



ECID

Evidence and Collaboration  
for Inclusive Development

GIIP: Gender,  
Inclusion,  
Power &  
Politics Analysis  
Toolkit

Part 1-  
Guide

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

# Contents

<b>Glossary of terms</b>	<b>4</b>	2.4 Inclusive Approach - a GESI Strategy	17
<b>Quick guide to power</b>	<b>5</b>	2.5 GIPP Taskforce: promoting ownership of the analysis and inclusion	19
<b>Purpose</b>	<b>6</b>	2.6 Embedded, Adaptive and Flexible	20
<b>1.0 Introduction</b>	<b>8</b>	2.7 Conceptualising the GIPP: Lines of enquiry	26
1.1 What is GIPP?	9	2.8 Ethical Guidelines - Inclusion and Do No Harm	28
1.2 Summary	10		
<b>2.0 Planning a GIPP Analysis</b>	<b>13</b>	<b>3.0 Conducting a GIPP analysis</b>	<b>29</b>
2.1 Key Questions to examine using this analysis tool	13	3.1 Process Outline	30
2.2. Generate a more holistic picture of poverty, inequality and exclusion.	14		
2.3 'Do No Harm', inclusion and transformative change to structural inequalities and power imbalances	16	<b>Footnotes</b>	<b>33</b>

# Glossary of terms

<b>COM-B</b>	<b>Capability, Opportunity, Motivation - Behaviour change Model</b> The COM-B model suggests that behaviour comes from an interaction of <i>capability</i> to perform the behaviour and <i>opportunity</i> and <i>motivation</i> to do so. Change in one or more of these components is needed for behaviour change.	<b>GIIP</b>	<b>Gender, Inclusion, Power, Politics</b>  <b>Inclusive Approach</b> The process of ensuring that everyone, regardless of gender, age or other dimension of diversity is treated equitably and given fair and free opportunity	<b>PEA</b>	<b>Political Economy Analysis</b> - analysis of how politics is organised and has an effect on the programme - analysed in terms of root-cause problems, economic institutions/ stakeholders, political and economic incentives, power bargaining processes etc
<b>CSO</b>	<b>Civil Society Organisations</b>	<b>KII</b>	<b>Key Informant Interviews</b>	<b>PVCA</b>	<b>Participatory, Capability and Vulnerability Analysis</b> A tool used in a community to collect, analyse and systematise information about its vulnerability in a structured way.
<b>FGD</b>	<b>Focus Group Discussions</b>	<b>MEL</b>	<b>Monitoring, Evaluation and Learning</b>		
<b>FCDO</b>	<b>Foreign, Commonwealth and Development Office</b>	<b>PA</b>	<b>Power Analysis</b>		
<b>GESI</b>	<b>Gender Equality Social Inclusion</b>	<b>PDIA</b>	<b>Problem-driven, iterative and adaptive -</b> A step-by-step approach to break down a problem into its root causes, identify entry points, search for possible solutions, take action, reflect on learning, adapt and then act again.	<b>ToC</b>	<b>Theory of Change</b>
<b>GESI analysis</b>	Social analysis from a GESI perspective using tools for measuring inequalities, gender and other exclusion factors				

# Quick guide to power

## Forms of power

### Power over

- Domination/negative exercise of power, exploiting and repressing others, controlling resources and spaces of power.

### Power to

- Ability to decide and carry out actions, to resist or create.

### Power with

- Ability to act collectively, through solidarity or joint action.

### Power within

- Personal dignity and self-worth often linked to culture and religion, which influence thoughts and actions that appear legitimate.

## Faces of power

### Visible

- Power is shown through observable/tangible decision-making mechanisms and forums.

### Hidden

- Power that forms or influences the political agenda behind the scenes, deliberately kept out of sight.

### Invisible

- Power based on social or cultural beliefs, socialisation, ideology, and religious beliefs that sets rules and norms.

## Types of power

(a person may hold)

### Knowledge power

- Understanding rights and entitlements, responsibilities and obligations, and the actions needed to attain them.

### Resource power

- Access to, and influence over, resources, services and means of production.

### Personal power

- Self-esteem, a personal motivation to claim resources.

### Positional power

- Ability to negotiate and claim rights and entitlements, fulfil responsibilities and obligations, ensure equality in outcomes.

## Spaces

### Closed

- In private, no access, no entitlement.

### Invited

- Some people are permitted to participate or observe.

### Claimed/created

- Excluded people create or claim their own space to make decisions.

### Open

- Accessible to all, inclusive, representative.

## Domain

### Public

- In public life and open to all.

### Private

- Agreed among the group to be out of public view.

### Intimate

- Close relationships (family, spouse, friends etc).

# Purpose

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

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

## Part 1: GIPP Guide

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

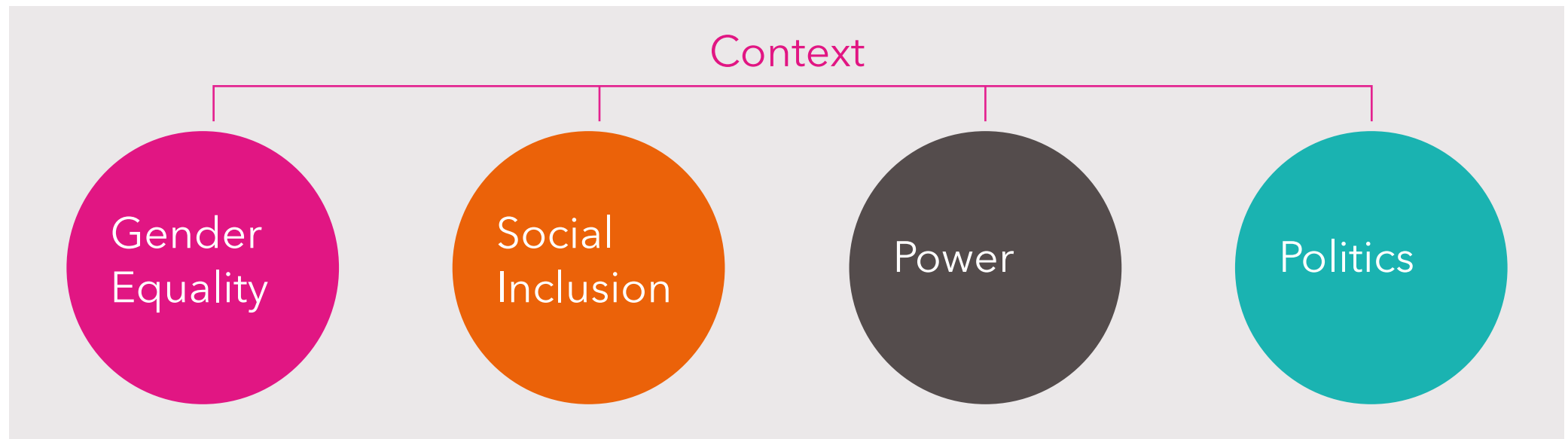
Part 2 provides a complete toolkit with participatory approaches and tools to be used at appropriate points during programme design and implementation.

## Part 2: GIPP Toolkit

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

Gender, Inclusion, Power and Politics (GIPP) is an analysis tool for the development and humanitarian sector to design effective and relevant programmes.

GIPP is rooted in a commitment to development, humanitarian and peace-building work that is centred on an analytical approach based on key principles to understanding the context for any programme or project:



This analysis helps develop a detailed picture of the root causes of problems, the roles of different stakeholders, and the processes to achieve positive change.

Crucial to every GIPP is a clear understanding of how gender and other social inequalities shape development challenges, outcomes and access to power and resources.

With this established, programmes can be designed, implemented, and reviewed effectively.

# 1.0 Introduction

This GIPP Programme Practice Paper is rooted in a commitment to development, humanitarian and peace-building work that is centred on an analytical approach based on key principles:

**The GIPP approach is an integration of:**



Gender  
Equality  
and Social  
Inclusion  
Analysis  
(GESI)

Power  
Analysis  
(PA)

Political  
Economy  
Analysis  
(PEA).



## What is GIPP?

GIPP applies traditional Political Economy Analysis (PEA) lines of enquiry – such as root cause problem analysis, stakeholder analysis, incentives, bargaining processes – with an integrated examination of how gender dynamics, exclusion and other social inequalities shape development challenges, outcomes and access to power and resources. The social, physical, environmental and attitudinal barriers and enablers can be detailed and better understood. This allows practitioners to:

- Identify barriers, capabilities, opportunities and incentives for change within or perhaps beyond a programme scope.
- Inform a Theory of Change as it may suggest multiple answers and possibilities or pathways for change.
- Develop evidence for Monitoring, Evaluation and Learning (MEL) processes through Outcome Harvesting for reflection and adaptation.

### What makes GIPP different?

While there are fundamental links between Gender, Equality and Social Inclusion (GESI) analysis, Power Analysis (PA) and PEA, they are typically conducted separately, and the potential complementarities are often missed. A PEA understanding of politics and visible power in a specific context tends to overlook the relevance of gender and social exclusion as well as personal agency. The GIPP approach considers political institutions and the political economy with an embedded GESI analysis and a framing of less tangible, invisible and hidden forms of power; personal behaviours, norms, ideology and beliefs as pervasive systems of power. Conversely, traditional GESI analysis often has a limited focus on the formal systems and actors that can be critical gatekeepers in the achievement of positive change for women and marginalised groups. GIPP works to engage and integrate marginalised groups (such as sex workers, people with drug

addiction, Dalits or minority political and ethnic groups) into political and power analysis.

GIPP should be used for in-depth analysis and should be complemented by existing analyses of sectoral issues (i.e. health, education, social protection), political policy, political settlement, conflict sensitivities, climate justice, etc.

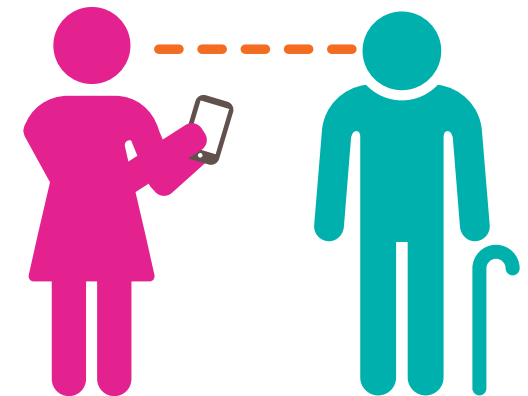
**GIPP should not be a centralised top-down process as is often the practice of governments, donors or other international agencies.** Analysis should be bottom-up, led by communities, individuals and groups who are marginalised, programme implementers and partners to ensure that they drive and fully own the analysis process.

## Summary

This section goes into more detail on the rationale behind developing and using the GIPP approach.

### 1. GIPP preparation: identifying the problems to be addressed

- |  |  |
|--|--|
| <ul style="list-style-type: none"><li>• Local Taskforce with representatives of key stakeholders and community members should be set up to guide and support the process:</li><li>• Local context and information gathering</li><li>• Map what is already known - rapid desk analysis</li><li>• Stakeholder engagement</li><li>• Schedule activities/ adaptive planning</li><li>• Briefing and training staff - using latent knowledge</li></ul> | <ul style="list-style-type: none"><li>• Protocols and Ethical Guidelines briefing</li><li>• Agree key informants, questions and methods</li><li>• Prioritise key <b>problem(s)</b> underlying constraints (to be analysed further)</li><li>• Articulate in the form of <b>a question</b> that highlights the outcome to be achieved</li><li>• Validate with Taskforce and wider stakeholders e.g. national government, civil society - include most marginalised</li></ul> |
|--|--|



## Summary (contd.)

### 2. GIPP Analysis of key problems

#### Context, Actors, Institutions:

What are the key features of the context that really matter for the identified problem(s)?

1. GESI factors - who is excluded, intersecting inequalities, etc.
2. Demography, geography, climate/ environment, natural resources, social structure, history, etc.
3. Formal institutions: laws, regulations, government structures
4. Informal institutions - social, political and cultural norms
5. Social and Political Network Mapping (revisit and question exact nature of problem throughout)

#### Power (Incentives and Behaviour):

1. What influences and motivates actors to behave as they do in relation to specific identified problems?
2. Power, Capabilities, Opportunities, Barriers, Motivations (interests, goals, positions) of individuals and organisations that shape their behaviour - (COM-B<sup>1</sup>)
3. Types of relationships and power dynamics (formal and informal, visible and hidden, lines of influence and accountability)
4. Spaces and Places of power - where and what to influence

## Summary (contd.)

### 3. GIPP Findings and Programme Options

#### a) What are realistic pathways or processes of change?

- Consolidation of analysis results
- What strategic actions can be proposed that support that pathway of change?
- Write up GIPP Analysis

#### b) How might change happen based on your analysis - map out or strategic matrix plan

- What activities? (scorecards, information campaigns, participatory budget monitoring, etc.)
- How? What sort of team is needed, funding, facilitation?
- Who to work with?

### 4. Reflect on Learnings and Review

- Regular Strategy Testing and MEL reviews
- Programme Reviews at 3-6 months
- Theory of Change review
- Adaption of programme resources and change of focus



# 2.0 Planning a GIPP Analysis

## 2.1 Key Questions to examine using this analysis tool:

Where power lies, who it lies with, who is excluded and why?

How is the lack of power itself a form of poverty?

What are the forms, types and spaces of power?<sup>2</sup> (personal, collective, public/ private domains etc)

How do power dynamics and political institutions shape decisions/ resource allocation/ inequality?

Who uses and benefits from these arrangements?

What are the incentives, barriers and potential new pathways for change?

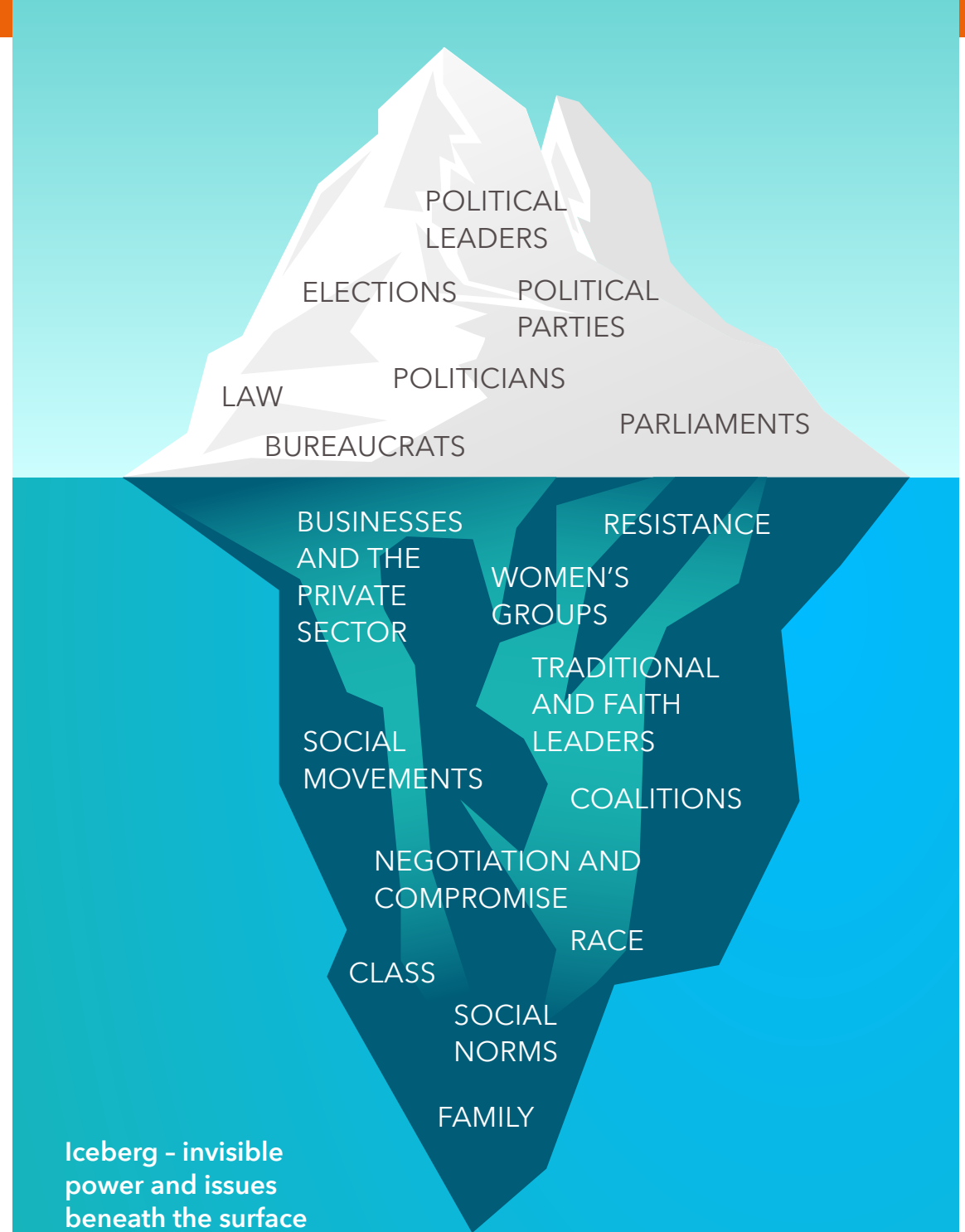
How to enhance the agency and voice of people who are excluded?

## Generate a more holistic picture of poverty, inequality and exclusion.

A traditional PEA provides important insight into existing formal systems, economic institutions, and holders of power (such as men, dominant social groups, big business and the wealthy). The GIPP approach **adds to this** by considering minority or excluded groups, informal power structures and power holders. It also examines **different forms of power**, going beyond the traditional PEA focus on 'visible' power to also examine the role of 'hidden' and 'invisible' power in shaping how decisions are made and with what impact.<sup>3</sup> Applying a GESI lens is critical, not least because women and other groups that are marginalised typically have greater agency and influence in non-formal, less visible social spaces.

The **'Iceberg' diagram** provides an illustrative country-level snapshot of the individuals, groups and institutions that operate less visibly than formal power holders.

By taking this more holistic approach, GIPP analysis supports a more nuanced understanding of why certain groups are marginalised and the impact of this marginalisation. It rejects a one-dimensional view of marginalised groups



## Generate a more holistic picture of poverty, inequality and exclusion. (contd.)

as only beneficiaries of services or victims of a discriminatory systems. Instead, it looks further to analyse how and where women and marginalised groups have existing or latent capacity to **participate** in, engage with, and exercise **leadership** in **decision-making** processes.

The GIPP approach can contribute to more accurate and nuanced **data** collection by drawing attention to different forms of marginalisation around which data can be collected and disaggregated. At a minimum, the GIPP approach encourages and contributes to sex, age and disability-disaggregated data, as is included as part of Foreign, Commonwealth and Development Office's (FCDO) Strategic Vision for Gender Equality;<sup>4</sup> and data collection and disaggregation can add further detail and nuance in terms of who is marginalised and

why, when informed by an effective GIPP analysis. Gender norms, as well as the positioning, prejudices and beliefs of and around particular social groupings, inform and shape power at all levels in society. A PEA that does not consider gender and inclusion<sup>5</sup> tends to provide only partial answers to these important questions, as it fails to account for and analyse the significance of gender norms and social groups as shapers (and products) of existing power structures.

## 'Do No Harm', inclusion and transformative change to structural inequalities and power imbalances.

By explicitly examining how gender inequality and other social inequalities shape access to power and resources, GIPP analysis can build understanding of what interventions will work in support of – or against – equitable change.<sup>6</sup> Such interventions also risk overlooking alternative pathways and agents of change, including opportunities for collective action for marginalised groups to increase their power, influence or access to rights and resources. Adding a GESI perspective to a traditional PEA can highlight otherwise unobserved vulnerabilities, risks, inequalities and informal power dynamics, thus promoting an intervention that, at a minimum, avoids exacerbating these risks and practically engages with the economic and social institutions that enable political change.

In addition to ensure that interventions do no harm, incorporating GESI considerations into traditional PEA can also help to look beyond 'what is' to identify 'what could be'. It enables us to explore what could be achieved by, and with, groups that are marginalised by asking the following questions:

- Why do some people have power over others (both between and within groups)?
- What kinds of power might groups who are considered 'powerless' have?
- Who is left out completely, and why?

A successful GIPP analysis makes it possible to expand the concept of 'working with

the grain', looking beyond formal and elite-dominated systems to find robust answers to these questions that highlight otherwise hidden entry points to, and champions for, change. It enhances the process of scoping out strategic issues and opportunities, as well as existing and nascent spaces, for evidence-based advocacy and policy engagement by groups that are marginalised. The GIPP approach also helps to identify potential allies and 'blockers' in the system – including the private sector, government and civil society<sup>7</sup> – and strategies for mitigating risks posed by actors and institutions that stand in the way of change.





## Inclusive Approach – a GESI Strategy

### GESI Strategy should include:

- **Political will and buy-in:**  
Ways in which leaders use their position of power to communicate and demonstrate their support, leadership, enthusiasm for and commitment to working toward GESI in the organisation/programme, as well as staff (including management/leadership) attitudes towards different gender equality and social inclusion and different marginalised groups.
- **GESI technical capacity:**  
Whether there are sufficient resources available, and the level of knowledge individuals in an organisation or programme needed to carry out the practical aspects of GESI integration for enhanced programme quality and level of institutionalisation of GESI equitable organisational processes.
- **Organisational culture:**  
Norms, customs, beliefs and codes of behaviour in an organisation or programme that support or undermine gender equality and social inclusion – how people relate; what are seen as acceptable ideas; how people are “expected to behave;” and what behaviours are rewarded.
- **Accountability:**  
Mechanisms by which an organisation or programme determines the extent to which it is “walking the talk” in terms of integrating gender and inclusion in its policies, processes and organisational structures and how it is held to account.

## Inclusive Approach<sup>8</sup> - a GESI Strategy

### Pillars of Inclusion<sup>9</sup>:

(these are Christian Aid's but each organisation may have a different set)

#### 1. Challenge power imbalances

- mitigate, address and tackle the power imbalances driving exclusion and inequality.

#### 2. Meaningful access and participation

- to impartial assistance and services, in proportion to need and without any barriers (e.g. discrimination, violence, exploitation) - facilitating the participation of individuals and groups who may be particularly vulnerable or excluded in some way - support the development of self-protection capacities and ensure active participation in decision-making.

#### 3. Safety, dignity and do no harm

- aim to prevent and minimise unintended negative effects of the intervention/ programme which could increase people's vulnerability to physical and psychosocial risks such as sexual and gender-based violence or perpetuate inequality.

#### 4. Accountability

- set up appropriate mechanisms to measure effectiveness, address concerns and complaints - providing relevant information in a timely and appropriate manner - apply codes of conduct.

## GIPP Taskforce: promoting ownership of the analysis and inclusion

Learning from the conventional use of PEA in a range of development programmes (typically as an externally resourced, expert-driven process) has shown that the resulting reports and analysis are often very dense, technical and relatively inaccessible to practitioners. The over-reliance of many PEA processes on academic literature and other 'expert' sources, to the neglect of programme practitioners and stakeholders, limits their utility and relevance to those implementing programmes - 'practitioners can find it difficult to work out how to use them to do things differently in their programmes.'<sup>10</sup> By contrast, the GIIP approach is designed to be a **more inclusive, participatory process**, designed to:

- 1) Increase the likelihood of the GIIP analysis **reflecting the views of a diverse, inclusive range of stakeholders**, and
- 2) Ensure the analysis is **owned and used** by programme teams to inform and adapt programming.

**Ideally, the GIIP process is led by an in-country, multi-stakeholder 'GIIP Taskforce':**

### Composition

Includes a cross-section of civil society organisations and other key actors affected by and engaged with the problem in question.

### Activities

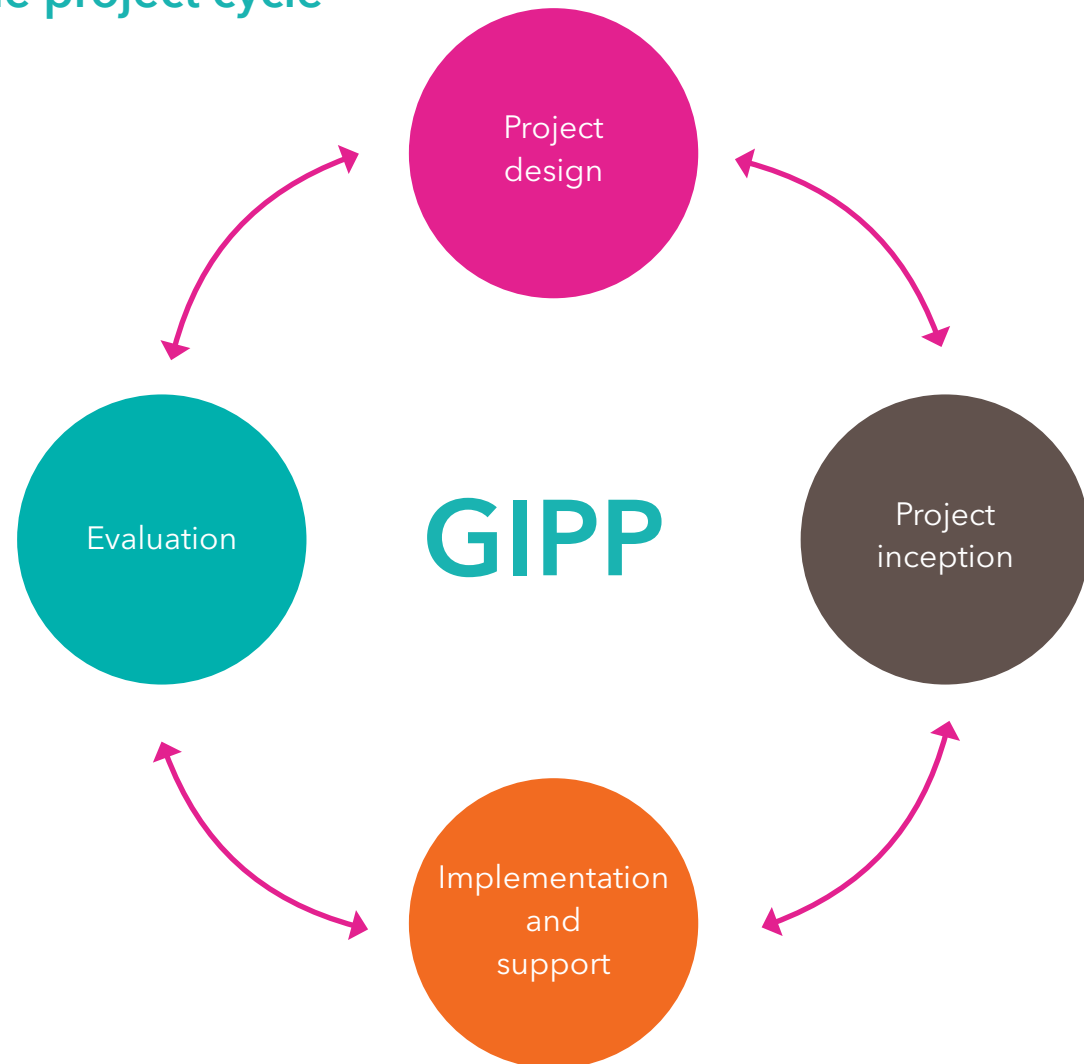
Leads on gathering and analysing information from a cross-section of civil society, government, academic and community stakeholders, including women-led organisations, disabled persons organisations, and other groups that are marginalised or exposed to different levels of vulnerability.

## Embedded, Adaptive and Flexible

In comparison to more conventional PEAs that are 'one-off' or periodic products undertaken by 'experts,' an 'embedded' GIPP analysis is an operational tool that allows programme staff to undertake on-going analysis, learn from changes on the ground and continually adapt strategies and approaches in response to changing contexts and pushbacks from powerholders.

An '**embedded analysis**' requires that programme teams and partners take ownership of the process and develop their own approach to making regular analysis an integrated element of their day-to-day work and the programme's strategic direction.

### The project cycle



## Embedded, Adaptive and Flexible (contd.)

An essential element of an embedded GIPP process is a **regular and honest reflection** on whether the initial theories of change remain valid as the programme proceeds.

Establishing this practice of reflective and self-critical programme analysis can require a substantial shift in organisational culture or working practices. However, evidence to date suggests that practical experience using the GIPP as a process (and not as an event) and as a platform for on-going reflection can, over time, shift practice and become 'embedded' as a way of working.

This embedded, adaptive and flexible approach builds on two important lessons from contextual GIPP to date:

- 'How people learn': Most adults tend to learn best through action, experience and peer exchange;
- There is no single or easy answer: Several options or pathways to change may need to be tested to discover what works - development is an iterative process.

This means that rather than aiming to conduct an exhaustive, in-depth analysis as part of the inception phase, the main aim will be to assemble a high quality, co-created working analysis of the key problem(s) to be addressed; the system, structures and stakeholders that affect/are affected by the problem; and some plausible ideas about entry points and options for an effective programme response. This analysis should aim to **question assumptions** (e.g. of how change happens) and **generate a range of options and ideas** for more innovative programming responses.

## Embedded, Adaptive and Flexible

The Problem Driven Iterative and Adaptive (PDIA) approach addresses many of these concerns:

### PDIA Four Principles<sup>11</sup>:

#### 1. Local solutions for local problems

Transitioning from promoting predetermined solutions to allowing the local nomination, articulation and prioritisation of concrete problems to be solved.

#### 2. Pushing problem-driven positive deviance

Creating (and protecting) environments within and across organisations that encourage experimentation and positive deviance.

#### 3. Try, learn, iterate, adapt

Promoting active experiential (and experimental) learning with evidence-driven feedback built into regular management that allows for real-time adaptation.

#### 4. Scale through diffusion

Engaging champions across sectors and organisations who ensure reforms are viable, legitimate and relevant.

## Embedded, Adaptive and Flexible (contd.)

### Strategy Reviews and Testing

Crucially, the strategic options that emerge from the initial GIPP analysis should be tested, with regular reviews or 'strategy testing' (drawing on refreshed GIPP analysis) throughout any programme. This will inform implementation on an on-going basis. Key pitfalls and challenges include:

- Do not underestimate our lack of knowledge (i.e. how much we don't know about how change happens) and be open to new observations.
- Avoid overestimating the possibilities for immediate change (i.e. the ability to achieve ambitious change at the start or in short project cycles).
- Do not restrict stakeholder mapping to well-known actors (unusual or traditionally excluded actors may be crucial in mapping the power and accountability landscape).
- Avoid agreeing all activities or partners upfront with a fixed process for implementation that does not regularly review progress and look to see if adjustments can be made.

### Tips for strategic review and adapting<sup>12</sup>

- Build in fast **feedback** mechanisms (detecting changes in real time, smart engagement with multiple networks, and creative use of information and data sources).
- Develop and **test multiple options**: Identify different options for achieving change and then implement these in parallel, testing as you go to see which is having most impact.

*For instance, for an issue like how to get young people to vote and actively participate in elections where they have little hope of influence, you might test out an information campaign through different sources (media, peer networks, faith groups) and measure effectiveness to see which is working best.*



Community in Kenya gathering to discuss the body mapping power analysis exercise  
Photo credit: Christian Aid

## Embedded, Adaptive and Flexible (contd.)

- **Build skills in convening and brokering** of partnerships and collaboration: Better results are more likely by bringing together a wider range of people, organisations and sectors through multi-stakeholder partnerships to solve problems together. Leverage the strengths of others through private sector collaborations, partnerships with the state (where they can be allies) and academic institutions.
- **Understand what has worked** in the past: Collect and share sufficient knowledge of why programmes have not been effective in the past; learn from examples that have been effective and adopt relevant features. Look for examples of 'positive deviance' - for example, finding the results that are particularly good (or particular regions or areas where outcomes are better) and understanding why this is.

### What does this mean for adaptive programme management?

Where an adaptive approach is possible (with donor and organisational consent), the following should apply:

- **Develop a clear programme level Theory of Change and a logical results chain:** This would help to define: the high level goals and outcomes of the programme (which are less likely to change unless there is significant change in context); the main anticipated output areas, related to these outcomes; and the lower level assumptions of how change will happen and the programme's contribution to this change (which should be reviewed and changed regularly).



- **Strategic reviews:** Held every 3-6 months, to revise, if necessary, the lower levels of the results chain - more regular meetings with partners might be required to maintain momentum and keep on track, address challenges or adjust quickly.
- **Programme teams share their thinking,** inviting others to provide peer review and critique. Changes to the results chain should be agreed, with donors consulted and reasons given as necessary.
- **In-house studies and investigation:** Targeted, time-bound studies to answer questions or fill gaps that come up during implementation.
- **After-action reviews:** Following activities, staff fill in an online form to compare what was intended versus what actually occurred.
- **Weekly reports:** Field staff provide a weekly report on their work, identifying any successes, signs of progress, challenges, and what has been learnt.



## Embedded, Adaptive and Flexible (contd.)

### Operational support to adopt these principles might include:

- Support to sharing of learning between programmes which already work in this way (e.g. through mentoring/coaching, such as Christian Aid Ireland's adaptive management<sup>13</sup>, Voice to the People's Innovation Fund for small organisations<sup>14</sup> or the SAVI governance programme<sup>15</sup> in Nigeria which supported more in coaching and less in funding).
- Demonstrate benefits by hands-on mentoring of working adaptively, analysing problems, thinking politically and understanding power relations
- Funding arrangements that give space for flexibility and change i.e. not locking in partners for the whole programme upfront, or the option of 'challenge funds' which deliberately ask for innovation/experimentation.
- Requesting that programme teams keep 'process diaries' (i.e. record key meetings, changes in the external environment, changes in thinking within the team) that could draw on weekly reports from field

staff to record what teams are learning and how this is shaping the implementation of the programme.

- Requesting that programme teams identify key sources of 'feedback' as part of implementation - GIPP could be used to identify the most useful sources of feedback and determine how to gather feedback quickly. It might mean identifying a small number of key indicators and sources of information to be regularly monitored.

- Improving information flows, including regular feedback loops to enable ongoing analysis, learning and programme adaptation.
- Commitment to learning and information-sharing across a programme at all levels, from citizens and community partners to national government partners.

*Training in Myanmar on participatory tools for ECID programme*  
Photo credit: Christian Aid



## Conceptualising the GIPP: Lines of enquiry

GIPP is a learning by doing approach, designed to address key contextual questions and lines of enquiry. These questions and lines of enquiry can be used either as a design tool (to support a project to identify or narrow its focus) or as a part of a programme's monitoring and learning systems.

*Preparation, convening and stakeholder engagement:* To clarify lines of enquiry, the GIPP process must first undertake problem identification, i.e., identifying systemic issues, blockages and entry points, structural divides and inequalities, influential social norms and behaviours, etc. Consider, for example, systemic exclusion of voice and influence in service delivery for marginalised groups, discrimination, divided or co-opted civil society, failures of accountability, etc. The preparation phase typically includes and initial rapid desk-based contextual and problem analysis.

The GIPP process convenes key stakeholders and groups affected by the problem in question, including key 'target groups' and those we are aiming to work with. As well as a GIPP multi-stakeholder workshop, the process uses focus group discussions (FGDs) and key informant interviews (KIIs) to fill out, verify and enhance stakeholder analysis and assemble the 'big picture.'

### **What are the main lines of enquiry?**

- Identify **key gender equality and inclusion issues** (ensuring that there is an overall GESI Strategy as a guiding framework and point of reference).
- **Systemic and root cause analysis:** What are the critical problems and issues facing different groups? How to these challenges manifest differently for people from marginalised groups? What are the systemic causes of these problems? Apply systems analysis, networks mapping and power analysis tools as needed to understand relations between stakeholders.
- **Power and stakeholder analysis:** Who are the key stakeholders that can affect or be affected by this problem? What are the power dynamics? Who has influence to effect change? Who are potential champions and blockers of change, and how should we work with them? What are the key spaces, places and networks where formal, informal, hidden and invisible power operate? How is power used in different settings and different ways, taking into account cultural bias? It is important to note that some critical stakeholder groups may become visible only as the GIPP process unfolds, so it is important to be adaptive in our approach.
- **Exclusion analysis:** Identify the most marginalised people and groups, in a given setting, or in relation to a specific sector, service or issue. What attitudes and prejudices cause discrimination and excluding behaviour towards 'others'? How do social conditioning and community psychology shape patterns of exclusion? What are best and most responsible ways of working with the most marginalised groups?

## Conceptualising the GIPP: Lines of enquiry (contd.)

- **'Thinking and working politically':**  
What are the political economy issues to consider? Analyse relevant political settlements, institutions, 'rules of the games,' decision-making and bargaining mechanisms, incentives, blockages, opportunities and systemic barriers for change.
- **Review the context and landscape** of civil society, social movements, government and private sector landscape - identifying the most relevant actors. What are the power and relationship dynamics between sectors and key stakeholder groups?
- **Survey existing advocacy and policy initiatives**, including proposed reform of key legislation and policies - determine which of these are most relevant to the problem in question.
- **Identify key tractable and salient issues**, not just for more dominant or visible groups, but also for most excluded groups.
- **Undertake conflict mapping and understand peace-building dynamics as needed** - including different impacts, implications and challenges for diverse groups.

**The suggested GIPP report template (see Tools in GIPP Guide Part 2) is structured according to these lines of enquiry, with the aim of simplifying the process for consolidating research findings.**

Remember **Leave No One Behind** principles and **Gender Equality & Social Inclusion (GESI)** Strategy

## Ethical Guidelines - Inclusion and Do No Harm

1

Ensure Ethical Guidelines being used are available and accessible in appropriate format (spoken, braille and languages)

2

GESI Strategy must be developed, made accessible, and be applied throughout the process

3

Accountability framework must be in place

4

Safeguarding principles must be communicated and available

5

Ensure that all materials are available and accessible in appropriate languages and formats

# 3.0 Conducting a GIPP analysis

## 3.1 Process Outline

**Set-up:** The start of the GIPP analysis requires preparation to set the stage for the entire process. The GIPP is intended to be an on-going piece of analysis, so it is not only vital for design and inception but it needs to be embedded within a programme's MEL systems. The process outlined below relates to the initial data collection, analysis and report writing.

The steps listed below may not happen in full or in sequence. The intention is that the local programme teams can use the below as a guide to be adapted based on their own timelines and their particular stage of programme development and implementation.



*Body mapping exercise in Kenya*  
Photo credit: Christian Aid

## Process Outline (contd.)

### When

### Task

#### Preparation

- Setup of GIPP Taskforce (in-country) to build accountability and local ownership
- Setting parameters for analysis (sector, themes, location)
- Review of draft participatory tools by Taskforce and alterations made as necessary
- Rapid desk-based contextual analysis
- Develop list of stakeholders to engage with in country
- Schedule activities for visit (target and wider community representatives using KIs, FGDs, multi-stakeholder workshop, etc., in line with Covid-19 safety)

#### Briefing

- Briefing with programme staff and GIPP Taskforce (review schedule; review of tools, including GESI-sensitive, use of language, core concepts, ethical protocols and risks (in line with and to inform country- and programme-level risk matrices);
- Plan workshop (next step) agenda and location, including clarifying roles and responsibilities and ground rules for facilitation/convening
- Arrange some KIs to pilot tools, ideally with Taskforce members or programme staff

## Process Outline (contd.)

### When

### Task

#### Workshop

#### Multi-stakeholder workshop with partners and other relevant stakeholders

- **Day 1:** Introduction to programme; introduction to the GIPP process; problem analysis exercise; stakeholder mapping exercise.  
  
[GIPP Taskforce and advisors debrief at end Day 1: what is/is not going well and adapt Day 2 agenda]
- **Day 2:** Reflection on Day 1; power and stakeholder analysis; exclusion analysis; discussion around entry points for change; outline of next steps, including future engagement, GIPP report validation, engagement in programme activities

#### Review and Tools

- Stocktake on workshop with GIPP Taskforce (findings; what worked/didn't work; key lessons; identification of areas for further investigation); familiarisation with tools (short informal training/roleplay if required)
- KIs and FGDs - testing and applying tools

#### Reflection and Learning

#### Reflection workshop

- Consolidation of findings; reflection on the GIPP process; initial discussions around entry points/pathways for change based on findings; review and adjustment of analysis tools; agreement on next steps (including timeline and responsibilities)

## Process Outline (contd.)

When	Task
<b>KIIs and FGDs (within 2 weeks)</b>	<ul style="list-style-type: none"> <li>• KIIs and FGDs with key stakeholders, focused particularly on state to community-level actors</li> </ul>
<b>Writing Up and Capture of GIPP analysis</b>	<ul style="list-style-type: none"> <li>• Write-up of findings in GIPP Report</li> <li>• Draft out potential pathways of change and ToC</li> <li>• Develop workplan - ensure regular refresher of the GIPP is undertaken throughout implementation (e.g. a light touch review every quarter and an annual 'harvesting workshop')</li> <li>• Integrate GIPP into country MEL systems and frameworks</li> </ul>

See part 2 for more detail on key steps outlined in the above table. Some activities may happen simultaneously, so the below steps are not necessarily listed in the order given above. Depending on the stage of implementation and the capacity of the team members, the process of conducting KIIs and FGDs may be possible before the workshops.

**Now see GIPP  
Part 2 - Toolkit**



# Footnotes

- 1 COM-B is a form of Power Analysis that details Capability, Opportunity and Motivation that leads to Behaviour change <https://www.qeios.com/read/WW04E6.2>
- 2 See Christian Aid (2016) 'Power Analysis – Programme Practice' for a breakdown of this. <https://www.christianaid.org.uk/resources/about-us/power-analysis-programme-practice>
- 3 See Powercube, 'How Visible, Hidden and Invisible Power Work Together' (<https://www.powercube.net/analyse-power/forms-of-power/how-forms-work-together/>) and Pettit, McGee (2019) <https://www.ids.ac.uk/publications/power-empowerment-and-social-change/>
- 4 DFID (2018) 'DFID Strategic Vision for Gender Equality: A Call to Action for Her Potential, Our Future'
- 5 'Gendered' political economy analysis, see for example: Haines, R. & O'Neil, T. (2018) 'Putting Gender in Political Economy Analysis: Why it Matters and How to Do It', Gender And Development Network and Browne, E. (2014) 'Gender in Political Economy Analysis', GSDRC Helpdesk Research Report (<http://gsdrc.org/docs/open/hdq1071.pdf>)
- 6 Traditional PEA often supports interventions that work 'with the grain' of existing formal systems, to direct programmes away from pre-designed 'best practice' interventions and towards what is contextually feasible and a 'good fit' (see Brian Levy 2014 Working With The Grain) but this risks reinforcing marginalisation by strengthening systems that discriminate or exclude groups.
- 7 This Toolkit and ECID defines 'civil society' in its broadest sense - formal registered CSOs to grass-roots CBOs/ unregistered social movements - a cross-section of civil society will be targeted through the GIPP - implementers should resist the tendency to focus on formal at the expense of informal.
- 8 ECID's GESI Strategy Principles - <https://evidenceforinclusion.org/ecid-gender-equality-social-inclusion-gesi-strategy/>
- 9 Christian Aid's Guide to Inclusive Programming and Leave No-One Behind: <https://www.christianaid.org.uk/sites/default/files/2017-02/Leave%20no%20one%20behind%20report.pdf>
- 10 Haines, R. & O'Neil, T. (2018) 'Putting Gender in Political Economy Analysis', p. 8
- 11 Andrews et al (2015) - see we need instead organisations that generate, test and refine context-specific solutions in response to locally nominated and prioritised problems
- 12 Duncan Green, Oxfam Blogs reflects on how INGOs work see <https://oxfamblogs.org/fp2p/how-can-a-gendered-understanding-of-power-and-politics-make-development-work-more-effective/>
- 13 <https://www.christianaid.org.uk/resources/about-us/christian-aid-irelands-adaptive-programme-management>
- 14 For example see Christian Aid Nigeria's Voice to the People programme where Innovation Funds were used to promote accountability <https://www.christianaid.org.uk/sites/default/files/2018-03/Doing-Accountability-Differently-V2P-Governance-January2018.pdf>
- 15 Introduction to SAVI's way of working - State Accountability and Voice Initiative (SAVI) ([savi-nigeria.org](http://savi-nigeria.org))
- 15 (LILO) Tool - partner of CA in ECID - <https://positivevibes.org/what-we-do/lilo/>