example, is there a policy in place to prevent violence against women, or domestic violence? Are these policies consistently enforced? Has the country developed policies to bridge gender gaps? For example, to ensure women are actively engaged in peacebuilding issues, has the country developed a Women Peace and Security National Action Plan aligned to the United Nations Security Council Resolution 1325? Think about other technical sectors—for example, to increase women's engagement in the formal economy are there workplace protection laws that prohibit discrimination? Are these mechanisms enforced, and if not, what are the barriers to comprehensive enforcement?

4.2 What informal institutional practices affect gender equality? For example, do conservative stakeholders influence or discourage law enforcement from enforcing domestic violence laws?

4.3 What are the social norms, cultural practices, or beliefs that affect gender equality? Are practices such as child, early or forced marriage, or domestic violence commonplace? Are women encouraged to participate in the economy, and are men encouraged to participate in caregiving? Are women expected to manage childcare, therefore preventing them from full participation in the economy? Do women have access to family planning, and control over their reproduction? Is there an open culture to discussing challenges observed by different genders, particularly LGBTQI persons, or are these issues considered 'taboo?'

4.4 What are the primary sources of information available to households? Is access to this information equal across genders in a household? For example, is it common for households to have access to the internet (via computer, smart phone, etc.), radio, television, and print media? Does each family member have equal access to these resources?

Table 4 (Day 1)

Enabling Environment		
Domain	**Context**	**How the context impacts the program**
4.1 Status under the law	*Examples:* *Due to inheritance laws that preclude women from inheriting land, women have limited access to credit and micro-finance opportunities to establish their own businesses.*	*Examples:* *Women's engagement in the formal economic sector is growing, however due to restrictions in the banking / finance sector, women remain heavily engaged in the informal economy.*
4.2 Informal policy		
4.3 Norms and customs		
4.4 Information and communication channels		

Wrap-up

Duration: 15-30 minutes

The facilitator should thank everyone for participating, and for their hard work. Encourage participants to reach out at any time if they have questions. Be sure to announce the time of the second and final workshop and explain the next steps in the process.

Sample facilitator's prompt:

- Thank you for your participation today. Please take 5-10 minutes to reference the Gender Integration Continuum worksheet that was completed prior to our workshop. Are there any issues we left out today?
- In the next 2-3 days, each participant will receive by email the notes from today's discussions, essentially tables 1-4. Please read through this carefully and ask yourself:
    - o Is anything missing? Anything that was discussed that is not captured in these notes?
    - o Feel free to think through these four tables from our workshop more deeply. Share this information with trusted colleagues and key stakeholders, especially those who may have a different opinion. Investigate further—is there anything pertaining to these categories/subcategories that we need to add?
    - o Think outside of the box. Are there any other issues that we have not addressed at all, but need to? What other categories/subcategories would you like to add to capture relevant information about the community?
- What are our next steps?
    - o We will meet again on [insert date/location].
    - o Ahead of the next part of the workshop, please begin to think about how the information gathered today can help inform our project. Be innovative and prepared to bring your list of ideas with you to our second Workshop.

Interim Period

It is essential that the facilitator/facilitation team follow up quickly after day 1 of the workshop. Notes should be finalized that day, if possible, while information is fresh in participant's memories. Notes should be emailed to participants within 48 working hours of the workshop. When you send the notes, include a reminder about the tasks expected of each participant, and the date of the next part of the workshop (it is recommended to avoid a long gap between Workshop Day 1 and Workshop Day 2).

DAY 2 – ADAPTING ACTIVITIES TO THE CONTEXT FOR GENDER INTEGRATION

Getting Started

Before the workshop begins, label four flipcharts with the table names from Day 1, and hang them around the room so you can easily access them.

If virtual, the notetaker can use a 'Share Screen' feature to display the Tables as notes are being populated in it.

Insert Table Name	
Domains	Actions: What actions will be taken into program implementation?
#.# [Name of domain from tables]	[Facilitator will add key actions to the flip chart throughout the session]

Each chart should have the name of the table at the top, and list the sub-categories down the left-hand column. See an example below:

Time Use	
	Actions: What actions will be taken into program implementation?
1.1 Time	
1.2a Age	
1.2b Ethnic	

Introduction

Duration: 10 Minutes

Welcome participants back. To re-orient everyone, provide a brief overview of the first day's outcomes, highlighting the four key themes addressed: time use, perceptions of safety and security, power and influence, and the enabling environment.

During this process, bring everyone's attention to the flipcharts around the room. Note that each flipchart represents one of the categories discussed, and that we will have an opportunity to work through each one today.

Optional: The facilitator can make this process engaging by asking participants to share some high level take-aways / key observations from the previous day's workshop to refresh everyone's understanding of the four themes.

Adapting Program Activities to the Context

Facilitator to introduce this section, explaining that the objective of this section is to recommend action items based on the gender considerations discussed in Day 1 of the workshop. It is recommended that each table should have at least four action items identified by the group.

Additional text boxes with lessons learned from Counterpart's programming are provided in this section for background to the facilitator. These lessons learned can be referenced if participants need additional examples.

Sample facilitator's prompt: We will now review each of the four themes in our tables in detail, considering actions that we can take to adapt our activities to the local context. Please note: small steps make a huge impact on gender integration in the lives of men and women; so feel free to suggest any actions—small or large.

Following this workshop, our program team will meet to finalize which actions we will formally incorporate into our next (annual/quarterly) work plan. Your input will be an important part of our adaptive management approach.

Begin with Time Use, reviewing the context, and summarizing the previous day's conclusions of how the context may impact the program. Ask participants if there is anything missing from the context that we need to add today. (If there are additional inputs provided by participants, the notetaker should be sure to update the tables accordingly).

Next, guide the participants to consider what actions the program should take because of these contextual factors. While the facilitator captures high-level points on the flip chart, the notetaker should take detailed notes on a computer, using the tables below.

Section 1: Time Use

(Approx. 20 minutes)

Guide participants to think through adaptive actions with the following prompts, which can be adjusted to your program's objectives

1.1 Considering the different ways that time use varies between genders, how should we adapt program activities so that men and women can equally participate? For example, consider adjusting the timing, location, or gender segregation of activities.

1.2a Considering the different ways that time use varies between different age groups, how should we adapt our program activities? If the differences in time use affects who has power and influence in a group, what steps can we take to ensure that one age group is not dominating the discussion? For example, can a youth representative be engaged to lead a specific part of the agenda?

1.2b Considering the different ways that time use varies between ethnic groups, how should we adapt our program activities to enable an ethnically diverse group of participants?

Lessons Learned:

During the COVID-19 pandemic, Counterpart International and its local partners in Bangladesh under the USAID-funded Promoting Advocacy and Rights (2018-2022) program, learned that women experienced an increased time burden of domestic responsibilities during social distancing/work from home mandates. Given the digital divide (women had disproportionate access to smart phones and the capacity to participate in events remotely), we encouraged our local partners to conduct activities in 'courtyard' settings so that women could minimize the duration and distance needed to travel.

Table 1 (Day 2)

Time Use			
	Previous Session's Outputs *Notetaker to populate these columns with the previous session's content*		**Today's Session:**
Domain	**Context**	**How the context may impact the program**	**Actions: What actions will be taken into program implementation?**
1.1 Time	*Example:* *Women are largely engaged in unpaid work (child/family care)*	*Example:* *Women may have an additional burden to engage in both unpaid work (e.g., household care) and extra-curricular activities such as VSLAs). Therefore, women's engagement in social activities may be disproportionate to men.*	*Example:* *Adjust the timing of activity events to minimize time burden on women. For example, if women typically go to the market in the mid-morning, VSLA activities could be scheduled nearby in the afternoon to minimize the time women spend in transportation. If gender gaps in participation persist, consider having women co-lead certain components of the activity to ensure their meaningful engagement.*
1.2a Age			
1.2b Ethnic			

Section 2: Safety and Security

(Approx. 45 minutes)

Guide participants to think through adaptive actions with the following prompts, which can be adjusted to your program's objectives:

2.1 How might gender gaps in accessing key services (e.g., education and health) affect program participants? Do we need to adapt program activities so that both women/girls and men/boys are equally equipped to participate? Are there specific pre-activity trainings we can implement (e.g., literacy, numeracy, advocacy training, etc.) to ensure participants have equal capacity to engage in activities?

2.2 How might disruptions in livelihoods and the division of labor affect program participants? How can we adapt activities to take into consideration time limitations of participants?

2.3 How might concerns regarding insecurity affect our ability to organize public activities and stakeholders' participation? Are there gender-specific safety mechanisms we should consider, such as allowing for male chaperones to accompany female participants? If transportation to activities poses a security concern, can the program coordinate transportation for participants?

2.4 How might potential changes in gender norms (e.g., women's roles in the formal economy, practices of child, early or forced marriage, ability to affect key decisions, freedom of mobility, etc.,) affect stakeholder's ability to participate in our activities? Do these changes make it easier or more difficult for stakeholders to participate? Which barriers can we work around?

> **Lesson Learned:**
>
> *Counterpart International in partnership with Internews Network, the International Center for Not-for-Profit Law, and the Aga Khan Foundation implemented a $79 million USAID-funded Afghan Civic Engagement Program (ACEP) in Afghanistan to strengthen the democratic foundations of the country. Given conservative social norms and security concerns, women had limited autonomy of their movements outside of their homes. To facilitate women's engagement in civic activities, Counterpart permitted male chaperones, or 'mahrems' to travel alongside female participants.*

2.5 How might the program narrow gender gaps in terms of who is engaged in peace and security decisions in their community?

Table 2 (Day 2)

Safety and Security			
	Previous Session's Outputs *Notetaker to populate these columns with the previous session's content*		**Today's Session:**
Domain	**Context**	**How the context may impact the program**	**Actions: What actions will be taken into program implementation?**
2.1 Key services (education and health) affected by conflict and violence	*Example:* *Violent actors often target or recruit young people to join their cause. During periods of heightened violence, women and girls' freedom of movement outside of their homes may be diminished and their access to services (e.g., ability to travel to school, receive timely health care) may be disrupted.*	Example: *Women and girls may need targeted training (e.g., financial literacy, numeracy) to bridge capacity gaps where access to education have been disrupted)*	*Example:* *Conduct targeted pre-activity trainings to bridge capacity gaps.*
2.2 Livelihoods affected by conflict and violence			
2.3 Increased insecurity and gender based violence			
2.4 Conflict as an opportunity of change in gender roles			
2.5 Who is responsible for peacebuilding?			

Section 3: Status, Power, and Influence

(Approx. 45 minutes)

Guide participants to think through adaptive actions with the following prompts, which can be adjusted to your program's objectives:

3.1 How might gender differences in decision making at the *household* level impact the program, and how can the program adapt its activities to this dynamic? For example, would participation in our activity require female participants to seek permission from male family members?

3.2 How might gender differences in decision making at the *community* level impact the program, and how can the program adapt its activities to this dynamic? For example, should the program consider engaging traditional decision-makers in pre-activity discussions to elicit their support for the activity and its gender inclusive outcomes?

3.3 How should the program adjust its activities given the gender differential access to different types of stakeholders? Are there activities that the program can support to foster equal access? For example, if women historically have had limited access to security officials, could the program consider coordinating gender-specific dialogues for women to share their concerns and recommendations? Are there particular skills (e.g., advocacy training, public speaking, leadership development) that would enable different genders to have equal and meaningful engagement with stakeholders? In addition, what other measures could we take to adjust our activities to model inclusive engagement? (E.g., engaging women in co-facilitating dialogue sessions, planning the agenda, and modeling inclusive engagement.)

Lessons Learned:

In Burkina Faso and Niger, Counterpart implements the Department of State funded activity, Kagalo, which provides political participation training to women to increase their agency in decisions affecting key service delivery. Given that women have historically been under-engaged in political processes, our local partners Femmes, Action et Développement (FAD) in Niger and Centre pour Gouvernance Démocratique (CGD) in Burkina Faso held capacity building workshops on the electoral process and on the legal requirements for candidates to run for office. These trainings included information on the local political systems, elections, grassroots community mobilization, campaign finance, and resource mobilization. These trainings enabled women participants to have a broader understanding of how to design advocacy campaigns while working through complex local political systems.

3.4 How might differences in how laws and policies affect genders affect program participants? Would stakeholders benefit from training on gender sensitivity to improve engagement? Is there an opportunity to engage participants in broader advocacy to improve equal access to key resources? Could program participants engage in advocacy-oriented activities that raise awareness and public pressure for reform? Are there other avenues by which program participants can engage champions for inclusion?

3.5 How might differences in how participants access and engage stakeholders affect their ability to have meaningful program outcomes? For example, if it is not commonplace for women to directly engage policymakers, are there alternative mechanisms (e.g., radio/media campaigns that can amplify their voices)?

Table 3 (Day 2)

Status, Power and Influence			
	Previous Session's Outputs *Notetaker to populate these columns with the previous session's content		Today's Session:
Domain	Context	How the context may impact the program	Actions: What actions will be taken into program implementation?
3.1 Agency, leadership, and decision making in the home	*Example:* *Men are traditional decision-makers at the household and community level. Key decisions affecting financial wellbeing, health, and personal (e.g., marriage) decisions are all determined by the male head of household.*	*Example:* *While women may benefit from earning an income from VSLAs, they may not determine how those resources are used.*	*Example:* *Apply constructive male engagement tactics. For example, engage male heads of household to socialize the benefits of the program in terms of the broader community's wellbeing. Consider engaging religious scholars where their voices may have influence on male heads of households or other community leaders.*
3.2 Agency, leadership, and decision making in the community			
3.3 Access to stakeholders			
3.4 Laws and policy			
3.5 Navigating places of power			

Section 4: Enabling Environment

(Approx. 30 minutes)

Guide participants to think through adaptive actions with the following prompts, which can be adjusted to your program's objectives:

4.1 Given the potential for legal frameworks to affect gender gaps, how can we adjust the activities to foster equity?

4.2 Given the potential for institutional practices to affect gender gaps, how might the program work within informal practices to affect change?

4.3 How can the program address gender gaps considering social norms and cultural practices? Are there champions who can foster change within a culturally appropriate paradigm?

4.4 What information / communication channels can the program utilize to promote inclusive values that enable the activity to achieve its objectives?

Lessons Learned:

In Niger, Counterpart International implements USAID's Participatory Responsive Governance-Principal Activity (PRG-PA), which includes a Women Peace and Security component, where religious leaders are effective communicators to develop messaging on locally-identified development priorities within a culturally palatable paradigm. For example, during initial COVID-19 mitigation efforts, the government engaged religious actors to promote public health measures – including the closure of public spaces and religious centers. To further amplify the voices of these locally identified credible stakeholders, Counterpart has provided communications training to over 100 religious leaders, and many serve on citizen-driven government accountability mechanisms designed to improve service delivery like our Comités de Veille Citoyens (CVCs).

Religious leaders have also championed increasing women's roles in local decision-making, by emphasizing the value of representative consensus-building in Islamic cultural traditions. As a result, women now constitute 40% of Niger's CVCs.

Table 4 (Day 2)

Enabling Environment			
	Previous Session's Outputs *Notetaker to populate these columns with the previous session's content		**Today's Session:**
Domain	**Context**	**How the context may impact the program**	**Actions: What actions will be taken into program implementation?**
4.1 Status under the law	Examples: Due to inheritance laws that preclude women from inheriting land, women have limited access to credit and micro-finance opportunities to establish their own businesses	Examples: Women's engagement in the formal economic sector is growing, however due to restrictions in the banking / finance sector, women remain heavily engaged in the informal economy.	Examples: Adapt training resources for low-literate populations; work with school systems to encourage women to seek workforce skills While the VSLAs offer a good medium for women to develop livelihood potentials, additional training to transform these skill sets for the formal economy may be needed, with an eye towards market and supply chain engagement
4.2 Informal policy			
4.3 Norms and customs			
4.4 Information and communication channels			

Prioritization and Timing

Duration: 30-60 Minutes

- *Facilitator to introduce this final section, where we prioritize action items for the upcoming implementation period (e.g., 6 months; one year, etc.)*

- *Distribute a packet of tri-colored stickers or post-it notes to each participant (see Figure 1). Each packet should have four (4) stickers or post-it notes each of three different colors, which they will use to cast their votes for priority action items. Allocate one color to represent short-term priorities; another color for medium-term; and a third color for long-term priorities. Be sure to explain the time frame for each color, as it relates your program and where you are in your program cycle.*

- ▶ ***If virtual**, utilize a virtual white board software, such as Jamboard, and create a file for each of the four tables. Ask participants to use 'stickies' on Jamboard to place their votes.*

Figure 1: Example of post-it packets

| Immediate/Short-term priorities | Medium term priorities | Long-term priorities |
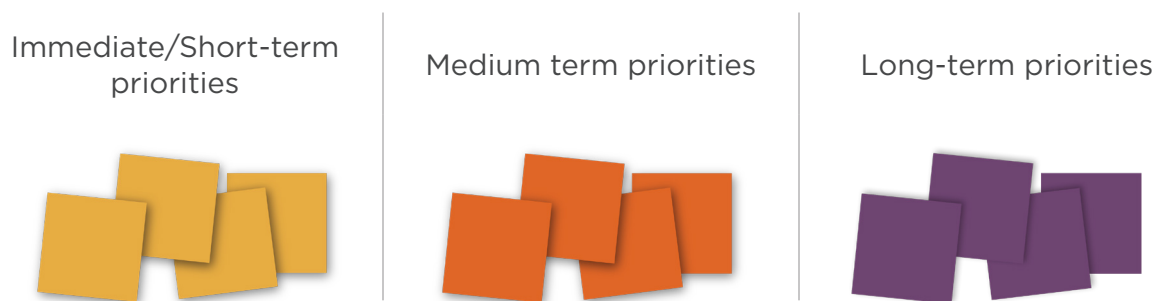
- *Allow participants 20 minutes to cast their votes on the table flip charts. Explain that each of the four (4) tables should have a short, medium, and long-term vote cast.*

- *As participants consider which action items to prioritize, ask them to make their decisions based on resources available to the program, the scope of the program, and whether the donor will need to be engaged for approval. When considering resources, encourage participants to think beyond the funding for the program, and to consider local resources/assets that partners and community-based organizations can provide.*

Figure 2: Example of a table with votes populated

Enabling Environment			
	Previous Outputs		**Today's Session**
Domain	**Context**	**How the context may impact the program**	**Actions: what actions will be taken into the program implementation?**
4.1 Status Under the Law	**Examples:** Due to inheritance laws that preclude women from inheriting land, women have limited access to credit and	**Examples:** Women's engagement in the formal economic sector is growing, however due	Examples: • Adapt training resources for low-literate populations; work with school systems to encourage women to seek workforce skills • While the VSLAs offer a good medium for women to develop
4.2 Informal Policy	**Examples:** • Erumqui idi velendicimi, netur, occus del intias ipit que qui • vid elesene stiur? Edi secum in est es eum eumet.	**Examples:** • Erumqui idi velendicimi, netur, occus del intias ipit • que qui vid elesene stiur? Edi secum in est es eum eumet.	**Examples:** • Erumqui idi velendicimi, netur, occus del intias ipit que qui vid elesene stiur? Edi secum in est es eum eumet. • Erumqui idi velendicimi, netur, occus del intias ipit que qui vid elesene tiur?
4.3 Norms and Customs	**Examples:** • Erumqui idi velendicimi, netur, occus del intias ipit que qui vid	**Examples:** • Erumqui idi velendicimi, netur, occus del intias ipit	**Examples:** • Erumqui idi velendicimi, netur, occus del intias ipit que qui vid elesene stiur? Edi secum in est es eum eumet.
4.4 Information and Communication Channels	**Examples:** • Erumqui idi velendicimi, netur, occus del intias ipit	**Examples:** • Erumqui idi velendicimi, netur, occus del intias ipit que qui	Examples: • Erumqui idi velendicimi, netur, occus del intias ipit que qui vid elesene stiur? Edi secum in est es eum eumet.

- *After all the votes are cast, the facilitator should go around the room and take note of which action items have the most votes for short, medium, and long-term priorities per table. If there are discrepancies in terms of which items have a clear preference for a priority action item, enable the group to discuss this further. The purpose of this step is not necessarily to come to a unanimous decision, but to arrive at a general consensus. However you reach this decision depends on you. Sometimes one can look at the votes and the decision is clear— you only need to negotiate which are immediate and which are longer-term. Sometimes the votes are spread more evenly and there is a more heated debate about what to do.*

- *Reflect on the action items that were not marked as a priority. Ask the group for further feedback to determine if these actions are infeasible due to limited resources, if they are beyond the technical scope of the program, or if they are impractical given the current social context. Discuss with the group whether these ideas may be better suited for a future program, if funding were available.*

- *If time allows, begin to determine HOW to implement the Immediate Actions. What are the first steps? Who is responsible for getting this started? Do you need outside assistance or permission? If there is not sufficient time for this step, this can be done by the program team following the workshop.*

Wrap-up

- *Thank everyone for a wonderful analysis, for lots of great thinking, and a fantastic output. The time invested in this process will mean a better, strong, more effective project.*

- *The facilitator should ask participants if there are other issues they wanted to raise that were not discussed (these issues can be followed-up on in another session, if necessary). Additionally, the facilitator should assess whether participants' perspectives about gender were influenced by this assessment, and whether they feel they have sufficient understanding of how to tailor the program activities to respond to gender differences. If additional training and guidance is needed, these should be addressed in a follow-up session.*

- *Close the workshop.*

Post Workshop

Finalize actions and incorporate into work plan: *Within 48 working hours of the workshop, the facilitator and program team should finalize the determination of which action items will be incorporated in the upcoming work plan. Making these decisions immediately after the workshop will ensure that the ideas discussed during the workshop are still fresh in everyone's minds.*

Communicate decisions to workshop participants: *Once the action items have been finalized, send an email out to all participants summarizing key decisions made and next steps. This ensures transparency and accountability of adaptive management. In addition, sharing this information with the workshop participants will help continue the feedback loop and validate the participant's time.*

Gender Integration Continuum Self-Assessment: *As a mechanism to assess the efficacy of the workshop in addressing gender gaps, engage participants in a rapid self-assessment to determine whether the workshop and the action items identified have shifted the program on the continuum. Allow participants 15-20 minutes to complete the assessment using the* **worksheet provided on the next page.**

After participants have completed their self-assessment, the facilitator should ask participants to share their key observations, and then note key gaps that should be addressed, along with notes on how to adapt this Gender Integration tool for the program's future use.

Citation:

Farooq, Mehreen. 2022. *Rapid Gender Analysis and Integration Planning for Fragile, Conflict-affected Environments*. Washington DC: Counterpart International.

Gender Integration Continuum
Self-Assessment

Date of this assessment:

In what part of the Program Cycle (planning, design, implementation, monitoring, evaluation, learning) are you currently seeking to re-evaluate the program?

Gender Blind

Ignores the different roles, responsibilities, assests, and power dynamics between, men/boys and women/girls.

Gender Aware

Examines and addresses these gender considerations and adopts an approach along the continuum:

Exploitive	Accommodating	Transformative
• Reinforces or takes advantage of gender inequalities and stereotypes	• Works around existing gender differences and inequalities	• Fosters critical examination of gender norms and dynamics • Strengthens or creates systems that support gender equality • Strengthens or creates equitale gender norms and dynamics • Changes inequitable gender norms and dynamics

Describe the characteristics of the program that relate to the domains below:

Gender blind:	Gender exploitive:	Gender accommodating:	Gender transformative:

The Gender Integration Continuum is adapted from Interagency Gender Working Group (IGWG), funded by USAID.