



**GIIP: Gender,
Inclusion,
Power &
Politics Analysis
Toolkit**

**Part 2 - Toolkit:
Templates,
Tools and
Workshop
Plans**

ECID

Evidence and Collaboration
for Inclusive Development

Contents

Purpose	3	E. Field Work and Write-Up	31
A. Preparation	4	<i>KIIs and FGDs</i>	31
B. Multi-Stakeholder Workshop - agenda and plan	9	<i>Consolidation and triangulation of findings</i>	31
Workshop guidance and suggested agenda	10	<i>Drafting the GIPP report</i>	32
GIPP Briefing and Workshop	11	F. GIPP report template	33
Suggested skeleton workshop agenda	17	G. Key Informant Interview Guidance and Question Guides	38
C. Problem analysis exercise	19	H. Focus Group Discussion Guidance, Question Guides and Exercises	52
Power analysis: Body Mapping	22	I. GIPP Toolkit Overarching Protocols	62
Power Analysis: Power Mapping	24	References and Other Resources	64
D. Inclusion/ Exclusion Analysis Exercise	29		
Gender Equality and Social Inclusion	29		
The 'Looking In, Looking Out' (LILO) Methodology	30		

Purpose

To support contextual analysis in programme design, regular review during implementation and to support reflection and adaptation of Theory of Change and Strategy Testing to ensure relevance and effectiveness.

Part 1 introduces the GIPP approach and provides a broad outline of what a complete GIPP analysis might look like during the design phase of a programme.

Part 1: GIPP Guide

- Planning a GIPP analysis
- Ethical Guidelines
- Embedding this analysis into programme practice
- Outline of a GIPP analysis

Part 2 provides a complete toolkit with participatory approaches and tools to be used at appropriate points during programme design and implementation.

Part 2: GIPP Toolkit

- Practical guide to preparation: workshops, evidence gathering and writing the GIPP
- Tools for analysis: KII and FDG questions, workshop and report templates

A. Preparation

1. Formation of GIPP Taskforce

Output: GIPP Taskforce established

Suggested lead: Relevant member of country programme team

The GIPP Taskforce is the local person responsible for leading on the GIPP analysis, with support pulled in from external or global technical advisers as required.

The Taskforce is responsible for reviewing and inputting into the adaptation of the GIPP tools; leading on Key Informant Interviews (KIIs), facilitating Focus Group Discussions (FGDs) and co-facilitating the multi-stakeholder workshop. In addition they will put together the list of target informants and participants; preparing the initial GIPP analysis and leading on updating this analysis throughout implementation. It should be a hands-on group that is able to work efficiently and cohesively.

Each GIPP Taskforce should consist of a cross-section of relevant stakeholders, including:

- Between 5-8 people (size to be determined based on what is appropriate for each country), gender balanced
- Other potential agencies working in consortium
- Representatives from core programme team in country (one of whom will likely lead the Taskforce)
- Partner leads and Representatives from relevant CSOs (e.g. from women-led CSOs, organisations led by and focused on supporting marginalised groups, social movements etc). with at least one member of the Taskforce external to the project.



Preparation (contd.)

2. Setting parameters for analysis

Output: Shared focus based on which tools can be adapted, list of informants developed, literature review conducted

Suggested lead: GIPP Taskforce, with support from advisors

The GIPP process is intended to be used as a design tool at the start of a programme and subsequently as an embedded component of a programme's MEL system during implementation. It can also be used for the first time when a programme has already started implementation. At whatever stage it is used, the GIPP Taskforce should be clear on the parameters of the analysis (recognising that these parameters may be more or less specific or pre-existing depending on when the GIPP is conducted) informed by:

- Identification of focus regions within each country
- Identification of focus sectors (e.g. health) or themes (e.g. political participation)
- Development of a shared understanding of vulnerability and marginalisation
- Mapping of key sources of information, data and analysis on the selected focus areas

Preparation (contd.)

3. Review of tools and adaptation (desk-based)

Output: GIPP participatory tools that are contextually appropriate and tailored to reflect the project's focus

Level of effort: 1-2 days' review by country team; 1-2 days' adaptation

Suggested lead: Review - in-country focal person; Adaptation - GESI or Thematic Technical Advisor

This toolkit includes a number of tools that can be used to conduct a GIPP analysis, including KII and FGD guides designed for use with different stakeholder groups (GIPP Taskforce members; CSOs; academics; government; communities).

While it is recommended that advisors and the GIPP Taskforce discuss adaptations to the tools for their context, particularly taking into account the sensitivities around local language, currently tools are only written in English so they will require translation. This is particularly important when the tools are being used at the community level, or in a context that is either fragile or conflict-affected or where the questions touch on potentially sensitive subjects.



Preparation (contd.)

4. Rapid contextual analysis (desk-based)

Output: Short (5-10 slides) PowerPoint

Level of effort: 1-3 days

Suggested lead: Technical support from GESI or Thematic Technical advisory staff

The purpose of the rapid review of existing contextual analysis is to:

- a) inform how the GIPP process and tools are tailored to and used in each focus country;
- b) ensure the GIPP Taskforce and advisors are **on the same page** regarding the contextual landscape, and;
- c) if appropriate, frame the problem analysis exercise on day 1 of the multi-stakeholder workshop.

The review is intended to be **rapid and will rely heavily on documents identified by the local team**, partners, consortium members, and members of the GIPP Taskforce.

Relevant documents might include:

- Country strategy documents
- Relevant scoping reports
- Recent political economy and gender/ inclusion analysis relevant to the broader issues or sectors covered by the programme (and disability in particular)
- Relevant policies, legal frameworks and legislation
- Literature review: Relevant studies, policy papers, briefing or reference articles (published and grey literature), relevant global analysis (e.g. CIVICUS Monitor, Human Rights Watch analysis etc)
- Online search: including around media coverage, diaspora news and research



Preparation (contd.)

5. Develop list of informants

Output: A list of informants that includes marginalised groups and different community/government actors.

Suggested lead: GIPP Taskforce (with inputs from advisors and consortium)

- The GIPP approach is designed to be inclusive and participatory, with substantive inputs from Civil Society Organisations (CSOs) that are led and/or representative of women and marginalised groups, including non-registered movements, as well as engagement with relevant government, private sector, academic stakeholders and community members.
- Part of the purpose of the GIPP Taskforce is to identify a list of stakeholders to engage with, either through a KII or FGD, or as part of the multi-stakeholder workshop. The Taskforce should try to **think beyond the 'usual suspects' in their immediate networks** and should update the list as necessary based on gaps or areas for further investigation identified during the multi-stakeholder workshop.
- The list of informants should be guided by the parameters for analysis, including determining what levels of society are covered (e.g. national, regional or state-based, local), and should include informants from community level.
- The list should also take into account relevant social and power dynamics. For example, it may not be appropriate in some contexts to invite government representatives to the multi-stakeholder workshop, in which case these stakeholders should be targeted through KIIs.

6. Planning for Workshop

Output: Tailored workshop agenda with clearly defined roles and responsibilities

Suggested lead: GIPP Taskforce with any external advisors.

- Consider who is needed and available well in advance.
- Consider peer learning from others with previous experience.
- Agree roles and strengths
- Plan out and prepare well in advance for workshop activities

B. Multi-Stakeholder Workshop – agenda and plan

Objectives

To understand the perspectives and challenges about GIPP of a diverse range of stakeholders: information sharing and analysis to maximise effectiveness of the programme.

Criteria for selection of participants

- A list of participants will be developed by the GIPP Taskforce, in-country programme teams, programme consortium members and GESI and technical thematic advisors. They will include a diverse range of stakeholders such as government representatives, academic institutions or specialists, women and marginalised group-led organisations or leaders, and local NGOs/CSOs.
- Power dynamics should be carefully considered to ensure participants feel able to speak freely during the workshop, recognising that those who do not attend can be targeted through KII or FGDs.
- Participants may also be selected from the communities in which the project is operating. Again, power dynamics should be carefully considered here, as should any additional adaptations that may be necessary (such as, translation to local dialects, closer consideration around safeguards and do no harm principles (especially for those identifying as LGBT in contexts where this identity is deemed illegal or who may have concerns about publicly identifying), use of core concepts and terminology that may be unfamiliar to non-development professionals). As a general rule, more in-depth planning and adaptation will likely be required for workshops involving community members, and the GIPP Taskforce and advisors should work together to ensure this takes place effectively.
- Participants should include a range of different genders, ages, ability, ethnicity, religion, economic status or other social backgrounds.
- Workshops should involve between 25 and 30 participants.
- Workshops should be Covid-secure and compliant with public health regulations.

Multi-Stakeholder Workshop - agenda and plan (contd.)

Workshop guidance and suggested agenda

Equipment and support needed

- Flip chart paper and pens
- Post-it notes
- Name badges or stickers
- Projector (or a plan for presenting if using a projector is not possible, e.g. through use of flipcharts, print outs, etc)
- Attendance sheets
- Sellotape or blu-tac (for displaying flipchart presentations)
- Feedback forms
- Printed agendas
- Rapporteurs
- Translators (dependent on context)

Instructions for workshop facilitators (GIPP Taskforce members)

Before the workshop

- Ensure the GIPP Taskforce have carefully reviewed and adapted the agenda, including a) roles and responsibilities (facilitating, supporting, rapporteurs) for each session; b) when to schedule lunch, tea and end of day breaks, to avoid participant burnout and allow for reflection after more intense sessions; c) how to divide participants for group work, considering the benefits of grouping versus mixing different stakeholders; d) which exercises to use from the toolkit, including any adaptations.
- Ensure the venue is large enough to allow for breakout groupwork, and to display group presentations. In plenary, participants would ideally sit in a circle or on islands, rather than lecture theatre-style.
- Ensure every participant understands the programme, the objective of the workshop and GIPP, and why they have been selected. Ensure informed consent has been given, including around taking photos (if relevant).
- Ensure provisions have been made to ensure the workshop is accessible. This should include ensuring the building is physically accessible, and providing interpreters where necessary.
- Ensure gender sensitive arrangements and facilities in place and all ethical and safeguarding protocols are fully observed.
- Ask participants to complete an attendance sheet on arrival.
- If working with guides or interpreters, discuss their role with them and how they work before starting the discussion (e.g. agree sitting position of interpreter, pace of discussion, breaks)

B.

Multi-Stakeholder Workshop - agenda and plan (contd.)

GIPP Briefing and Workshop

It is recommended that you allow 4.5-5 days for the GIPP briefings and multi-stakeholder workshop. This section provides information on the level of effort, purpose, and equipment needed for each element.

Day	Activity	Participants
Day 1 AM	Briefing Meeting	GIPP taskforce, advisors
Day 1 PM	Testing of KII and FGD tools with GIPP taskforce	GIPP taskforce, advisors
Day 2	Multi-stakeholder workshop	GIPP taskforce, advisors, organisations led by and representing women and groups who are marginalised, academic institutions, government representatives, consortium members, consortium partners
Day 3	Multi-stakeholder workshop	
Day 4	Testing of KII and FGD tools with GIPP taskforce	GIPP taskforce, advisors
Day 5 (half or full day)	Reflection workshop	GIPP taskforce, advisors, country programme team

Multi-Stakeholder Workshop - agenda and plan (contd.)

Day 1: Briefing meeting

Level of effort: Suggested half-day

Suggested lead: GIPP Taskforce

Participants: GIPP Taskforce and advisors

Purpose of the briefing meeting is to:

- Discuss schedule and agenda for the week
- Ensure a shared understanding of roles and responsibilities for the GIPP process
- Discuss and finalise multi-stakeholder workshop agenda (including roles and responsibilities)
- Ensure Taskforce and advisors have a shared understanding of key terms, concepts and ethical protocols:
 - o Ensure the Taskforce feels comfortable communicating appropriately and effectively with different stakeholder groups, including at community level where relevant;
 - o mitigate the risk of causing harm through using approaches or terminology that is insensitive or inappropriate (the Taskforce is advised to review the guidance note on proposed language), including setting the 'ground rules' or 'do's and don'ts' relating to language used (e.g. potential backlash from terms like 'politics', 'human rights' etc);
 - o ensure the Taskforce agrees on process-related issues, again to avoid causing conflict or harm - for example, it is recommended that interviews are not recorded.
- Review the GIPP tools and adapt where needed (building on adaptations made during the preparation phase)

Note: ideally all members of the GIPP Taskforce would have reviewed the tools in advance. However, in reality it is likely that not all will have had the chance to do this - particularly those members who are not part of the core programme team. The briefing meeting is therefore an opportunity for the Taskforce to review, become familiar with and make suggestions around the language and concepts used in the tools. There will be a further opportunity to do this on Day 4.

Multi-Stakeholder Workshop - agenda and plan (contd.)

Days 2-3: Multi-stakeholder workshop

Lead

Suggested lead:
Logistics - country programme team; facilitation - GIPP Taskforce lead, advisors (plus facilitation of sessions by GIPP Taskforce members as appropriate); note-takers - GIPP Taskforce

Participants

This workshop should bring together a broad cross section of partners/ stakeholders from civil society, NGOs, business and government sectors; organisations led by and representing women and marginalised groups (including partners led by/focussed on women's rights and the rights of people of different genders, HIV/AIDS, and persons with disabilities).

Logistics/Access

It is recommended that between 25 and 30 people attend this workshop. It is important that the workshop is accessible and participatory (e.g. keep presentations short, use visuals where possible, find an accessible venue, provide equipment if needed, for persons with disability and factor this into the budget).

Ensure compliance with Covid-19/ Public Health Restrictions and consider online participation to ensure vulnerable/ shielding participants can attend using Whats App or other low bandwidth mobile connections.

Content

Focus of Workshop: varies depending on context and parameters for analysis. Choose from - Introduction to Programme/ Update on implementation progress;

- Introduction to the GIPP process (what the process entails, how it will be used, a practical tool for design or review of interventions/ activities, not an academic research/ how it fits with the research and MEL in the programme);
- Translation/ Explanation of key words and concepts;
- Identification of potential information sources for GIPP;
- Identification of potential challenges and risks (data gaps, conflict sensitivity) and mitigation strategies;
- Analysis Exercises: Problem Definition, Stakeholder Mapping, Power Mapping, GESI, Systems/ Network analysis;
- Write-up and capture of analysis by note takers and lead staff;
- Next Steps clearly laid out in preparation then validation of GIPP Report

Multi-Stakeholder Workshop - agenda and plan (contd.)

Days 2-3: Tips and guidance for multi-stakeholder workshop (contd.)

All tools and processes will, as far as possible, include built-in mechanisms for capturing findings and analysis (such as flip chart summaries, 'idea cards,' visual/pictorial representations and report-backs).

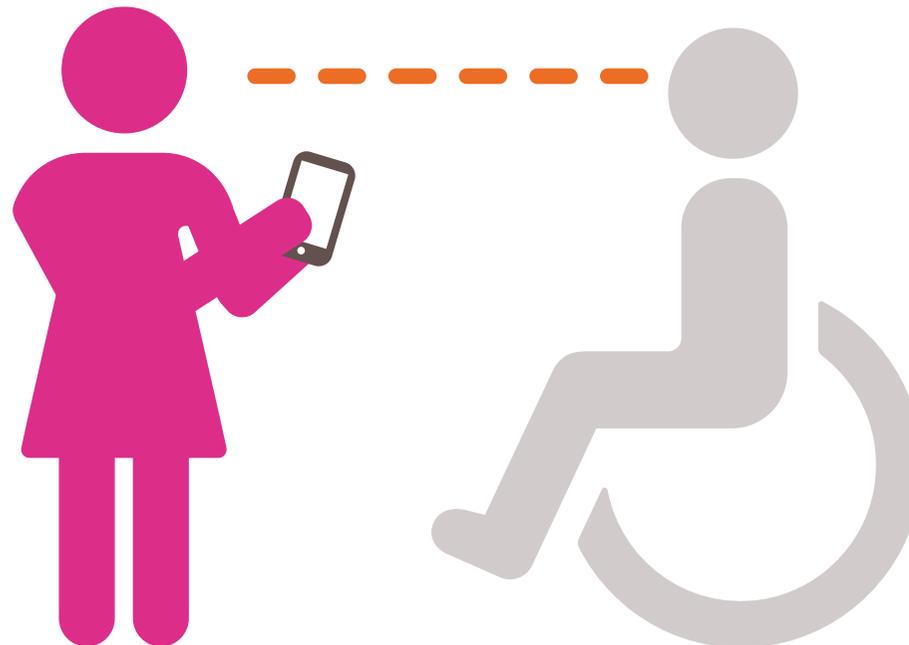
Representatives from marginalised groups will be encouraged to lead on reporting back to the wider group where they are comfortable to do so.

The workshop is designed to allow for smaller discussions between participants, in part to encourage participants to feel comfortable to speak openly.

Facilitators will use different exercises as an opportunity to encourage equal participation and will have the opportunity to follow up with participants during KIs and FGDs.

It is recommended to hold a debriefing session after both days of the workshop. The debrief on Day 1 should be used to check in as to what is going well and what should be changed or adapted for Day 2, including any issues that have arisen that require further attention. This may include merging or allowing more time for certain activities.

See Covid-19/ Public Health guidance and restrictions for your local organisation and country context/ consider online/ mobile phone participation to ensure all voices are heard (this may require additional budget for data or cost of hygiene/ distancing/ outdoor spaces etc)



Multi-Stakeholder Workshop - agenda and plan (contd.)

Day 4: Taskforce - How to lead the KIIs and FGDs

Level of input: 1 day (0.5 on Day 1 and Day 4)

Suggested lead: Advisors, GIPP Taskforce

Participants: GIPP Taskforce, Country Programme team and key partners;

Agenda:

- Training on KIIs and FGDs content and format;
- Informal roleplay sessions to build familiarity and facilitation skills,

Day 5: Reflection workshop

Level of input: Half- or full-day

Suggested lead: Advisors

Participants: GIPP Taskforce, in-country programme team

This reflection workshop will bring together the GIPP Taskforce, advisors and programme team. The purpose of the workshop is to bring together the findings of the GIPP with a view to:

- Establishing a clearer picture of 'what is' and 'what is missing' - what the workshop and KIIs/FGDs have highlighted as key issues, what areas require further investigation, etc.
- Updating the list of target stakeholders for KIIs and FGDs based on findings from the workshop

- Generating initial thoughts on 'what could be' - what are potential opportunities or entry points for creating change, what new allies or partners have been identified, what risks have been identified or require updating from the original risk register, etc.
- Reflecting on the tools, including usability and appropriateness, and making any alterations, particularly if the process will be repeated in another state or province
- Agreeing on next steps, including what KIIs and FGDs will take place and by what members of the Taskforce, and the timeline for drafting and delivering the GIPP report.

Multi-Stakeholder Workshop - agenda and plan (contd.)

Workshop guidance and suggested agenda

Instructions for workshop facilitators (GIPP Taskforce members)

During the workshop

- Be friendly, encouraging, respectful and patient and make all participants feel at ease. Establishing ground rules at the start of the workshop – such as, respecting other viewpoints, allowing others to speak, silencing mobile phones – can help to establish a safe space for participants.
- Explain how the workshop will be carried out and the role of facilitators and note-takers.
- Set up a 'parking lot' space, where participants can raise issues or questions to be addressed either later in the workshop, or after it has finished. This can just be a flipchart displayed on the wall where people can stick post-its or write suggestions.
- Monitor group dynamics, both in breakout sessions and plenary, to ensure participants feel comfortable to

contribute. This is particularly important as participants are from different genders, ages, social backgrounds and positions of power. Be ready to diplomatically adjust how groups are divided for later sessions, or encourage participation of quieter participants, if this is not the case.

- Be ready to adjust the schedule during and between days, to ensure key elements are covered while also allowing sufficient time for in-depth discussions.
- Explain there are no right or wrong answers (or visual representations, where this is required from specific exercises). Ensure members of the GIPP Taskforce are on hand to explain, support, and encourage discussions throughout the workshop.
- Ensure rapporteurs record discussions, majority and minority views, and observations on how discussions develop.

- Try to keep the energy up, including through using short, culturally appropriate energisers where appropriate. Respect participants' time by keeping to the planned schedule and allowing sufficient space for breaks.

After the FGD

- Thank participants for their time and ask if anyone has any comments or questions.
- Ask participants to complete an anonymous feedback form.
- Explain the next steps in the process and what will be done with the information they've provided, including how they will receive feedback and updates and when they will have further opportunity to input (e.g. through GIPP report validation).

Multi-Stakeholder Workshop - agenda and plan (contd.)

Suggested skeleton workshop agenda (this agenda may be reduced from 5 days to 2-3 for difficult or more fragile contexts where long absences from home are a problem)

Day 1

Welcome, logistics	Rapid introduction to programme; sharing of logistical information
Introductions, workshop objectives, agenda, ground rules	<p>Introductions by facilitators, GIPP Taskforce and other participants</p> <p>Sharing of objectives and agenda for workshop</p> <p>Setting of workshop ground rules, including establishing a safe space</p>
Programme overview	Overview of programme, including global and country-level
Introduction to the GIPP Process	Introduction to GIPP process, including core concepts as appropriate, and how it relates to the programme overall
Problem Analysis	See 'Problem Analysis' exercise tools
Stakeholder mapping	Rapid exercise to map out stakeholders associated with the problem (building on problem analysis exercise).

B.

Multi-Stakeholder Workshop - agenda and plan (contd.)

Suggested skeleton workshop agenda

Day 2

Reflection on Day 1	Review Day 2 agenda Reflect on learning from Day 1
Power and Stakeholder Analysis	See 'power analysis' exercise (building on stakeholder mapping) participants use 'idea cards' in their groups to brainstorm and list all key stakeholders associated with the problem (one group or actor per card). These will then be sorted and posted on the wall in preparation for Day 2.
Inclusion/exclusion analysis and feedback	See 'inclusion/exclusion analysis' exercise
Reflection on the process	Brief reflection on learning, including gaps, what did/did not work Distribution of feedback forms
Next steps, thanks and close	Outlining of next steps, including details of any follow up

C. Problem Analysis exercise

Total time: 2 hours minimum

1. Using the contextual analysis, the facilitator should give a short framing presentation that introduces top-line critical problems as they relate to the project. They should emphasise that the presentation is not comprehensive, and participants might disagree with some of the content, but that it is designed to start a conversation around key problems the project may seek (or be seeking to) address.

10-15 minutes.

2. Divide participants into smaller groups, grouping likeminded or similar stakeholder perspectives together. Give each group coloured pens and flipchart paper, and ask groups to assign a rapporteur (who will be the main person to report back in plenary later).
3. Ask each stakeholder group to identify a key problem that relates to the programme's focus. This should be short (1-2 sentences).

4. Ask each group to collectively create and draw a picture using images and words, of the social and political system around the key problem.

80 - 90 minutes

Groups should use the following questions as prompts:

- a. What are the key issues to be addressed?
- b. Who are the people most affected by the problem?
- c. Who are the key actors and stakeholders, including 'champions' and 'blockers' of change (and relationships between them)?
- d. What are the root causes of the problem, including barriers and blockages to solving the problem?
- e. What are the accountability gaps that contribute to the problem?

Note: **Problem identification and definition tools**

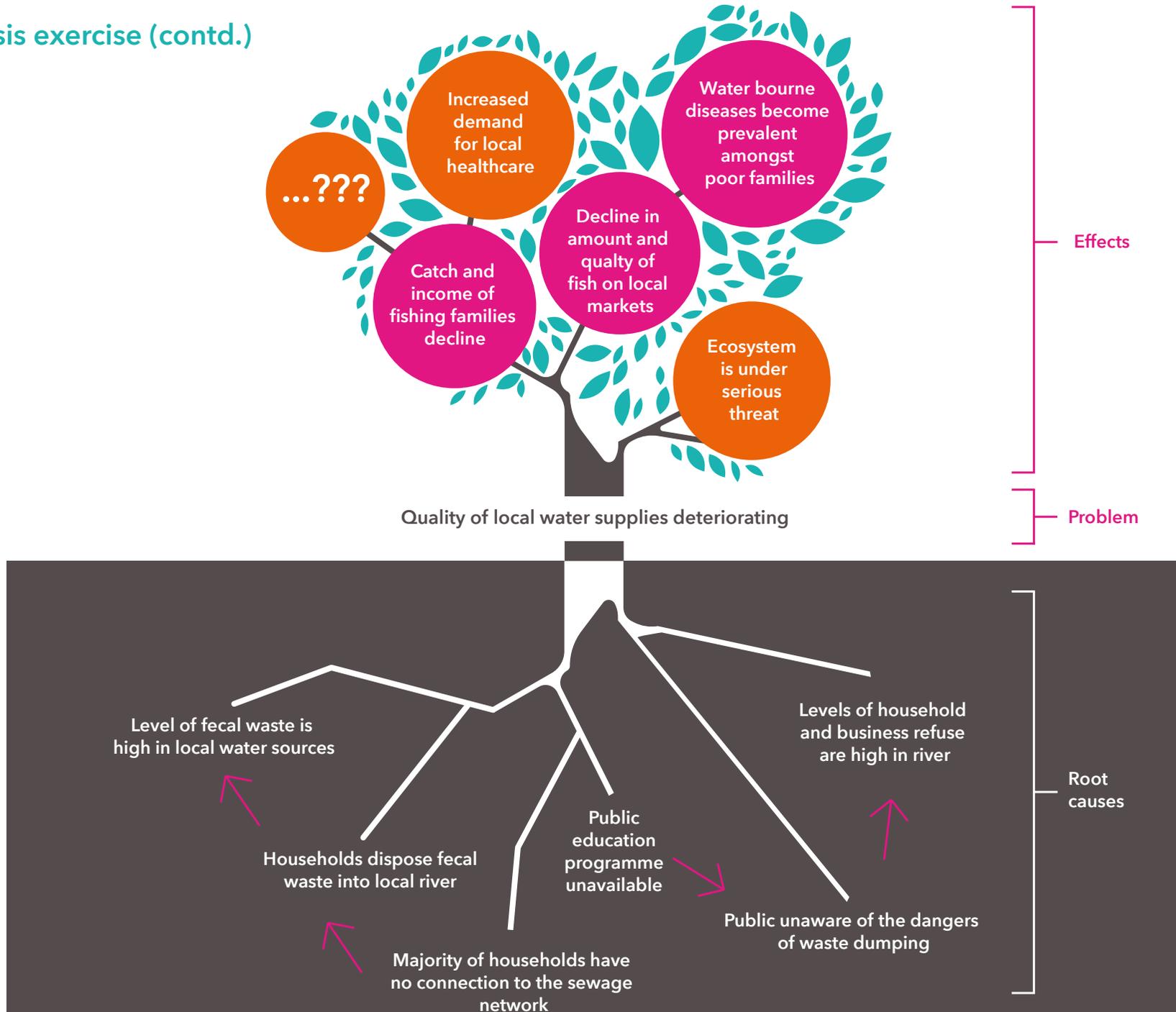
Identify the real (underlying, structural) problem - what keeps people poor/ vulnerable/ stops the service delivery/ prevents access etc

"...If the problem you are attempting to address is not accurately defined, the best Theory of Change map in the world, won't bring about successful solutions..."

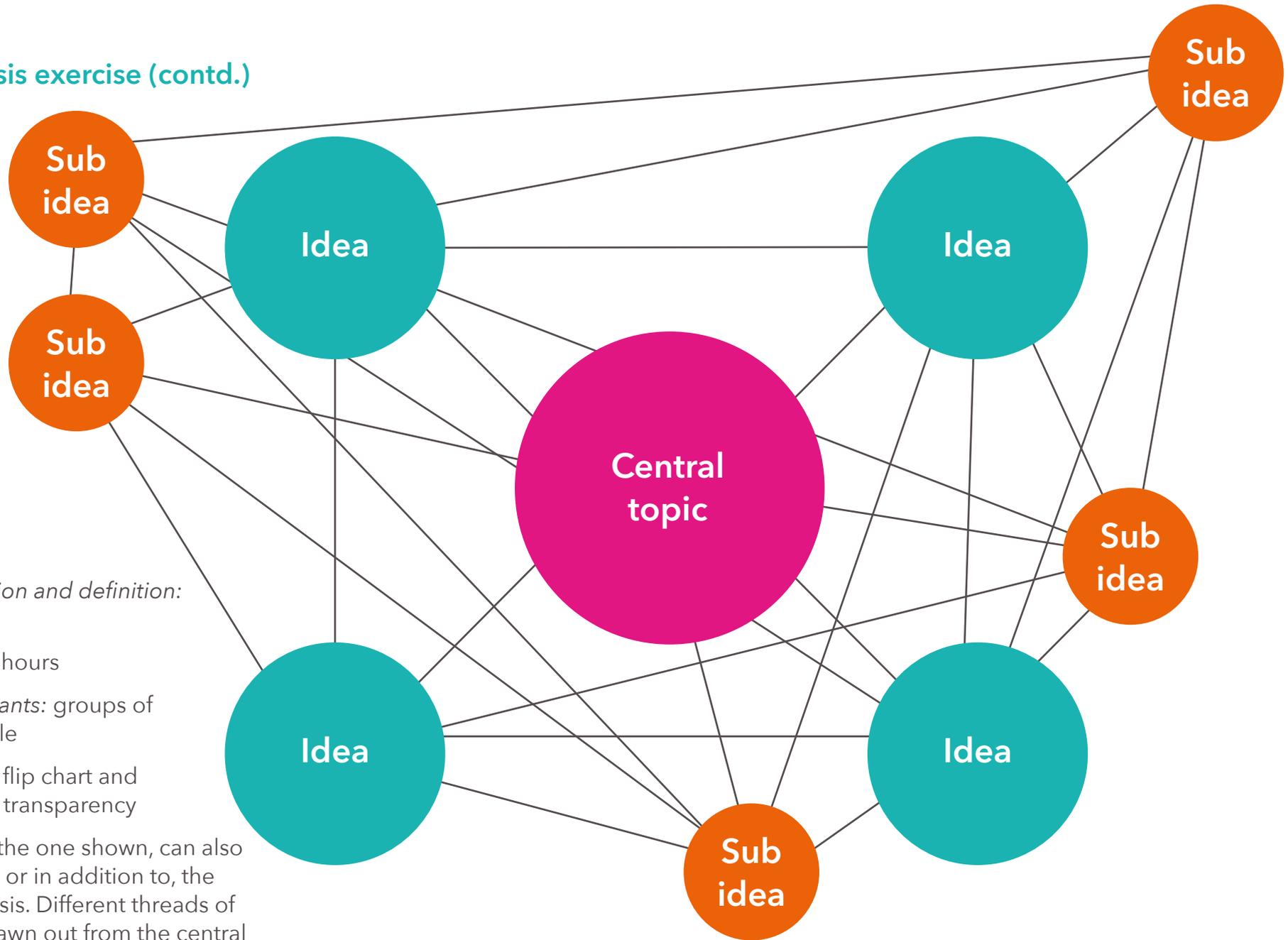
Problem-driven analysis rests on the principle that effective programming calls for an understanding of *'the way things really work'*.

We need to define the problem as clearly and closely as possible - Problem Tree tool and/or a Spidergram on the next pages can help with this.

Problem Analysis exercise (contd.)



Problem Analysis exercise (contd.)



Problem identification and definition:
Spidergram

Time required: 1-2 hours

Number of participants: groups of maximum 10 people

Materials required: flip chart and paper or overhead transparency

A spidergram, like the one shown, can also be used instead of, or in addition to, the problem tree analysis. Different threads of causality can be drawn out from the central topic, but asking why a problem exists or what the issue is really about.

Problem Analysis exercise (contd.)

Power and stakeholder mapping exercise

Power analysis: Body Mapping

Time required: 2 hours minimum; ideally 3-4 hours

Number of participants: group of 2-4 people

Materials required: Flipchart paper, tape, scissors, different colour pens

Body Mapping is a simple participatory tool developed by Christian Aid and others that supports group discussion around the different types of power people have or need in a given context. The exercise focuses on four types of power: knowledge, resources, positional and personal. Invisible and hidden power can also be included as additional dimensions to help make sense of the Body Map.

1. Briefly introduce the key concepts of Power as detailed in the Power Programme Practice Paper. Bring all participants up to speed on these/ remind those who have been trained on power previously.

2. Divide participants into groups (men/ women, young/old, mixed by location etc) and ask each group to identify someone to feed back in plenary after the exercise. Groups should then choose a problem issue that has been identified and that the programme is trying or will try to address, and a target group for the project.
3. Ask participants to draw a body figure on a large piece of paper (multiple flipchart papers taped together). This could involve asking a volunteer to lie on the paper while another participant draws their outline. This figure now represents the selected target group.
4. Ask groups to consider each of the four types of power in turn, first considering what power the person from the target groups has, and second what power they need, in relation to achieving the group's selected thematic target. Encourage groups to consider hidden and invisible

First Read - Power Analysis Programme Practice Paper to fully engage the concepts, forms, space and places of power

power, as well as visible. For ease, groups should assign the left side of the body as 'power the person has', and right as 'power the person needs'

5. Reflecting on the forms of power they have identified, groups should then underline what they see as critical gaps in power, and key opportunities. This will relate to what the project should work on, whether in terms of filling a power gap or increasing an existing form of power.
6. Ask groups to prioritise 3-4 areas that they feel the project should focus on, in relation to the Body Map they have developed.
7. Each group should present their 3-4 priorities in plenary, allowing time for participants to ask questions. Body Maps should then be fixed to the walls, to allow participants to view each Map individually.

Problem Analysis exercise (contd.)

Power and stakeholder mapping exercise (contd.)

Body Mapping current power

Body Mapping empowerment needs

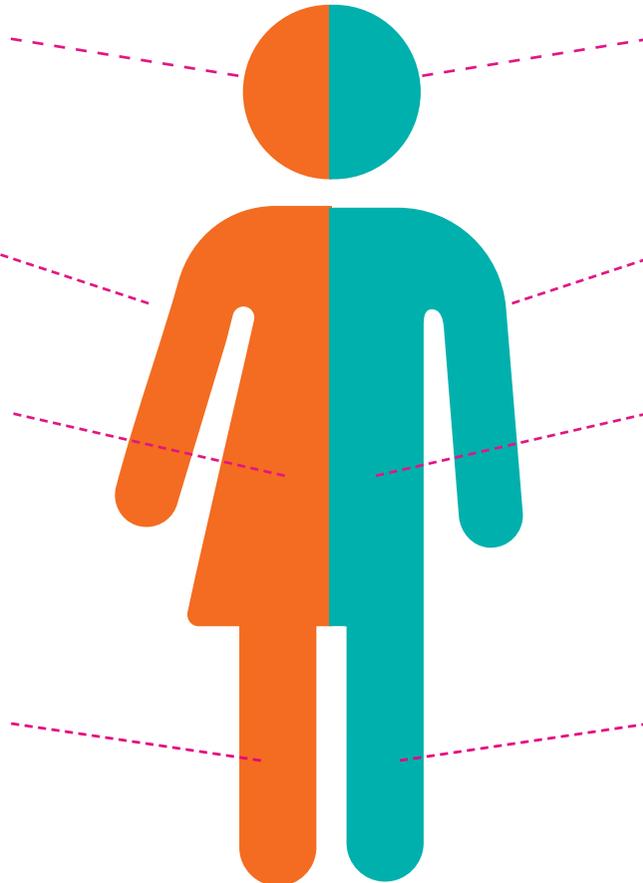
In relation to your project, note which power they already have (down left of the body) or don't have (down right side of the body)

What knowledge power do they have?

What resource power do they have?

What personal power do they have?

What positional power do they have?



What knowledge power do they need?

What resource power do they need?

What personal power do they need?

What positional power do they need?

In relation to the issue, brainstorm what are their power needs

Problem Analysis exercise (contd.)

Power analysis: Power Mapping

Time required: 2 hours minimum; ideally 3-4 hours

Number participants: groups of maximum 10 people

Materials required: Scissors, paper or card, different coloured pens, glue or masking tape, cups, plates or other different-sized circular objects to draw around and act as templates. All of the above can be substituted by using the ground and natural materials.

What is Power Mapping and why use it?

Power Mapping is **a picture of the key actors in a particular context and the power relationships between them.**

Explain that 'Power' may be defined as the **ability to create or resist change**. So we want to map out who it is in a given context has the ability to create or resist change. This gives us a stakeholder/ actor map which can help us to do further analysis and answer key questions:

- What are the power dynamics which keep people poor in a given context?

- What power do other stakeholders have to create or resist change?

- What can we do to change institutions or power dynamics which keep people in poverty?

- What additional power do target groups need to ensure they get their own desired change?

- How can power be more equitably distributed?

- Who are, or who could be our allies to address power imbalances?

Problem Analysis exercise (contd.)

Power analysis: Power Mapping

Getting Started

1. Explain the purpose of the exercise to participants (see above) and how long it should take. Give a very brief example of a power map, and explain what visible, hidden and invisible power is.
2. Ask participants to divide into groups of 2-4 people according to their interests or identity, e.g. a particular thematic issue they wish to explore, their gender, occupation, etc. Ensure groups are unlikely to be dominated by particular individuals.
3. Ask each group to identify a particular element of the key problem that they wish to analyse.

Getting going

4. Ask each person to think of someone they know who is particularly affected by this issue. Ask them to draw a representation of this person (or a composite of all these people) **at the centre of their paper. This is the 'primary stakeholder'** and the start of their power map.

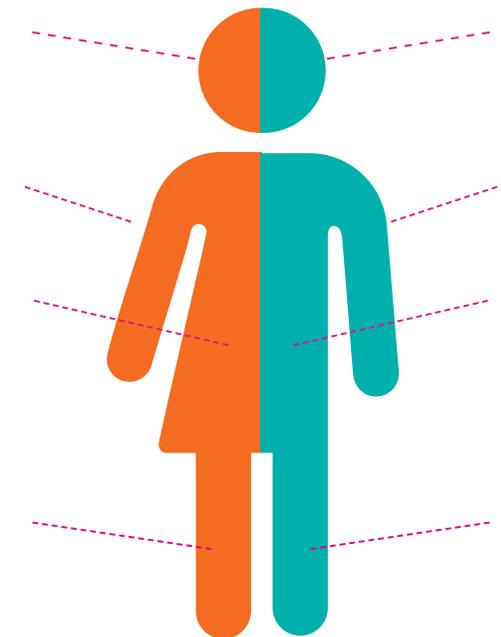
5. Explain that when looking at the power of other stakeholders, it will always be **relative to the power this 'primary stakeholder' has**. So the first step is to ask groups to consider 'what power does the primary stakeholder have to address the issue?'

Body Mapping (pg 21-22) can help participants to identify this, however if time is limited, ask groups to consider and make a note of:

- What visible, hidden and invisible power do they have with regards to the issue?
 - What resource power, knowledge power, positional power (within society) and personal power (sense of self-worth) do they have with regards to the issue?
6. Ask groups to brainstorm '**who are all the other actors** with regards to the issue?' Tell them it helps to start from the household level, and work their way out as far as is appropriate (which might be all the way to the global level).

Ask participants to draw a symbol representing each actor on a small piece of card or paper or card.

7. For each stakeholder, ask them to consider: **what power do these actors currently have** to help create or resist positive change for the primary stakeholder? Is it a lot? Some? Only a little or none at all? Sort the stakeholders into three groups according to this.



Problem Analysis exercise (contd.)

Power analysis: Power Mapping

8. Ask participants to use the materials provided to cut out three different sizes of circles (small, medium and large). Ask them to **apportion different sized circles to each stakeholder** according to the degree of power they have with regards creating or resisting positive change for the primary stakeholder: a lot of power (large circle), some (medium circle) only a little (small circle). i.e. if the stakeholder has a lot of power, stick the symbol representing them onto a large cut-out circle.
9. **Place the other actors on the map - near or far** from the primary stakeholder and other actors to reflect how close the relationships are. Again, it helps to start from household and go out from there. Step back and make sure that it looks right so far.

10. **Draw lines between actors with direct power influences:**
 - Thickness of the line = degree of influence
 - Draw arrows on the lines to show direction of influence
 - Dotted lines = invisible power, dashed lines = hidden power, solid lines = visible power
 - Different colours of lines can be used to indicate different types of power (resource, positional, personal, knowledge)
11. Or more simply: **write on the arrowed line the specific mechanism/s the actor uses to exert influence over the primary stakeholder** or other actors (e.g. a specific law, policy, procedure, ideology, resource or social norm etc.). Now it can all be stuck down.

Analysing

12. Ask participants to **step back and consider**: what is the map telling you?
 - Who are the most powerful actors and mechanisms creating good change for the primary stakeholder? (consider each level in turn then overall)
 - What or who is preventing or resisting change? (consider each level in turn then overall)
 - What are the most empowering and disempowering types of power?
 - What activities are you doing at different levels (household upwards) to help empower the primary stakeholder? (place these on the map)
 - What aren't you doing, but need to at each level? What additional targets, strategies or approaches are required? (add these to the map)

Problem Analysis exercise (contd.)

Power analysis: Power Mapping

- What are the potential or actual allied networks/‘power systems’ and key points of leverage to help with these?
13. Ask participants to present their final maps and recommendations to other groups for verification
- Ensure all relationships and dynamics are clearly labelled and a key is used e.g. broken line = damaged relationships, dotted lines = weak relationships etc
- Encourage participants to add comments and insights to each other’s maps using post-it notes. The flip charts will be kept as a record to feed into the final GIPP report.
 - OR ask each group’s rapporteur to present on their group’s pictorial map back to the other groups in plenary. Allow time for other participants to ask questions after each presentation, and encourage people to add their own reflections to the pictorial maps using post-its.

Note for facilitators: After finishing their pictorial map, ask groups to post them up on the wall. Each group will move around the room to view the other groups’ work:

- in a ‘gallery walk’. 30 – 45 minutes.
- One member from each group should stay with their pictorial maps, to briefly present them and answer questions from visiting groups.

Recording results of Power Analysis

14. Write up key findings from each group as relates to the problem considered
- Ensure the detailed forms, types, spaces and places of power are captured – detail of actors and forces and powers – **use *What is a Power Matrix Tool?* (see *Power Programme***

Practice Paper for example of using a simple Matrix one pager to capture the key results of the Mapping and to map out strategic options).

- Write up a big picture power map if possible and sectoral/ problem focused mapping
- Take pictures to file online and share with relevant stakeholders.

Tip for facilitators

- Power is always relative and according to a specific context. Ask participants to focus on the power that stakeholders have with regards to the primary stakeholder and specific issue.
- Be specific, don’t bundle actors together e.g. is it the District Council who is resisting change or is a particular individual, procedure, behaviour or policy within the council blocking change?

C.

Problem Analysis exercise (contd.)

Power analysis: Power Mapping

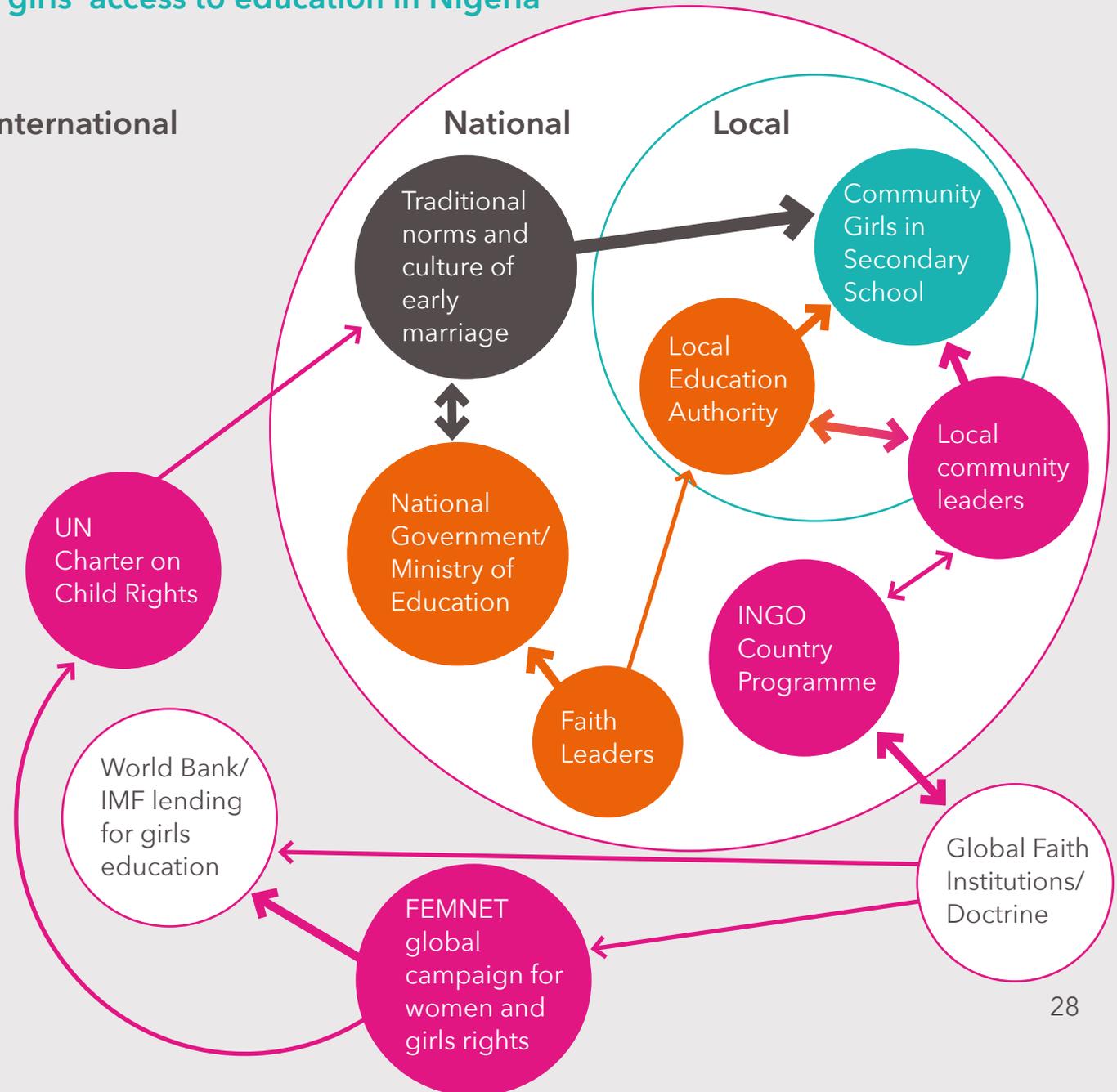
- Encourage participants to be honest and focus on how power currently is, not how it is supposed to be, or how they want it to be e.g. there may be a law protecting the primary stakeholder, but is it applied consistently and justly?
- Include a legend on the map which indicates what the different types and colours of lines mean. Otherwise six months later you will not have a clue what the map means.
- Don't draw circles straight onto paper or stick the circles down until the end. Participants will frequently change their minds about relationships between actors. Sticking circles down at the end avoids this problem.

Key

-  strong relationship
-  weak relationship
-  invisible power
-  indirect relationship

Example of power-relationships mapping - girls' access to education in Nigeria

International



D. Inclusion/ Exclusion Analysis Exercise

Gender Equality and Social Inclusion

Energiser (20-30 minutes)

1. Ask participants to write a short character description on a post-it. This should include three characteristics, such as: age, gender, location, religion, ethnicity, profession, or other characteristic). For example: a 15 year old girl living in a rural area; a young unemployed man, etc.
2. Participants should give post-its to the facilitator, who will redistribute them at random. When participants receive their new post-it, they should stick it to their forehead without looking at what is written on it.
3. Split participants into small groups (4-5 people) or pairs. Participants should take it in turns to ask yes or no questions to their group/partner, to try to figure out their identity. Questions should be asked from an exclusion perspective; for

example, 'Do I have to travel a long way to access healthcare?'; 'Do I feel confident to speak up in public meetings?'; 'Am I able to earn my own income?'

4. The game is intended to be short and quick-fire, to get people to know each other, feel energised, and start people thinking about the ways in which different characteristics can contribute to inclusion or exclusion.

Exercise (2-3 hours)

1. Split participants into 4 groups and assign each group an identity that has been highlighted as facing exclusion or discrimination.
2. Provide groups with flipchart paper and pens and ask each group to assign a rapporteur who will report back to the wider group later.

3. Ask groups to discuss answers to the following questions, taking notes on their flipchart paper:
 - a. How might this character be excluded? From what?
 - b. Why might this character be excluded? Consider institutional, social, cultural, economic and personal barriers.
 - c. What might make the character more included? What would need to change, and how might this change happen?
 - d. What power does this person have, or could this person have with support, to create change?

Inclusion/ Exclusion Analysis Exercise (contd.)

Gender Equality and Social Inclusion (contd.)

4. Ask each group's rapporteur to present on their group's back to the other groups in plenary. Allow time for other participants to ask questions after each presentation and encourage people to add their own reflections to other group's flipcharts using post-its.

The 'Looking In, Looking Out' (LILO) Methodology

The LILO methodology, developed by Positive Vibes, can be used to help individuals see beyond a person's 'group' or 'status' (e.g. gender, ethnicity, disability, health status (HIV+), sexual orientation, age, etc.) and any negative connotations associated with them such as homophobia.

LILO workshops use self-reflection and discussion to help people understand their own realities and the experiences of others, particularly in relation to oppression, exclusion and stigma. It begins the process of personal exploration and attitudinal change that is needed to support wider relational and structural change.

For more information see:

positivevibes.org/what-we-do/lilo

- A Freireian-inspired approach called the Inside-Out process.
- Is an iterative process that begins with the self.
- Personalisation connects people intellectually and emotionally to their own realities and the experience of others
- Begins the process of personal exploration and change that is needed to support wider relational and structural change.

If people connect sincerely with their reality - and in particular, to experiences of oppression, exclusion and stigma - experience shows that movement through the remainder of the Inside-Out process follows quite naturally and can be supported and deepened in a structured way.

E. Field Work and Write-Up

KIIs and FGDs

Level of effort: 2 weeks (suggested 3-4 interviews per GIPP Taskforce member)

Suggested lead: GIPP Taskforce lead

The GIPP Taskforce will conduct KIIs and FGDs with stakeholders identified before and during the country visit. These should focus in particular on covering the country's selected geographical regions outside of the capital or centre where the multi-stakeholder workshop took place, including at community level. It is suggested that the Taskforce divide the interviews to reduce the level of effort for each organisation. Taskforce members could also use their networks to conduct interviews if this allows for greater reach into communities, as long as all interviewers are

able to use the GIPP tools appropriately and sensitively. All engagement, particularly at the community level, should take place in line with the programme's ethical protocols and with respect to the 'red lines' and 'do no harm' principles set by the GIPP Taskforce.

The number of informants targeted will depend on the capacity of the Taskforce and the length of time available for the GIPP process. Ensuring an inclusive spread of participants, including full representation from women-led civil society and different marginalised groups and the inclusion of non-registered groups and movements as relevant, should be prioritised over simply reaching a large number of stakeholders overall.

Consolidation and triangulation of findings

Level of effort: 1-2 days

Suggested lead: GIPP Taskforce lead

Once the data collection process has finished, the GIPP Taskforce should consolidate the findings. Once the findings have been consolidated, the GIPP Taskforce can go through the consolidated notes and draw out key points for the report.

Field Work and Write-Up (contd.)

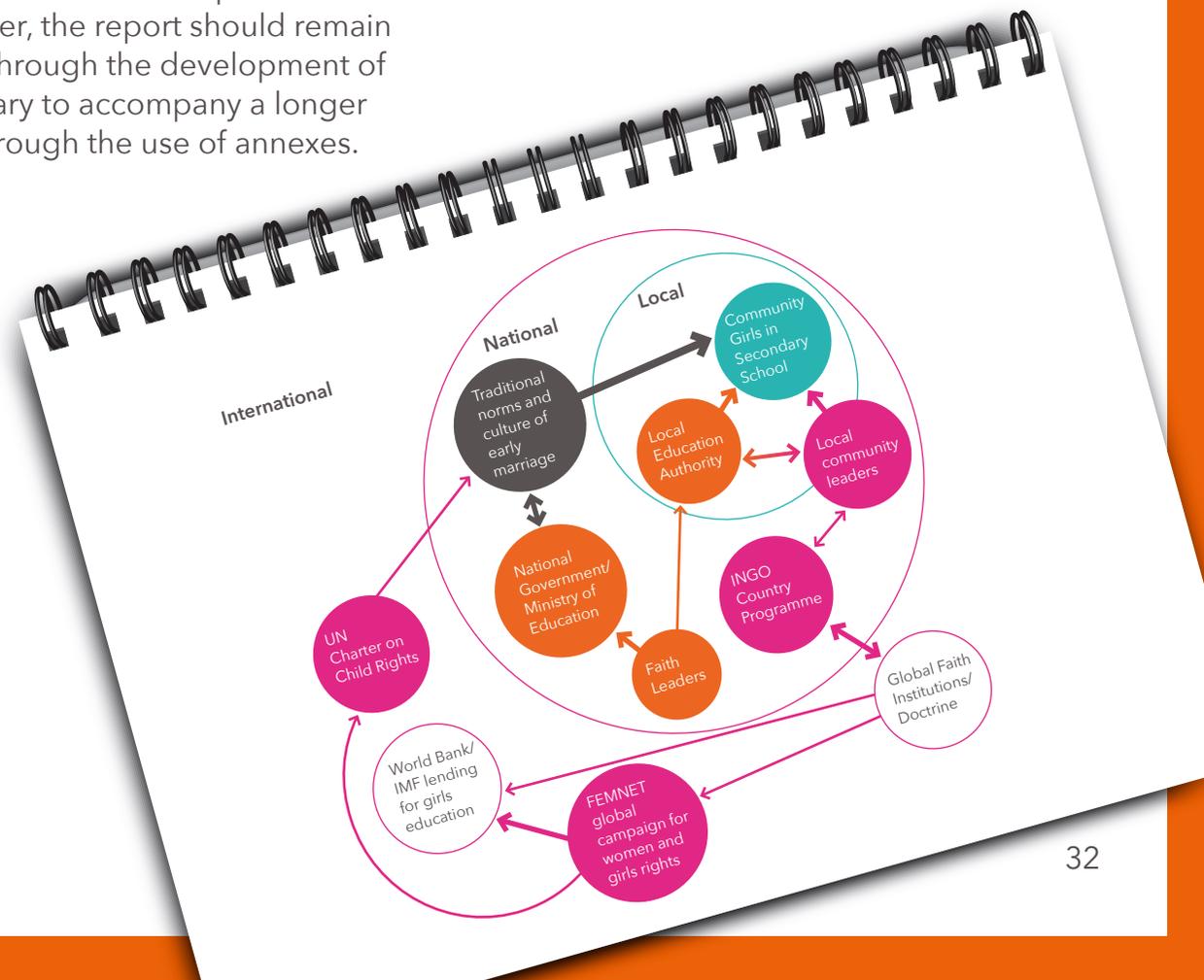
Drafting the GIPP report

Level of effort: 3 days

Suggested lead: Nominated GIPP Taskforce member and member of the country implementation team, with quality assurance from the advisors as needed

A member of the GIPP Taskforce and programme team will draft the GIPP report, using the agreed report template and drawing on the findings and content developed in the above process stages. Technical advisors can provide support throughout drafting, can coordinate input from others as required, and quality assure a draft of the report before it is reviewed by the GIPP Taskforce.

The initial report should be short (no longer than 10-15 pages) in length. It should be as accessible and visually appealing as possible, using visuals and infographics. As the GIPP process continues throughout implementation, the reports will likely shift in focus as specific issues are explored in more depth. However, the report should remain user-friendly through the development of a short summary to accompany a longer product, or through the use of annexes.



F. GIPP report template

The headings reflect the contextual overview that the report provides. Going forward, the report must be updated through the embedded GIPP analysis process, based on more defined parameters for analysis.

1. Brief general contextual analysis

- Summary of key findings from rapid document/literature review
- Political and economic landscape
- Governance and Human Rights context
- Conflict and humanitarian landscape
- Gender relations and gender-based violence
- Religious and faith leaders
- Social exclusion and 'silenced' voices
- Civil society - civic space
- Health and education
- Additional points and insights from country-based processes

2. Problem analysis

- *What are the critical problems, issues and accountability gaps facing marginalised people taking part in the programme?* - including (how these differ for) people from different genders/gender identities and groups that are marginalised
- *What are the root causes of these problems and accountability gaps?* - How do the causes differ for different groups? What prevents those most affected from holding duty-bearers accountable?
- *What specific problem will the project target in this country context?* - and why (justification and rationale)?

Examples:

- Poor representation or engagement in public decision making, perpetuated by a lack of education
- Limited access to poor quality services
- Exclusionary nature of services, policies and legislation
- Lack of data or statistical information on marginalised groups
- Lack of government accountability in spending and policy implementation?

GIPP report template (contd.)

3. Exclusion analysis

- *Who is excluded?*

- o Map the main contours and dimensions of exclusion in the system around the problem
- o Identify vulnerable people and groups most affected by the problem as well as key markers of exclusion (gender/ gender identity, disability, age, ethnicity, sexual orientation, poverty, religion, etc.)

- *How and why are people and groups excluded or marginalised?*

- o What does exclusion and lack of accountability look like and how is it experienced?
- o Analysis of institutional, historical, policy, and legal/rights factors

- o Patterns of discrimination, stigma and stereotyping
- o Prevailing social norms, attitudes, behaviours and belief systems
- o Reference power analysis on how underlying power relations affect who is included and who is left out?
- o Role of institutions and social norms
- o Historical legacies, social conflict and political scapegoating

- *How do multiple drivers of exclusion intersect, and with what effect?*

- *What would pathways and indicators towards greater social inclusion look like?*

- o Existing human rights and accountability frameworks/standards
- o Key rights issues at stake

Examples

- Targets and indicators for progress towards more inclusive social dialogue, policy-making and service delivery
- Women and girls
- Persons with disabilities
- Location, including rural communities
- LGBTQI
- People with HIV/AIDS
- Age
- Non-indigenous groups

GIPP report template (contd.)

4. Power and stakeholder analysis

- *Who are the key stakeholders that can affect or be affected by this problem? - What kind of interest, 'voice' (or lack of voice), influence and resources do they bring to the problem?*
- *What power do those most affected by the problem as well as other stakeholders have? - to create or resist change, to hold others accountable, to exercise 'voice' and influence*
- *Who are the potential 'champions' and 'blockers' of progress around the problem? - What options are there for working with these stakeholders (enlisting, resisting or neutralising)?*
- *Where does formal, informal, hidden power or invisible power reside among stakeholders? - How are these difference forms of power reflected in the system around the problem?*
- *What additional power do those most affected by the problem need to make change? - How could latent power ('power within') be mobilised?*
- *How could different kinds of power and diverse stakeholders be combined to solve problems? - Are there opportunities to create a more equitable distribution of power and influence?*

GIPP report template (contd.)

5. Bargaining processes, incentives and constraints

- *Who are the key decision-makers? – How inclusive or exclusive are political institutions and bargaining processes?*
- *What are the key incentives that influence political bargaining? – such as greater status and reputation, popularity with constituencies, more votes to be won, opportunities for employment or advancement, access to resources, loyalty to clan or ethnic group, etc.*
- *What specific incentives and constraints influence the decisions and behaviour of key stakeholders? – Identify critical formal and informal (unwritten) rules that shape decisions, behaviour and accountability in relation to the focal issue/problem. How are trade-offs made between competing interests, incentives and constraints?*
- *Do women and other marginalised groups have the necessary access, knowledge and resources to influence the political bargaining process? – How do they organise, exert collective influence or exercise ‘invisible power’ below the radar? In what spaces do they access political skills and experience (civil society, religious groups, trade unions, etc.)?*
- *Are the bargaining processes and political institutions/settlements relative stable or volatile? – Where and how is the system changing?*

Examples:

- Key decision makers
- Political bargaining
- Civil society access to power holders
- Women’s participation in politics
- Incentives and constraints that influence political bargaining and behaviour of key stakeholders

GIPP report template (contd.)

6. Entry points and pathways for collective action

- *What issues are ripe for change and where are the most promising entry points and decision-points to target? - and do any social or political transitions underway offer opportunities for influence and change?*
- *What possibilities are there for strategic alliances and coalitions that maximise influence and power for change? - and how best to generate and effectively use strategic evidence for advocacy and accountability work?*
- *What existing or new platforms could be used to convene more inclusive multi-stakeholder dialogue on the problem? - to monitor service delivery, secure accountability and/or advance evidence-based advocacy*
- What are the critical evidence and information gaps that need to be addressed?
- Existing policies and laws
- Build on issues with momentum and government priorities
- Build on existing community initiatives
- Form strategic alliances with civil society networks at community, local government, state and federal level
- Will inform the detailed content of the country/community level Theory of Change

7. Risks and mitigation

- *What are the risks to addressing power imbalances and addressing social exclusion? How do these differ for different groups? - e.g. potential backlash, security and safety concerns*
- *How can these risks be mitigated and managed? What strategies have been used by others and how effective have they been?*
- *What referral pathways have been identified and how will these be made accessible?*

G. Key Informant Interview (KII) Guidance and Question Guides

Objectives

To understand the perspectives of a diverse range of stakeholders on the core questions of the GIPP analysis, based on the established parameters for analysis.

Criteria for selection of participants

A list of key informants will be developed by the GIPP Taskforce, in-country programme teams, programme consortium members and GESI and governance advisors. They will include a diverse range of stakeholders such as government representatives, duty bearers, service providers, academic institutions or specialists, and civil society including women and marginalised group-led organisations or leaders, and local NGOs/CSOs. The list will be gender balanced, with efforts made to meaningful involve women leaders across all sectors.

Equipment and support needed

- Relevant KII question sheet
- Laptop to record answers in KII Questions sheet (can be done after the interview, if preferred)
- Consent forms for participants, translated as required
- Contact details for project feedback mechanisms
- List of services or referral pathways
- Translator (dependent on context)

Key Informant Interview Guidance and Question Guides (contd.)

Instructions for KII facilitators (GIPP taskforce members)

Before the KII

- Ensure the KII takes place in a quiet and confidential place,
- Ask participants in advance if they have accessibility needs and adjust as required.
- Ensure every participant has given their informed consent and has had sufficient notice to prepare for participating in the KII.
- Ensure participants understands the programme, objective of the GIPP and KII, and why they have been selected.
- Ensure all ethical and safeguarding protocols are fully observed.
- If working with guides or interpreters, discuss their role with them and how they work before starting the discussion (eg agree sitting position of interpreter, pace of discussion, breaks).

During the KII

- Be friendly, encouraging, respectful and patient and make all participants feel at ease.
- Agree the language.
- Introduce yourself and explain the purpose of the GIPP analysis and the KII. Explain the roles of the interviewer/s and note-taker. Explain there are no right or wrong answers, and that participation is confidential and anonymous. Allow time for any questions or voicing of concerns.
- Gain the informed written or verbal consent of all participants using the Consent Form.
- Request permission to take notes, and to take photos (if relevant). The interview should not be audio- or video-recorded unless deemed necessary in advance or without the express permission of every participant and facilitator.

- State how the interview will be carried out (series of questions to guide the discussion but designed to be a conversation) and that it will last approximately 1 hour and participants can opt out at any time. Explain the possible risks and benefits of participating and what will be done with the results.
- Take notes during the interview - not only in response to questions, but also on additional observations. For example, if the person appeared uncomfortable, had a strong (positive or negative) response, or did not seem to understand the question.

After the KII

- Thank participants for their time and ask if anyone has any comments or questions.
- Explain the next steps in the process and what will be done with the information they've provided, including how they will receive feedback and updates.

Key Informant Interview Guidance and Question Guides (contd.)

Guidance and advice for using the KII tool

- **Try to create a conversational atmosphere.** Try not to read out the questions in the style of a structured interview - use them as a guide for your own words, and feel free to change the question order during the session if appropriate.
- **Do not worry about asking all the questions.** The questions are designed to be open, and interviewers will likely find participants answer multiple questions with one answer. It is important to recognise the individual perspective the participant brings - based on this, some questions may be considered less relevant and can be skipped. To respect participants' time, guide the interview to prioritise critical questions.
- **Prompts are prompts only!** They are not questions you have to ask, but are intended to help guide the conversation and encourage participants to go into detail if their answers are quite general. Do not feel pressured to cover all prompts, only those that are helpful and relevant.
- **If possible and appropriate, conduct the interview in pairs.** A note-taker can allow you to focus on asking engaging with the participant. You can also call on them periodically during the interview, to ask if they have any follow-up questions that you might not have asked. Interviewers should be selected so as to be appropriate to the interviewee (e.g. a female interviewer may be appropriate for a female interviewee).

Key Informant Interview Question Guide: CSOs, NGOs, social movements (including GIPP Taskforce)

Question

Prompts and Supplementary Questions

Problem and Exclusion Analysis

What does the term 'marginalisation' or 'exclusion' mean to you?

Opportunity to clarify language and ensure you are on the same page as the participant - find a word that resonates/ clear meaning

This programme is currently focusing on [insert target groups] and the [insert sector] sector. Why do you think these groups are marginalised from this sector?

- Consider: geography, environmental and physical barriers, intersectionality, current contextual factors

What does this marginalisation look like in practice?

- Consider: exclusion from accessing services, exclusion from decision-making processes, attitudes or stigma that exists about different groups of people.

Does marginalisation look different for different people within this group?

- Consider regional variations
- Multiple exclusion factors

Are there any other groups that have not been mentioned that you think are particularly marginalised from [insert project focus sector] ?

Key Informant Interview Question Guide: CSOs, NGOs, social movements (including GIPP Taskforce) (contd.)

Question

Prompts and Supplementary Questions

Power and stakeholder analysis

What power or resources do the groups identified have to address the problems they face?

Consider: formal versus informal, hidden versus visible

How can this project build on existing power or resources of the groups identified?

E.g. if a group is strong at organising but lacks evidence to back up their advocacy efforts - what kind of data exists? Is it good quality?

Who do you think has the power to deny things (services, access to decision making processes etc) to identified groups?

What people/groups are particularly supportive of meeting needs of the mentioned marginalised groups - in what way? Which are less supportive - in what way? How could we work with these people/groups?

- Individuals, organisations or networks
- Local, national or international level

Key Informant Interview Question Guide: CSOs, NGOs, social movements (including GIPP Taskforce) (contd.)

Question

Prompts and Supplementary Questions

Bargaining processes, incentives and constraints

Who are the key formal (e.g. government) or informal (e.g. traditional or religious leaders, non-formal power holders, cultural figures etc) decision-makers in relation to the identified sectors or groups?

- Where are decisions made, and who has access to these spaces or processes?
- Try to be as specific as possible, down to names of positions or individuals where relevant

What factors do you think drive the decisions made by these decision-makers?

- Personal gain, e.g. winning votes
- Social norms, e.g. following informal rules;
- Altruistic, e.g. delivering for communities

In what ways are the groups you have identified able to influence political decision-making?

- Networks and connections
- 'Hidden' or 'informal' power
- Supportive platforms
- Relevant skills

Key Informant Interview Question Guide: CSOs, NGOs, social movements (including GIPP Taskforce) (contd.)

Question

Prompts and Supplementary Questions

Entry points and pathways for collective action

How do you think change will happen for the project's identified groups in relation to the focus sector?

- This may be different for different groups
- What factors will bring about this change?

What role does civil society play in making the target sector more inclusive for marginalised groups? How effective is this?

- Limited civil society space
- Different civil society actors, e.g. INGOs versus CSOs versus social movements
- Poor CSO-CSO coordination

How do you see civil society's relationship with government?

- Ease of relationship
- How this varies for different types of civil society

What do you think are some entry points for addressing the problems you have identified? These could be formal or informal, at community level or within civil society.

- Specific contextual opportunities, e.g. upcoming elections
- Recent news stories
- Legislation being passed

Key Informant Interview Question Guide: CSOs, NGOs, social movements (including GIPP Taskforce) (contd.)

Question

Prompts and Supplementary Questions

Entry points and pathways for collective action (contd.)

Are you engaging with others in a social movement and if so which one/s? Do you see increased engagement with this group as important to reducing marginalisation?

- Monitoring of service delivery
- Evidence-based advocacy
- Nature of 'increased engagement' - what might this look like?

What role does (or might) the media play in the social inclusion or exclusion of marginalised groups?

- Positive or negative
- Raising awareness or encouraging public debate

What do you see as the critical evidence and information gaps that need to be addressed?

Risks and mitigation strategies

What do you see as the biggest risks associated with your efforts to empower your identified marginalised groups?

- These risks might vary by location and target group
- Risks can relate to project failure, or to causing harm or backlash

What are your recommendations for mitigating these risks?

Key Informant Interview Question Guide: additional questions for Academics (contd.)

Question

Prompts and Supplementary Questions

Power and stakeholder analysis

What power or resources do the groups identified have to address the problems they face?

Consider: formal versus informal, hidden versus visible

How can this project build on existing power or resources?

E.g. if a group is strong at organising but lacks evidence to back up their advocacy efforts

Who do you think has the power to deny things (services, access to decision making processes etc) to the identified groups?

Ensure sensitive information or do no harm principles adhered to
- allow clear identification of power holders

Of those people/groups mentioned, which are particularly supportive of meeting needs of the mentioned marginalised groups - in what way? Which are less supportive - in what way? How could we work with these people/groups?

Consider actors could be

- Individuals, organisations or networks
- Local, national or international level

Key Informant Interview Question Guide: additional questions for Academics (contd.)

Question

Prompts and Supplementary Questions

Bargaining processes, incentives and constraints

Who are the key formal (e.g. government) or informal (e.g. traditional or religious leaders, non-formal power holders, cultural figures etc) decision-makers in relation to your target sectors or groups?

- Where are decisions made, and who has access to these spaces or processes?
- Try to be as specific as possible, down to names of positions or individuals where relevant

What factors do you think drive the decisions made by these decision-makers?

- Personal gain, e.g. winning votes
- Social norms, e.g. following informal rules;
- Altruistic, e.g. delivering for communities

In what ways are the groups identified able to influence political decision-making?

- Networks and connections
- 'Hidden' or 'informal' power
- Supportive platforms
- Relevant skills

Key Informant Interview Question Guide: additional questions for Academics (contd.)

Question

Prompts and Supplementary Questions

Entry points and pathways for collective action

How do you think change will happen for the project's identified groups in relation to its focus sector?

- Where are decisions made, and who has access to these spaces or processes?
- Try to be as specific as possible, down to names of positions or individuals where relevant

What do you think are some entry points for addressing the problems you have identified? These could be formal or informal, at community level or within civil society.

- Personal gain, e.g. winning votes
- Social norms, e.g. following informal rules;
- Altruistic, e.g. delivering for communities

Are there any social movements that would be helpful/ important to work with to empower identified marginalised groups?

- Networks and connections
- 'Hidden' or 'informal' power
- Supportive platforms
- Relevant skills

What role does (or might) the media play in the social inclusion or exclusion of marginalised groups?

Key Informant Interview Question Guide: additional questions for Academics (contd.)

Question

Prompts and Supplementary Questions

Entry points and pathways for collective action (contd.)

What role do you see academia playing in relation to social inclusion issues?

How far is this role already being played?

What do you see as the critical evidence and information gaps that need to be addressed?

- Barriers to accessing data versus an absence of data
- Gaps and barriers at different levels (e.g. state versus national)

How has evidence been used to inform progress to date, and what strategies have been effective?

Provide specific examples where possible

Risks and mitigation strategies

What are the risks to addressing power imbalances and social exclusion - particularly in relation to gathering or using evidence/data?

- These risks might vary by location and target group
- Risks can relate to project failure, or to causing harm or backlash

Do you have any advice for mitigating these risks - particularly any advice relating to ethical research practices?

- Informed consent and Do No Harm principles
- National regulations or norms around data collection and use

Key Informant Interview Question Guide: additional questions for Academics (contd.)

Question

Prompts and Supplementary Questions

Key Informant Interview Question Guide: Government and duty bearers

What does the term 'marginalisation' mean to you?

Opportunity to clarify language and ensure you are on the same page as the participant.

What are the government's priorities in the [target] sector?

This project is focused in particular on [insert target groups]. What are the critical problems facing these groups in relation to this sector?

- Accessing services
- Poor quality of services
- Participating in decision-making processes?

What do you think are the causes of these problems? (bear in mind that officials or elected representatives may be very wary of delving into causes? Try barriers/ enablers of change?)

- Are these problems different for different groups?
- Are they different in different areas?
- What are the enablers and barriers of change?

What is the government doing to try to address these problems?

- Policies and legislation,
- Outreach
- Information gathering and spread
- What else do you think could be done?

Key Informant Interview Question Guide: additional questions for Academics (contd.)

Question

Prompts and Supplementary Questions

Key Informant Interview Question Guide: Government and duty bearers (contd.)

What role do informal actors or systems play in reinforcing or addressing these challenges? E.g. religious or traditional figures/systems.

- Are these allies to government efforts?
- Is there collaboration or contest?

What role does civil society play in reinforcing or addressing these challenges?

- Can government work with civil society? Role of media/ faith/ civil society agencies?

How does the government track/assess a) the use of, and b) the quality of services provided in this sector?

- What tracking information is available?
- What are the challenges around monitoring?

What opportunities do citizens or civil society have to engage with government on issues relating to the focus sector?

- How engaged are people in these opportunities?
- What are the barriers to engaging?

Note: KII and FGD Informed Consent template should be completed - if Ethical Guidelines should be clearly explained - Accountability Framework should be followed.

H: Focus Group Discussion (FGD) Guidance, Question Guides and Exercises

Objectives

To understand the perspectives of a diverse range of stakeholders on the core questions of the GIPP analysis, based on the established parameters for analysis.

Criteria for selection and grouping of participants

- A list of key informants will be developed by the GIPP Taskforce, in-country programme teams, programme consortium members and GESI and governance advisors. They will include a diverse range of stakeholders such as government representatives, academic institutions or specialists, women and marginalised group-led organisations or leaders, and local NGOs/CSOs.
- Participants will also be selected from the communities in which the project is operating. Participants should include a range of different genders, ages, ability, ethnicity, religion, economic status or other social backgrounds.
- Once this long-list of FGD participants has been developed, careful thought should go into how to group participants into different FGDs so as to ensure participants are comfortable to speak freely. For example, women may feel more comfortable to speak in female-only FGDs; government/duty bearer representatives may make non-government representatives hesitant to speak openly; INGO representatives may dominate conversations if grouped with grass-roots social movements. Power dynamics, language barriers and local norms should be considered, and service users should be spoken to separately from service providers/duty bearers.
- Within individual FGDs, it may still be necessary to divide groups further to encourage all to speak. For example, shy participants may feel more comfortable to speak if the FGD group is divided into pairs or smaller working groups for certain exercises.
- Facilitators should be carefully selected (e.g. a female facilitator may be appropriate for female-only FGDs).
- FGDs should not include more than 12 people.

Focus Group Discussion Guidance, Question Guides and Exercises (contd.)

Equipment and support needed

- Flip chart paper and pens
- Relevant FGD question sheet (available in Excel and word format) and tools: river, wheel, timeline etc
- Laptop to type responses into the question sheet provided (this can be done after the interview is conducted, if preferred)
- Consent forms for participants
- Contact details for project feedback mechanisms
- Information on available services and referral pathways
- Translator (dependent on context - likely needed for all community-level FGDs)

Instructions for FGD facilitators (GIPP Taskforce members)

Before the FGD

- Ensure the FGD question sheets and tools have been carefully selected adapted to the local context. Consider which questions may be more appropriately asked in smaller groups, to allow for more free conversation. Also consider what questions should be skipped if there is concern over potential conflict. This is particularly true of the community-level FGD guide.
- Ensure the FGD takes place in a quiet and confidential place, which is easily accessible.
- Ensure every participant has given their informed consent.
- Ensure every participant understands the programme, objective of the GIPP and KII, and why they have been selected.
- Identify who in the GIPP Taskforce will be facilitating which discussion, translating (if needed), and taking notes
- Ensure all ethical and safeguarding protocols are fully observed.
- If working with guides or interpreters, discuss their role with them and how they work before starting the discussion (eg agree sitting position of interpreter, pace of discussion, breaks). Supporters should feel free to offer their views during the FGD, as long as this does not interfere with the flow of discussions or their support roles.

Focus Group Discussion Guidance, Question Guides and Exercises (contd.)

During the FGD

- Be friendly, encouraging, respectful and patient and make all participants feel at ease
- Introduce yourself, the programme, the purpose of the discussion and the way it will be facilitated. Depending on the audience, the facilitator could explain the GIPP in detail, or simply explain that the discussions will feed into the programme design to ensure it is based on local needs. It is important that participants are not confused or presented with something that seems overly academic. Therefore, avoid using technical terms or jargon.
- Explain there are no right or wrong answers, and that participation is confidential and anonymous. Provide time for any questions or voicing of concerns.
- Facilitators and note-takers should be the same gender as participants.

- Gain the informed written or verbal consent of all participants using the Consent Form.
- Request permission to take notes, and to take photos (if relevant). The interview should not be audio- or video-recorded unless deemed necessary in advance or without the express permission of every participant and facilitator.
- State the discussion will last approximately 1.5 hours and participants can leave at any time.
- Facilitate the session so different people can give their opinions on the same question. If certain participants are very quiet, try to include them and not let one or two members dominate the conversation. It may be useful to ask participants to discuss questions in pairs and feedback to the group if people are feeling shy and thus less likely to speak in front of the group.

- Record majority and minority views: if an opinion is debated for a while, ask for different opinions
- Keep the momentum going, and ask follow-up questions, using the prompt questions provided in the table below or rephrase the question to ensure that participants have understood.

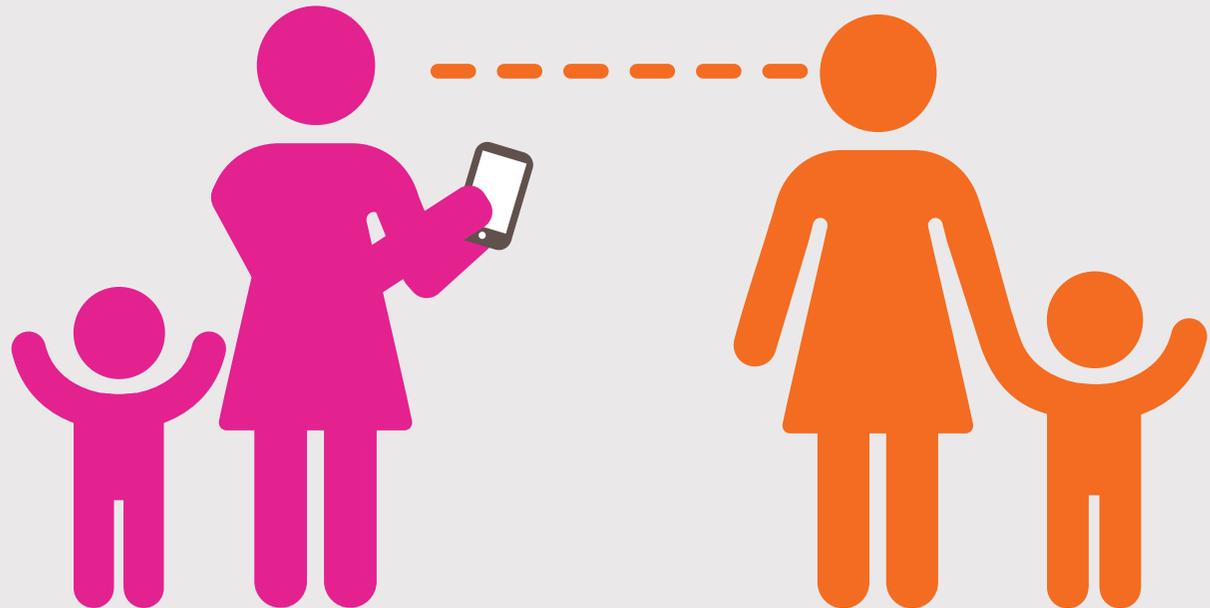
After the FGD

- Thank participants for their time and ask if anyone has any comments or questions.
- Explain the next steps in the process and what will be done with the information they've provided, including how they will receive feedback and updates.

Focus Group Discussion Guidance, Question Guides and Exercises (contd.)

Guidance and advice for using the FGD tools

- **Do not worry about asking all the questions.** The questions are designed to be open, allowing the group to speak on issues as they naturally arise during discussions. Facilitators will likely find participants answer multiple questions with one answer, meaning some questions can be skipped. It is important to recognise the profile of the group - based on this, some questions may be considered less relevant and can also be skipped. To respect participants' time, you should guide the interview to prioritise critical questions.
- **Prompts are prompts only!** They are not questions you have to ask, but are intended to help guide the conversation and encourage the group to go into detail if their answers are quite general. They can also be used to encourage quieter participants to speak, where appropriate. Do not feel pressured to cover all prompts, only those that are helpful and relevant.
- **Aim to understand the answer, not ask all the questions.** If a participant responds by giving only part of the story, or in a way that opens up an interesting topic, feel free to probe for more details - if appropriate, and sensitively.
- **If possible, have two facilitators.** Participants will likely provide a lot of information that it is difficult to capture while also engaging with the group. A co-facilitator can take notes while the other is asking questions and makes it easier to split people into smaller groups. It is recommended to hold separate discussions for women and men, however if this is not the case then FGDs should be facilitated by one male and one female facilitator.



Question

Prompts and Supplementary Questions

Problem and Exclusion Analysis

What does marginalisation mean to you?

Opportunity to clarify language and ensure you are on the same page as the participant

This programme is focusing on [insert target groups] and the [insert sector] sector. Why do you think these groups are marginalised from this sector?

- Consider: geography, intersectionality, current contextual factors
- What does this exclusion look like in practice? (could be from accessing services, from decision-making processes)
- Attitudes and stigma

Does marginalisation look different for different people within the groups that have been identified?

- Consider regional variations
- Multiple exclusion factors

Are there any other groups that have not been mentioned that you think are particularly marginalised from the group that has been identified?

FGD question guide: CSOs and NGOs (contd.)

Question

Prompts and Supplementary Questions

Power and stakeholder analysis

What power or resources do the groups that have been identified have to address the problems they face?

Consider: formal versus informal, hidden versus visible

How can this project build on existing power or resources?

For example: if a group is strong at organising but lacks evidence to back up their advocacy efforts

Of those people/groups mentioned, which are particularly supportive of meeting needs of the mentioned marginalised groups - in what way? Which are less supportive - in what way? How could we work with these people/groups?

- Individuals, organisations or networks
- Local, national or international level

Question

Prompts and Supplementary Questions

Entry points and pathways for collective action

How do you think change will happen for the project's identified groups in relation to its focus sector?

- This may be different for different groups
- What factors will bring about this change?

What role do the following have to play in making the target sector more inclusive for marginalised groups: 1) civil society, 2) media, 3 social movements

- Positive or negative
- External factors, e.g. limited civil society space
- Internal factors, e.g. poor CSO-CSO coordination
- Different roles for each group

What do you think are some entry points for addressing the problems you have identified? These could be formal or informal, at community level or within civil society.

- Specific contextual opportunities, e.g. upcoming elections
- Recent news stories
- Legislation being passed

What do you see as the critical evidence and information gaps that need to be addressed?

FGD question guide: CSOs and NGOs (contd.)

Question

Prompts and Supplementary Questions

Risks and mitigation strategies

What do you see as the biggest risks associated with your efforts to empower the identified marginalised groups?

- Risks can relate to project failure, or to causing harm or backlash
- How can we mitigate these?

FGD question guide: community members

Question

Prompts and Supplementary Questions

Risks and mitigation strategies

Who is responsible for providing services and making decisions around [insert target sector] in your community?

Consider:

- Government
- CSOs/NGOs
- Informal actors, e.g. traditional leaders
- Private sector

Are you satisfied with services provided around [insert target sector] in your community? If not, why not?

- Quality of services
- Availability of feedback mechanisms
- Changes over recent period (improvements or deterioration)

Do you feel like the government understands your needs as a community regarding [insert target sector] services?

- Does government ask what communities want?
- Are anyone's needs not understood (considering different needs of different groups)

What obstacles prevent those responsible for delivering services from hearing your concerns and needs?

- Resource constraints
- Lack of interest
- Corruption

FGD question guide: community members

Question

Prompts and Supplementary Questions

Risks and mitigation strategies

If you have a problem or issue in relation to [insert target sector], what can you do to address the issue?

- Spaces/channels for engaging with decision-makers
- How often these spaces/channels are used (are people aware of them?)
- How responsive decision-makers are

What else would help you to address these issues?

- Access to information
- Access to decision-makers

Do any groups in your community find it difficult to access services, or to engage with government? Why is that?

- Different groups who may be marginalised (e.g. women, persons with disabilities)
- Marginalisation might vary for different groups
- Are there some groups who have more serious difficulties than others?

What else do you think would help these groups access services, or to engage with decision-makers?

Resources; access to knowledge/information; access to decision-making spaces; changes in social norms/attitudes

I. GIPP Toolkit

Overarching Protocols

The GIPP process should be **participatory** and **inclusive**. It should be non-extractive, and should not be tokenistic, misleading or harmful to participants. It should identify and mitigate any potential risk to participants. It should always seek to optimise benefits for those participating in the research, centre women and marginalised groups in the analysis and create space for them to collectively build knowledge. The GIPP should be conducted in accordance with a programme's existing ethical protocols, and the protocols of the consortium organisations. It also falls under a dedicated GESI programme strategy, which commits the consortium to operating – internally and externally – in a way that is, at a minimum, GESI sensitive in all its activities.

While the level of risk will naturally depend on the focus of the project and parameters for analysis, the below protocols should nevertheless be adhered to when using any of the GIPP tools. Where these protocols

cannot be observed, the analysis should not go ahead (or activities halted if already started). It will be critical to draw on the local knowledge of the GIPP Taskforce in determining whether the below standards can be met.

- **Respect people's time, privacy, safety and contribution.** Respectful research starts at the beginning, by making the time to introduce yourselves and the research (including what it is, how it will be done, when, for how long, possible risks and benefits of participation, and what will be done with the results) and be prepared to answer questions from participants. In choosing a time and location for each activity, ensure the time and place are appropriate for each participant. For example, you should consider:
 - o Does this time interfere with participants' other commitments or create an extra burden?

- o Is the location private enough to ensure confidentiality?
- o Is the location conveniently located, and easy and safe to access?
- o What precautions do you and the project need to take to minimise the risk of violence, backlash, or any other negative consequence of participating?
- **Ensure informed consent is given by each participant.** At the beginning of a workshop, FGD or KII, gain written informed consent from the participant(s) before starting. If written consent is not possible, verbal consent can be given as long as this is fully informed. Participants should understand their participation is a) anonymous (i.e. we will not use their name or name of their community) and b) confidential (i.e. will not be shared beyond the project team). The exception to

GIPP Toolkit Overarching Protocols (contd.)

confidentiality is if participants mention something that suggests they or someone else is at immediate risk of harm. Gain consent for: participation, audio recording, taking photographs of participants or any materials produced. You should also consider whether the research will involve participants who are potentially vulnerable or who may have any difficulty giving meaningful or voluntary consent to their participation or the use of their information. (Note: the consent of a parent or caregiver is required for all participants under the age of 18 and may be needed for people with disabilities).

- **Explain that participants can opt out of any exercises or questions at any time.** This applies to all GIPP analysis processes and activities. In addition, participants can ask for data already given to be removed from records at any time.

- **Adapt to local context. It is essential that** the GIPP team use a language that participants are most comfortable speaking in, and it is important to take time to understand that difference needs to be catered for in communicating and engaging with participants. Research should consider local concepts related to being ethical, e.g. 'harm', 'safety', 'protection' and 'respect', and put them into practice. Efforts should be made to understand ethical issues from local perspectives, including through drawing on a diverse range of local perspectives, ensure the research does not exacerbate tensions or conflict between or within communities, and does not reinforce discriminatory power dynamics. This is particularly the case for FGD or multi-stakeholder meetings or workshops.
- **Prioritise the welfare of participants.** In some situations, encouraging vulnerable groups to express their views may put them at risk or trigger traumatic memories. The GIPP Taskforce should know how to handle sensitive topics,

how to change the subject if the discussion is interrupted by others, and how to detect signs of distress or trauma to stop a discussion. It may be appropriate to provide information on locally relevant formal/informal resources and referral pathways – if this is considered likely, this information should be gathered in advance of GIPP activities and be adapted if needed, so that it is accessible and user friendly. Where participants may be disclosing traumatic personal experiences, particularly in relation to violence or abuse, it will be essential to identify a referral pathway and ensure this is made accessible for them.

- **Handle data confidentially.** All data should be handled and stored confidentially and the names of participants, places and organisations will not be disclosed. The limits to confidentiality must be clearly explained, e.g. it will only be broken in a case where a participant is judged to be at risk of serious harm. In cases where evidence of

GIPP Toolkit Overarching Protocols (contd.)

serious wrongdoing is uncovered (e.g. corruption or abuse) it needs to be considered whether the normal commitment to confidentiality might be outweighed by the ethical need to prevent harm to vulnerable people. You must have a password-protected/lockable data protection system for storing of data and safeguarding records and identifying information, and all identifying information will be removed on information transmitted electronically.

- **Adopt a conflict-sensitive approach.** Ensuring a conflict-sensitive approach is mainstreamed during research will involve:

- a) understanding the operating context, including drivers of conflict, political dynamics, social norms commonly adhered to, and available services,
- b) understanding interaction between an intervention and the context, and
- c) using this understanding to avoid negative, and maximise positive impacts.

References and Other Resources

- Haines, R. & O'Neil, T. (2018) 'Putting Gender in Political Economy Analysis: Why it Matters and How to Do It', Gender And Development Network, <https://gadnetwork.org/gadn-news/2018/5/9/putting-gender-in-political-economy-analysis-why-it-matters-and-how-to-do-it>
- Womankind (2019), 'Beyond Consultations: A tool to promote more meaningful engagement of women in fragile and conflict-affected states', https://www.beyondconsultations.org/images/Beyond_Consultations_Tool.pdf
- See Christian Aid (2016) 'Power Analysis - Programme Practice' for a breakdown of this. <https://www.christianaid.org.uk/resources/about-us/power-analysisprogramme-practice>

This publication was produced with the financial support of the UK Government through UK Aid. Its contents are the sole responsibility of the Evidence and Collaboration for Inclusive Development (ECID) programme and do not necessarily reflect the views of the UK Government. ECID is lead by Christian Aid, Eng and Wales charity no. 1105851 Scot charity no. SC039150 Company no. 5171525 Christian Aid Ireland: NI charity no. NIC101631 Company no. NI059154 and ROI charity no. 20014162 Company no. 426928. The Christian Aid name and logo are trademarks of Christian Aid ©

Front cover photo: *Women from Tamandai village voting for committee members to oversee the distribution of aid by Christian Aid partners Padare/Enkundleni and Awet post Cyclone Idai.*
Photo credit: KB Mpofu / Christian Aid