

# FANTA III

FOOD AND NUTRITION  
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**Food for Peace Gender Annual  
Monitoring Indicators Workshop Report,  
November 4, 2015, Washington, DC**

February 2016

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## Abbreviations and Acronyms

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|       |                                                       |
|-------|-------------------------------------------------------|
| ARR   | annual results report                                 |
| CBO   | Country Backstop Officers                             |
| DIP   | detailed implementation plan                          |
| FANTA | Food and Nutrition Technical Assistance III Project   |
| FFP   | Food for Peace                                        |
| FY    | Fiscal Year                                           |
| IPTT  | Indicator Performance Tracking Table                  |
| M&E   | monitoring and evaluation                             |
| PREP  | Pipeline and Resource Estimate Proposal               |
| ToC   | Theory of Change                                      |
| TOPS  | Technical and Operational Performance Support Program |
| USAID | U.S. Agency for International Development             |

## Introduction

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At the request of USAID's Office of Food for Peace (USAID/FFP), the Food and Nutrition Technical Assistance III Project (FANTA), convened a one-day workshop in Washington, DC on November 4, 2015 for organizations implementing FFP development food assistance projects.

## Purpose

The purpose of the workshop was to:

- Orient awardees to Fiscal Year (FY) 2016 FFP gender annual reporting requirements.
- Provide hands-on training on interpretation, reporting, and use of sex disaggregated annual monitoring data.
- Use gender-focused FFP project activities to explore potential new gender annual monitoring indicators.

## Audience

The workshop was attended by 38 participants representing 12 organizations currently implementing FFP development food assistance projects, USAID/FFP, Technical and Operational Performance Support (TOPS) Program, and FANTA (see Annex 1 for list of attendees). Each FFP implementing partner organization was asked to identify a team of up to three headquarter-based staff who met the following criteria:

- Understands the various change theories that frame the organization's FFP projects
- Recognizes the importance of gender on FFP outcomes, knows various ways gender issues can influence FFP programming and, in turn, is mindful that programming can have unintended gender consequences
- Is well-versed with FFP annual reporting, understands its importance in reaching project objectives, and can ensure that monitoring and evaluation (M&E) findings are used in future programming
- Is able to make recommendations that influence organizational strategies

## Workshop Design

All FFP projects are required to integrate gender as a cross-cutting theme. Since the annual results report (ARR) is the primary tool projects use to report on project implementation progress annually, the workshop was designed to provide participants with an opportunity to reflect on how to strengthen reporting on gender integration within the ARR. The agenda was designed around the following four themes:

- Gender Context
- Data Presentation
- Analysis and Interpretation
- Programmatic Implications

The rationale for using these themes was to illustrate that reporting on gender integration is just an extension of what FFP implementing partners are already expected to accomplish in their annual results reporting (i.e., provide some background on the activities, present the data from sex disaggregated annual

monitoring and other gender related indicators, provide an analysis and interpretation of those indicators and discuss the implications for programming). The themes, therefore, represent practical opportunities for FFP implementing partners to better integrate gender within the ARR.

## Summary of Workshop Sessions

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The agenda is presented in Annex 2. The workshop began with an **icebreaker activity**, during which participants were asked to reflect upon the overall importance of annual reporting. This served as a starting point for discussions around how reporting on gender can influence and enhance annual reporting. Participants shared that annual reporting provides an opportunity for strategic thinking and engagement with field teams about accomplishments and lesson learned; promotes accountability; ensures that targets are reached; and provides an opportunity to make programmatic and strategic adjustments.

In his remarks, FFP M&E Advisor, Arif Rashid, welcomed participants and introduced FFP's new Gender and Youth Advisor, Carla Boussem. He highlighted the steady progression of FFP's gender integration efforts since 2010, including the development of baseline and final evaluation gender indicators in collaboration with FANTA, which are being piloted in four FFP countries in 2015. To complement the baseline and final evaluation indicators, FFP has also been considering how gender integration can be better addressed through annual monitoring efforts. As a first step to strengthening annual reporting, FFP would like to see improvements in the narratives, analysis, and use of existing sex-disaggregated annual monitoring indicators. To ensure that implementing partners understand FFP's expectations on this going forward, FFP will be updating the FY 2016 ARR Guidance, and this workshop was planned as the first step in the process. Mr. Rashid described the workshop as an excellent opportunity for FFP to engage with program implementers to ensure the guidance would be most meaningful and valuable from the programming perspective and an opportunity for participants to influence the upcoming ARR guidance.

The agenda included three **group work sessions**. In the first group work session, participants used a case study prepared by FANTA to identify criteria under each of the four themes (gender context, data presentation, analysis and interpretation, and programmatic implications) that are important when reporting on gender in the ARR. Participants were then asked to apply the proposed criteria to examine and critique their own ARR and propose what they might do differently in the future to better integrate gender. Finally, participants identified both immediate and medium term changes that could be made within their organizations to better integrate gender into annual reporting. After the three group work sessions, towards the end of the day, participants were asked to vote on the top two criteria they thought were most important across each of the four themes. The results of the voting exercise will inform the development of a checklist to be used by implementing partners and FFP Country Backstop Officers (CBOs), and will be incorporated in future FFP guidance on gender integration in the ARR. Since documentation of gender integration activities is still relatively new, a gallery walk activity was included during the lunch break focused on understanding the types of gender-focused activities being implemented by FFP projects, and if and how these activities are being measured annually. The workshop ended with a summary of the gallery walk and closing remarks from FFP.

## Participant Reflections

The overarching participant reflections emerging across the three group work and report-out discussions are summarized below and organized by the four themes around which the workshop agenda was designed. Per request from FFP and workshop participants, the information captured during the meeting through post-it notes and on flipcharts are compiled in Annexes 3A, 3B, and 4.

**Gender Context:** Participants made several observations about integrating information on gender context within the ARR. They acknowledged that there was not enough narrative in current ARR to

describe the gender situation, including assumptions about why certain interventions were undertaken and if gender norms may be influencing the program outputs or vice versa. On examining their own ARR, participants also acknowledged that there was no description of the gender strategy or approach for the activities being described and there was a need to link the gender context provided in the ARR to the overall program strategy and theory of change (ToC).

To address these issues, participants made several suggestions to improve gender context in the ARRs: include more background information by describing roles of men and women and household dynamics related to activities presented and revisiting findings from the baseline survey and gender analysis; describe the gender approach and strategy as part of the larger ToC and overall program strategy; and discuss gender more explicitly throughout the ARRs (e.g., under each Strategic Objective and not in a standalone section).

During the voting exercise, the criteria receiving the highest number of votes were: linking the gender context back to program objectives; how gender norms and roles affect interventions; and including information on the gender strategy.

**Data Presentation:** There was a great deal of discussion on the need for more selective and strategic presentation of sex disaggregated data (e.g., using tables versus graphs) in a way that will enhance the ARR narrative while not duplicating information that might be available from other sources, such as the Indicator Performance Tracking Table (IPTT). Participants also noted that the sample ARR narratives they reviewed during the workshop lacked an explanation of why there was deviation from certain targets and questioned if gender could be playing a role. Participants expressed a desire to better incorporate qualitative data to enhance ARR narratives, but requested additional guidance from FFP on the proper collection and reporting of qualitative information within the ARR. Participants proposed that further analysis and presentation of sex disaggregated data for key interventions would be useful when describing differences in performance in terms of reaching targets and outcomes and the use of data presentation to track progress toward targets over the lifetime of the project (e.g., trend data).

Participants identified the following priority criteria in the voting exercise: discussing targets versus actuals for sex disaggregated data; improving visual presentation of data and presenting results in context of progress towards overall targets; and better use of quantitative and qualitative data to describe results.

**Analysis and Interpretation:** When analyzing and interpreting results, participants felt it is important to describe progress in achieving project outcomes, discuss trends over time, integrate data from the detailed implementation plan (DIP) and IPTT, highlight lessons learned, and what works or does not work. Participants also wanted to see more details about why specific interventions were chosen, their linkages to the ToC, and the ways in which gender could be influencing the interventions in the ARR narrative. It was also recommended that questions about data interpretation be brought back to the field teams for further explanation and review, as they have better insight about how and why things are happening in the field. In general, participants felt that gender-sensitive activities were in fact taking place in the field, but that they were not being well represented or reported on as part of the ARR. Part of the challenge is needing to be selective about what information is reported due to the page limits on the ARRs. When asked to prioritize criteria, the following three were identified as top choices: discuss the so what and why when describing results, reflect/introspect on the gender strategies, and highlight progress in achieving project outcomes.

**Programmatic Implications:** Participants agreed that action-oriented next steps should be included in the ARR to outline how activities will be adjusted to improve gender-sensitivity or how gender-related

barriers will be addressed. As part of this process, participants recommended that projects also revisit their gender strategies and theories of change and make adjustments as necessary. This can be a challenge due to the timing of annual reporting versus the Pipeline and Resource Estimate Proposal (PREP) process; however, FFP encouraged an open dialogue between implementing partners and their Agreement Officer's Representatives to discuss necessary revisions. The top three criteria that received the highest number of votes included: state action that will be taken, be specific about who will do what, and describe how activities will be modified to be more gender-sensitive and specific.

**Future Annual Reporting and FY 2016 ARR Guidance:** In session three, participants were asked to further reflect on three questions within their organizational teams: what changes could be made within their organizations to better integrate gender in ARR; how the ARR results could be used to make programmatic changes to address gender gaps; and what immediate and medium- to long-term commitments they could make to improve gender integration in the ARR process within their organizations. Several of the suggestions made in earlier sessions were reiterated during this session, and some additional recommendations were also made (See Annex 3B). For example, to improve the current ARR process within organizations, participants suggested: making Strategic Objective leads accountable for gender issues and indicators (reporting and learning), providing additional guidance for ARR authors through internal webinars, using templates with guiding questions, having the IPTT completed earlier to allow for more internal reflection and discussion on gender, and conducting cross reviews with a gender lens. Ensuring the gender strategy is aligned to the overall program ToC and using the ARR analysis to validate the ToC and gender strategy linkages, and conducting strategic review sessions with external facilitators to examine gender issues were examples of how participants felt the ARR results could help projects make programmatic changes.

Finally, examples of immediate-term commitments participants made included: sharing highlights from the workshop with headquarter and field office teams; getting a gender technical advisor to review the ARR; reviewing the recently submitted ARR with a gender lens; and weaving gender throughout the ARR narrative instead of a separate standalone gender section. Examples of commitments that could be implemented in the medium to long term included: developing a plan to ensure gender is consistently integrated within the ARR; implementing training/webinars to orient field teams and chief of party on ARR and gender; ensuring gender reporting is a project-wide responsibility and not just that of the gender advisor; and incorporating more qualitative data to elucidate the quantitative indicator findings.

The workshop discussions also prompted areas for further consideration by FFP when designing the FY 2016 ARR guidance including: potential adjustments to the current page limits for the ARR narratives; timing of the PREP and ARR submissions and providing clarity on when changes to the ToC should be reported; providing more context to partners on how ARRs are used by FFP to inform broader reporting initiatives within the Agency and U.S. Government; and integrating gender action plans within the PREP process.

## Gallery Walk

At the time of registration, participants were asked to provide examples of gender-focused activities that their organizations are undertaking in the following technical areas: maternal and child health and nutrition, agriculture and livelihoods, and disaster-risk reduction. These examples were presented in a lunchtime gallery walk activity, during which participants were asked to consider and add to the list of gender-focused activities, indicate if their organization is measuring the activity annually, and how the activity is being measured. The purpose of this exercise was to gather more insight about 1) the types of gender focused activities currently being implemented by projects, 2) if they are being measured annually,

and 3) the types of indicators currently being used by projects. As emerged in discussions during the course of the day, while gender activities may be happening on the ground, they are not always clearly reported on in ARRs. This leaves limited information for FFP on the types of gender focused activities that are being implemented and, thus, makes it difficult to determine appropriate expectations around the measurement and reporting of these activities.

The gallery walk was summarized at the end of the day. Participants expressed concern and confusion over the purpose of the activity and wanted to know if new gender annual monitoring indicators would be added to the extensive list of indicators already required by FFP. FFP clarified that the intention is to first learn about the type of information currently being collected by projects before making a decision about additional indicators. At present, FFP does not plan to require new annual monitoring gender indicators, but rather would like to see implementing partners use data already being collected more strategically. The activities and examples of indicators workshop participants contributed to the gallery are presented in Annex 4.

## Next Steps

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Based on workshop inputs, FANTA developed a draft checklist on integrating gender within the ARR (see Annex 5). This draft checklist was shared with workshop participants in December 2015 and may be revised after soliciting input from FFP CBOs. FFP will update the language on gender integration in the FY 2016 ARR Guidance and integrate the final checklist into this guidance. The FY 2016 ARR Guidance document is expected to be published for public comment in July 2016.

## Annex 1. List of Attendees

| Organization        | Name/Surname       | Title                                                      | E-mail                    |
|---------------------|--------------------|------------------------------------------------------------|---------------------------|
| ACDI/VOCA           | Sarah Sahlaney     | Social & Behavior Change Specialist                        | SSahlaney@acdivoca.org    |
| ACDI/VOCA           | Jean Baptiste Nael | Associate Director M&E                                     | NBaptiste@acdivoca.org    |
| ADRA                | Sandra Fletcher    | Snr. Technical Advisor for M&E                             | sandra.fletcher@adra.org  |
| CARE USA            | Emily Hillenbrand  | Senior Technical Advisor, Gender and Livelihoods           | ehillenbrand@care.org     |
| Care USA            | Mara Russell       | Director, Food Security                                    | mrussell@care.org         |
| Care USA            | Emily Janoch       | STA Communications                                         | ejanoch@care.org          |
| CRS                 | Marcus Cleveland   | Award Management Officer                                   | marcus.cleveland@crs.org  |
| CRS                 | Laura Groggel      | Gender Integration Consultant                              | laura.groggel@crs.org     |
| CRS                 | Valerie Rhoe Davis | Senior Technical Advisor                                   | valerie.rhoe@crs.org      |
| CNFA                | Lizzie Jones       | Senior Program Officer                                     | ejones@cnfa.org           |
| CNFA                | Odia Cisse         | Program Coordinator                                        | ocisse@cnfa.org           |
| CNFA                | Ash Herron         | Program Development Officer                                | aherron@cnfa.org          |
| FHI 360/FANTA       | Megan Deitchler    | Deputy Director, Global Learning                           | mdeitchler@fhi360.org     |
| FHI 360/FANTA       | Kavita Sethuraman  | Technical Advisor, Maternal and Child Health and Nutrition | ksethuraman@fhi360.org    |
| FHI 360/FANTA       | Reena Borwankar    | Technical Advisor, Nutrition Delivery Science              | rborwank@fhi360.org       |
| FHI 360/FANTA       | Pamela Velez-Vega  | Research Associate, M&E                                    | pvelezvega@fhi360.org     |
| FHI 360/FANTA       | Sujata Bose        | Research and M&E Advisor                                   | sbose@fhi360.org          |
| FHI 360/FANTA       | Denis Tiren        | Technical Advisor, M&E                                     | dtiren@fhi360.org         |
| FHI 360/FANTA       | Amanda Yourchuck   | Program Officer                                            | ayourchuck@fhi360.org     |
| Food for the Hungry | Marea Pappas       | Food Security & Livelihoods Program Coordinator            | Mpappas@fh.org            |
| Food for the Hungry | Megan Roberts      | Grants Development Coordinator                             | mroberts@fh.org           |
| HKI                 | Avital Friedman    | Program Associate                                          | afriedman@hki.org         |
| HKI                 | Jennifer Nielsen   | Senior Nutrition Manager                                   | jnielsen@hki.org          |
| Mercy Corps         | Allison Shean      | Technical Advisor, Governance and Partnerships             | ashean@dc.mercycorps.org  |
| Mercy Corps         | Andrew Bisson      | Technical Advisor, Livestock and Food Security             | abisson@dc.mercycorps.org |
| OICI                | Kenton Kayira      | Advisor, Programs Development                              | kkayira@oici.org          |
| PCI                 | La Rue Seims       | Senior Advisor Monitoring Learning and Evaluation          | lseims@pciglobal.org      |
| PCI                 | Kelly Fish         | Gender Technical Advisor                                   | kfish@pciglobal.org       |

| Organization      | Name/Surname    | Title                                     | E-mail                          |
|-------------------|-----------------|-------------------------------------------|---------------------------------|
| Save the Children | Imee Cambronero | Sr. Specialist, M&E                       | icambronero@savechildren.org    |
| Save the Children | Meghan Bolden   | Sr. Specialist, M&E                       | mbolden@savechildren.org        |
| Save the Children | Sarah Simons    | Advisor, Nutrition-Sensitive Programs     | ssimons@savechildren.org        |
| TOPS              | Kristi Tabaj    | Advisor, Gender and Livelihoods           | ktabaj@savechildren.org         |
| TOPS              | Edith Mutalya   | Sr. Monitoring and Evaluation Specialist  | emutalya@tangointernational.com |
| USAID/FFP         | Arif Rashid     | M&E Advisor                               | arashid@usaid.gov               |
| USAID/FFP         | Carla Bousen    | Gender and Youth Adviser, Food For Peace  | cbousen@usaid.gov               |
| World Vision      | Chloe Bass      | Program Management Specialist             | cbass@worldvision.org           |
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| World Vision      | Kristi Pearson  | Design, Monitoring and Evaluation Officer | kpearson@worldvision.org        |

## Annex 2. Agenda

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### Food for Peace Gender Annual Monitoring Indicators Workshop

November 4, 2015 | Washington, DC

#### Meeting Agenda

|             |                                                                                    |
|-------------|------------------------------------------------------------------------------------|
| 8:30–9:00   | Breakfast and check-in                                                             |
| 9:00–9:30   | Welcome and introductions                                                          |
| 9:30–10:45  | Session 1: Case example<br>Opportunities to integrate gender into annual reporting |
| 10:45–11:00 | <b>Break</b>                                                                       |
| 11:00–11:15 | FFP remarks on forthcoming ARR gender guidance                                     |
| 11:15–12:30 | Session 2: Reviewing project ARRs to integrate gender                              |
| 12:30–1:30  | <b>Lunch and Gallery Walk</b>                                                      |
| 1:30–3:00   | Session 2: Reviewing project ARRs to integrate gender<br>(continued)               |
| 3:00–3:15   | <b>Break</b>                                                                       |
| 3:15–4:15   | Session 3: Integrating gender into future annual reporting: FY16<br>ARR guidance   |
| 4:15–5:00   | Wrap-up and next steps                                                             |

## Annex 3A. Participant Reflections: Sessions 1, 2, and Voting Exercise<sup>1</sup>

| Participant Reflections from Sessions 1 and 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Voting Exercise: Top 3 Criteria                                                                                   |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|
| <b>Gender Context</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                   |
| <p>Describe gender situation (context)</p> <ul style="list-style-type: none"> <li>• More background information on household dynamics</li> <li>• Specific vulnerability of household types, baseline state, disaggregated targets</li> <li>• Present data (background) on participation of men and women in activities and strategy for engagement</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                        | <p>1. Link [gender context] to program objectives</p>                                                             |
| <p>Include gender integration strategy</p> <ul style="list-style-type: none"> <li>• State the gender strategy/plan, then the results</li> <li>• Describe a more comprehensive gender empowerment or transformation strategy (options for addressing underlying barriers faced by women)</li> <li>• Describe activities and concrete examples of how gender integration objectives are expected to be achieved - with reference to reveal gender strategy</li> <li>• Reference gender analysis and strategy; key project-wide findings</li> <li>• Report on gender action plan and update</li> <li>• Clearer ties to gender strategy and analysis</li> <li>• Describe gender approach/strategy as part of larger ToC/What are gender implications in each box of your ToC?</li> </ul> | <p>2. [Discuss] how gender norms and roles affect interventions</p> <p>3. Include gender integration strategy</p> |
| <p>[Discuss] how gender norms and roles affect interventions</p> <ul style="list-style-type: none"> <li>• Present the gender situation within the program beneficiaries; highlight those norms or values that may hinder or promote gender integration</li> <li>• More context on roles of women versus men-types of crops, ways to farm, etc.</li> <li>• Have summary at the beginning to describe a) general gender content b) the context during the period- e.g., the conflict situation and the roles of men and women</li> <li>• In executive summary provide information on the gender roles within the household</li> <li>• Data on operating context</li> </ul>                                                                                                             |                                                                                                                   |
| <p>[Include findings from] baseline and gender analysis</p> <ul style="list-style-type: none"> <li>• Link to gender analysis and baseline information</li> <li>• Review gender analysis against interventions/strategy</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                   |

<sup>1</sup> Duplicate information within a theme and comments too specific to either an individual project ARR or the case study example have been excluded from the compilation.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                               |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Description of barriers</li> <li>• Gender context is not explicit enough – need to include discussion of baseline results and gender analysis</li> <li>• Explain context using data from gender analysis; barriers to voucher access; gender-responsive approach</li> <li>• Context on gender analysis on vendors, producers, etc., and gender-responsive actions and impacts</li> </ul>                                                                                                                                                                                                 |                                                                                                                                                                                                                               |
| <p>Link [gender context] to program objectives</p> <ul style="list-style-type: none"> <li>• Gender overview and context right up front (rather than at end in cross-cutting section)</li> <li>• Gender strategy is siloed; need to integrate it into the narrative for the Strategic Objective and add gender context to the introduction incorporating a comprehensive gender strategy positioned to inform the rest of the ARR</li> <li>• For each Strategic Objective at the beginning of section, provide key strategies and analysis/comment on how activities have addressed them/been successful/need to review</li> </ul> |                                                                                                                                                                                                                               |
| <p>Annual work plan vis a vis strategy</p> <ul style="list-style-type: none"> <li>• Not just having gender strategy, but if you have a gender workplan, being very clear over the life of the project what activities are for each year</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                               |
| <p>Discuss validation (or lack thereof) of assumptions<br/>Describe gender sensitization activities and outcomes</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                               |
| <p><b>Data Presentation</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                               |
| <p>Disaggregate by age and sex where relevant</p> <ul style="list-style-type: none"> <li>• Disaggregate further (e.g., landowners, FHH/MHH, age).</li> <li>• Distinguish between household beneficiaries (e.g., husband, wives, both)</li> <li>• Do not forget age disaggregation</li> <li>• Present gender disaggregated data in narrative (not just annexes), visuals</li> <li>• Sex disaggregation for certain outcomes (yield)</li> <li>• Present sex disaggregate data on activity implementation; adoption of practices; who is involved in farming/irrigation</li> </ul>                                                   | <ol style="list-style-type: none"> <li>1. Use qualitative and quantitative data (not just quantitative)</li> <li>2. [Explain] actuals vs targets</li> <li>3. More visual presentation to show progress/ trajectory</li> </ol> |
| <p>Actuals versus targets</p> <ul style="list-style-type: none"> <li>• Discuss trends over time</li> <li>• Include consistent mention of target versus actual and reference indicator number</li> <li>• No discussion of deviation in targets</li> </ul>                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                               |
| <p>Evidence based data presentation</p> <ul style="list-style-type: none"> <li>• Describe methodology for obtaining quality data</li> <li>• Highlight actuals, good/bad to explain the narrative</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                               |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <ul style="list-style-type: none"> <li>• Methodology: Describe data collection process (sampling methods, sample size, population)</li> <li>• Provide basis (description of method) for conclusions drawn</li> <li>• Learning agenda based on figures (evidence on why versus anecdotal)</li> <li>• Distinguish between data presentation of indicators versus research-oriented investigation of barriers and why strategies aren't working; not necessarily a need for more data collection requirements</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |
| <p>Selective data presentation</p> <ul style="list-style-type: none"> <li>• Highlight problem indicators</li> <li>• Present outputs, outcomes, data first; provide analysis of data pattern, trends, and outliers</li> <li>• Present key strategic indicators for FFP reporting first; follow mission indicators later</li> <li>• Not necessarily cutting/pasting all data points; you don't want to just say what's in the table</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |
| <p>More visual presentation to show progress/trajectory</p> <ul style="list-style-type: none"> <li>• Beyond disaggregation, additional impact indicators for gender strategy; show trajectory from baseline to annual</li> <li>• Present data in a reader friendly format, use charts, percentages</li> <li>• All tables: Present information similar to IPTT "Y" column-total, disaggregate sex. "X" row heading: years, regions indicators</li> <li>• Include multiple data presentation i.e., bar charts, table, #/%</li> <li>• Charts (bar) for better presentation of numbers</li> <li>• Use visuals to demonstrate disaggregation of data or performance</li> <li>• Present data graphically again by gender</li> <li>• Incorporate data in a more visual way, flexibility of how data is displayed</li> <li>• Some of the data should be presented in tables rather than narrative</li> <li>• Finding visually compelling ways to incorporate gender data in the narrative</li> </ul> |  |
| <p>Rationale for target setting (sex, age, region) as it relates to the gender strategy/objectives</p> <ul style="list-style-type: none"> <li>• There is no information on how targets were selected and why they are the same across all regions</li> <li>• No discussions of implications of figures in tables; no discussion of sex disaggregation</li> <li>• Do we have right expectations for each region based on what trainings have been done and target populations?</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <p>Use qualitative and quantitative data (not just quantitative)</p> <ul style="list-style-type: none"> <li>• Qualitatively describe the roles of men and women in the community</li> <li>• Discuss specific norms and behaviors</li> <li>• Participation and the time burden on men and women</li> <li>• Highlight/present successes and problems (right now just presenting numbers)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |

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|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Present key findings and actions from gender analysis and way forward</li> </ul>                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                           |
| Present within SOs and IRs (not as standalone section) <ul style="list-style-type: none"> <li>• Integration of gender across the ARR (not a separate section)</li> </ul>                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                           |
| Triangulate with the SAPQ/IPTT <ul style="list-style-type: none"> <li>• Useful to have in narrative discrepancies between disaggregations, but also referencing IPTT</li> </ul>                                                                                                                                                                                                                                                                                               |                                                                                                                                                                           |
| <b>Data Analysis and Interpretation</b>                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                           |
| So what and why <ul style="list-style-type: none"> <li>• Example: How did conflict lead to fewer leaders and more beneficiary farmers?</li> </ul>                                                                                                                                                                                                                                                                                                                             | <ol style="list-style-type: none"> <li>1. So what and why</li> <li>2. Reflection on gender strategy (introspection)</li> <li>3. Progress in achieving outcomes</li> </ol> |
| What worked and what didn't <ul style="list-style-type: none"> <li>• Balance of successes and challenges</li> </ul>                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                           |
| Reflection on gender strategy (introspection) <ul style="list-style-type: none"> <li>• Discuss adequate performance of gender strategy and alternatives to strategy</li> <li>• More explanation on why gender integration is important in achieving project outcomes</li> <li>• When necessary, interpret data while being conscious of gender strategy</li> <li>• No mention of a gender assessment to inform the strategy of methodology used to assess progress</li> </ul> |                                                                                                                                                                           |
| Progress in achieving outcomes <ul style="list-style-type: none"> <li>• Limited to output reporting, need to link to outcomes and discuss gendered impacts (link to gender strategy)</li> </ul>                                                                                                                                                                                                                                                                               |                                                                                                                                                                           |
| Be specific: explain the differences between different types of data, activities/interventions <ul style="list-style-type: none"> <li>• Examine performance across [beneficiaries], include regional differences in the analysis</li> <li>• Nuanced non-binary analysis of gender related targets</li> </ul>                                                                                                                                                                  |                                                                                                                                                                           |
| Lessons learned from successes/challenges                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                           |
| Discuss trends over time <ul style="list-style-type: none"> <li>• Explain how programming addressed existing norms</li> <li>• Compare this year's results to previous in narrative to highlight progress where significant</li> </ul>                                                                                                                                                                                                                                         |                                                                                                                                                                           |
| Analyze data considering your ultimate objective (LOA Target) <ul style="list-style-type: none"> <li>• Include change (e.g., yields)</li> <li>• Present indicator data informing the analysis of indicators (results)</li> </ul>                                                                                                                                                                                                                                              |                                                                                                                                                                           |
| Include links /cross references to other program interventions as appropriate                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                           |
| Why were activities selected (detail of why an activity is done is not included in the DIP) <ul style="list-style-type: none"> <li>• Analysis sticks to DIP rather than IPTT analysis</li> </ul>                                                                                                                                                                                                                                                                              |                                                                                                                                                                           |
| Internal reflection and discussion across teams during reporting process                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                           |

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| Things are done but not mentioned <ul style="list-style-type: none"> <li>Perception that less detail will result in less questions [from client]</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                    |
| How to integrate available content (DIPs/IPTTs, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                    |
| More qualitative data-guidance?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                    |
| Use of participatory approaches                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                    |
| Strategic review sessions to get feedback from the field                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                    |
| <b>Programmatic Implications</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                    |
| <p>State actions that will be taken</p> <ul style="list-style-type: none"> <li>Describe desired changes to program activity (under implications and actions)</li> <li>Consider intervention to meet the need of men and women differently (timing/technology, etc.)</li> <li>Comment on vertical logic of logframe/ToC</li> <li>Consider including more contextual indicators, e.g., land tenure policy issues</li> <li>If necessary adjust project strategy (based on evidence or additional studies such as gender analysis)</li> <li>Provide specific actionable and measurable recommendations</li> <li>All analysis points lead to implications- be consistent</li> <li>Include women in solutions/decision making process</li> <li>Re-examine [gender] strategy based on data and analysis</li> <li>Consider revising targeting? Revising down the female beneficiaries targets is not necessarily the answer. Maybe dedicate more resources to the work with women and women related issues.</li> <li>Land ownership- research further, look for best practices pilot different activities</li> <li>Look at how men and women interact (shared labor and/or land) and consider combining them together in some activities</li> <li>Review the gender analysis if needed and incorporate into program changes</li> <li>Also needs more self-reflection and analysis on existing approaches, tools, etc.</li> <li>More clearly state recommendations based on [FY] data</li> <li>Where are we going: next steps, partnerships?</li> <li>More specific goals for the future based on the analysis and interpretation of the current year</li> <li>How will data inform the exit strategy and what is being done/monitored?</li> <li>Make strategy for gender responsiveness explicit</li> </ul> | <ol style="list-style-type: none"> <li>State actions that will be taken</li> <li>Modify activities so they are more gender sensitive and specific</li> <li>Be specific/who will do what</li> </ol> |
| Be specific/who will do what                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                    |
| <p>Modify activities so they are more gender sensitive and specific</p> <ul style="list-style-type: none"> <li>The gender strategy is basically focused on women only program gender strategy needs to be adjusted to include men and boys to have any real impact on nutrition and health</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                    |

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| <ul style="list-style-type: none"> <li>• The activities for men may not include enough “transformative” approaches to underlying factors for malnutrition</li> <li>• Work with communities to raise awareness about land tenure and land use rights to promote women’s equal access to and ownership of land for ag production</li> <li>• Work at households and community level to foster changes of gender based roles, ensuring equitable access to and control over productive resources to reach an adequate share of benefits and workload between men and women</li> <li>• Include the gender aspects/implications in each issue/topic in every training</li> </ul> |  |
| How to measure success                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| Incorporate into lessons learned/next steps                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |
| Action oriented – what will the implementers do?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |
| Simple survey FFP can send to field/program staff e.g., challenges, concerns about response rates                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Balanced focus on positive and negative                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |
| Revisit ToC and acknowledge in ARR/PREP (changes revisions separate section) <ul style="list-style-type: none"> <li>• Analyze data/review with field teams: 1) impact/outcomes, 2) validity of ToC, 3) course correction. Write up analysis; shareable with FFP?</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                |  |

## Annex 3B. Participant Reflections: Session 3

| What changes will you make to your ARR Process to integrate gender?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | How can you use gender results in your ARR to make programmatic changes to address gender issues?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | What can you commit to changing with regards to integrating gender in your ARR? (Immediate and medium/long-term?)             |                                                                                                           |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Immediate Term                                                                                                                | Medium/Long term                                                                                          |
| <p>Follow-up focus group discussions (FGDs) in key areas.</p> <p>Disaggregate results by gender</p> <p>To include a clearer comprehensive gender strategy.</p> <p>Reference the IPTT and indicator numbers in the narrative.</p> <p>Present –briefly- the theory of change in the beginning of the narrative.</p> <p>Guidance for ARR authors- maybe webinars (internal) and cross reviews with a gender lens.</p> <p>Reference baseline and previous years to show impact /progress where possible.</p> <p>Reference the gender analysis context where necessary.</p> <p>Make Strategic Objective leads accountable for gender issues and indicators (reporting and learning).</p> <p>All relevant indicators sex disaggregated (output and outcome).</p> <p>Need to link closer to gender analysis and strategy/work plan.</p> | <p>Identify strengths and weaknesses of our gender strategy and what changes need to be done?</p> <p>Mention in the report shortcomings and what is being done to address them e.g. lack of male involvement: beginning father groups?</p> <p>Revise PREP and propose new actions per programmatic implications section?</p> <p>Use ARR processes as a period/opportunity to reflect on gender.</p> <p>Ensure full analysis of results in relation to gender strategy (with key points captured).</p> <p>Ensure gender strategy is aligned to overall program ToC and use the analysis to validate ToC and gender strategy linkages.</p> <p>Look at ARR and go back and revise the work plan.</p> <p>Work with the CoPs to have a better review process.</p> <p>Integrating gender action plans and analysis into PREP.</p> | <p>Within Strategic Objective gender integration must be required with context, data presentation, analysis, implication.</p> | <p>Develop a plan to make sure gender is consistently integrated not left to the “gender person.”</p>     |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p>Share today's findings with field offices</p>                                                                              | <p>We commit to gender throughout the ARR (US+ Country offices).</p>                                      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p>Provide feedback to HQ team regarding gender annual monitoring indicators workshop.</p>                                    | <p>Design and rollout a checklist based on requirements from FFP guidance (ARR and gender).</p>           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p>Communicate brief on improving gender integration in ARR (context, data analysis, program implication)</p>                 | <p>Training regarding ARR to field teams.</p>                                                             |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p>Weave gender throughout the narrative instead of a separate standalone section.</p>                                        | <p>Ensure guidelines for how ARR are developed with project team (Gender+ Monitoring and Evaluation).</p> |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p>Review submitted ARR for gender.</p>                                                                                       | <p>Trainings for new CoPs on ARR and gender.</p>                                                          |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p>Include more qualitative information.</p>                                                                                  | <p>Webinar (internal) for CoPs on ARR and gender.</p>                                                     |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p>Getting a gender technical advisor to review.</p> <p>ARRs/developing gender review checklist.</p>                          | <p>Make gender reporting everyone's responsibility and not just the gender specialist's role.</p>         |

| What changes will you make to your ARR Process to integrate gender?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | How can you use gender results in your ARR to make programmatic changes to address gender issues?                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | What can you commit to changing with regards to integrating gender in your ARR? (Immediate and medium/long-term?)         |                                                                                                                        |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Immediate Term                                                                                                            | Medium/Long term                                                                                                       |
| <p>Review gender analysis with gender strategy along theory of change.</p> <p>Overall templates with guiding questions.</p> <p>Internal learning review workshops.</p> <p>Make someone responsible for documenting strategy meetings.</p> <p>Include core gender strategies and progress on them by Strategic Objective.</p> <p>Include more annexes (e.g., charts) for topics that need in-depth analysis that cannot fit elsewhere in the narrative.</p> <p>Have the IPTT done earlier to allow for more reflection/ discussion on gender.</p> <p>Move cross cutting themes (e.g., gender) at the beginning of the narrative so it sets the tone.</p> <p>Broad upgrading</p> <ul style="list-style-type: none"> <li>• Ensure analysis and program implications are fully recorded.</li> <li>• Greater referencing of ToC, progress made and changes.</li> </ul> | <p>Include analysis and solutions to deviations narrative.</p> <p>Now that gender issues have been explicitly stated we can adjust implementation as necessary (how, what, etc.).</p> <p>Action points to address gender issues (timeline and responsible person).</p> <p>Review meetings to further discuss project results.</p> <p>Annual review of ToC.</p> <p>Review of monitoring and evaluation (M&amp;E) data collection tools.</p> <p>Look at solutions from gender view.</p> <p>Strategic review sessions with external facilitators to examine gender issues.</p> | Developing gender indicator startup of new projects, right at the beginning.                                              | Add gender reviews to ARR prep.                                                                                        |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Defining measurement tools for gender and disseminating.                                                                  | Use qualitative data and analysis to examine gendered impacts of interventions and to elucidate quantitative findings. |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Pull out more disaggregated data from the IPTT to present in ARR report.                                                  |                                                                                                                        |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Increase analysis of gender integration strategy as part of ARR process reference any adjustments to gen strategy in ARR. |                                                                                                                        |

## Annex 4. Gallery Walk

### Maternal and Child Health and Nutrition Activities

| Gender focused activity                                                                                                         | Measuring annually (n)* | Examples of indicators and data sources                                   |
|---------------------------------------------------------------------------------------------------------------------------------|-------------------------|---------------------------------------------------------------------------|
| <i>Activity Theme: Group Membership</i>                                                                                         |                         |                                                                           |
| Group membership <ul style="list-style-type: none"> <li>Care group trios</li> <li>Separate women and men IYCF groups</li> </ul> | 2                       | # of women and men involved in MCGs and FCGs and GCGs (routine recording) |
| Safe spaces for adolescent girls to promote ENA and family planning before marriage                                             |                         |                                                                           |
| Husband schools                                                                                                                 |                         |                                                                           |
| <i>Activity Theme: Communication/Decision Making</i>                                                                            |                         |                                                                           |
| Empowering women and adolescent girls to communicate more effectively with partners regarding household decisions               | 1                       | % women reporting increased joint decision making in following areas      |
| Engagement of men/fathers in nutrition and gender dialogs                                                                       | 3                       | Annual survey                                                             |
| Couples counseling on shared decision around child care                                                                         | 2                       | Annual survey                                                             |
| Promotion of use of fuel efficient cook stoves to create more time for women to focus on breastfeeding and caring for children  |                         |                                                                           |
| Promotion of more equitable sharing of domestic and productive workloads                                                        | 2                       | Annual survey                                                             |

\* This number should be viewed with caution. Since the gallery walk was optional, not all participants may have contributed.

## Agriculture and Livelihoods Activities

| Gender focused activity                                                                                                                       | Measuring annually (n)* | Examples of indicators and data sources                                                                                                                  |
|-----------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Activity Theme: Group Membership/Social Capital</i>                                                                                        |                         |                                                                                                                                                          |
| Group membership <ul style="list-style-type: none"> <li>• Women's marketing groups</li> <li>• Women participants in savings groups</li> </ul> | 7                       |                                                                                                                                                          |
| Expanding SACCOs services to meet needs of women and youth<br>Enhanced voice in association                                                   | 3                       |                                                                                                                                                          |
| Land tenure for women                                                                                                                         | 1                       | # of acres owned/controlled by women or # of women with name on land title                                                                               |
| Linking women's VSLAs and marketing groups to formal buyers and credit opportunities                                                          | 3                       | # of women with formal bank accounts<br># of women with formal loans                                                                                     |
| Promoting women-owned microenterprises to address availability of nutrition foods<br>Small scale milk collection/milk processing              | 1                       |                                                                                                                                                          |
| <i>Activity Theme: Communication and Decision Making</i>                                                                                      |                         |                                                                                                                                                          |
| Improved crop management on household plots (work with men and women on different crops/plots)                                                | 4                       | Annual reporting                                                                                                                                         |
| Household training on joint decision making                                                                                                   | 5                       | % women reporting increased say in household joint decision making<br>Household survey data<br># of assets that are controlled by men, by women, jointly |
| Couples communication                                                                                                                         |                         |                                                                                                                                                          |
| Participation in income generation activities                                                                                                 |                         |                                                                                                                                                          |
| <i>Activity Theme: Time saving</i>                                                                                                            |                         |                                                                                                                                                          |
| Time saving technologies (fuel efficient stoves)                                                                                              | 2                       |                                                                                                                                                          |
| Scavenging/backyard poultry production                                                                                                        |                         | # of flocks vaccinated<br>Mortality rate<br>Birds/eggs sold/consumed                                                                                     |

\* This number should be viewed with caution. Since the gallery walk was optional, not all participants may have contributed.

## Disaster Risk Reduction Activities

| Gender focused activity                                                                                                                        | Measuring annually (n)* | Examples of indicators and data sources                                                                         |
|------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|-----------------------------------------------------------------------------------------------------------------|
| <i>Activity Theme: Group Membership/Social Capital/Leadership</i>                                                                              |                         |                                                                                                                 |
| Promoting female leadership in DRR committees                                                                                                  | 2                       | Participation in committees (per list) "as leaders"<br><br>% of women in leadership/total women and men leaders |
| Ensuring representation of men, women, and youth in DRR committees                                                                             | 3                       | Household survey<br>Beneficiary survey                                                                          |
| Train village development committees on risk assessment methods that capture risks faced by men and women (elderly, adult, and boys and girls) | 1                       |                                                                                                                 |
| Making disaster information affordable to access for women through mobile phone technologies                                                   |                         |                                                                                                                 |
| Engaging men and women in climate vulnerability and capacity analysis                                                                          | 1                       |                                                                                                                 |
| DRR plans that are gendered                                                                                                                    |                         |                                                                                                                 |

\* This number should be viewed with caution. Since the gallery walk was optional, not all participants may have contributed.

## Annex 5. Checklist on Integrating Gender in Food for Peace Annual Results Reports

| To examine if the ARR adequately integrates gender, answer the following questions:                                                                                                                                                                 | Yes | No | Note further action needed |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|----|----------------------------|
| <b>Gender Context – Does the ARR narrative:</b>                                                                                                                                                                                                     |     |    |                            |
| 1. Briefly describe the gender integration strategy/approach linked to each project Purpose/Sub-Purpose and the theory of change (not a separate cross-cutting section on gender, but include gender context relevant to each Purpose/Sub-Purpose)? |     |    |                            |
| 2. Briefly describe how gender norms and roles affect interventions and/or how interventions affect gender norms for men and women (e.g., refer to relevant findings from gender analysis and baseline study)?                                      |     |    |                            |
| <b>Data Presentation, Analysis, and Interpretation – Does the ARR narrative:</b>                                                                                                                                                                    |     |    |                            |
| 3. Discuss the targets versus actuals for sex-disaggregated data presented in the IPTT/SAPQ?                                                                                                                                                        |     |    |                            |
| 4. Provide a visual presentation of select indicators by sex (e.g., graphs, charts, tables) that is useful to the reader to put the results from the fiscal year in context with progression toward life of award targets?                          |     |    |                            |
| 5. Use qualitative and quantitative data to discuss gender differences/gaps related to the results being described?                                                                                                                                 |     |    |                            |
| <b>Programmatic Implications and Actions – Does the ARR narrative:</b>                                                                                                                                                                              |     |    |                            |
| 6. Discuss the implications (the "so what?") of the observed results as it relates to achieving project outcomes for both men and women?                                                                                                            |     |    |                            |
| 7. Provide a reflection/introspection on the gender integration strategy and related theory of change (i.e., is it working, does it need to be adjusted)?                                                                                           |     |    |                            |
| 8. Discuss what (activity implementation, theory of change) should be modified and how it can be more gender sensitive (if relevant)?                                                                                                               |     |    |                            |
| 9. State specific actions that will be taken by the project (what, who, when) to address gender gaps revealed by the annual monitoring results?                                                                                                     |     |    |                            |
| <b>Overall – Does the ARR narrative:</b>                                                                                                                                                                                                            |     |    |                            |
| 10. Tell the project's story, including successes and challenges, in promoting gender equality to achieve project/FFP objectives?                                                                                                                   |     |    |                            |