

Gender Analysis in Strategic Planning Facilitation Guide

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Format Note:

- *Green italicized text* indicates the facilitator's answer key for the activities/discussions in question
- *Blue asterisks and italicized text* indicates alternative activities that can be used with a more advanced group of participants

Introduction

This training is designed to provide participants with an introduction to some of the basic information and skills they need to **implement and/or manage a Gender Analysis (GA)** as part of ACF field projects.

How To Use This Document

This document can be used in a variety of different ways:

- As a guide for a complete introductory 2-day training session for mid level field staff
- As a series of shorter sessions or modules of 1hr to ½ day or 1 day, depending on staff needs. In these cases, trainers can select the sessions to use based on the objectives outlined at the beginning of each session.
- As a building block for longer gender analysis trainings of 3 to 5 days

Intended Audience for this Training

This training is aimed at **field level staff and/or managers who are not gender specialists with some previous knowledge of gender** and gender issues.

Throughout the module, the author has used *blue asterisks and italicized text* to indicate alternative versions of activities to use with more advanced group of participants.

NOTE – Participants interested in how to use GA at the policy, strategy or headquarters level and/or participants with very advanced levels of knowledge or experience related to gender should attend a more advanced version of GA training.

Approach Used to Design this Training

The focus of this training is on providing

1. Practical information that non-gender-specialist staff can easily assimilate and apply in their day-to-day work; and
2. Opportunities for practice.

This means that this version of the GASP does not spend much time on specific tools, frameworks and guidelines but, instead, focuses on helping participants explore and understand underlying GA logic. This is done through the “Core Areas of Inquiry” and working through different ways they can be applied with the populations ACF works with.

Training Objectives

The complete 2-day training outlined in this Facilitation Module will:

1. Introduce participants to the basic theories underlying gender analysis in ACF;
2. Introduce participants to some of the key frameworks and tools needed to conduct gender analysis;
3. Provide participants with the opportunity to develop and practice some of the skills they need to implement and/or manage a gender analysis as part of ACF field activities.

When designing shorter trainings or using specific sessions, trainers can select which sessions to use based on the specific learning objectives for each session (ie. Basic personal exploration session 1.1-1.3; understanding gender issues for ACF sessions 1.3-1.5, etc.)

Methodology

- Each session in this training should be **interactive** and **participatory** – it is not a classroom full of students but rather adult professionals who all have varying levels of knowledge and experience to bring to the room. The design of the training will allow them to incorporate new knowledge and information into that framework, and they should feel free to ask questions and ensure their own understanding.
- All of the training sessions are designed to accommodate the **different learning styles** of the participants, including a balance of theoretical foundation and practical interaction with tools and information.
- This process should be **fun** for participants (and facilitators); a variety of different activities is included to ensure the training remains interesting and engaging, and
- Continual **feedback** from participants is necessary to ensure that participants' learning needs are being met; daily evaluations will help with this but facilitators should encourage participants to voice any concerns and/or questions at any time throughout the training. The training uses various techniques – such as the “Parking Lot” to do this.

GASP Agenda

Time	Session
Day 1	
15 mins	Buffer time (to allow participants to enter and take their seats)
1hr 5 mins	Workshop Launch
1hr	Essential Background: You, Your Life and Gender Concepts
1hr 15 mins	Tea Break (including 5 mins buffer time)
30 mins	Essential Background: A Review of Basic Gender Concepts and Terminology
55 mins	Gender Analysis and ACF Programs
45 mins	Lunch (including 5 mins buffer time)
30 mins	Key Tools and Frameworks – Core Areas of Inquiry
1hr 5 mins	Key Gender Analysis Tools
15 mins	Tea Break (including 5 mins buffer time)
1hr 10 mins	Key Gender Analysis Tools (continued)
30 mins	Wrap Up
Day 2	
15 mins	Buffer time
45 mins	2.1 Introduction to the day
1hr 15 mins	2.2 Sex and Age Disaggregated Data – Its Importance for Gender Analysis
15 mins	Tea Break (including 5 mins buffer time)
1hr 30 mins	2.3 Designing a Gender Analysis: Desk Reviews and Preparing Field Work
45 mins	Lunch (including 5 mins buffer time)
1 hr 30 mins	2.4 Implementing a Gender Analysis
15 mins	Tea Break (including 5 mins buffer time)
1 hr 30 mins	2.5 Using Gender Analysis Results in Program Design
30 mins	Wrap Up

NOTES FOR THE FACILITATOR –

1. This agenda is provided as a guide only; the timing (including the beginning and end times of each day as well as the timing for each session) may need to change depending on your location, participants, or the flow of the training itself. You can shorten or lengthen sessions as needed depending on particular discussions.

2. Throughout the document, the author has used *green italicized text* to indicate answer keys for any of the activities and/or discussions in question while *blue asterisks and italicized text* indicates alternative activities that can be used with a more advanced group of participants.

Day 1

Overview

1. Introduction to gender equality & gender analysis
2. Overview of the “Core Areas of Inquiry” for gender analysis
3. Introduction to Gender Analysis frameworks and tools

Day 1 Agenda

Time	Session
Day 1	
15 mins	Buffer time (to allow participants to enter and take their seats)
1hr 5 mins	Workshop Launch
1hr	Essential Background: You, Your Life and Gender Concepts
1hr 15 mins	Tea Break
30 mins	Essential Background: A Review of Basic Gender Concepts and Terminology
55 mins	Gender Analysis and ACF Programs
45 mins	Lunch
30 mins	Key Tools and Frameworks – Core Areas of Inquiry
1hr 5 mins	Key Gender Analysis Tools
15 mins	Tea Break
1hr 10 mins	Key Gender Analysis Tools (continued)
30 mins	Wrap Up

Pre-Workshop Set Up

Prior to beginning Day 1 of the workshop, set up the room and materials for Day 1:

1. Room Set Up –

- a. **Tables and chairs:** Most of the workshop activities will be done in small groups so, prior to the workshop, set up the room so that tables and chairs are grouped into small work areas that can seat 3-6 people each.
- b. **Table top materials:**
 - i. Set out 1 pack of blank paper, markers, pens and/or pads, and a copy of the agenda for each participant at each table (as well as name cards if there are any)
 - ii. Set out 1 bunch of flip chart and sticky tack at each group table
 - iii. Set out any table top toys or materials (i.e. stickers, pipe cleaners, balls, etc.) at each table

2. Materials Set Up – Prior to the session, prepare flip charts with the following info on them and tape/sticky tack them to the walls around the room:

- a. GASP training objectives
- b. Day 1 agenda
- c. Parking Lot

Content

Session Outline 1.1	
Training	GASP Facilitation Guide: Day 1
Session	1.1 Workshop Launch
Learning Objectives	<p>Participants are familiar with the objectives, content and process of the training</p> <p>Participants know the facilitator and each other</p> <p>Facilitator understands participants'</p> <ul style="list-style-type: none"> • Expectations • Existing level of knowledge and • Involvement with GA within their different job functions
Duration	1 hour 5 minutes

Materials	Handouts & Reference Documents
Name cards Markers Colored and/or white paper Tape Post-its	A printed agenda for each participant

Timing	Activity	Facilitator's Notes
10 mins	<p>Welcome</p> <p>ACF Host welcomes participants.</p> <p>(Facilitator)</p> <ul style="list-style-type: none"> ➤ Welcome participants to the training ➤ Introduce yourself and your background 	
20 mins	<p>Participants' Introduction</p> <p>Go around the room, asking each participant to share the following:</p> <ul style="list-style-type: none"> • Name • Country • Position • Why they are at the training • One interesting or odd thing about themselves 	<p>Keep this moving swiftly. Remind everyone to do this in a sentence or two only. Otherwise, this activity will take too long.</p> <p>If it is possible to create links amongst participants and/or to begin gender related reflections based on the information participants share – do so.</p>
20 mins	Objectives & Agenda	Have a general outline of an agenda on the wall for

	<ul style="list-style-type: none"> ➤ Give a brief overview of the GASP training objectives, approach, content and methodology. ➤ In terms of methodology, highlight that it is designed to be: <ul style="list-style-type: none"> • Interactive & participatory • Designed to accommodate different learning styles • Should be fun • Feedback is not only welcome, but a key part of co-creating the learning experience and the workshop ➤ Present the Agenda ➤ Allow for questions and feedback 	<p>participants to see.</p> <p>Remind participants that the agenda is flexible and will be changed based on participants' needs, requests, and discussions.</p> <p>Make any changes necessary to the agenda, based on participants' feedback.</p>
5 mins	<p>Housekeeping</p> <p>Present the following information:</p> <ul style="list-style-type: none"> • Timing of breaks and location of tea/coffee/lunch spaces • Location of bathrooms • How participants can give feedback (including daily evaluations): <ul style="list-style-type: none"> - <i>Daily feedback</i> - <i>Directly to the facilitator and/or anyone else designated with this role (such as the Eyes & Ears)</i> - <i>Using the Post Its at their tables and posting them in the Parking Lot</i> • The Parking lot/"Pick up on this" list • Explain and select Rapporteurs/Eyes & Ears if feasible with this group (2 volunteers each day) <p><i>Rapporteurs/Eyes & Ears are participants who help to gather feedback for the facilitator throughout the training.</i></p> <p><i>These individuals should keep their eyes and ears open during the day, noting any concerns/likes/dislikes and sharing them with the facilitator during a debriefing meeting at the end of the day.</i></p> <p><i>The rapporteurs are also responsible for collecting the daily evaluations and reviewing these with the facilitator.</i></p>	<p>If having Rapporteurs/Eyes and Ears is not feasible with this participant group, then discuss alternatives with your co-facilitator prior to the workshop.</p>
10 mins	<p>Expectations, Objectives & Questions</p> <ul style="list-style-type: none"> ➤ Divide participants into pairs (Buzz groups) ➤ Ask each group to discuss their personal objectives and expectations for the training ➤ Return to plenary and ask each group to share 2 objectives or expectations ➤ In plenary, ask participants to share any 	<p>For the "questions" section, each question should be written on a post-it and stuck on to a slip chart so we can come back to it later to see if it was answered.</p> <p>This also gives you an</p>

	questions they came with to the training	idea of where people are starting in terms of knowledge. Remember to post key information on the walls throughout the training so content is visible and useful as a review tool.
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Session Outline 1.2	
Training	GASP Facilitation Guide: Day 1
Session	1.2 Essential Background: You, Your Life and Gender Concepts
Learning Objectives	Participants reflect on gender and its impacts in their personal and professional lives Through these personal reflections, participants build a deeper understanding of basic gender concepts and theories (grounding theoretical discussions in personal experience)
Duration	1hr

Materials	Handouts & Reference Documents
Coloured Markers Flip Charts Tape Table top materials i.e. stickers, pipe cleaners, etc.	N/A

Timing	Activity	Facilitator's Notes
1hr	<p>Lived Experiences of Gender (and its links to essential gender theories and concepts)</p> <ul style="list-style-type: none"> ➤ Divide participants into groups of 4-5 people. This can be either: <ul style="list-style-type: none"> ○ Table groups (mixed sex) ○ Single sex groups (men or women) ○ New table groups (mixed sex) ➤ Ask each group to draw the following <ol style="list-style-type: none"> 1. 'What it typically means to be a woman in their societies' and 2. 'What it typically means to be a man in their societies' – e.g. characteristics, roles, activities, spaces, etc. 3. How these roles, activities, characteristics, expectations, etc. have changed over the years – from their grandfathers/mothers, to their fathers/mothers, to their time and to include these changes/reflections in their drawings ➤ Give participants 30 mins to develop their drawings <p><i>If groups include members from a variety of cultures/experiences, you will likely be asked which cultures and which experiences the group should discuss and include in their drawing. If this happens, tell the group to decide themselves as one of the goals of the exercise is to identify how gender and related experiences change across space and time, as well as how certain experiences can be common.</i></p>	<p>Depending on your participants, you can have single sex groups that do this for each of their own experiences - or for the opposite experience. Or you can have mixed sex groups that do it for both. The key is to make sure that each group seriously reflects on</p> <p>1 – their experiences of gender and</p> <p>2 – how these experiences (and gender) is changeable over time. Select the group formation (single sex or mixed) that will lead to the best reflection and the least amount of conflict/disagreement among group members.</p>

	<ul style="list-style-type: none"> ➤ Ask each group to present their drawings, and a summary of their discussions/reflections, in plenary. ➤ Once all the groups have presented their drawings, in plenary, ask participants: <ul style="list-style-type: none"> ○ What did they notice? ○ What struck them? ○ What were common tendencies amongst the groups' discussions/drawings? What were some key differences? ➤ Note down participants' responses on a flip chart ➤ As participants share their reflections, draw links to "basic gender concepts" whenever possible. Complete and/or add any missing concepts and reflections to the discussion, including: <ul style="list-style-type: none"> ● <i>Gender as socially defined and changeable across time, space, and cultures and can box people in to specific roles/expectations.</i> ● <i>Roles and responsibilities: Women responsible for families and family care, household, community relationships. Men responsible for politics, productive activities, decision-making.</i> ● <i>Characteristics: Typical 'womanly' characteristics are often seen as less valuable. Note that none of these are innate – unlike the physiological and reproductive differences (genitalia, voice depth, etc.)</i> ● <i>Activities and spaces: Women's space in the home, men's outside. Men usually doing activities that are respected and remunerated. Women are often more time poor than men Refer to the Triple Role of women (productive, reproductive and community/care work – see slide 5 of the ppt).</i> <p>Activity Variation for more Advanced Groups:</p> <p><i>Variation 1 – TOT for trainers/managers</i></p> <ul style="list-style-type: none"> ➤ Present and implement the activity as described above. But do so as a "TOT" and explain to participants how they can use the same activity with their staff to help them explore and understand gender concepts. <p><i>Variation 2 – Analyzing changes in gender relations over time</i></p> <ul style="list-style-type: none"> ➤ Remind participants that there are basic gender theories/concepts that are at the core of gender analysis <ul style="list-style-type: none"> ○ Roles and responsibilities ○ Power and decision making ○ Access and control of resources ○ Gender/Social norms ➤ Ask them to reflect on the path their grandmothers/fathers, mothers/fathers, and they (men and women) have taken over time and how 	<p>If the group is already at a level where they see that gender is not binary, explain that the activity will address the binary only since that is the experience of the majority of the populations ACF works with.</p> <p><i>Participants who are already familiar with basic gender theories and concepts might not need to begin with a personal exploration of how gender impacts their lives and those around them. In that case, you can use one of the potential variations listed here.</i></p>
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- gender has shaped or affected each of their lives.
- Give participants 15 minutes to free write their answers to these questions
 - Ask participants to work with their table top groups to
 1. Share their reflections regarding how gender has shaped their lives and how it has changed over time
 2. Analyze how these changes link to each of the concepts listed above
 3. Identify any other key gender concepts/theories that describe or explain the differences and changes over time identified (or between each of their stories)
 4. Analyze how/why these gender differences/changes may have happened over time
 - Ask participants to write or draw their responses to these questions on a flip chart.
 - Have 1 group share their reflections in plenary.
 - Have each other group go in turn to add new things that have not already been said and/or that are different from the first group
 - Once all the groups have presented their drawings, in plenary, ask participants:
 - What did they notice?
 - What struck them?
 - What were common tendencies amongst the groups' discussions/drawings? What were some key differences?
 - Note down participants' responses on a flip chart
 - As participants share their reflections, complete and/or add any missing concepts and reflections to the discussion.

*As above, this should be **responsive** (for advanced groups) only and is based on the group's own discussion. The purpose is to give participants a chance to identify concepts on their own, based out of their own discussions. The facilitator's role here is, therefore, to i) let them identify concepts on their own and ii) highlight where participants raised and discussed important gender concepts in their presentations but did not then explicitly name them in their debrief discussion (ie they may have described different roles for men and women in the presentations, but if they do not then name "gender roles are different and decided by society" in their debrief, the facilitator should point that out). **The points are determined by the participants, not the facilitator and there are therefore no specific theoretical or content points that can be added into this section as the facilitator will not know what participants' points are ahead of time.***

Session Outline 1.3	
Training	GASP Facilitation Guide: Day 1
Session	1.3 Essential Background: A Review of Basic Gender Concepts and Terminology
Learning Objectives	Participants consolidate their knowledge of basic gender concepts
Duration	30 minutes <i>Variation Note – The amount of time dedicated to this session should be expanded and/or decreased depending on participants' existing level of knowledge.</i>

Materials	Handouts & Reference Documents
Computer Projector Flip Chart Markers	Basic Gender Concepts & Terminology PPT – 2-9

Timing	Activity	Facilitator's Notes
30 mins	<p>Review of Basic Gender Concepts</p> <ul style="list-style-type: none"> ➤ Following on from the previous activity, lead a continued plenary discussion of basic gender concepts. <ul style="list-style-type: none"> ○ Ask participants which essential concepts are missing and write down their answers. ○ Have participants explain – and give examples – of each concept they name. ○ Ensure everyone is clear on each concept. <p>This includes:</p> <ul style="list-style-type: none"> ○ Roles and responsibilities, ○ Decision-making, ○ Access and control, ○ Differential power, ○ In/equality ○ Why/how they are important and how they affect men's and women's experiences <ul style="list-style-type: none"> ➤ Summarize and present the main gender concepts in plenary (PPT: 2 – 9) ➤ Share the Basic Gender Concepts & Terminology handout 	<p>Allow participants time to discuss amongst each other before jumping in with the summary and presentation of the main concepts.</p>

Session Outline 1.4	
Training	GASP Facilitation Guide: Day 1
Session	1.4 Gender Analysis and ACF Programs
Learning Objectives	Participants understand the purpose and importance of Gender Analysis for ACF programs
Duration	55 minutes

Materials	Handouts & Reference Documents
Markers	Gender Analysis, Part 1: Fatima's Story
Flip Charts	PPT – 10-11
Tape	PPT – 12-15
Computer	
Projector	

Timing	Activity	Facilitator's Notes
55 minutes	<p>Gender Analysis and its Relevance for ACF Programs</p> <p>In plenary, introduce the purpose of gender analysis (PPT: 10-11)</p> <ul style="list-style-type: none"> ➤ Divide participants into small groups (no more than 5-6 people) ➤ Hand out Fatima's story ➤ Ask each group to complete Exercise 1 (identifying key gender issues in Fatima's story and why these are relevant for ACF's programs) ➤ Invite each group to present their findings in plenary ➤ Debrief from the exercise, asking for any questions or comments <p>Facilitator's Note – DO NOT complete missing points at this stage. This will be done at the end of session 1.5</p>	<p>If time is limited, have only 1 group present and the rest add on</p>

Session Outline 1.5	
Training	GASP Facilitation Guide: Day 1
Session	1.5 Key Tools and Frameworks – Core Areas of Inquiry
Learning Objectives	Participants have a general understanding of the Core Areas of Inquiry Participants practice identifying gender issues Participants are familiar with key Gender Analysis tools
Duration	30 minutes

Materials	Handouts & Reference Documents
Computer Projector Markers Flip Chart Tape	Handout - Core Areas of Inquiry Gender Analysis, Part 1: Fatima's Story

Timing	Activity	Facilitator's Notes
30 mins	<p>Core Areas of Inquiry</p> <ul style="list-style-type: none"> ➤ Present the core areas of inquiry using the Gender at Work Framework (PPT: 16-22) ➤ Hand out the Core Areas ➤ Divide participants into small groups and ask them to complete Fatima's story, exercise 2 (using the core areas of inquiry, identify additional gender issues they may have missed in the previous exercise and why they are important for ACF's programs) ➤ Debrief from the exercise in plenary and complete any missing issues <p style="color: green;">Issues to be identified include:</p> <ul style="list-style-type: none"> ○ Time poverty for women/men ○ Different uses of time and space for men and women ○ Mobility (limitations and permissions) ○ GBV and protection ○ Denial of resources ○ Displacing labour and labour requirements onto others ○ Livelihoods ○ Control/Access to resources ○ Social/Gender norms <ul style="list-style-type: none"> ➤ In plenary, review and summarize the different ways gender analysis affects or impacts programming (PPT: 12-15) ➤ Make reference to Fatima's story whenever possible 	<p>Insist that these are the basic areas of inquiry that underlie ALL gender analysis - regardless of sectors, tip sheets, frameworks, etc.</p>

Session Outline 1.6	
Training	GASP Facilitation Guide: Day 1
Session	1.6 Key Gender Analysis Tools
Learning Objectives	Participants have a general understanding of the Core Areas of Inquiry Participants practice identifying gender issues Participants are familiar with key Gender Analysis tools
Duration	2 hours 15 minutes <i>Variation Note #1 – This session can be implemented as a complete block of 3 tools or as individual sessions focusing on 1 tool each. The time needed for this session will vary depending on which variation is selected and on participants' previous level of knowledge and/or familiarity with these tools. The exercise might need to be lengthened or shortened depending on the speed with which participants grasp – and feel comfortable with – the information.</i> <i>Variation Note #2 – This session should be used primarily with participants who either i) have low levels of gender knowledge and/or ii) have not used these tools before and/or iii) have direct field implementation or management responsibilities (rather than strategic level responsibilities). This session is NOT designed for more advanced participants and/or participants with higher level/more strategic job functions. Those participants should skip directly to the next sessions on Day 2.</i>

Materials	Handouts & Reference Documents
Computer	Gender Analysis, Part 1: Fatima's Story
Projector	Gender Analysis, Part 2: Fatima's Story
Markers	Daily Clock
Flip Chart	Activity Profile
Tape	Resource Use and Control Profile

Timing	Activity	Facilitator's Notes
1 hour 10 mins	<p>Gender Analysis Tools – Activity Profile and Daily Clock</p> <ul style="list-style-type: none"> ➤ Present the activity profile and daily clock tools (PPT: 23 – 24) ➤ Divide participants into four groups and hand out Gender Analysis, Part 2: Fatima's Story ➤ Have each group complete either an activity profile or a daily clock for their character (Exercise 1) ➤ Post the clocks and activity profiles next to each other on the wall so that participants can see them laid out one next to the other. This will make the group discussion easier. ➤ In plenary, invite each group to present their 	<p>Make sure characters are a minimum of 1 man and 1 woman and that each group completes one of the tools for each character (so group 1 does the activity clock for the man, group 2 does the activity clock for the woman, group 3 does the</p>

	<p>profile and/or their clock, including:</p> <ul style="list-style-type: none"> ○ The clock or profile results and their conclusions ○ A summary of the group discussions that led to these results ○ What they noticed about the tool itself or the results (what was easy, what was hard, what was obvious, what was surprising) <p>➤ Lead a brief discussion to analyze the differences between the 2 clocks and 2 activity profiles and what this tells us about how gender impacts Fatima’s experiences and those of her family.</p> <p>Ensure the discussion includes:</p> <ul style="list-style-type: none"> ○ Differences in roles and responsibilities (especially vis a vis care and productive roles) ○ Differences in permission and/or control of mobility ○ Differences in opportunities and/or expectations ○ Gender/Social norms that determine these differences ○ The impacts of these differences on possibilities for participation in activities ○ Knock off effects from requests that change women and men’s schedules and responsibilities. <p>➤ Back in the small groups, ask participants to</p> <ul style="list-style-type: none"> ○ Link the information these clocks and profiles tell us to each of the Core Areas of Inquiry ○ Review the Core Areas and complete any missing information that the clocks and profiles tell us <p>➤ Conclude the exercise in plenary</p>	<p>activity profile for the man, group 4 does it for the woman, etc.)</p>
<p>1 hour 05 mins</p>	<p>Gender Analysis Tools – Resource Use and Control Profile</p> <ul style="list-style-type: none"> ➤ Present the Resource Use and Control profile (PPT: 25-27) ➤ Divide into small groups (maximum of 5 people) and have each group complete Fatima’s story, exercise 2 (Each group should complete an access and control profile for the resources in Fatima’s household) ➤ Post each of the profiles on the wall ➤ In plenary, ask participants to do a gallery walk of the different profiles (walk around the room looking at each) ➤ Debrief from the exercise and discuss, linking back to what it tells us about the core areas of inquiry. Specifically, ask participants to reflect 	<p>Remind people that benefits - and sharing those benefits might be different and should also be questioned; Explain how to do this using picture cards in the field (ie as in the SEAGA field guide)</p>

	<p>on:</p> <ul style="list-style-type: none"> ○ The results of the resource profiles and the information they give us that we need to account for in our programs ○ What they noticed about the tool itself or the results (what was easy, what was hard, what was obvious, what was surprising, and how the results were the same or different across groups) <p>Conclusions should include:</p> <ul style="list-style-type: none"> ○ The larger number of resources that men can access and control compared to women ○ The smaller items women can control; such as garden vegetables ○ The differences between use, access, control and benefits and how programs can/should account for this; for example vis a vis livelihoods and cash (where women control vegetables from the garden until they're sold and then, once sold, it is men who control the financial resources related to the sale of the vegetables) ○ That additional HH and family labour is also a resource subject to the same differences and uses in access/control <p>➤ Complete any missing information and clarify any remaining misconceptions</p>	
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Session Outline 1.7	
Training	GASP Facilitation Guide: Day 1
Session	1.7 Daily Wrap Up
Learning Objectives	Participants have a clear overview of the activities and learning of the day Participants reflect on outstanding questions and thoughts Participants give feedback on Day 1
Duration	30 minutes

Materials	Handouts & Reference Documents
Post-its Flip Chart	Evaluations

Timing	Activity	Facilitator's Notes
15 mins	<p>Review of the Day and Conclusion</p> <ul style="list-style-type: none"> ➤ In plenary, have participants identify key events and learnings from the day ➤ Complete any information/learning missing ➤ Ask participants to spend 5 minutes in individual reflection and write down any outstanding questions they still have from the day on a post-it. ➤ Have participants place the requisite post-its on the designated flip charts (hanging on the walls) so you can review them once the session has closed for the day. 	
15 mins	<p>Closing Activity</p> <ul style="list-style-type: none"> ➤ Have participants stand in a circle and ask them to each share <ul style="list-style-type: none"> ○ 1 burning thing that is sticking with them from the day and/or is still a question in their head and ○ How they are feeling ➤ Have them complete the daily evaluation and give to the rapporteurs for review (if there are rapporteurs – if not, have them place them, face down, in a corner of the room where you can collect them after the session closes. 	You can make this as active or didactic as you want, i.e. simply go around the circle and have everyone say something in turn OR have participants throw a ball from one to the other to indicate who should speak next, etc.

Day 2

Overview

1. Introduction to Gender Analysis tools & frameworks
2. Overview of Sex- and Age-Disaggregated Data
3. Preparing and Implementing a Gender Analysis
4. Using Gender Analysis results in programming

Agenda

Day 2	
15 mins	Buffer time
45 mins	2.1 Introduction to the day
1hr 15 mins	2.2 Sex and Age Disaggregated Data – Its Importance for Gender Analysis
15 mins	Tea Break (including 5 mins buffer time)
1hr 30 mins	2.3 Designing a Gender Analysis: Desk Reviews and Preparing Field Work
45 mins	Lunch (including 5 mins buffer time)
1 hr 30 mins	2.4 Implementing a Gender Analysis
15 mins	Tea Break (including 5 mins buffer time)
1 hr 30 mins	2.5 Using Gender Analysis Results in Program Design
30 mins	Wrap Up

Pre-Workshop Set Up

Prior to beginning Day 2 of the workshop, set up the room and materials for Day 2:

1. **Table Top Materials** – Top up the table-top materials so that each group has sufficient markers, post its, pens, paper, table top toys and other materials for the day’s activities.
2. **Materials Set Up** – Prior to the session, prepare flip charts with the following info on them and tape/sticky tack them to the walls around the room:
 - a. Day 2 agenda
 - b. Day 2 Parking Lot
 - c. Answers to any of the “outstanding questions” from the post its from Day 1 Session 1.7 - Closing Activity
 - d. Changes to the agenda and/or anything else in the workshop in response to requests and/or suggestions from participants’ Day 1 evaluations (or explanations for any lack of changes or lack of responses to Day 1 evaluation suggestions)

Content

Session Outline 2.1	
Training	GASP Facilitation Guide: Day 2
Session	2.1 Introduction to Day 2
Learning Objectives	Participants are energized for Day 2 of training Participants review questions and important learning from Day 1 Participants understand the content and process of Day 2
Duration	45 minutes

Materials

Handouts & Reference Documents

Colored Paper
Markers
Flip Chart

Timing	Activity	Facilitator's Notes
10 mins	Welcome Begin with an energizer that will take 10-15 minutes. The important thing is to get everyone moving.	Ask if any participants want to volunteer to lead the energizer instead of the facilitator; Make sure the flip charts and information from Day 1 is complete and posted on the walls before beginning
10 mins	Logistics In plenary, explain any changes to logistics based on feedback from Day 1	See the "pre workshop set up" section on page 21 for a list of information to share.
15 mins	Review of Day 1 In plenary, ask participants to share their most important take-aways or questions from Day 1 (either "popcorn"-style with random participants adding in from around the room or "round table" by going around each participant.	Reference gendered lessons from the morning energizer if possible. Write down the "take-aways" on flip chart so they can be posted on the wall.
5 mins	Agenda for Day 2 In plenary, present the agenda and methodologies for Day 2, including any changes made to the original plan (based on Day 1 feedback)	Also answer any of the outstanding questions or concerns that participants gave in at the end of Day 1.

Session Outline 2.2	
Training	GASP Facilitation Guide: Day 2
Session	2.2 Sex and Age Disaggregated Data – Its Importance for Gender Analysis
Learning Objectives	<p>Participants understand sex and age-disaggregated data and why it is important</p> <p>Participants have the opportunity to discuss their questions and concerns about sex and age-disaggregated data</p> <p>Participants practice identifying and developing SADD indicators</p> <p><i>Note – For more advanced groups, use the workshop version of this activity rather than the indicator exercise described below</i></p>
Duration	1 hour 15 minutes

Materials	Handouts & Reference Documents
Flip Chart	PPT: 19-22
Markers	ACF Gender Policy and Tool Kit
Tape	

Timing	Activity	Facilitator's Notes
50 mins	<p>Sex and Age-Disaggregated Data (SADD)</p> <ul style="list-style-type: none"> ➤ In plenary, present SADD and why it is important (PPT: 19-22) <p><i>Explain that SADD is important WITHIN the core areas of inquiry. Show the slides in question to discuss how the core areas must be disaggregated (SADD) in order to be useful for GA. I.e. If they do not disaggregate by age and sex then the key information in the core areas will not be possible to obtain and we will not understand gender/age differences (defeating the purpose of GA).</i></p> <ul style="list-style-type: none"> ➤ Ask participants to spend 2 minutes brainstorming with their neighbor any questions or concerns they have about SADD ➤ Return to plenary and allow time for these questions to be asked and answered ➤ Returning to pairs, ask participants to choose a sector they are knowledgeable about and identify three pieces of information they would need to know in monitoring/evaluating programs in that sector. For each of those three pieces of information, identify: <ul style="list-style-type: none"> ➤ A SADD indicator (condition) 	<p>Allow time for other participants to answer before you jump in.</p> <p><i>This variation builds the session as a workshop that</i></p>

	<p>➤ An indicator that can show change in gender relations over time (position)</p> <p><i>Remember that:</i> Condition refers to women and men's practical conditions and relates to their practical gender needs i.e. for water, shelter, employment, money, etc.</p> <p>Position refers to women and men's position in society and refers to their strategic gender interests i.e. decision-making, power, rights, etc.</p> <p><i>Women and men need to achieve their rights in their conditions of life – ie having their practical needs met – AS WELL AS their opportunities to obtain equal positions – ie enjoying the same rights and equality of outcomes and/or changing unequal or subordinate gender relations – in order to achieve gender equality.</i></p> <p><i>An example from WASH programming could be:</i></p> <ul style="list-style-type: none"> • <i>Condition – x% Women have increased access to sufficient quality water</i> • <i>Position – x% Women report that they are active members of WASH committees whose opinions are heard and respected</i> • <i>The condition indicator represents a change in women's practical situation where ACF is meeting a specific practical need that they have for healthy living and survival whereas the position indicator indicates a change in previously unequal gender relations where women now have more decision-making power and respect than they did previously.</i> <p>➤ In plenary, debrief from the exercise – what was easy, what was difficult, etc.</p> <p>Activity Variation for more Advanced Groups:</p> <ul style="list-style-type: none"> ➤ Ask participants to spend 5 minutes brainstorming with their neighbor <ul style="list-style-type: none"> ○ Any questions they have about SADD ○ Any concerns they have about SADD or how it is used, reported, gathered, etc. ➤ Return to plenary and have participants share their questions – write down all of the questions on flip chart. ➤ Have participants work with a new pair to respond to 1-2 of the questions/concerns highlighted in plenary. ➤ Have participants share their responses with the group in plenary ➤ Allow the group to then continue discussing and brainstorming solutions to the topics that they are most concerned about or topics that give them the 	<p>centers on participants' concerns and questions. Allow them to lead the topics and discussion.</p>
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	<p>most energy.</p> <p>➤ At the end of the hour, summarize the discussions and any related action points.</p> <p><i>Note – This section is a responsive workshop section for advanced groups that is based solely on participants’ existing questions. The purpose of the session is to give them an open forum to highlight and discuss their concerns. The facilitator’s role here is, therefore, to i) open a forum for discussion and ii) be an answer giver for specific questions/concerns from participants. The role in this section is not to teach or inform of anything in particular – the agenda is set by participants, not the facilitator. There are therefore no specific questions that can be added into this section as the facilitator will not know what participants’ questions or agendas are ahead of time. It should be run as simply a question/answer or discussion forum.</i></p> <p><i>If participants do not have questions - This either means they do not need this section and it should be skipped or they do not understand what they don’t know and facilitators should use the “less advanced” version of the exercise previously described.</i></p>	
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Session Outline 2.3	
Training	GASP Facilitation Guide: Day 2
Session	2.3 Designing a Gender Analysis: Desk Reviews and Preparing Field Work
Learning Objectives	Participants understand how to design and prepare for a Gender Analysis, including both desk reviews (step 1) and field work (step 2)
Duration	1 hour 30 minutes

Materials	Handouts & Reference Documents
Flip Chart	Case Study, Part 1: Arbania Context
Markers	Case Study, Part 2: Arbania Gender Information – Desk Review

Timing	Activity	Facilitator's Notes
10 mins	<p>Preparation for Case Study</p> <ul style="list-style-type: none"> ➤ Hand out the Arbania Case Study, Part 1: Arbania Context, and ask participants to read it individually <p>Note – Depending on participants' reading speed, this may take more time. Be sure to check in with them and adjust accordingly.</p>	Allow for time to ask questions about the case if needed
1 hour 20 mins	<p>Designing and Preparing a Gender Analysis</p> <ul style="list-style-type: none"> ➤ Divide participants into small project groups (no more than 4-5 people). ➤ Tell participants that, based on the desk review, they need to identify the gender information they still need to know and therefore need to collect via field work and that this is the point of the following exercise. <p>Note – If participants are from different sectoral backgrounds divide them into multi-sectoral teams. If there are people in the room familiar with gender or gender analysis, be sure to divide them among the teams as well.</p> <p>STEP 1 –</p> <ul style="list-style-type: none"> ➤ Instruct participants to brainstorm in their small groups: <ul style="list-style-type: none"> i) WHAT TYPE of information they think they need and; ii) WHERE and HOW they might get that information (sources, tools, etc.) ➤ Give participants 15 minutes maximum to complete this task. 	<p>Instruct participants to draw on theories, frameworks, tools, tip sheets, etc. seen up until now as they complete this exercise.</p> <p>Make sure to point out SADD - standalone and mainstreamed; The point of this exercise is to remind everyone of 1) the core areas of inquiry and 2) SADD</p>

	<ul style="list-style-type: none"> ➤ In plenary, ask one group to present their results ➤ Ask others to add missing information <p>Conclusions should include:</p> <ul style="list-style-type: none"> ○ Qualitative and quantitative ○ Each of the core areas of inquiry ○ Existing demographic, census and/or population information ○ Existing studies – pre or post emergency ○ Humanitarian actors, UN agencies, government ministries, local development groups, women’s groups, other civil society groups <p>STEP 2 -</p> <ul style="list-style-type: none"> ➤ Assign half the project groups to Food Security/Nutrition and the other half to WASH ➤ In project groups, instruct participants to identify their Gender Analysis <ul style="list-style-type: none"> ○ Objectives, ○ Data sources and ○ Key tools or questions for their assigned sector ○ Logistical considerations (staffing, financial needs, timeline, etc.) ➤ In plenary, ask one project group from WASH and one project group from Food Security/Nutrition to present their list of Gender Analysis objectives, methodologies, data sources, tools/questions. ➤ Ask other groups to add anything that has not been said. ➤ Debrief from the exercise. <p>When debriefing, ensure participants discussed:</p> <ul style="list-style-type: none"> ○ Objectives – How gender analysis is linked to the sector they were assigned and what they hope to find out from the analysis (as per the core areas) ○ Population groups they want to study – disaggregated, at a minimum, for age and sex as well as other identity characteristics where possible ○ Staffing – Having data collectors who are the same sex as participants and any equity measures needed to ensure that (ie extra transportation, visual materials, budget, etc.) ○ Ask them to link the tools they selected – such as the daily clock – to the information they are hoping to get and why that is important for their sector <p>STEP 3 -</p> <ul style="list-style-type: none"> ➤ Hand out the Arbania Case Study, Part 2: Arbania Gender Information Desk Review, and ask participants to read it individually 	<p>When debriefing the exercise, make sure that groups are learning from each other and that they are referencing the core areas of inquiry. Allow them space to ask questions and correct any misunderstandings.</p>
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Session Outline 2.4	
Training	GASP Facilitation Guide: Day 2
Session	2.4 Implementing a Gender Analysis
Learning Objectives	Participants are more familiar with the information that should be included in Gender Analysis results Participants practice reviewing and improving Gender Analysis information
Duration	1 hour 30 minutes

Materials	Handouts & Reference Documents
Flip Chart Markers Paper or Post-its Pens	Case Study, Part 3: Albania Gender Analysis Results

Timing	Activity	Facilitator's Notes
1hr 10 mins	<p>Gender Analysis Case Study</p> <ul style="list-style-type: none"> ➤ Hand out the completed gender analysis for Albania ➤ Allow participants time to read the document ➤ In their project groups, ask participants to discuss the information provided in the completed gender analysis and answer the following questions: <ul style="list-style-type: none"> ○ What, if any, sources or methodologies were different from what they had planned in the previous session? ○ What information is missing from this gender analysis? ○ How could the gender analysis be improved (content, tools, methodologies, sampling, staff, etc.)? ➤ Ask participants to flip chart their responses and/or to write them on post-its so they can be shared during plenary. ➤ At the end of the allotted time, have participants post their flip charts and/or post-its on the walls. ➤ Return to plenary and have groups walk around the room looking at other groups' answers ➤ Have participants use markers or post-its to indicate where they agree or where they have questions for other groups' flip charts ➤ Give groups time to review the additions that other participants made to their flip charts and to refine their answers ➤ Have one group present their results and ask other groups to add any additional content or questions ➤ Debrief in plenary 	Remind participants to go back to the core areas of inquiry and the tools they used on Day 1 when completing this session

	<p>Discussion should include, but not be limited to:</p> <ul style="list-style-type: none"> ➤ What, if any, sources or methodologies were different from what they had planned in the previous session? <p>Ensure participants identify that methodologies included:</p> <ul style="list-style-type: none"> ○ Desk review ○ Single sex FGDs and KIIs ○ Staff who are the same age/identity group as interviewees ○ Timing appropriate for the different groups ○ Interview locations that were quiet, confidential, and met interviewees where they were <ul style="list-style-type: none"> ➤ What information is missing from this gender analysis? <ul style="list-style-type: none"> ○ Sectoral information regarding roles and responsibilities around WASH ○ Positive assets or capacities related to sectoral areas ○ Menstrual hygiene issues ○ GBV (especially against boys) and links to WASH, Food security and nutrition ○ SADD information re clinical indicators ○ Legal rights and legal frameworks relating to, or governing, behaviour ➤ How could the gender analysis be improved (content, tools, methodologies, sampling, staff, etc.)? <ul style="list-style-type: none"> ○ Use more sectoral tools and information ○ Integrate SADD into existing technical assessments ○ Use more representative samples ○ Do more interviews with clinical workers and service providers 	
20 mins	<p>Debrief</p> <ul style="list-style-type: none"> ➤ Ask participants to reflect individually on <ul style="list-style-type: none"> ○ How they felt about the process ○ What was difficult ○ What they learned ○ What they would do differently in the future ○ How they think they will use this information ➤ Returning to plenary, invite 4 or 5 people to share their thoughts and discuss 	<p>Emphasize common mistakes, e.g. male staff only, missing cultural questions regarding taboos, etc.</p>

Session Outline 2.5	
Training	GASP Facilitation Guide: Day 2
Session	2.5 Using Gender Analysis Results in Program Design
Learning Objectives	Participants experience using Gender Analysis results in program design
Duration	1hr 30 mins

Materials	Handouts & Reference Documents
Markers Pens	Case Study, Part 4: Arbania Project LFA

Timing	Activity	Facilitator's Notes
1 hr 15 mins	<p>Program Recommendations</p> <ul style="list-style-type: none"> ➤ Divide participants into small groups ➤ Hand out the Arbania LFA ➤ Instruct participants to read the information and as a group, identify changes/adjustments to be made based on their gender analysis results. These should be flip charted and put on the wall. ➤ In plenary, invite groups to present their program adjustments 	Remind people to think of the Core Areas of Inquiry and SADD when deciding what needs to be adjusted
15 mins	<p>Debrief</p> <p>In plenary, debrief from the exercise. Score the program adjustments using the IASC GEM Framework and critique what is missing using the scoring matrix.</p> <p>Main ideas that should be mentioned include (but are not limited to) adjusting activities so they:</p> <ul style="list-style-type: none"> ➤ Include men in nutrition information activities (since they are the HH decision makers) ➤ Try to redistribute additional labour demands being made on women as a result of CFW activities ➤ Offer child care (to help with offsetting labour demands and increasing women's work load) ➤ Actively include activities to improve women's effective participation and decision making such as moving the times for meetings to times when they can make it, changing the locations so that they are accessible to women, implementing consultation steps to gather women's opinions/ideas since those might not be represented at meetings ➤ Work with intra household dynamics so that female influencers can be part of the conversation and decision making (ie mothers in law or first wives) ➤ Adjust activities so that non-first wives are not 	If there is time, have individuals reflect on what was easy, what was hard; Questions re the GEM and scoring

	<p>marginalized</p> <ul style="list-style-type: none">➤ Address some of the knock off effects of sending boys out for WASH activities that can lead to protection risks➤ Address knock off effects of labour demand from women so they do not result in taking children out of school	
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Session Outline 2.6	
Training	GASP Facilitation Guide: Day 2
Session	2.6 Wrap Up
Learning Objectives	Participants have a clear overview of the activities and learning of the two days Participants have answers to remaining questions Participants give feedback
Duration	30 minutes

Materials	Handouts & Reference Documents
Flip Chart Completed Talking Wall	Evaluation

Timing	Activity	Facilitator's Notes
25 mins	<p>Review and Conclusion</p> <ul style="list-style-type: none"> ➤ Walk people through what you have covered in the two days, how it comes together and how to use it. <p>Conclusions should include:</p> <ul style="list-style-type: none"> • Gender concepts and terminology • Gender analysis in ACF • Key tools and frameworks for gender analysis • SADD and the core areas of inquiry • Key logistical and planning considerations for implementing a gender analysis (desk review and field work) • Lessons learned from applying the case study for the both the analysis and program design <ul style="list-style-type: none"> ➤ Address any questions in the parking lot and ask for any additional questions or concerns. 	
5 mins	<p>Closing Activity</p> <ul style="list-style-type: none"> ➤ In a circle, ask each participant to share one feeling to describe the training OR a lingering thought OR a lingering take away <p>Note – Select one of these only</p> <ul style="list-style-type: none"> ➤ Ask participants to complete the daily evaluation and give to the rapporteurs 	

Annexes

Annex 1: Sample Participant Agenda

Day 1 - Understanding Gender and Gender Analysis: Theory, Frameworks, Guidelines	
9:00 am	Workshop Launch <input type="checkbox"/> <input type="checkbox"/> Agenda review <input type="checkbox"/> <input type="checkbox"/> Housekeeping <input type="checkbox"/> <input type="checkbox"/> Objectives and Expectations
10:30 am	Essential Background <ul style="list-style-type: none"> • You, your life and basic gender concepts • Gender concepts and terminology • Gender Analysis and ACF programs
1:00 pm	LUNCH
1:45 pm	Key Tools and Frameworks <ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> Core Areas of Inquiry <input type="checkbox"/> <input type="checkbox"/> Gender Analysis Tools – Daily Clock, Activity Profile, Resource Use and Control Profile
5:00 pm	Wrap-Up

Day 2 - Getting Practical: Designing, Implementing and Using a Gender Analysis in Programs	
9:00 am	Day 2 Launch <ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> Review Day 1 <input type="checkbox"/> <input type="checkbox"/> Agenda Day 2
10:00 am	Sex and Age Disaggregated Data
11:30 am	Designing a Gender Analysis <ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> Preparing – Identifying essential information <input type="checkbox"/> <input type="checkbox"/> Designing – Objectives, Methodologies, Tools, Participants, Resources and Work Plans
1:00 pm	LUNCH
1:45 pm	Implementing a Gender Analysis - <input type="checkbox"/> Gender Analysis Case Study
3:30 pm	Using Gender Analysis Results in Program Design <ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> Developing Program Recommendations <input type="checkbox"/> <input type="checkbox"/> GEM Scoring
5:00 pm	Wrap-Up

- Annex 2: Basic Gender Concepts & Terminology**
- Annex 3: Gender Analysis Part 1 – Identifying Key Gender Issues**
- Annex 4: Gender Analysis Part 2 – Identifying Key Gender Issues**
- Annex 5: Daily Clock**
- Annex 6: Activity Profile**
- Annex 7: Resource Use and Control Profile**
- Annex 8: Core Areas of Inquiry**
- Annex 9: Case Study Part 1 – Arbania Context**
- Annex 10: Case Study Part 2 – Arbania Gender Information**
- Annex 11: Case Study Part 3 – Arbania Gender Analysis Results**
- Annex 12: Case Study Part 4 – Arbania LFA for Program Design**
- Annex 13: Sample Sectoral Gender Analysis Questions**
- Annex 14: Final Evaluation Form**
- Annex 15: ACF Gender Policy**