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WPPL ASSESSMENT FRAMEWORK WORKBOOK

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ACRONYMS

CEPPS	Consortium for Elections and Political Process Strengthening
CSO	Civil society organization
DRG	Democracy, Human Rights, and Governance
EMB	Electoral Management Body
FGD	Focus group discussion
IDEA	International Institute for Democracy and Electoral Assistance
KII	Key informant interview
USAID	United States Agency for International Development
VAWP	Violence Against Women in Politics
WPPL	Women's political participation and leadership

WPPL WORKBOOK OUTLINE

M: Mission

C/AT: Contractor and Assessment Team

PART I: MAPPING THE CURRENT STATE OF WPPL

1. M: WPPL Entry Points/Scope of Work
2. M: WPPL Assessment Request for Proposals
3. C/AT: Research Team Recruitment Guidance
4. C/AT: Job Description: Team Lead
5. C/AT: Job Description: Local Gender and Politics Expert
6. C/AT: Job Description: Logistician
7. C/AT: Research Guidance
8. C/AT: Assessment Team Kick-Off Meeting
9. C/AT: Desk Review Guidance
10. C/AT: Assessment Strategy Report Template
11. M: WPPL Utilization Guidelines
12. M: Utilization Workshop Presentation
13. C/AT: WPPL Weekly Report Template

PART II: COLLECTING AND ANALYZING DATA

14. C/AT: Accessing Key WPPL Stakeholders
15. C/AT: Introduction Letter Template
16. C/AT: Key Informant Interview Considerations
17. C/AT: Key Informant Interview Guide
18. C/AT: Focus Group Discussions Considerations

19. C/AT: Focus Group Guide
20. C/AT: Mapping WPPL Worksheet
21. C/AT: Analyzing WPPL Worksheet
22. C/AT: Stakeholder Analysis Worksheet

PART III: UTILIZING THE DATA

23. C/AT: WPPL Assessment Report Template
24. C/AT: WPPL Findings Presentation Template
25. M: WPPL Post-Assessment Utilization Action Plan

WOMEN'S POLITICAL PARTICIPATION AND LEADERSHIP ASSESSMENT

USAID/MISSION, USAID DRG, CONTRACTOR SCOPE OF WORK

The following document provides a concise introduction to women's political participation and leadership (WPPL) assessments and the responsibilities of [contractor]; United States Agency for International Development's (USAID's) Democracy, Human Rights, and Governance (DRG) Bureau; and USAID/Missions in this work. The document first provides a step-by-step introduction to how a WPPL assessment is conducted. It also provides a detailed timeline for this work and an outline of the various responsibilities involved.

WHAT IS A WPPL ASSESSMENT?

The USAID DRG Bureau developed a WPPL Assessment Framework, with an accompanying set of assessment tools. The purpose of the Assessment Framework is to 1) map the current in-country situation regarding WPPL, 2) identify barriers to and opportunities for improving WPPL, and 3) formulate country-specific recommendations to advance WPPL. The Assessment Framework seeks to guide research teams in this work. To complete this work, a Mission will commission a contractor or team that will undertake in-country research consisting of a desk review, focus group discussions (FGDs), and key informant interviews (KIs).

CONSIDERING WPPL ENTRY POINTS

The assessment operates as a flexible tool that can be applied at various stages of Mission planning cycles or in response to anticipated or unanticipated political transitions. This assessment complements, but stands separate from, a gender assessment. Some example entry points include:

- Align with a Strategic Assessment (see Strategic Assessment Framework guidance).
- Align with the annual program planning cycle.
- Respond to upcoming elections.
- Respond to an unanticipated or expedited political transition, which offers new openings or closings for WPPL.

THE WPPL ASSESSMENT CONSISTS OF SEVEN STEPS

- I. **Recruiting the Assessment Team:** An expert in gender and politics with relevant country and report organization/writing experience will lead the assessment team, assisted by one or two other experts in gender or politics in the country and a logistician. The Mission is asked to recommend experts for the assessment team. The Mission is also asked to identify staff members to review the suggested assessment team and serve as the primary point of contact from the Mission's side throughout the entire assessment process. A staff member with

expertise in gender or political programming is strongly recommended. This staff should budget a minimum of 25 percent level of effort for the duration of the assessment.

Once the full assessment team is constituted (contractor and assessment team and Mission staff), the Mission staff should develop a work plan for the entire project, including communications cadence between the contractor and assessment team, the Mission, and the DRG Bureau. At a minimum, the assessment team should be submitting weekly reports (see template) from activity kick-off through close-out to support collaboration and information sharing.

2. **Producing a Strategy Report:** The assessment team's first task is to produce a strategy report. The strategy report will include details on each of the following: 1) sequencing of the assessment; 2) division of responsibilities; 3) potential risks, limitations, mitigation strategies of the same, and opportunities; 4) communication strategy; and 5) timeline for the assessment. The assessment team will draw information from several sources when drafting the strategy report, including the WPPL assessment framework, this document, initial work on the desk review (point 3 below), and their previous experience on similar assignments. The assessment team may also request meetings with USAID to discuss specific details relevant to the strategy report while drafting this. Between five to six weeks from the beginning of the assessment, they will submit the strategy report to the Mission. The goal will then be for USAID and the Mission to conduct a review and give comments a week from receipt before returning the report to the assessment team for revision and finalization.
3. **Conducting a Desk Review and Power Mapping:** Concurrent with the Strategy Report, the assessment team will conduct a thorough desk review of existing data and research on the country in question, both to inform the assessment and to make the best use of existing resources while in the field. The research team will identify relevant documents and the Mission will also provide relevant documents for the assessment team to review. The assessment team is responsible for identifying all relevant documents for this effort, including partner assessments or other DRG program materials from non-U.S. Government-funded programs and partners. The desk review should also include a thorough review of relevant legal texts (constitutions, elections and violence against women in politics law, political party bylaws, etc.).

In addition, as part of the desk review, the assessment team will begin to identify groups and individuals who are active or vocal on questions of WPPL. The assessment team will share these names with USAID and the Mission for review and input and may request contact information so they can be approached for interviews during the research period. The desk review will not be shared as a separate deliverable but will inform the assessment team's work and be incorporated into the final assessment report.

4. **Utilization Briefing:** Once in receipt of the strategy report, the Mission will organize a design workshop to consider the range of possible applications of the research findings and prioritize. Factors a Mission may consider include the timing of upcoming elections or other political

windows of opportunity, program design cycles, or interest among the diplomatic community. The Mission will also determine which stakeholder groups and geographies should be included in the assessment to inform these utilization goals.

5. **Researching:** The assessment team will begin preparation for research alongside the desk review. Some planning may occur simultaneously. The research will employ a suite of qualitative tools to gain insights into the barriers to and opportunities for advancing WPPL in a given context. The qualitative tools include KIIs and FGDs. These tools seek to engage with knowledgeable insiders—women and men—to gain valuable insights about the barriers to and opportunities for enhancing WPPL, especially in terms of its power dimensions. All tools will be localized to the country where the research will take place.

The assessment team will work closely with the Mission to identify and establish introductions where necessary to key stakeholders. This will include sharing the initial list of people and organizations to be interviewed for Mission review and input. The contractor will work with the Mission to ensure that proper protocols are followed in all data collection and Do No Harm principles. Assessment teams should budget a minimum of three weeks to complete the research.

The assessment team will schedule in-briefing and out-briefing sessions with the Mission to ensure USAID staff have the opportunity to inform research and analysis directions.

6. **Data Analysis and Reporting:** The research team will prepare the final assessment report for USAID's review using the report template provided in the framework. The research team will also prepare all annexes as stipulated in the framework. There will be two rounds of comments from USAID and subsequent revisions from the contractor. At approximately week 17 from the beginning of the assessment process, the contractor will deliver the first draft of the report.

USAID and the Mission will have two weeks for review and comments which the contractor will use to create a revised draft two weeks later. After submitting the revised draft, the contractor will hold an outbrief with the Mission and other relevant stakeholders, as determined in consultation with Mission staff. The roles and responsibilities of the contractor and the assessment team, DRG Bureau staff, and USAID/Mission staff for each stage of the assessment are detailed below. Key processes are also detailed below.

7. **Dissemination, Engagement, and Utilization:** Upon receiving final comments from USAID, the contractor will begin scheduling a dissemination presentation with USAID staff and other relevant stakeholders. The contractor will produce a 508-compliant copy of the final report (in English and relevant local languages) and ensure this is publicly available on the USAID Development Experience Clearinghouse website within one week of finalization. The Mission will use the final deliverables as a foundation for a utilization workshop to review the recommendations, prioritize which are actionable, and develop an action plan for dissemination and diplomatic and programmatic responses.

TIMELINE AND RESPONSIBILITIES

There are several steps that must be taken before a WPPL assessment can begin:

1. Hold an inception meeting with DRG, gender, and other key Mission staff to discuss the goals and steps of the assessment and agree on a general timeline.
 - a. USAID's DRG Bureau will share the WPPL Assessment Framework, assessment team member job descriptions, and any other relevant documents to assist the Mission in becoming familiar with WPPL assessments.
2. Share the Mission Terms of Reference (the current document) with the Mission and agree on a timeline and work plan.
 - a. This timeline and work plan will be revisited as the assessment team is finalized and adjusted as needed.
3. Confirm who the Mission points of contact are on the assessment.
4. Confirm the communication plan with the Mission and schedule recurring meetings. Meetings may occur on a regular basis (e.g., biweekly) during the early phases of an assessment and may include the contractor to streamline communications.

The following steps and responsibilities are required once a Mission is engaged for an assessment. The first of these (recruiting assessment team) can occur concurrently with the early phases of engaging a Mission, assuming the Mission has a clear understanding of the needs of a WPPL assessment and desired profile for the assessment team. These steps will be launched with a kickoff call between Mission, DRG, and the contractor and research team.

Task	Due Date	Contractor Responsibilities	DRG Bureau Responsibilities	Mission Responsibilities	Process
Recruiting the Assessment Team		<ul style="list-style-type: none"> Lead all recruitment efforts. Propose assessment team to USAID and the Mission. Approve assessment team with Mission concurrence. 	<ul style="list-style-type: none"> Liaise with Mission staff to solicit assessment team candidates. 	<ul style="list-style-type: none"> Provide recommendations for assessment team members based on the job descriptions the contractor provides. Review proposed team members and provide concurrence to the contractor. 	<ul style="list-style-type: none"> The Mission will provide recommendations for assessment team members based on the job descriptions the contractor provides. The contractor will conduct interviews and due diligence with candidates, including those proposed by the Mission. The contractor will then propose a team to the Mission for review and approval.
Producing a Strategy Report		<ul style="list-style-type: none"> Draft and finalize the Strategy Report. 	<ul style="list-style-type: none"> Meet with Mission staff and the assessment 	<ul style="list-style-type: none"> Meet with DRG Bureau staff and the assessment 	<ul style="list-style-type: none"> The assessment team will review documentation

Task	Due Date	Contractor Responsibilities	DRG Bureau Responsibilities	Mission Responsibilities	Process
			<p>team, as needed.</p> <ul style="list-style-type: none"> ● Review the draft Strategy Report and provide comments. 	<p>team, as needed.</p> <ul style="list-style-type: none"> ● Review the draft Strategy Report and provide comments. 	<p>on, including the WPPL Assessment Framework and Mission scope of work.</p> <ul style="list-style-type: none"> ● The assessment team will draw on initial desk review findings and prior experience. ● The assessment team will submit the draft report; the DRG Bureau and Mission staff will review in parallel and submit consolidated comments (one week after submission). ● The assessment team will review and finalize the report (one week after

Task	Due Date	Contractor Responsibilities	DRG Bureau Responsibilities	Mission Responsibilities	Process
					receiving comments).
Conducting a Desk Review		<ul style="list-style-type: none"> Conduct a desk review with the guidance and tools outlined in the Assessment Framework. Liaise with Mission staff on documents to include in the desk review (e.g., Consortium for Elections And Political Process Strengthening [CEPPS] implementation documents). Compile the names of groups and individuals and proposed locations outside the capital for KIIs and focus groups; share this list with DRG and Mission staff and request contact details, 	<ul style="list-style-type: none"> Meet with Mission staff and the assessment team, as needed. Coordinate with implementing partners at the HQ level where relevant that should meet with the contractor and provide stakeholder information or key resources. 	<ul style="list-style-type: none"> Provide relevant program documents. Provide contact information for key groups and individuals identified through the desk review for the field research. Introduce the research team to key in-country implementing partner representatives who may also provide this information (e.g., CEPPS staff). Meet with DRG Bureau staff and the assessment team, as needed. 	N/A

Task	Due Date	Contractor Responsibilities	DRG Bureau Responsibilities	Mission Responsibilities	Process
		<p>where necessary.</p> <ul style="list-style-type: none"> ● Localize all data collection tools. 			
Researching		<ul style="list-style-type: none"> ● Create and maintain a tracker showing the current status of all FGDs and KIIs. ● Conduct all necessary FGDs and KIIs. ● Conduct in-briefs and out-briefs with Mission staff. 	<ul style="list-style-type: none"> ● Meet with Mission staff and the assessment team, as needed. 	<ul style="list-style-type: none"> ● Meet with DRG Bureau staff and the assessment team, as needed. ● Engage in in-brief and out-brief meetings with the assessment team. ● Ensure Mission staff are available to be interviewed by the assessment team as part of the KIIs or FGDs. 	N/A
Data Analysis and Reporting		<ul style="list-style-type: none"> ● Draft and finalize the WPPL Assessment Report. ● Respond to two rounds of comments from Mission staff. 	<ul style="list-style-type: none"> ● Review the first and second drafts of assessment reports, providing comments. ● COR will approve final 	<ul style="list-style-type: none"> ● Review the first and second drafts of assessment reports and provide comments. ● Participate in a 	N/A

Task	Due Date	Contractor Responsibilities	DRG Bureau Responsibilities	Mission Responsibilities	Process
		<ul style="list-style-type: none"> Organize and facilitate a recommendation discussion with DRG Bureau and Mission staff. 	report with concurrence from Mission.	recommendations discussion after submitting the first round of comments and receiving the revised draft.	

[MISSION / AGREEMENT NO] TASKING REQUEST

TASKING XXXX: WOMEN'S POLITICAL PARTICIPATION AND LEADERSHIP (WPPL)

Date of Request:

TYPE OF TASK:

Developing Learning Agenda		Case Study
Indicator Selection		Performance Evaluation
Country Data Portrait		Impact Evaluation
Evidence Gap Map		Metaketa
Literature Review	X	Assessment
Systematic and Evidence Review		Auxiliary Study (Other Research)
Public Opinion Survey		Dissemination or Utilization

PURPOSE AND INTRODUCTION

The [country] Mission of USAID is requesting a WPPL assessment to be conducted based on the finalized theory, tools, and methods of the WPPL Assessment Framework.

BACKGROUND AND CURRENT STATUS OF THE WPPL ASSESSMENT FRAMEWORK

A WPPL assessment seeks to better understand the current situation to identify challenges and prioritize opportunities for advancing WPPL in [country], pinpointing areas where USAID and partner programming investments, diplomatic engagement, and advocacy are likely to have the greatest impact. The assessment has three parts: mapping, data collection, and data analysis. The first part involves mapping the current state of WPPL in a given country, focusing on trends related to both women's political participation and women's political leadership. The second part uses data collection to consider both dimensions of WPPL, evaluating it in terms of women's access, as well as their power and influence, in political spaces. The third part of the assessment entails analyzing the data and writing an assessment report. It requires: a) analyzing barriers to and opportunities for WPPL in a given context, focusing on socio-cultural, institutional, and individual factors shaping women's exclusion (and inclusion) as political actors; and b) identifying strategic allies for WPPL, considering which actors in state institutions, political

parties, civil society, and the international community might be well-placed to advocate for policy changes and support women seeking to become politically active.

The findings from the assessment will be used to create a strategy, including programming and diplomatic engagement, focusing on actions to advance both access and power dimensions of WPPL. The assessment should contribute to this work by diagnosing what kinds of interventions might be most effective for addressing the identified barriers and opportunities to advance WPPL.

STATEMENT OF WORK

This tasking calls for one WPPL assessment to be conducted. The assessment will be conducted based on the latest iteration of the WPPL Assessment Framework. The assessment requires the identification and retention of an appropriate country-level team to collect and assist with the interpretation of data, conduct thorough desk reviews of available and critical information as identified in the WPPL Assessment Framework, lead focus group discussions with key groups of stakeholders and political figures, conduct key informant interviews with key stakeholders and political figures, and translate the findings into accessible reports to meet the [country] Mission needs and inform future programming.

DELIVERABLES

One WPPL assessment using the WPPL Assessment Framework, consisting of a strategy report including a data collection plan for review by Mission staff and a final assessment report and presentation. The final deliverables must be submitted in both English and relevant local languages, as specified by the Mission.

STAFFING

Staffing in individual countries where the WPPL Assessments will take place will be determined in collaboration between the contractor and USAID Mission staff. The staffing in the central office should include one expert in gender and politics who can offer targeted assistance and oversight to in-country staff as needed, ensure quality control, and report similarity across the teams.

PROCESS PLAN AND TIMEFRAME

This tasking has a planned end date of [date range—consider six-month timeframe]. To ensure that the subtaskings are completed in a timely manner, USAID requests a detailed process plan and timeframe to complete the assignment included in this request, which should include all preparatory time anticipated to be needed from when this revised tasking is received until the final report will be submitted.

Table I: Dates of Performance and Timeline

TASK	TIMELINE	PROPOSED DEADLINE

BUDGET

To be determined.

SUBMISSION INSTRUCTIONS

You will have ten business days to submit a brief concept note and a budget which should be broken down by anticipated costs for the country assessment and all required deliverables.

RESEARCH TEAM RECRUITMENT GUIDANCE

Putting together a capable research team is vital to the success of the WPPL assessment. Although the exact balance of skills across the team members might vary, the Mission and contractor supporting the research should recruit a research team that combines topical expertise and local knowledge. Expertise in gender and politics and familiarity with the country's political dynamics are essential for ensuring that the data collection and analysis are well-informed and draw accurate conclusions. In addition to recruiting for specific positions, the contractor should pay close attention to **team composition** during final selection, accounting for a diversity of genders, regions of origin, ethnicity, religion, or other local contextual factors that will support entry and comfort for stakeholders. The contractor should draw on their existing contacts and databases or public solicitations, as appropriate, to identify a team with the requisite qualifications.

The first step is to identify and hire a well-qualified **team leader**. The team leader should have deep expertise in gender and politics, be familiar with using qualitative methods, and have strong writing skills. They should also be able to manage a diverse team and meet deadlines. They need not be experts on the particular country, but they should have experience or expertise working or conducting research in similar contexts. The success of the WPPL assessment largely hinges on the quality of the team leader, so the contractor should work to recruit a consultant with excellent qualifications.

The second step is to identify and hire one or two **team members** to ensure a diversity of perspectives and expertise. Factors including a tight timeline or inclusion of numerous locations for data collection should inform the number of team members recruited. The number of team members will depend to some degree on the project budget and the specific qualifications of these individuals. As they will be serving in a supporting role, these individuals do not necessarily need to have the same range of qualifications as the team leader, but they should bring expertise in gender or politics in the particular country in focus. Most importantly, at least one member of the team should have experience working on political party engagement programming and working with political actors across the political spectrum. As they will be helping to carry out the research, the team members should have some experience in using qualitative research methods. At least one team member should have experience conducting focus groups. In most instances, these team members should be recruited nationally and fluent in one or more local languages.

The third step is to identify and hire a **logistician or research firm**. The logistian or research team is an important part of the team and essential to its success. Depending on the context, an individual logistian may be advisable; however, if the team will have a complex research agenda for focus groups, recruiting a firm that regularly conducts qualitative research may be more appropriate. The logistian or research firm should have a deep understanding of what is required to arrange and carry out research in the country. This might entail knowing, for example, what types of local permissions are necessary, whether emails or phone calls are a better way to reach potential respondents, how to word these requests, how far in advance appointments should be arranged, how many times it may be necessary to follow up with respondents, and how to ensure the safety of team members in terms of

research locations and transportation. For these reasons, the logistician or research firm should be recruited nationally and fluent in one or more local languages.

JOB DESCRIPTION

TEAM LEAD

[COUNTRY] WOMEN'S POLITICAL PARTICIPATION AND LEADERSHIP ASSESSMENT

[Insert contractor] is seeking consultants to support an assessment of WPPL in [country]. The position will require desk research and travel to and within [country] to assess the current state of WPPL and barriers to and opportunities for advancing WPPL in [country].

The consultant will lead a small team of researchers, using three assessment tools to develop a holistic view of WPPL dynamics in [country]: a desk review, key informant interviews, and focus group discussions. After collecting and analyzing this data, the consultant will be the lead author of an assessment report presenting the research findings.

Part-time consultancy, [date range].

ILLUSTRATIVE DUTIES, TASKS, AND RESPONSIBILITIES

- In consultation with [contractor] and the assessment team, develop a detailed work plan for the assessment.
- Collaborate with the assessment team and [contractor] to design and implement a WPPL assessment in accordance with USAID's WPPL Assessment Framework.
- Lead and conduct in-country work to support assessment, including a desk review, key informant interviews, and focus group discussions.
- Prepare a findings workshop and outbrief for Mission and Embassy staff at the conclusion of in-country work.
- Lead the drafting of an assessment report, responding to USAID's questions and criteria, with an emphasis on analysis-based, actionable, and operational recommendations that can assist with strategic decision-making and programmatic decisions.
- Present findings to USAID and other U.S. Government officials.

MINIMUM REQUIRED KNOWLEDGE, SKILLS, AND ABILITIES

- At least 10 years of extensive analytical experience in gender and politics.
- Master's degree in a relevant field is strongly preferred.
- Experience in [country] is strongly preferred.
- Familiarity with USAID's objectives, approaches, and operations.
- Prior experience leading evaluations and assessments for USAID.

- Knowledge of evaluation and assessment methodology, including desk review, qualitative and quantitative data collection, analysis, and reporting.
- Deep familiarity with developing country contexts.
- Superior writing, communication, and analytical skills.
- Excellent management and leadership skills.
- English fluency required, local language fluency preferred.

COMPANY INFORMATION

APPLICATION INFORMATION

JOB DESCRIPTION

LOCAL GENDER AND POLITICS EXPERT

[COUNTRY] WOMEN'S POLITICAL PARTICIPATION AND LEADERSHIP ASSESSMENT

[Contractor name] is seeking consultants to support an assessment of WPPL in [country]. The position will require travel to and within [country] to assess the current state of WPPL and barriers to and opportunities for advancing WPPL in [country]. The consultant will be part of a small team of researchers, using three assessment tools to develop a holistic view of WPPL dynamics: a desk review, key informant interviews, and focus group discussions. After collecting and analyzing the data, the consultant will support the team lead in authoring an assessment report summarizing the research findings.

Part-time consultancy, [date range].

ILLUSTRATIVE DUTIES, TASKS, AND RESPONSIBILITIES

- In consultation with [contractor name] and the team lead, develop a detailed work plan for the assessment.
- Collaborate with the assessment team and [contractor name] to design and implement a WPPL assessment in accordance with USAID's WPPL Assessment Framework.
- As directed by [contractor] and the team lead, conduct in-country work to support the assessment, including a desk review, key informant interviews, and focus group discussions.
- Support the team lead in preparing a findings workshop and outbrief for Mission and Embassy staff at the conclusion of in-country work.
- As directed by [contractor] and the team lead, support the drafting of an assessment report that responds to USAID's questions and criteria, with an emphasis on analysis-based, actionable, and operational recommendations that can assist with strategic decision-making and programmatic decisions.
- Present findings to USAID and other U.S. Government officials.

MINIMUM REQUIRED KNOWLEDGE, SKILLS, ABILITIES

- At least five years of extensive analytical experience in gender and politics or governance with [country]-specific experience.
- Master's degree in a relevant field is strongly preferred.
- Familiarity with USAID's objectives, approaches, and operations.
- Prior experience with evaluations and assessments for USAID is strongly preferred.
- Knowledge of evaluation and assessment methodology, including desk review, qualitative and quantitative data collection, analysis, and reporting.

- Deep familiarity with developing country contexts.
- Superior writing, communication, and analytical skills.
- English fluency required.

COMPANY INFORMATION

APPLICATION INFORMATION

JOB DESCRIPTION

LOGISTICIAN

[COUNTRY] WOMEN'S POLITICAL PARTICIPATION AND LEADERSHIP ASSESSMENT

[Insert contractor] is seeking consultants to support an assessment of WPPL in [country]. The position will require desk research and travel to and within [country] to assess the current state of WPPL as well as barriers to and opportunities for advancing WPPL in [country].

The consultant will support a small team of researchers, using three assessment tools to develop a holistic view of WPPL dynamics in [country]: a desk review, key informant interviews, and focus group discussions. After collecting and analyzing this data, the consultant will be the lead author of an assessment report summarizing the research findings.

Part-time consultancy, [date range]

ILLUSTRATIVE DUTIES, TASKS, AND RESPONSIBILITIES

- In consultation with [contractor name] and the team lead, support a detailed work plan for the assessment.
- Collaborate with the assessment team and [contractor name] to implement a WPPL assessment in accordance with USAID's WPPL Assessment Framework.
- As directed by [contractor] and the team lead, help set up meetings, interviews, and focus group discussions.
- As directed by [contractor] and the team lead, make all logistical arrangements, including assessment team travel and lodging arrangements, booking of space for conducting focus groups, and arranging intra-city transportation.
- Support the team lead in taking notes, as needed.

MINIMUM REQUIRED KNOWLEDGE, SKILLS, AND ABILITIES

- Well-organized and willing to work with [contractor] to reach politicians, political parties, and civil society groups to facilitate the WPPL Assessment in [COUNTRY].
- Experience managing dynamic logistics between various locations in [country].
- Ability to design activity budgets and dispense funds and reconciliations according to [contractor] policy.
- Familiarity with gender or politics in [COUNTRY] is also desirable.

- English fluency is preferred.

COMPANY INFORMATION

APPLICATION INFORMATION

RESEARCH GUIDANCE

Primary data collection is a vital part of the WPPL Assessment Framework. Two of the tools—the KIIs and FGDs—require approaching and interacting with a wide range of stakeholders. The third tool, the desk review, requires careful and in-depth research using international, national, and local data sources. Adequate time and resources are necessary to ensure the research accomplishes its goals and leads to the submission of a final report that is comprehensive, accurate, and timely. The research team is more likely to reach these targets if the research is well-planned and well-managed.

PREPARING THE RESEARCH STRATEGY

After the research team has been hired, its most urgent task is to organize a series of meetings to plan the research strategy; this should include holding the utilization briefing. The contractor should organize a kick-off call (see [Assessment Team Kick-Off Meeting](#) presentation) to introduce all members of the team, review the framework and assessment tools, and agree on a timeline for the desk review and kick-off meeting with USAID to review the strategy report. In addition to becoming acquainted with one another, team members should arrange a call or in-person meeting with Mission staff to begin developing a list of stakeholder contacts and prepare a draft letter of introduction for stakeholders. They should decide who will be primarily responsible for which tasks—for example, collecting sources for the desk review, conducting the KIIs, and running the FGDs. They should discuss whether the tools need any revising or updating in terms of their scope or content and make a plan for storing and accessing the research materials.

SEQUENCING THE RESEARCH TOOLS

The research team should discuss the best ways of sequencing the data collection and analysis, starting with the desk review. A well-researched desk review is vital to the quality of the assessment, as it can place the country in context, facilitate data collection to ensure the most efficient use of time in the country, and aid in the interpretation of the findings. The desk review can also help identify those who are particularly active or vocal on questions of WPPL and who should be approached for interviews and suggestions for further useful contacts. Questions not answered in the desk review should be prioritized in data collection using the other assessment tools.

As the team develops its list of potential stakeholders, the logistician should begin searching for their contact information. In most cases, the team will need private email addresses and phone numbers to reach stakeholders, especially those in high-level political positions. Mission staff and other implementing partners working directly with the stakeholders should be able to share at least some contacts of this nature based on their previous work in the country. Snowball techniques may also yield contact information: if stakeholders suggest other names, they may also know the best way to contact those people.

While the desk review is underway, the logistician should start reaching out to potential stakeholders and adding names, times, and locations to a master schedule available to the whole research team. At this early stage, the team might consider prioritizing interviews with WPPL experts, including academics, government officials, journalists, and representatives of women's groups and other civil society organizations, as well as with donors and other implementing partners. These individuals will be well-placed to brief the team on country dynamics and suggest names and contact details for other potential interviewees.

Next, the research team should begin arranging the KIIs and FGDs. Each data source will later be analyzed on its own and then triangulated with the other sources. For the sake of efficiency, the research team should consider the best division of labor, with perhaps one team member being in charge of one tool each and the other team members assisting, when necessary, in their implementation. The team should store the collected materials in a secure location (see more details below).

Throughout the data collection stage, the team should meet regularly, whether virtually or in person, to discuss how the research is progressing. At each of these meetings, they might find it helpful to collectively fill out the worksheets on mapping WPPL, analyzing WPPL, and analyzing stakeholders to see what answers are missing or remain unclear and set priorities for the next round of research. The team should also meet with Mission staff at the outset and conclusion of the research. It may also be helpful to touch base at some point midway through the project so the team can provide an update on its progress and, if necessary, ask for further assistance in accessing stakeholders.

After they collect their findings, the team should schedule a meeting with Mission staff to share their conclusions and discuss the proposed recommendations that will appear in the final report. The team leader should then take the lead in drafting the final report using the template. Once drafted, the report should be circulated to team members and the Mission for feedback before it is finalized.

FACTORING “DO NO HARM” INTO RESEARCH DESIGN

When the status quo of gender dynamics in political spaces is challenged, women may face increased repression in homes or public spaces, including online. Organizations that work for women's empowerment often encounter hostility, threats, and even violence in response to their efforts. Similarly, men and boys participating in the transformation of negative gender norms may also be exposed to threats. Women who advocate for the defense of women's rights in conflict settings may also be targeted for retaliation, including gender-based violence, as a means of discouraging such civic and political engagement.

In the context of this assessment, the research team is not neutral and must design specific actions to mitigate against retraumatization and potential harm from participating in the assessment. The following are some general considerations to apply the “Do No Harm” principle:

- Researchers must tell people why their data are being collected. Explaining how a person’s data will help answer important research and policy questions is fundamental for building trust, which will ultimately result in better-quality data.
- Language-to-language translation can be complicated. Making data collection efforts and the final dissemination of products available to people who do not speak English can pose additional concerns.
- Privacy and safety are real and serious concerns. The team should organize FGDs and KIIs to prioritize the factors for stakeholders, protect all personally identifiable information, and inform stakeholders prior to initiating research that any citations in private or public documents will be anonymized.
- The team must protect all data collected during research (see below).
- If researchers take photos to include in final deliverables, informed consent for using the images must be collected from research respondents in writing.

KEEPING RECORDS OF MATERIALS COLLECTED

At the outset of the research, the team should decide on a storage plan for their data. The team should discuss the best data security protocols for the country in question with the Mission. Materials that need to be stored include background papers for the desk review and notes from KIIs and FGDs. The location should be secure, backed up, and accessible to the whole research team. The team should also secure all personally identifiable information. Ideally, the team will remove all names from notes documents and KIIs and FGDs and identify participants only by an ID number.



[Insert Country Name] WPPL Assessment Team Kickoff Meeting

[Insert Date]

AGENDA

- Introductions
- Roles and Responsibilities
- Working with [Insert Contractor] and USAID
- Overview of the WPPL Framework
- Timeline
- Preparing for the USAID Kickoff Call



ROLES AND RESPONSIBILITIES

Team Lead, [Insert Name]

- Lead the team through the design, execution, and reporting of the WPPL assessment, including the desk review, qualitative interviews, and focus group discussions. Lead the author of the report, presentation, and two-pager.

Politics and Gender Expert, [Insert Names]

- Work closely with the team lead to design and execute the assessment and support drafting of the final deliverables, with an emphasis on gender and politics expertise.

Methods Expert, [Insert Name]

- Work closely with the team lead to design and execute the assessment and support drafting of the final deliverables, with an emphasis on qualitative research methods.

Logistician, [Insert Name]

- Support fieldwork logistics and fieldwork preparations, including note-taking during interviews.

WORKING WITH [Insert Contractor Name] AND USAID

- Representing [Insert Name] and USAID.
- Communication:
 - File sharing system.
 - Weekly calls.
 - Weekly reporting to USAID.
 - Client communication.
- Contracts and invoicing.

ESTABLISHING TEAM NORMS

[Insert Name]’s core values are:

- A, B, C [Insert organization’s values].

As a team:

- What norms will help you live these values?
- What norms will help the team live these values?
- Beyond [Insert Name]’s values, are there other norms we should set for our team?

OVERVIEW OF THE WPPL FRAMEWORK



QUESTIONS

- **What are key factors about the [Insert Country] political context we should all consider?**
- **What initial ideas or concerns do you have about applying the USAID WPPL framework in the [Insert Country] context?**

KEY CONCEPTS

- **Women's political participation**
 - Activities women engage in as **citizens**.
- **Women's political leadership**
 - Activities women engage in as **representatives**.
- **Access WPPL**
 - Women's ability to **take part** in the political process.
- **Power WPPL**
 - Women's **voice and agency** as political actors.

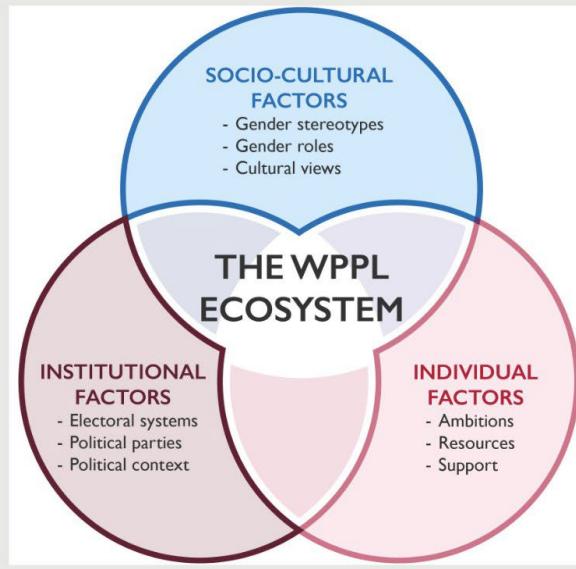
2 x 2 MATRIX

	Access	Power
Participation	<p>Are women politically engaged as citizens, in any of a wide range of possible political roles?</p> <p><u>Sample Questions:</u></p> <ul style="list-style-type: none"> -Are women registered to vote at the same rates as men? -Are women a visible contingent during protests? 	<p>Do women exercise political agency and influence as citizens?</p> <p><u>Sample Questions:</u></p> <ul style="list-style-type: none"> -Are women able to exercise their right to vote, without interference from family members or other actors? -Are there opportunities for women in civil society to inform government policy?
Leadership	<p>Do women serve as political leaders, whether in elected or non-elected roles?</p> <p><u>Sample Questions:</u></p> <ul style="list-style-type: none"> -What is the share of women among political candidates? -Do women serve as leaders of civil society organizations? 	<p>Do women exercise political agency and influence as political leaders?</p> <p><u>Sample Questions:</u></p> <ul style="list-style-type: none"> -Which portfolios do women cabinet ministers hold? Are these portfolios considered prestigious and/or important? -Have women leaders in civil society had an impact on politics and/or public policy?

ECOSYSTEM APPROACH

- **Socio-cultural factors**
 - Norms and practices.
 - Personal attitudes and behaviors.
- **Institutional factors**
 - Formal and informal rules and systems of politics.
- **Individual factors**
 - Women's political ambition.
 - Women's resources and support.

THE WPPL ECOSYSTEM



SOCIO-CULTURAL FACTORS

Table 2: Socio-Cultural Barriers and Opportunities

Factors	Barriers	Opportunities
Gender stereotypes	Views that women are communal, men are agentic	Demonstrate that communal traits are a strength in politics
Gender roles	Views that politics is a “man’s world,” woman’s place is at home	Emphasize the benefits of having more women in public life
Cultural views	Cultural attitudes against gender equality, in society, religion, etc.	Foster cultural attitudes more accepting of gender equality

INSTITUTIONAL FACTORS

Table 3: Institutional Barriers and Opportunities

Factors	Barriers	Opportunities
Electoral systems	Rules that create incentives for inequality, favoring men	Create rules that incentivize practices of gender equality
Political parties	Recruitment practices that privilege men over women Party rules and structures that exclude women members	Institute practices that foster equal opportunities for women and men Create party rules and structures to include and amplify women's voices
Political context	Contexts of political instability, leading to women's exclusion Practices undermining the safety of politically active women	Leverage moments of change to open political opportunities Develop mechanisms of support against violence

INDIVIDUAL FACTORS

Table 4: Individual Barriers and Opportunities

Factors	Barriers	Opportunities
Ambition	Views that women are not 'qualified' to hold office	Demonstrate that women are qualified and cultivate women's ambitions
Resources	Lack of financial and other resources to sustain participation	Increase women's skills, including in the areas of fundraising and political networking
Support	Lack of encouragement for women to participate and lead in politics	Encourage women to participate and lead, build their self-confidence

ASSESSMENT STRUCTURE

- **Part I: Mapping current state of WPPL**
- **Part II: Analyzing barriers and opportunities**
 - WPPL ecosystem.
 - Stakeholder analysis.
- **Part III: Utilizing the data**
 - Final report, presentation, two-pager.
 - Current state of WPPL.
 - Barriers and opportunities.
 - Recommendations for action.

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DATA ANALYSIS GUIDE

- Parts I and II involve data collection and analysis that will feed into Part III.
- Two potential issues:
 - **Missing or incomplete data:** getting data (creative alternatives) and accessing stakeholders (leverage donor contacts). Note limitations of findings in report.
 - **Contextualizing stakeholder responses:** incentives to portray themselves positively and ‘spin’ reality (adopt skeptical approach; frame as perceptions). Be generous re: testimonies of violence (often not believed).

DEVELOPING RECOMMENDATIONS

- Report should end with recommendations for action.
- Should emerge from analyses undertaken and take into account women's own views and suggestions.
- Consult with donor or partner about content and specificity of recommendations.
- Recommendations should:
 - Consider **four questions in WPPL Matrix** (access and power in participation; access and power in leadership).
 - Identify **tactics** to pursue and the **actors** to carry out.

TOOL: DESK REVIEW

- Map power.
- Understand the data.
- Avoid collecting data that already exists.
- USAID or donor reports on WPPL.
- Academic studies.
- Election and government data.
- Legal frameworks – election and VAWP laws, party bylaws.
- Public opinion surveys.
- Civil society reports.

TOOL: KEY INFORMANT INTERVIEWS

- Engage with **knowledgeable insiders**.
- Not just any politician or civil society actor, but those who have been actively engaged in WPPL questions (for or against).
- Content of interviews:
 - Obstacles that women face to WPPL.
 - Opportunities that exist or **could be cultivated** to expand WPPL (→ recommendations).

TOOL: FOCUS GROUP DISCUSSIONS

- Learn about barriers and opportunities through facilitated conversations with small groups of stakeholders.
- Focus on **rank-and-file members** of civil society, political parties, and related sectors.
- Capture a broader array of viewpoints.
 - Vs. an interview with a single person.
- Witness how stakeholders interact with one another.
 - Agree with or challenge one another's interpretations.
 - Broader balance of viewpoints (group consensus or not).

NEXT STEPS



TIMELINE

TASK	TIMELINE	DATE
Desk review and workplan	~Four weeks	August 1, 2023
Fieldwork	Two weeks in country	August 7-17, 2023
Draft report and 2-pager	Four weeks after fieldwork ends	September 8, 2023
Second draft report and 2-pager	Two weeks after getting comments	September 29, 2023
Final report and 2-pager	Two weeks after getting comments	October 13, 2023
Final presentation		October 20, 2023
Recommendations workshop		October 20, 2023

PREPARING FOR THE USAID KICK OFF CALL

Call objectives:

- Meet USAID and [Insert Country Name] Mission.
- Discuss the purpose and intended use of the assessment.
- Discuss assessment management.
- Ask clarifying questions.
- Make any requests to the Mission.

Agenda document here.

DESK REVIEW GUIDANCE

A well-researched desk review is essential to the quality and utility of the WPPL assessment. A thorough desk review can inform the research team on the country's context, facilitate data collection to ensure the most efficient use of their time in the country, and aid in interpreting the findings. As such, the research team should devote considerable time and resources, particularly at the beginning of the assessment, to ensure the desk review is as complete and accurate as possible. Following a brief note on data sources, this desk review guidance lists specific resources for locating data on 1) the current state of WPPL, 2) socio-cultural factors, and (3) institutional factors. Individual factors are not included, as they will be explored in key informant interviews and focus group discussions. Questions not answered in the desk review should be prioritized in data collection using the other instruments provided in the WPPL Assessment Framework.

A NOTE ON DATA SOURCES

The availability of data varies across countries. To maximize success, the research team should aim to collect primary and secondary data from both international and local sources. Sample sources include academic studies, gray literature, gender equality databases, election and government data, public opinion surveys, and assessments authored by the Mission. These sources support the research and other international donors and implementing partners on topics related to gender, elections, political parties, political transitions, and human rights.

The team should begin by requesting reports from the Mission and searching for publications by other implementing partners. The research team should review the USAID Country Development and Cooperation Strategy and program portfolio in the country to understand past, current, and future WPPL-related programming, looking in particular for any evaluation materials that might provide insight into achievements and challenges identified by USAID and its implementing partners. In addition, the team should request any election observation reports or reports on violence against women in politics (or violence against women in elections), if these exist.

If the team leader is affiliated with a university, accessing academic materials and various gender equality databases will be facilitated by access to a university library system. However, there are also many open-access sources of data available on the internet. All sources should be appropriately cited, using the format outlined in the [USAID Style Guide](#).

The table below summarizes some useful starting points for desk research on gender and politics in most countries around the world.

Table 11: International Sources of Data

SOURCE	LINK	MATERIALS
Google Scholar	https://scholar.google.com/	Academic studies (*open access PDFs listed in the right column)
iKNOW Politics	https://www.iknowpolitics.org/en	Academic studies News stories
USAID International Data and Economic Analysis	USAID Country Portraits: https://idea.usaid.gov/drg#tab-metrics:-country-data-portraits Third-Party Indicators: https://idea.usaid.gov/drg#tab-metrics:-third-party-indicators	Statistics on DRG Statistics on WPPL
WomanStats Project	https://www.womanstats.org/ https://www.womanstats.org/new/codebook/	Statistics on women Statistics on WPPL Constitutions National laws Laws in practice CEDAW in practice
World Bank Gender Data Portal	https://genderdata.worldbank.org/	Statistics on women Statistics on WPPL Statistics on development
World Values Survey	https://www.worldvaluessurvey.org/wvs.jsp	Public opinion on WPPL Political activities, by gender

Within a given country, general statistics and data on WPPL can also often be found online. The table below lists some of the actors who may have data useful for the desk review. The research team should consult organization webpages and contact sources directly for data and reports.

Table 12: National Sources of Data

SOURCE	MATERIALS
Chief Security Officers	Candidate data Election results and analyses Election observation reports Chief security officer leadership data
Electoral Management Body (EMB(s))	Voter registration and turnout data Candidate data Election results EMB policies and structures
Government	National Cabinet data
Judiciary	Judicial data Judge and Bar Association data
Parliament	Parliamentary committees Parliamentary leadership Women's Caucus
Political Parties	Membership data Candidate data Elections results Party leadership data Party constitutions Party platforms

CURRENT STATE OF WPPL

Data on women's political participation can be found in various places. Information on women's voter turnout is most likely to be found in national sources, although some international organizations, like International Institute for Democracy and Electoral Assistance (IDEA), also collect it. Large social surveys, whether global, regional, or national in focus, often collect gender-disaggregated data on

voting and other forms of political activity. These include party membership, civil society activity, signing petitions, attending demonstrations, engaging in social activism, and participating in online activism.

Table 13: Data Sources on Women's Political Participation

INDICATOR	SOURCE	LINK
Voter turnout, by gender	International IDEA Voter Turnout Database	https://www.idea.int/data/tools/data/voter-turnout
Political activities, by gender	World Values Survey Afrobarometer Arab Barometer Asian Barometer Caucasus Barometer Central Asia Barometer Latinobarometer	https://www.worldvaluessurvey.org/wvs.jsp https://www.afrobarometer.org/ https://www.arabbarometer.org/ http://www.asianbarometer.org/survey https://caucususbarometer.org/en/datasets/ https://www.ca.barometer.org/en https://www.latinobarometro.org/lat.jsp

Data on women's political leadership appears in multiple sources. International organizations like the Inter-Parliamentary Union track national, regional, and global data on women in national parliaments worldwide. For a growing number of countries, this data also includes the share of women among parliamentary candidates, historical data on women and elections, and the name and sex of the parliamentary speaker. The Council on Foreign Relations reports the proportion of women who serve as heads of state or government, in cabinets, in national legislatures, as candidates for national legislatures, and in local government bodies.

Table 14: Data Sources on Women's Political Leadership

INDICATOR	SOURCE	LINK
Candidate data	Inter-Parliamentary Union	https://data.ipu.org/content/parline-global-data-national-parliaments
Gender parity in leadership	Council on Foreign Relations Women's Power Index	https://www.cfr.org/article/womens-powerindex?utm_source=pressnote
Women in Parliament	Inter-Parliamentary Union	https://data.ipu.org/women-ranking

INDICATOR	SOURCE	LINK
Women in local government	UN Women	https://localgov.unwomen.org/

SOCIO-CULTURAL FACTORS

Data on gender stereotypes, gender roles, and cultural views of women can be assembled using public opinion data and other measures of cultural attitudes toward gender equality. Other predictors of gender equality in public life include levels of national development and other indicators of women's status, like levels of education, labor force participation, and gender discrimination.

Table 15: Data Sources on Socio-Cultural Factors

INDICATOR	SOURCE	LINK
Public opinion on women's suitability as leaders	World Values Survey Afrobarometer Arab Barometer Asian Barometer Caucasus Barometer Central Asia Barometer Latinobarometer	https://www.worldvaluessurvey.org/wvs.jsp https://www.afrobarometer.org/ https://www.arabbarometer.org/ http://www.asianbarometer.org/survey https://caucasusbarometer.org/en/datasets/ https://www.ca-barometer.org/en https://www.latinobarometro.org/lat.jsp
Cultural attitudes toward gender equality	United Nations Development Program (UNDP) Gender Social Norms Index Armed Conflict Location & Event Data Project Political Violence Targeting Women	http://hdr.undp.org/sites/default/files/hd_perspectives_gsni.pdf https://acleddata.com/2021/12/08/violence-targeting-women-in-politics-on-the-rise-new-acled-data-show
National Development	World Bank World Development Indicators	http://datatopics.worldbank.org/world-development-indicators/

INDICATOR	SOURCE	LINK
Women's Status	World Economic Forum Global Gender Gap Index UN World's Women Report UNDP Gender Inequality Index Organization for Economic Cooperation and Development Social Institutions and Gender Index	https://reports.weforum.org/global-gender-gap-report-2015/ https://worlds-women-2020-dataundesa.arcgis.com/app/27c1clad540347aabc70434238223919 http://hdr.undp.org/en/content/gender-inequality-index-gii https://www.genderindex.org/

INSTITUTIONAL FACTORS

Collecting data on institutional factors requires consulting both international and national sources. Teams can collect data on electoral systems, gender quotas, and civic space using international sources, as detailed in the table below. In addition to reviewing relevant legislation, assessment teams should also request party bylaws and other internal organizing documents from international organizations, such as the Consortium for Elections and Political Process Strengthening (CEPPS) partners, to inform the analysis of opportunities and barriers.

Table 16: Data Sources on Institutional Factors

INDICATOR	SOURCE	LINK
Electoral system	International IDEA's Electoral System Design Database	https://www.idea.int/datatools/data/electoral-system design
Gender quotas	International IDEA's Gender Quotas Database UN Women's Women in Local Government	https://www.idea.int/datatools/data/gender-quotas https://localgov.unwomen.org/accessible-quota-information
Political party funding	International IDEA Political Finance Database	https://www.idea.int/datatools/data/political-finance database

INDICATOR	SOURCE	LINK
Laws governing civil society and openness of civic space	CIVICUS Tracking Civic Space Monitor V-Dem Dataset International IDEA Global Monitor of COVID-19's Impact on Democracy and Human Rights	https://monitor.civicus.org/ https://www.v-dem.net/en/data/v-demdataset/ https://www.idea.int/gsod_indices/#/indices/world_map?covid19=1

Country-level sources will be required, however, to understand the political party system and the broader political context. Information on both of these may be available in reports provided at the outset of the research by the donor or partner and other implementing partners. Other possible sources include academic studies, UN mission reports, election observer reports, human rights reports, and news stories. The table below identifies some relevant contextual factors that teams should map and consider in relation to their impact on WPPL.

Table 17: Measures of Institutional Context

Historical context	Colonization Conflict Authoritarianism legacy
Political context	Political party system Authoritarian politics Transition politics
Social-political context	Religious fundamentalism Politically relevant social cleavages Traditional leadership

While doing the desk review, the research team may find it helpful to begin filling out Mapping WPPL Worksheet and the Analyzing WPPL Worksheet. This exercise will highlight what data is missing and requires further investigation. In some instances, this will point to national sources that should be approached for additional information. In most cases, it will also signal the gaps that will need to be filled using the other assessment tools.

WOMEN'S POLITICAL PARTICIPATION AND LEADERSHIP STRATEGY

Under the [Insert Project] Activity, USAID Mission in [country] tasked the [contractor] with implementing a WPPL assessment, based on the latest iteration of the WPPL Assessment Framework. The WPPL Assessment Framework aims to identify key barriers and opportunities to advance WPPL that exist at the individual, socio-cultural, and institutional levels, thereby guiding a Mission's program strategies, activity design, and allocation of resources.

This strategy report describes the [country] assessment team's strategy and data collection plan for the WPPL Assessment. This report is organized around the two primary WPPL assessment tools: KIIs and FGDs. Each section notes the target stakeholders for every assessment tool, provides rationale for the recommended stakeholders drawing on the desk review, and describes the data collection procedures.

The study of women's political leadership in [country] will investigate the barriers and opportunities to expand women's participation and leadership in the political landscape. It will use the WPPL Assessment Framework to document women's access to and power in politics along sociocultural, institutional, and individual dimensions. The study will include a review of the research, gray literature, and reliable media sources about these domains as well as documentation about ongoing or recently completed development programming. Relevant legal frameworks, such as constitutions, electoral and Violence Against Women in Politics (VAWP) laws, and political party bylaws will also be reviewed. The analysis of evidence from primary and secondary sources will inform recommendations for USAID Mission programming and program measurement metrics.

KEY FINDINGS FROM THE LITERATURE

The assessment team selected respondents for this study's KIIs or FGDs based on key findings and emerging themes from the literature, which are summarized below:

- Highlight key problems identified which will be explored in the research.

TARGET POLITICAL PARTIES

The WPPL study will focus on gender issues related to participation and leadership in political parties and elected bodies at national and local levels. An overview of political parties targeted for the study is provided in Table I below. [Provided expanded rationale for selection, omission of political parties].

Table 1. Parties Targeted in Study

POLITICAL PARTY	NUMBER OF SEATS (OUT OF 137)

KEY INFORMANT INTERVIEWS

TARGET STAKEHOLDERS

Table 2 lists XX potential key informants. Though XX KIIs are listed above, the assessment team is planning to complete XX KIIs as part of the assessment. The list is longer to provide an illustrative idea of the types of stakeholders that will be interviewed. Some of these respondents may be interviewed in small groups, while others may wish to bring colleagues to the interview. The list of planned KIIs is flexible and may shift according to availability of respondents and changes in the political and electoral context. At minimum, the AT will speak with at least XX WPPL experts, XX women politicians, XX men politicians, XX donors or implementing partners, XX election officials, XX political party leaders, and XX women business leaders.

The assessment team selected the key informants listed above to represent a diversity of perspectives, experiences, and knowledge regarding WPPL in [country]. The assessment team will ensure that the following is true in its final selection of interviewees:

- Key informants from different political parties along the political spectrum are included.
- Parties are selected based on [add criteria].
- Women and men from diverse communities are represented [expand to reflect country context].

- Women and men who are leaders at both national and local levels are included.
- Women and men from different age groups and political trajectories are included.
- The most senior or head of each organization is included.

Table 2. Planned KIIs

STAKEHOLDER CATEGORY	ILLUSTRATIVE STAKEHOLDERS	NO. OF KIIS
Women Politicians	<ul style="list-style-type: none"> ● Current (national) <ul style="list-style-type: none"> — Add names and titles ● Current (local) <ul style="list-style-type: none"> — ● Former <ul style="list-style-type: none"> — 	
Men Politicians	<ul style="list-style-type: none"> ● Current (national) <ul style="list-style-type: none"> — Add names and titles ● Current (local) <ul style="list-style-type: none"> — ● Former <ul style="list-style-type: none"> — 	
Political Party Leaders	<ul style="list-style-type: none"> ● <i>Party Name</i> <ul style="list-style-type: none"> — Name, title ● <i>Party Name</i> <ul style="list-style-type: none"> — 	
Electoral Officials	<ul style="list-style-type: none"> ● Election Commission <ul style="list-style-type: none"> — ● Electoral Dispute Body (if applicable) <ul style="list-style-type: none"> — 	
WPPL Experts	<ul style="list-style-type: none"> ● Civil society <ul style="list-style-type: none"> — ● Media <ul style="list-style-type: none"> — ● Academics <ul style="list-style-type: none"> — ● Government officials <ul style="list-style-type: none"> — 	

STAKEHOLDER CATEGORY	ILLUSTRATIVE STAKEHOLDERS	NO. OF KIIS
Donors and Implementing Partners	•	
USAID and Embassy Staff	•	
	TOTAL	

DATA COLLECTION PROCEDURES

The assessment team will send a letter of introduction—either directly or via USAID colleagues—to listed interviewees explaining the purpose of the study and requesting an interview. Once hired, the logistician will manage scheduling with support from the assessment team members who have relevant contacts with these stakeholders.

The KII guides seek to cover a lot of issues in one session and are expected to last about an hour. The assessment team will conduct interviews in person as much as possible, but will provide a virtual option if necessary. In some cases, it may make sense to include multiple people in one interview (for instance, members of the same organization or party who are all of the same gender). Interviews will most likely be conducted in [language], though can be conducted in English if participants feel comfortable. The team will use an interpreter for interviews conducted in languages other than English and will consult with an intercultural expert if there are specific Indigenous words or concepts that need interpreting. If given permission, the team will record KIIs. Detailed notes will be compiled by the interviewer following each interview.

ETHICAL CONSIDERATIONS

- The interviewer will confirm consent to participate and record sessions and provide assurances of confidentiality at the outset of each KII.
- Sources of quotations that are cited in the report will include a general description of the source (i.e., “women politician from XX”) rather than the exact name of the source. The assessment team will not cite quotations that identify the source without explicit permission from the source.
- The assessment team will store all notes and recordings on a secure site.
- Because of the sensitive nature of some of the lines of inquiry as part of this study (such as political violence), it is important to have a Do No Harm approach. When speaking with survivors of violence, interviewers will be careful of word choice and language by: 1) recognizing that violence is never the fault of the survivor and 2) using sensitivity and focusing on the survivor’s needs during the conversation.

FOCUS GROUP DISCUSSIONS

Table 3 shows the planned FGDs. Given the USAID Mission's focus on [insert foci identified during kick-off meeting] and its strategic funding priorities, the assessment team has decided to prioritize focus groups with [insert groups and locations]. In addition to exploring issues of leadership and access where participants live, FGDs in areas with [insert relevant groups] will help the AT understand any unique gender roles or dynamics for those groups that could affect women's political participation in leadership. FGDs may also shed light on whether participation in local politics can be a pathway for women to enter national politics.

The following led to the assessment team's selection of the locations:

- [Note all factors informing selection].

Table 3. Planned Focus Group Discussions

GROUP DESCRIPTION	LOCATION	NO. OF FGDS	TARGET NO. OF PARTICIPANTS PER FGD
TOTALS			

DATA COLLECTION PROCEDURES

The assessment will leverage its contacts in [country], including with local civil society organizations and international organizations and funders, to put together lists of focus group participants for the selected groups and locations. The team will endeavor to have groups of six to eight participants. Members of the assessment team will travel outside of [capital] to interview politicians and politically active women in person in [add additional locations]. As with the KIIs, the assessment team will use a letter of introduction sent by the logistician to solicit and encourage participation.

The assessment team will hold FGDs at times and in venues that are convenient, safe, and apolitical for participants. The researchers will consult with participants during the planning process. They will be recorded with participant consent. Regardless of whether FGDs are recorded, detailed notes will be taken. Focus group discussion guides are included as Annex B.

ETHICAL CONSIDERATIONS

- The interviewer will confirm consent to participate and record sessions and will provide assurances of confidentiality at the outset of each FGD.
- Sources of quotations that are cited in the report will include a general description of the source (i.e., “women politician from [location]”) rather than the exact name of the source. The researchers will not cite quotations that identify the source without explicit permission from the source.
- The researchers will remove all names of participants from the FGD notes.
- The researchers will store all notes and recordings on a secure site.
- Because of the sensitive nature of some of the lines of inquiry as part of this study (such as political violence), it is important to have a Do No Harm approach. When speaking with survivors of violence, the interviewer will be careful of word choice and language by: 1) recognizing that violence is never the fault of the survivor and 2) using sensitivity and focusing on the survivor’s needs during the conversation.

TIMELINE FOR IN-COUNTRY RESEARCH

The timeline below is illustrative [approximately two weeks], and the assessment team will remain flexible as work moves forward on the assessment.

Table 4. Timeline for In-Country Research

ACTIVITY	DATES
Compile and finalize respondent lists.	
Schedule KIIs and FGDs.	
Conduct KIIs and FGDs, including in-brief and out-brief with USAID.	
Analyze data analysis and write reports.	

WPPL UTILIZATION GUIDELINES

PURPOSE

The Mission commissioning the assessment should plan and budget for a utilization design and implementation process, spanning from the tasking phase to post-assessment action planning. The design process is led by the Mission and responds to their priorities to contribute to the public good. However, other Missions that conducted WPPL assessments used the following broad applications. The level of detail is not intended to constrain Missions but rather aid in automating the utilization follow-up process and ensuring consistency between Missions and taskings.

1. **Assessment dissemination**—A dissemination plan, including a presentation of the findings and sharing the final deliverables in English or relevant local languages, should be considered to support the public good. All stakeholders who participated in the assessment, including key government officials, political party leaders, civil society organizations, media, members of implementing partners, and the diplomatic community, should be considered.
2. **Diplomatic engagement**—Missions should plan to brief U.S. Embassy staff, including the Ambassador and Political Affairs team, to determine windows of opportunity to apply recommendations. Report findings and recommendations should be included in multilateral fora on political processes and gender equality. For example, standing working groups on electoral processes, gender, etc. to coordinate messaging and programming are ideal venues.
3. **Advocacy**—Missions should consider how the findings and recommendations could support ongoing or anticipated advocacy efforts. For example, if electoral reform is being considered, or civil society is advocating for legislation to counter violence against women in politics, the Mission should consider how the research could inform those efforts. Similarly, the country-level research should feed into the broader USAID posture analyzing trends and opportunities to further WPPL.
4. **Program design**—Missions may commission the WPPL assessment to align with annual program design and planning processes. The research may also be used to inform and adapt existing programs with implementing partners.

UTILIZATION BRIEFING (PRE-RESEARCH)

Overview: Concurrent with the assessment team conducting desk research and developing the strategy report, the Mission team should prepare and conduct an internal utilization briefing. The briefing aims to promote a “utilization mindset,” resulting in a clear articulation of the use and building a shared understanding of the utilization promotion process.

While some thoughts and guidance on the utilization briefing are provided below, the structure and content of these are expected to vary based on the audience. As such, the guiding question for teams

should be: What will work best to ensure that the findings, conclusions, and recommendations are translated into concrete actions?

Planning: The assessment team should meet with the Mission's WPPL activity managers at the time of the tasking to set expectations, ensure engagement, and discuss the points below. This kick-off meeting should take place at least three weeks before the briefing. Staff from the DRG can support, as needed.

Time: The utilization briefing should be an hour and a half, but longer would be preferred if the team is willing.

Attendees: Core stakeholders and decision-makers at the Mission and Embassy.

Preparatory work: At a minimum, the Mission team should send the utilization briefing presentation and WPPL scope of work to all attendees one week in advance.

Outputs: Conclude the briefing by 1) reviewing priorities discussed for utilization, 2) affirming the stakeholder plan for Mission staff to engage to raise awareness about the assessment, and 3) confirming the timeline for research and utilization workshop planning.

UTILIZATION WORKSHOP (POST-RESEARCH)

Overview: While the assessment team is conducting the research, the Mission team should review the utilization action plan and begin drafting objectives and provisional timelines based on contextual factors such as upcoming political milestones and internal Mission planning timelines.

Following receipt of the assessment report and final presentation by the assessment team, the Mission team should lead a utilization workshop to review the findings and draft action plan, make refinements, and approve the utilization action plan with DRG Bureau support.

Planning: Following research completion, it is recommended that the Mission team overseeing the WPPL assessment begin reviewing the utilization action plan after the outbrief. While the assessment team is drafting the final deliverables, Mission staff can determine appropriate attendees (see below), and prepare the draft action plan.

Time: The utilization workshop should be at least three hours; longer is preferred if the team is willing.

Attendees: Core stakeholders and decision-makers referenced in the recommendations should be encouraged to attend. Often, this will just be USAID stakeholders, but the inclusion of Embassy staff should also be considered. Where decision-making authority is outside of the core team, leadership attendance is suggested.

Preparatory work: At a minimum, the Mission team should send the action plan template with short summaries of the recommendations. Given insufficient time to discuss all recommendations, it is also recommended to prioritize ahead of time with the study activity managers. For example, prioritization

might be based on the most important recommendations, recognizing some need to build stakeholder buy-in, or on recommendations on which there is general consensus and the conversation can focus on specific actions. To aid in this process, it is recommended to return to the original use objectives defined and discussed in the scope of work, utilization briefing, and kick-off conversations.

Outputs: Conclude the workshop by 1) discussing formalizing the action plan timeline and points of contact across objectives, 2) having Mission staff set a deadline for producing the final version of the action plan, and 3) identifying dates and a point of contact for utilization follow-up.



HOW ARE WE GOING TO USE THIS STUDY?

Women's Political Participation and Leadership (WPPL)
Assessment Utilization Workshop

A FEW QUESTIONS TO GET US STARTED

- How would you rate the utilization of the most recent evaluation or study you were involved in?
 - High use.
 - Moderate use.
 - Minor use.
 - No use.
- Can you think of any concrete examples?
- Was an action plan written out?
- Think about how much time you and your colleagues put into the evaluation or study, from developing the scope of work to approving a final report. Now think about how much time you and your colleagues put into deriving learning and using that to carry out concrete actions. What would you say is the ratio?

HOW DO YOU HOPE TO USE THIS EVALUATION OR STUDY?

- **Strategy:** Democracy, Human Rights, and Governance (DRG) strategy (e.g., Country Development Cooperation Strategy).
- **Design:** Design of future activities.
- **Implementation:** Implementation of current or future activities.
- **General learning:** Understanding of DRG problem and challenges to addressing.

WHAT DO YOU SEE AS THE BARRIERS TO USE IN THIS CASE?

- Getting the information in time for decision-making.
- Lack of bandwidth.
- Budget constraints.
- Turnover of personnel and loss of knowledge.
- The study did not tell us anything new.
- Lack of confidence in the findings (including study weaknesses and our biases).
- Non-actionable findings.

WHAT DO YOU THINK WE SHOULD BE DOING NOW AND IN THE COMING WEEKS AND MONTHS TO ENSURE THIS ASSESSMENT IS USEFUL?

- Clearly articulating feedback on strategy report to the research team.
- Ensuring IP engagement.
- Ensuring Mission leadership support.
- Identifying and engaging with other key stakeholders.
- Developing a dissemination plan early on.
- Changing our mindset from producing an evaluation to using an evaluation.
 - Read deliverables asking ourselves: “What should I do differently based on this?”

IN OUR CASE, WHO ARE THE KEY STAKEHOLDERS THAT COULD BENEFIT FROM AND USE THIS EVALUATION OR STUDY?

- Implementing partners?
- Within USAID?
- Government partners?
- Other donors?
- Other?

Develop a list of stakeholders for the learning partner to include in the dissemination plan.

OUR PROCESS TO ENCOURAGE UTILIZATION

- This utilization briefing.
- Clearly articulating use to the research team.
- Engagement and dissemination plan and implementation.
- Changing our mindset from producing an evaluation or study to using it.
- Wearing two hats when we read deliverables.
- Utilization workshop.
- Action plan development.
- Scheduling action plan follow-up, points of contact, and potential procurement sensitivities.
- Action plan follow-up to encourage utilization.

[COUNTRY] WPPL ASSESSMENT

Weekly Report #

Date–Date

- 1. Overview of weekly activity**
- 2. Expected activity in the following week**
- 3. Challenges**
- 4. Initial findings or insights**
- 5. Action needed by USAID**
- 6. Upcoming deliverables**

ACCESSING KEY WPPL STAKEHOLDERS

WPPL assessment tools require the research team to access a variety of key WPPL stakeholders. In order to shape recommendations to shift norms, attitudes, and political organizations, the assessment team needs to engage with those who currently hold power in the ecosystem. To unpack patriarchal gender norms that underpin political institutions in a political ecosystem, engaging men in the research is essential. Men, especially leaders, both benefit from and propagate harmful gender norms. The research team should take a skeptical view of their responses and identify opportunities for behavioral change. At the same time, given power distribution across stakeholders, researchers should consider what is and *is not* said by respondents, interpreting the extent to which responses are informed and accurate.

To make the best use of resources, the team should focus on actors who are knowledgeable about some dimension of WPPL, stemming from their work as politicians, activists, party members, election officials, and academics, among other possibilities. To ensure that the research is conducted ethically, this section provides procedures and sample text for gaining informed consent from stakeholders. It also offers advice on how to approach stakeholders for the key informant interviews and the focus group discussions.

A NOTE ON INFORMED CONSENT

Though Institutional Review Board approval is not necessary for these assessments, good research practice involves getting informed consent from stakeholders to participate in a research project. The table below includes sample text for explaining the goals of the WPPL assessment, ensuring confidentiality of answers, and gaining explicit consent to participate in the research. Some of this text might be included in emails, letters, and phone calls requesting participation in the research. It should also be shared—in written or oral form—with stakeholders prior to conducting key informant interviews and holding focus group discussions.

Table 1: Sample Text for Approaching Stakeholders

INTRODUCTION	My name is [NAME]. I am [the leader or a member] of a research team hired to undertake an assessment of women's political participation and leadership in [COUNTRY].
PURPOSE OF ASSESSMENT	The aim of the assessment is to understand barriers to and opportunities for women's political participation and leadership. The assessment will be used to contribute to data on WPPL and inform USAID engagement on these questions in [COUNTRY].

DESCRIPTION OF ASSESSMENT PROCEDURES	If you agree to participate in this assessment, you will be [asked interview questions or invited to be part of a focus group discussion] on women's political participation and leadership in [COUNTRY]. The [interview or focus group discussion] will take approximately [60] minutes.
CONFIDENTIALITY	Your responses [to the interview questions or at the focus group discussion] will be kept confidential. We will report all results in general terms; we will not use your name or share any information that could be used to identify you outside the research team.
RIGHT TO REFUSE	The decision to participate in this assessment is entirely up to you. You have the right not to answer any questions, as well as the right to withdraw completely at any point during the assessment process.
CONSENT	Do you agree to participate in the assessment?

To access stakeholders, the team should leverage Mission contacts, make use of their own personal networks, and apply snowball techniques whereby stakeholders who have agreed to participate suggest others who may be willing. The team should also seek input from other donors and partners working with stakeholders in the country. The team should be attentive to names that surface during the desk review as individuals or groups who are particularly active or vocal on questions of WPPL. Such actors should be approached to participate in the assessment, as well as for help in securing further useful contacts.

KEY INFORMANT INTERVIEWS

The key informant interviews should engage knowledgeable insiders to gain their insights on WPPL dynamics in the country. In consultation with the Mission, the research team should develop a list of key informants. At a minimum, these key informants should include:

- Men and women party leaders and the heads of party women's sections.
- Women politicians, including political veterans and relative newcomers.
- Civil society leaders, both in major women's organizations and in social movements without an explicit gender focus, as well as traditional leaders in countries where customary law is still applied or where indigenous communities may run their own elections.
- Youth organization leaders in parties and civil society.
- Members of the election management body and citizens serving in election observation roles
- WPPL experts, including academics, journalists, and politicians active on WPPL issues.
- USAID and other Embassy staff.
- Other donors and implementers of WPPL programming in the country.

- Where feasible, representatives of labor movements and professional and business organizations.

In conflict and transition contexts, key informants should also include men and women negotiators and transition leaders.

To make the best use of time, the team may find it helpful to start the in-country work by interviewing WPPL experts, who will be well-placed to brief the team on country dynamics and suggest names and contact details for other potential interviews. Mission staff should also serve as a resource for developing the list of experts, drawing on contacts associated with their WPPL and broader DRG Bureau programming.

The team should aim to secure interviews with actors across all the categories identified above. Most of these key informants are likely to be women, given the over-representation of women in the WPPL field. To ensure a broad range of views of both power holders and those looking to shift the landscape, the team should include men across all categories and levels of leadership. The engagement of men is essential to understand the barriers and opportunities women face holistically, but also to identify pathways for potential allyship and transformation of norms and behaviors.

FOCUS GROUP DISCUSSIONS

The focus group discussions should engage non-elite actors in group discussions on WPPL dynamics in the country. In consultation with Mission staff, the research team should develop a list of potential focus group participants, identifying key contacts who might be able to help reach out to specific individuals. At a minimum, focus groups should be arranged with:

- Members of civil society groups (especially women's organizations) and women human rights defenders.
- Rank-and-file women and men members of major political parties, including women active in party women's sections and youth organizations.
- Women media workers.

If possible, the team should aim to arrange at least one or two focus groups with locally elected women. They should also arrange one or more focus groups with men who might offer productive insights on questions of WPPL; for example, men on political transition teams, men human rights defenders, or men political journalists. Across all the categories, the team should consider organizing focus groups with youth to see whether and how their perspectives might differ.

The team should aim to arrange focus groups with individuals across all the categories identified above, limiting each focus group to a maximum of six to eight participants.

Below is a template for a letter to schedule a meeting during a research mission.

[Date]

To whom it may concern,

The United States Agency for International Development (USAID) has contracted [contractor] to conduct a women's political participation and leadership (WPPL) assessment in [country] from [dates].

[Contractor] is a research and consulting firm providing technical advising and services to USAID. [Contractor]'s mission is to [insert].

The assessment will include qualitative research with various stakeholders such as political parties, elected leaders, civil society, and experts in WPPL. USAID/[country] will use the findings from the assessment to inform its programming as well as diplomatic engagement, focusing on actions to advance both access and power dimensions of WPPL. The findings and recommendations will mean that the people of [country] will benefit from assistance that is more tailored to their needs and experiences. In particular, it will mean that women in [country] will benefit equally and meaningfully from USAID programs that promote their political participation and leadership.

We respectfully wish to inform you of our project and request to schedule a meeting during our research mission, which will occur from [dates]. You will be contacted by the assessment team, which includes [names], to coordinate the date and time of the meeting. For general inquiries into the assessment, you may contact the [name, email address of team lead]. Thank you in advance for your cooperation.

Sincerely,

KEY INFORMANT INTERVIEW CONSIDERATIONS

PURPOSE

The purpose of the KIIs is to learn the views of key stakeholders regarding 1) the obstacles women face and 2) the opportunities that exist or could be cultivated for expanding WPPL in the country.

INTERVIEW FORMAT

There are seven versions of the KIIs, with questions tailored to the expertise and insights of different stakeholders. The anticipated length of the interviews ranges from 45 to 60 minutes, with longer interviews proposed for women politicians and WPPL experts, including women in civil society. However, in the event of delays or time restrictions imposed by the interviewees, the interview templates also include sample priority questions indicated in bold, should the research team need to limit the number of questions posed.

The interview guides should be translated into any relevant languages, and conducted in the language of preference for the interviewee, where possible. Transcriptions of the interviews should be done in the language conducted and then translated into English, where possible. This will support both the report drafting in English and the development of final products in the relevant languages for dissemination.

INTERVIEWEES

Woman Politician Guide—should be used for interviews with women who have run for political office (both successfully and unsuccessfully) or have served as political leaders. The team should focus on approaching a diverse range of stakeholders, including women from different demographic backgrounds and political parties, as well as veteran politicians and political newcomers. To make the best use of time, the team should start with women politicians who have been especially active in promoting WPPL, as they are likely to have the most expertise and insight into the questions being asked. Mission staff can also serve as a resource for identifying women they have worked with in the course of their WPPL programming.

Man Politician Guide—should be used for interviews with men who have run for political office or are party members currently, whether elected or unelected. The team should focus on approaching a diverse range of stakeholders, including men from different demographic backgrounds and political parties, as well as veteran politicians and political newcomers. To make the best use of time, the team should start with men party members from the primary or leading political parties (or those who have representation in parliament). If they exist, this should include any politicians who have been especially active in promoting WPPL, as they are likely to have expertise and insight into the questions being asked. The team should also aim to interview at least one or two vocal opponents of WPPL. In the interest of time, the team should plan to interview fewer men politicians than women politicians.

Mission staff can help identify these men politicians based on their WPPL programming and general country knowledge.

Party Leader Guide—should be used for interviews with men and women party leaders. The team should focus on accessing stakeholders from all the major political parties, focusing on top leaders as well as members of party national executive committees. The team should aim for a mix of men and women respondents, ideally one of each from the major parties. Mission staff should support the team in their efforts to contact party leaders, facilitating introductions wherever possible.

Electoral Official Guide—should be used for interviews with members of electoral management bodies and ordinary citizens serving as poll workers and election observers. The team should focus on accessing stakeholders involved in making election policy, as well as those tasked with focusing specifically on gender and elections. The team should aim for a mix of men and women respondents, if possible. Donors and partner staff should facilitate introductions with state election officials and leverage their contacts to identify a selection of citizen poll workers and election observers.

WPPL Expert Guide—should be used for interviews with experts on WPPL in the country. These might include academics, government officials, journalists or other media experts, and representatives of women's groups and other civil society organizations. The team should focus on approaching experts from different demographic backgrounds and political experiences. To make the best use of time, the team may find it helpful to start the in-country work with interviews with WPPL experts, who will be well-placed to brief the team on country dynamics and suggest names and contact details for other potential interviews. Donors and partner staff should serve as a resource for developing the list of experts, drawing on contacts associated with their WPPL programming.

Donor and Implementing Partners Guide—should be used for interviews with donors and partners who have funded or implemented programs to advance WPPL in the country. The USAID Staff Guide should be used with current (and possibly, past) Mission staff. The research team should consult closely with donor/partner staff to develop these lists of interviewees.

KEY INFORMANT INTERVIEW GUIDE

WOMEN POLITICIANS

CONSENT

Thank you very much for meeting with us today. My name is [MODERATOR NAME] and this is my colleague [ASSISTANT NAME], who will be taking notes throughout our discussion. We work for [INSERT NAME/COUNTRY] Assessment Team and the United States Agency for International Development (USAID) commissioned us to conduct an assessment of women's political participation and leadership in [INSERT COUNTRY].

We seek to gather views on barriers to and opportunities for women's political participation and leadership in [COUNTRY]. Our assessment team is a non-political research organization. We do not represent the government or any political party.

Our discussion should take approximately 60 minutes. Your participation is voluntary, and you can choose not to answer a question.

We will not include your name or any identifiable information in any of our reports. We will be recording this conversation so we can write an accurate report of what was said. We ask that you do not mention your full name, your address, or your community's name so your answers can remain confidential.

If you have any questions, you may ask them now or later, even after the discussion has started. If you have any further questions about the study, feel free to contact [INSERT TEAM MEMBER NAME, CONTACT INFORMATION].

Do you agree to participate in this discussion today? Yes No

Do you agree to today's interview being recorded? Yes No

[Start recording if interviewee agrees to recording.]

BACKGROUND

1. **What is your current political position?**
2. **What is your political party?**
3. **How many years have you been active in politics?**

POLITICAL EXPERIENCE

1. **Have you ever run as a candidate in elections?**

If so, which political offices have you contested?

Did anyone in particular encourage you to stand as a candidate?

Did anyone in particular discourage you from standing as a candidate?

2. Have you ever held a formal leadership position in politics?

If so, what leadership positions have you held?

Did you face any challenges to your leadership, based on the fact that you are a woman?

3. What was your motivation for getting involved in politics?

BARRIERS AND OPPORTUNITIES: WOMEN CANDIDATES

1. Many countries around the world have introduced gender quotas for candidates. What impact have quotas had on the number of women standing as candidates in [COUNTRY]?

Did quotas play a role in your own nomination?

Do you support quotas as a measure to promote women in politics?

What kinds of women tend to benefit from quotas in [COUNTRY]?

2. Does your party provide any financial support to its candidates?

If so, what is the nature of this support?

Is this support distributed evenly across candidates?

If not, what are the determinants of party support for particular candidates?

3. Did you have to raise any of your own funds for your political campaign? If so, how did the amount of these funds compare to what you received from your party? What kinds of actors donated to your campaign?

In general, do you think it is more difficult for women than men to raise campaign funding? Why do you think so?

4. Does your party help candidates with their campaigns in any other ways?

If so, what does the party offer in the way of support?

Is this support distributed evenly across candidates?

If not, what are the determinants of party support for particular candidates?

5. What is the media environment like for women candidates?

Do women candidates receive the same level of media coverage as male candidates? Are women candidates treated differently than men in terms of the substance of media coverage? If yes, how so?

BARRIERS AND OPPORTUNITIES: WOMEN LEADERS

1. **In general, there are fewer women than men in elected political positions. In your view, what are the main reasons for this?**
2. **After they are elected, do women have the same opportunities as men to take on positions of political leadership—e.g., as party leaders, parliamentary committee presidents, or cabinet ministers?**
If not, in your view, what are the main reasons for this?
3. **When women are appointed to leadership positions, what types of issues are women given responsibility for?**
4. **Are there any forms of institutional support for women after they are elected?**
Examples might be training, mentorship, or staff.
If so, are these different in any ways from the forms of institutional support available to men? Are these provided through formal channels, like parliaments or political parties, or just informally?
5. **Is there a women's caucus in parliament?**
If so, what is its main role?
Have you participated in its activities?
How effective is the women's caucus in advancing gender equality?
6. **Based on what you have observed, are women taken seriously as political leaders?**
How do their experiences compare to those of men?
Are some types of women more likely than others to be taken seriously?

VIOLENCE AGAINST WOMEN IN POLITICS

Now we are going to ask you some questions about violence against women in politics (VAWP) and your own experiences. You can skip any question or take a break at any point.

- I. **Have you ever experienced any of the following behaviors when trying to participate in politics?**
 - a. Someone tried to kill you.
 - b. Someone hit or beat you or assaulted you physically in some other way.
 - c. Someone prevented you from leaving the house.
 - d. Someone made threats against you or your family.
 - e. Someone tried to rape you.
 - f. Someone made unwanted sexual advances towards you.
 - g. Someone attempted to destroy your property.
 - h. Someone attempted to destroy your livelihood.

- i. Someone harassed you online.
- j. Someone hacked your email or social media accounts.
- k. Someone spread “fake news” about you that was sexual in nature.
- l. Someone spread “fake news” about you that was gendered in nature.

If so, who were the main perpetrators of these acts?

How did experiencing these acts affect your willingness to participate in politics?

2. Have you ever witnessed other women being targeted for trying to participate in politics?

- a. Someone tried to kill her.
- b. Someone hit or beat her or assaulted her physically in some other way.
- c. Someone prevented her from leaving the house.
- d. Someone made threats against her or her family.
- e. Someone tried to rape her.
- f. Someone made unwanted sexual advances towards her.
- g. Someone attempted to destroy her property.
- h. Someone attempted to destroy her livelihood.
- i. Someone harassed her online.
- j. Someone hacked her email or social media accounts.
- k. Someone spread “fake news” about her that was sexual in nature.
- l. Someone spread “fake news” about her that was gendered in nature.

If so, who were the main perpetrators of these acts?

How did experiencing these acts affect their willingness to participate in politics?

3. Based on what you have observed, is it common for women candidates to face violence, intimidation, or harassment on the campaign trail?

If so, what do these attacks look like?

Who are the main perpetrators?

Do these attacks affect women’s ability to be elected?

Are some types of women more likely than others to be targeted?

4. Based on what you have observed, is it common for women leaders to face violence, intimidation, or harassment for their political work?

If so, what do these attacks look like?

Who are the main perpetrators?

Do these attacks affect women’s ability to exercise their political functions?

Are some types of women more likely than others to be targeted?

RECOMMENDATIONS

- I. **What kinds of policies or strategies do you think are needed to advance women's political participation and leadership in [COUNTRY]?**

These could include actions by the government, political parties, or civil society, for example.

KEY INFORMANT INTERVIEW GUIDE

MEN POLITICIANS

CONSENT

Thank you very much for meeting with us today. My name is [MODERATOR NAME] and this is my colleague [ASSISTANT NAME] who will be taking notes throughout our discussion. We work for [INSERT NAME/COUNTRY] Assessment Team and the United States Agency for International Development (USAID) commissioned us to conduct an assessment of women's political participation and leadership in [INSERT COUNTRY].

We seek to gather views on barriers and opportunities for women's political participation and leadership in [COUNTRY]. Our assessment team is a non-political research organization. We do not represent the government or any political party.

Our discussion should take approximately 60 minutes. Your participation is voluntary, and you can choose not to answer a question.

We will not include your name or any identifiable information in any of our reports. We will be recording this conversation so we can write an accurate report of what was said. We ask that you do not mention your full name, your address, or your community's name so your answers can remain confidential.

If you have any questions, you may ask them now or later, even after the discussion has started. If you have any further questions about the study, feel free to contact [INSERT TEAM MEMBER NAME, CONTACT INFORMATION].

Do you agree to participate in this discussion today? Yes No

Do you agree to today's interview being recorded? Yes No

[Start recording if interviewee agrees to recording.]

BACKGROUND

1. **What is your current political position?**
2. **What is your political party?**
3. **How many years have you been active in politics?**

BARRIERS AND OPPORTUNITIES: WOMEN CANDIDATES

1. Many countries around the world have introduced gender quotas for candidates. What impact have quotas had on the number of women standing as candidates in [COUNTRY]?

Do you support quotas as a measure to promote women in politics?

What kinds of women tend to benefit from quotas in [COUNTRY]?

2. How do candidates finance their campaigns in [COUNTRY]?

Does your party provide any funds to its candidates?

Is this support distributed evenly across candidates?

Do candidates have to raise their own funds for their campaigns?

In general, do you think it is more difficult for women than men to raise campaign funding?

What is the media environment like for women candidates?

Do women candidates receive the same level of media coverage as men candidates?

Are women candidates treated differently than men in terms of the substance of media coverage?

BARRIERS AND OPPORTUNITIES: WOMEN LEADERS

1. In general, there are fewer women than men in elected political positions. In your view, what are the main reasons for this?
2. After they are elected, do women have the same opportunities as men to take on positions of political leadership—e.g., as party leaders, parliamentary committee presidents, or cabinet ministers?

If not, in your view, what are the main reasons for this?

3. When women are appointed to leadership positions, what types of issues are women given responsibility for?
4. Based on what you have observed, are women taken seriously as political leaders?

How do their experiences compare to those of men?

Are some types of women more likely than others to be taken seriously?

VIOLENCE AGAINST WOMEN IN POLITICS

1. Based on what you have observed, is it common for women candidates to face violence, intimidation, or harassment on the campaign trail?

If so, what do these attacks look like?

Who are the main perpetrators?

Do these attacks affect women's ability to be elected?

Are some types of women more likely than others to be targeted?

2. **Based on what you have observed, is it common for women leaders to face violence, intimidation, or harassment for their political work?**

If so, what do these attacks look like?

Who are the main perpetrators?

Do these attacks affect women's ability to exercise their political functions?

Are some types of women more likely than others to be targeted?

RECOMMENDATIONS

- I. **What kinds of policies or strategies do you think are needed to advance women's political participation and leadership in [COUNTRY]? These could include actions by the government, political parties, or civil society, for example.**

KEY INFORMANT INTERVIEW GUIDE

POLITICAL PARTY LEADERS

CONSENT

Thank you very much for meeting with us today. My name is [MODERATOR NAME] and this is my colleague [ASSISTANT NAME] who will be taking notes throughout our discussion. We work for [INSERT NAME/COUNTRY] Assessment Team and the United States Agency for International Development (USAID) commissioned us to conduct an assessment of women's political participation and leadership in [INSERT COUNTRY].

We seek to gather views on barriers and opportunities for women's political participation and leadership in [COUNTRY]. Our assessment team is a non-political research organization. We do not represent the government or any political party.

Our discussion should take approximately 60 minutes. Your participation is voluntary, and you can choose not to answer a question.

We will not include your name or any identifiable information in any of our reports. We will be recording this conversation so we can write an accurate report of what was said. We ask that you do not mention your full name, your address, or your community's name so your answers can remain confidential.

If you have any questions, you may ask them now or later, even after the discussion has started. If you have any further questions about the study, feel free to contact [INSERT TEAM MEMBER NAME, CONTACT INFORMATION].

Do you agree to participate in this discussion today? Yes No

Do you agree to today's interview being recorded? Yes No

[Start recording if interviewee agrees to recording.]

BACKGROUND

1. **What is your political party?**
2. **What is your current position in the party?**

BARRIERS AND OPPORTUNITIES: WOMEN PARTY MEMBERS

- I. **In general, there are fewer women than men who join political parties. In your view, what are the main reasons for this?**

2. Does your party have any special initiatives to attract women members?

If so, do these differ in any way from efforts to attract men?

3. Are party meetings equally accessible to women and men?

At what kinds of locations are party meetings held?

At what times of the day are party meetings usually scheduled?

Does the party offer childcare for members during its meetings?

4. Is there a women's wing in your political party?

If so, what is the main role of the women's wing?

Does the party provide any financial support or other resources to the women's wing?

Can the women's wing give input on the party platform?

Can the women's wing suggest political candidates?

5. Do women have representation in the party's executive committee?

If so, what kinds of positions do they hold?

Does the party have any policies to ensure women's participation in party leadership?

BARRIERS AND OPPORTUNITIES: WOMEN CANDIDATES

1. Many countries around the world have introduced gender quotas for candidates. What impact have quotas had on the number of women standing as candidates in [COUNTRY]?

Do you support quotas as a measure to promote women in politics?

What kinds of women tend to benefit from quotas in [COUNTRY]?

2. Does your party provide any financial support to its candidates?

If so, what is the nature of this support?

Is this support distributed evenly across candidates?

If not, what are the determinants of party support for particular candidates?

3. Does your party help candidates with their campaigns in any other ways?

If so, what does the party offer in the way of support?

Is this support distributed evenly across candidates?

If not, what are the determinants of party support for particular candidates?

BARRIERS AND OPPORTUNITIES: WOMEN LEADERS

I. In general, there are fewer women than men in elected political positions. In your view, what are the main reasons for this?

2. **After they are elected, do women have the same opportunities as men to take on positions of political leadership—e.g., as party leaders, parliamentary committee presidents, or cabinet ministers?**

If not, in your view, what are the main reasons for this?

3. **When women are appointed to leadership positions, what types of issues are women given responsibility for?**

4. **Based on what you have observed, are women taken seriously as political leaders?**

How do their experiences compare to those of men?

Are some types of women more likely than others to be taken seriously?

VIOLENCE AGAINST WOMEN IN POLITICS

1. **Based on what you have observed, is it common for women candidates to face violence, intimidation, or harassment on the campaign trail?**

If so, what do these attacks look like?

Who are the main perpetrators?

Do these attacks affect women's ability to be elected?

Are some types of women more likely than others to be targeted?

2. **Based on what you have observed, is it common for women leaders to face violence, intimidation, or harassment for their political work?**

If so, what do these attacks look like?

Who are the main perpetrators?

Do these attacks affect women's ability to exercise their political functions?

Are some types of women more likely than others to be targeted?

RECOMMENDATIONS

1. **What kinds of policies or strategies do you think are needed to advance women's political participation and leadership in [COUNTRY]? These could include actions by the government, political parties, or civil society, for example.**

KEY INFORMANT INTERVIEW GUIDE

ELECTORAL OFFICIALS

CONSENT

Thank you very much for meeting with us today. My name is [MODERATOR NAME] and this is my colleague [ASSISTANT NAME] who will be taking notes throughout our discussion. We work for [INSERT NAME/COUNTRY] Assessment Team and the United States Agency for International Development (USAID) commissioned us to conduct an assessment of women's political participation and leadership in [INSERT COUNTRY].

We seek to gather views on barriers and opportunities for women's political participation and leadership in [COUNTRY]. Our assessment team is a non-political research organization. We do not represent the government or any political party.

Our discussion should take approximately 60 minutes. Your participation is voluntary, and you can choose not to answer a question.

We will not include your name or any identifiable information in any of our reports. We will be recording this conversation so we can write an accurate report of what was said. We ask that you do not mention your full name, your address, or your community's name so your answers can remain confidential.

If you have any questions, you may ask them now or later, even after the discussion has started. If you have any further questions about the study, feel free to contact [INSERT TEAM MEMBER NAME, CONTACT INFORMATION].

Do you agree to participate in this discussion today? Yes No

Do you agree to today's interview being recorded? Yes No

[Start recording if interviewee agrees to recording.]

BACKGROUND

I. What is your role in the electoral process?

BARRIERS AND OPPORTUNITIES: WOMEN VOTERS

I. Do women register to vote at the same rates as men?

If not, what are some of the reasons that women are less likely to register as voters?

2. Do women turn out to vote at the same rates as men?

If not, what are some of the reasons that women are less likely to turn out to vote?

3. Are polling places equally accessible to women and men?

Are polling places segregated by gender?

Are there measures in place to increase accessibility to women?

4. Are women able to cast their votes in a free, secret, and secure manner?

If not, what are some of the key challenges to women exercising their full right to vote?

BARRIERS AND OPPORTUNITIES: WOMEN CANDIDATES

1. Many countries around the world have introduced gender quotas for candidates. What impact have quotas had on the number of women standing as candidates in [COUNTRY]?

Do political parties respect the quota requirements?

What does the electoral management body do, if anything, to ensure quota compliance?

Based on what you have observed, what kinds of women tend to benefit from quotas in [COUNTRY]?

2. In general, there are fewer women than men in elected political positions. In your view, what are the main reasons for this?

VIOLENCE AGAINST WOMEN IN POLITICS

1. Based on what you have observed, is it common for women voters to face violence, intimidation, or harassment on the campaign trail?

If so, what do these attacks look like?

Who are the main perpetrators?

Do these attacks affect women's ability to be elected?

Are some types of women more likely than others to be targeted?

2. Based on what you have observed, is it common for women candidates to face violence, intimidation, or harassment on the campaign trail?

If so, what do these attacks look like?

Who are the main perpetrators?

Do these attacks affect women's ability to be elected?

Are some types of women more likely than others to be targeted?

3. Based on what you have observed, is it common for women election workers to face violence, intimidation, or harassment?

If so, what do these attacks look like?

Who are the main perpetrators?

Do these attacks affect women's ability to facilitate or observe the electoral process?

4. **Does the electoral management body monitor or respond to incidents of gender-based violence during elections?**

If so, what are the details of these interventions?

What is the impact, if any, of these interventions?

RECOMMENDATIONS

- I. **What kinds of policies or strategies do you think are needed to advance women's political participation and leadership in [COUNTRY]? These could include actions by the government, political parties, the electoral management body, or civil society, for example.**

KEY INFORMANT INTERVIEW GUIDE

WPPL EXPERTS INCLUDING WOMEN IN CIVIL SOCIETY

CONSENT

Thank you very much for meeting with us today. My name is [MODERATOR NAME] and this is my colleague [ASSISTANT NAME] who will be taking notes throughout our discussion. We work for [INSERT NAME/COUNTRY] Assessment Team and the United States Agency for International Development (USAID) commissioned us to conduct an assessment of women's political participation and leadership in [INSERT COUNTRY].

We seek to gather views on barriers and opportunities for women's political participation and leadership in [COUNTRY]. Our assessment team is a non-political research organization. We do not represent the government or any political party.

Our discussion should take approximately 60 minutes. Your participation is voluntary, and you can choose not to answer a question.

We will not include your name or any identifiable information in any of our reports. We will be recording this conversation so we can write an accurate report of what was said. We ask that you do not mention your full name, your address, or your community's name so your answers can remain confidential.

If you have any questions, you may ask them now or later, even after the discussion has started. If you have any further questions about the study, feel free to contact [INSERT TEAM MEMBER NAME, CONTACT INFORMATION].

Do you agree to participate in this discussion today? Yes No

Do you agree to today's interview being recorded? Yes No

[Start recording if interviewee agrees to recording.]

BACKGROUND

- 1. How are you involved in issues related to women's political participation and leadership?**

- 2. How many years have you been active in this field?**

BARRIERS AND OPPORTUNITIES: WOMEN CANDIDATES

1. **Many countries around the world have introduced gender quotas for candidates. What impact have quotas had on the number of women standing as candidates in [COUNTRY]?**
Do you support quotas as a measure to promote women in politics?
What kinds of women tend to benefit from quotas in [COUNTRY]?
2. **What sort of financial support, if any, do women receive for their campaigns?**
Do parties provide any financial support to their candidates?
Is this support distributed evenly among women and men?
Do women have to raise any of their own funds for their political campaigns?
In general, do you think it is more difficult for women than men to raise campaign funding?
3. **Do parties help women candidates with their campaigns in any other ways?**
If so, what does the party offer in the way of support?
Is this support distributed evenly across women and men?
4. **What is the media environment like for women candidates?**
Do women candidates receive the same level of media coverage as male candidates?
Are women candidates treated differently than men in terms of the substance of media coverage?
5. **Do civil society organizations provide any resources or support to women candidates?**
If so, what is the nature of these organizations?
What kinds of resources or support do they provide?

BARRIERS AND OPPORTUNITIES: WOMEN LEADERS

1. **In general, there are fewer women than men in elected political positions. In your view, what are the main reasons for this?**
2. **After they are elected, do women have the same opportunities as men to take on positions of political leadership—e.g., as party leaders, parliamentary committee presidents, or cabinet ministers?**
If not, in your view, what are the main reasons for this?
3. **When women are appointed to leadership positions, what types of issues are women given responsibility for?**
4. **Are there any forms of institutional support for women after they have been elected?**

Examples might be training, mentorship, or staff.

If so, are these different in any ways from the forms of institutional support available to men?

Are these provided through formal channels, like parliaments or political parties, or just informally?

5. Is there a women's caucus in parliament?

If so, what is its main role?

How effective has it been in advancing gender equality?

6. Based on what you have observed, are women taken seriously as political leaders?

How do their experiences compare to those of men?

Are some types of women more likely than others to be taken seriously?

BARRIERS AND OPPORTUNITIES: WOMEN IN CIVIL SOCIETY

1. In many countries, women are very active participants in civil society. In your view, is this also true in your country?

What are the key barriers to women's civil society participation?

Do civil society organizations engage women with diverse backgrounds?

2. Are there any powerful women's organizations in civil society in [COUNTRY]?

If so, what are their particular areas of focus?

Have they been successful in getting women's voices heard?

What kinds of barriers do they face in getting women's voices heard?

3. Do women serve as leaders of civil society organizations not specifically focused on gender issues?

If so, what types of organizations do they lead?

Have they been successful in getting women's voices heard?

4. Are there any official women's organizations connected to the government?

If so, have they been successful in getting women's voices heard?

5. Thinking about women in civil society more broadly, are there opportunities for women in civil society to inform government decision-making?

If so, are there official channels for communicating with and influencing the work of the government?

How effective are these channels for reflecting the voices of women in civil society?

6. Are there any civil society organizations that actively seek to advance women's civic and political rights?

If so, do these organizations mainly focus on women as voters, candidates, or leaders?

What types of activities do they engage in to promote WPPL?

What impact, if any, have these activities had on WPPL in [COUNTRY]?

7. Are there any civil society organizations that actively seek to repress women's civic and political rights?

If so, what kinds of organizations are these?

How vocal and effective are their efforts in restricting WPPL in [COUNTRY]?

VIOLENCE AGAINST WOMEN IN POLITICS

1. Based on what you have observed, is it common for women candidates to face violence, intimidation, or harassment on the campaign trail?

If so, what do these attacks look like?

Who are the main perpetrators?

Do these attacks affect women's ability to be elected?

Are some types of women more likely than others to be targeted?

2. Based on what you have observed, is it common for women leaders to face violence, intimidation, or harassment for their political work?

If so, what do these attacks look like?

Who are the main perpetrators?

Do these attacks affect women's ability to exercise their political functions?

Are some types of women more likely than others to be targeted?

3. Based on what you have observed, is it common for women in civil society—including women human rights defenders—to face violence, intimidation, or harassment for their political work?

If so, what do these attacks look like?

Who are the main perpetrators?

Do these attacks affect women's ability to participate in civil society?

Are some types of women more likely than others to be targeted?

RECOMMENDATIONS

1. What kinds of policies or strategies do you think are needed to advance women's political participation and leadership in [COUNTRY]?

These could include actions by the government, political parties, or civil society, for example.

KEY INFORMANT INTERVIEW GUIDE

DONORS AND IMPLEMENTING PARTNERS

CONSENT

Thank you very much for meeting with us today. My name is [MODERATOR NAME] and this is my colleague [ASSISTANT NAME] who will be taking notes throughout our discussion. We work for [INSERT NAME/COUNTRY] Assessment Team and the United States Agency for International Development (USAID) commissioned us to conduct an assessment of women's political participation and leadership in [INSERT COUNTRY].

We seek to gather views on barriers and opportunities for women's political participation and leadership in [COUNTRY]. Our assessment team is a non-political research organization. We do not represent the government or any political party.

Our discussion should take approximately 60 minutes. Your participation is voluntary, and you can choose not to answer a question.

We will not include your name or any identifiable information in any of our reports. We will be recording this conversation so we can write an accurate report of what was said. We ask that you do not mention your full name, your address, or your community's name so your answers can remain confidential.

If you have any questions, you may ask them now or later, even after the discussion has started. If you have any further questions about the study, feel free to contact [INSERT TEAM MEMBER NAME, CONTACT INFORMATION].

Do you agree to participate in this discussion today? Yes No

Do you agree to today's interview being recorded? Yes No

[Start recording if interviewee agrees to recording.]

BACKGROUND

1. **How is your organization involved in issues related to women's political participation and leadership in [COUNTRY]?**

2. **What is your role within the organization?**

DONOR AND PARTNER ACTIVITIES

1. **What kinds of WPPL programming has your organization supported in [COUNTRY]?**
Why did the organization choose these particular priority areas?
How effective was this programming in terms of its design and impact?
2. **In the course of your work on WPPL in [COUNTRY], have you ever worked directly with USAID?**
If so, can you provide some details on these activities?
How effective was this programming in terms of its design and impact?
3. **If you didn't work directly with [DONOR/PARTNER], did you ever encounter or hear about their WPPL activities?**
If so, can you provide some details on these activities?
What was your impression of this programming in terms of its design and impact?
4. **Are there any activities by other donors or implementers that you think have been effective in advancing WPPL in [COUNTRY]?**
If so, can you provide some details on these activities?
What was your impression of this programming in terms of its design and impact?

STAKEHOLDER ANALYSIS

1. **In [COUNTRY], who are the main actors, stakeholders, or institutions interested in advancing WPPL?**
What strategies do they favor for advancing WPPL?
Do they work together to advance WPPL?
If so, can you give some examples of joint activities?
2. **In [COUNTRY], who are the main actors, stakeholders, or institutions that oppose advancing WPPL?**
What strategies do they use to oppose advancing WPPL?

LESSONS LEARNED AND RECOMMENDATIONS

1. **Based on your experiences, what are the major barriers to advancing WPPL in [COUNTRY]?**
Have donors or partners focused adequately on these barriers?
In your view, which interventions are most effective?
In your view, which interventions are least effective?

2. **Based on your experiences, what more could USAID and other donors or partners do in this space?**

In your view, what are some promising opportunities for action?

3. **In general, what kinds of policies or strategies do you think are needed to advance women's political participation and leadership in [COUNTRY]?**

These could include actions by the government, political parties, or civil society, for example.

KEY INFORMANT INTERVIEW GUIDE

USAID STAFF

CONSENT

Thank you very much for meeting with us today. My name is [MODERATOR NAME] and this is my colleague [ASSISTANT NAME] who will be taking notes throughout our discussion. We work for [INSERT NAME/COUNTRY] Assessment Team and the United States Agency for International Development (USAID) commissioned us to conduct an assessment of women's political participation and leadership in [INSERT COUNTRY].

We seek to gather views on barriers and opportunities for women's political participation and leadership in [COUNTRY]. Our assessment team is a non-political research organization. We do not represent the government or any political party.

Our discussion should take approximately 60 minutes. Your participation is voluntary, and you can choose not to answer a question.

We will not include your name or any identifiable information in any of our reports. We will be recording this conversation so we can write an accurate report of what was said. We ask that you do not mention your full name, your address, or your community's name so your answers can remain confidential.

If you have any questions, you may ask them now or later, even after the discussion has started. If you have any further questions about the study, feel free to contact [INSERT TEAM MEMBER NAME, CONTACT INFORMATION].

Do you agree to participate in this discussion today? Yes No

Do you agree to today's interview being recorded? Yes No

[Start recording if interviewee agrees to recording.]

BACKGROUND

1. **What is your role at USAID?**
2. **How long have you been working at USAID and elsewhere on issues related to WPPL?**

DONOR AND PARTNER ACTIVITIES

3. **What kinds of WPPL programming has USAID supported in [COUNTRY]?**

Why did the organization choose these particular priority areas?

Can you provide some details on specific activities?

How effective was this programming in terms of its design and impact?

Does the Mission have any additional programming planned related to WPPL?

4. **Are there any activities by other donors or implementers that you think were effective in advancing WPPL in [COUNTRY]?**

If so, can you provide some details on these activities?

What was your impression of this programming in terms of its design and impact?

STAKEHOLDER ANALYSIS

5. **In [COUNTRY], who are the main actors, stakeholders, or institutions interested in advancing WPPL?**

What strategies do they favor for advancing WPPL?

Do they work together to advance WPPL?

If so, can you give some examples of joint activities?

6. **In [COUNTRY], who are the main actors, stakeholders, or institutions that oppose advancing WPPL?**

What strategies do they use to oppose advancing WPPL?

LESSONS LEARNED AND RECOMMENDATIONS

7. **Based on your experiences, what are the major barriers to advancing WPPL in [COUNTRY]?**

Have donors or partners focused adequately on these barriers?

In your view, which interventions have been most effective?

In your view, which interventions have been least effective?

8. **Based on your experiences, what more could USAID do in this space?**

In your view, what are some promising opportunities for action?

Are there any partnerships that you think would be particularly fruitful?

9. **In general, what kinds of policies or strategies do you think are needed to advance women's political participation and leadership in [COUNTRY]?**

These could include actions by the government, political parties, or civil society, for example.

FOCUS GROUP DISCUSSIONS CONSIDERATIONS

PURPOSE

The purpose of the focus group discussions (FGDs) is to learn the views of a broader range of stakeholders regarding 1) the obstacles women face and 2) the opportunities that exist or could be cultivated for expanding women’s political participation and leadership (WPPL) in the country. Distinct from the key informant interviews, the aim of the FGDs is to engage rank-and-file members of civil society, political parties, and related sectors using group discussions to capture a potentially broader array of viewpoints on questions of WPPL. In so doing, FGDs provide an opportunity to witness how stakeholders interact with one another, providing insights above and beyond what might be gained from a single interviewee. The research team should consider factors such as privacy, safety, and impartiality when selecting focus group locations.

FOCUS GROUP FORMAT

There are five versions of the FGDs, with questions tailored to the expertise and insights of different stakeholders. The anticipated length of the FGD is 60 minutes. The research team should consider organizing multiple focus groups for women and men in civil society and political parties. Fewer focus groups may be necessary—and access may be slightly more difficult—for locally elected women, women media workers, and men in civil society.

The logistician should consider the privacy and safety of the space for the focus groups—both the space itself and the logistics for reaching the space for invitees. Budgetary considerations for culturally appropriate hosting, such as travel stipends, refreshments, etc., should also be considered.

For each sector, the research team should include six to eight participants in each focus group. Smaller numbers of participants might make group discussions less productive, while larger numbers of participants might not afford sufficient opportunities for all group members to speak. In both instances, the research team should take care to avoid one or two people dominating the conversation, actively finding ways of drawing more quiet members into the group conversation.

To encourage discussion, the moderator should share a set of ground rules (included in the templates) prior to posing the first question. The research team should split participants into all-men and all-women groups but aim to diversify the participants in terms of age, seniority, and demographic backgrounds. For men and women in political parties, the organizers should also divide groups by party affiliation, with women or men from the same party taking part in the same focus group.

The assistant should take written notes regardless of the format of the focus group. Ideally, the focus groups will be recorded for the purposes of accurate note-taking, but the moderator should gain the consent of all participants before starting. If some participants do not want to be recorded, the assistant should only take written notes.

FOCUS GROUP GUIDE WOMEN IN CIVIL SOCIETY

CONSENT

Thank you very much for meeting with us today. My name is [MODERATOR NAME] and this is my colleague [ASSISTANT NAME] who will be taking notes throughout our discussion. We work for [INSERT NAME AND COUNTRY] Assessment Team and the United States Agency for International Development (USAID) commissioned us to conduct an assessment of women's political participation and leadership in [INSERT COUNTRY].

The focus group seeks to gather views on barriers and opportunities for women's political participation and leadership in [COUNTRY]. Our assessment team is a non-political research organization. We do not represent the government or any political party.

The discussion should take approximately 60 minutes. Your participation is voluntary, and you can choose not to answer a question.

In order to protect everyone's privacy, we will not include your name or any identifiable information in any of our reports. We also ask that anything we discuss during our group talk remains here with us.

We will be recording this session so we can write an accurate report of what was said. We ask that you do not mention your full name, your address, or your community's name, so your answers can remain confidential.

If you have any questions, you may ask them now or later, even after the discussion has started. If you have any further questions about the study, feel free to contact [INSERT TEAM MEMBER NAME, CONTACT INFORMATION].

Do you agree to participate in this discussion today? Yes No

Do you agree to today's interview being recorded? Yes No

[Start recording if all participants agree to recording.]

INTRODUCTION

Before we start, we want to share some basic ground rules:

- You don't have to wait to be called on to talk—please jump in when you have something to say.
- Talk one at a time.
- Our goal is equal “airtime” so that everybody talks about the same amount.
- Say what you believe, even if it's not what everyone thinks. There are no wrong answers, just different opinions, and we want to hear them all.

FOCUS GROUP QUESTIONS

1. Without sacrificing anonymity, let's go around the circle and briefly share the political roles we have played – for example, social movement activist, election candidate, party member, etc. Do not mention your specific organization or party names. This is just to get a sense of the perspectives in the room.

2. **How active are women in civil society in [COUNTRY]?**

Do they mainly participate in women's organizations, or are women active in organizations and movements not specifically focused on gender issues?

Do women serve as leaders of any major civil society organizations?

How representative are civil society organizations of the diversity of women in the population?

Where do women's groups tend to get their funding?

3. **Do women in [COUNTRY] have the same opportunities as men to express their political opinions?**

Are there any actors that actively seek to repress women's civic and political rights?

How effective are they in achieving these goals?

4. **Are there ways for women in civil society to influence government decision-making?**

Are there specific channels for communicating with and influencing government actors? Does the government listen to women's groups, or does it ignore them?

5. **Do women in civil society – including women human rights defenders – face violence, intimidation, or harassment for their political work?**

If so, what do these attacks look like?

Who are the main perpetrators?

Do these attacks affect women's ability to participate in civil society?

Are some types of women more likely than others to be targeted?

6. **What is the media environment like for women candidates and leaders?**

Do women in politics receive the same level of media coverage as men in politics?

Are women politicians treated differently than men in terms of the substance of media coverage?

7. **To what extent is there disinformation or hate speech against women in politics, either in the traditional media and on social media platforms?**

If so, can you give some examples?

What is the impact of this hate speech and disinformation?

8. **What policies or strategies do you think are needed to give women a greater voice in civil society – and politics more generally – in [COUNTRY]?**

FOCUS GROUP GUIDE WOMEN IN POLITICAL PARTIES

CONSENT

Thank you very much for meeting with us today. My name is [MODERATOR NAME] and this is my colleague [ASSISTANT NAME] who will be taking notes throughout our discussion. We work for [INSERT NAME AND COUNTRY] Assessment Team and the United States Agency for International Development (USAID) commissioned us to conduct an assessment of women's political participation and leadership in [INSERT COUNTRY].

The focus group seeks to gather views on barriers and opportunities for women's political participation and leadership in [COUNTRY]. Our assessment team is a non-political research organization. We do not represent the government or any political party.

The discussion should take approximately 60 minutes. Your participation is voluntary, and you can choose not to answer a question.

In order to protect everyone's privacy, we will not include your name or any identifiable information in any of our reports. We also ask that anything we discuss during our group talk remains here with us.

We will be recording this session so we can write an accurate report of what was said. We ask that you do not mention your full name, your address, or your community's name, so your answers can remain confidential.

If you have any questions, you may ask them now or later, even after the discussion has started. If you have any further questions about the study, feel free to contact [INSERT TEAM MEMBER NAME, CONTACT INFORMATION].

Do you agree to participate in this discussion today? Yes No

Do you agree to today's interview being recorded? Yes No

[Start recording if all participants agree to recording.]

INTRODUCTION

Before we start, we want to share some basic ground rules:

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- Talk one at a time.
- Our goal is equal “airtime” so that everybody talks about the same amount.
- Say what you believe, even if it's not what everyone thinks. There are no wrong answers, just different opinions, and we want to hear them all.

FOCUS GROUP QUESTIONS

1. **Without sacrificing anonymity, let's go around the circle and briefly share the political roles we have played – for example, social movement activist, election candidate, party member, etc. Do not mention your specific organization or party names. This is just to get a sense of the perspectives in the room.**

2. **How active are women in political parties in [COUNTRY]?**
*How important are the women's sections of political parties?
What is their primary purpose?
What type of support, if any, do they receive from the party?
Do the women's sections play any role in candidate selection?
Do the women's sections have any influence over the party platform?*

3. **Are party meetings equally accessible to women and men?**
*At what kinds of locations are party meetings held?
At what times of the day are party meetings usually scheduled?
Does the party offer childcare for members during its meetings?*

4. **What support, if any, does your party give to women candidates?**
*Do they encourage women to run for office?
Do they provide funding or training to women candidates?
Do they place women in electable districts or list positions?*

5. **Do women in political parties face violence, intimidation, or harassment for their political work?**
*If so, what do these attacks look like?
Who are the main perpetrators?
Do these attacks affect women's ability to participate in civil society?
Are some types of women more likely than others to be targeted?*

6. **What is the media environment like for women candidates and leaders?**
*Do women in politics receive the same level of media coverage as men in politics?
Are women politicians treated differently than men in terms of the substance of media coverage?*

7. **To what extent is there disinformation or hate speech against women in politics, either in the traditional media and on social media platforms?**
*If so, can you give some examples?
What is the impact of this hate speech and disinformation?*

8. **What policies or strategies do you think are needed to give women a greater voice in political parties – and politics more generally – in [COUNTRY]?**

FOCUS GROUP GUIDE LOCALLY ELECTED WOMEN OPTIONAL

NOTE FOR RESEARCH TEAM

Organizing focus groups with locally elected women may only be possible in some countries, given prohibitive costs and travel times. The team may find that the easiest option is to bring participants to the capital city for a day or conduct a focus group online, rather than traveling out to multiple distant places.

CONSENT

Thank you very much for meeting with us today. My name is [MODERATOR NAME] and this is my colleague [ASSISTANT NAME] who will be taking notes throughout our discussion. We work for [INSERT NAME/COUNTRY] Assessment Team and the United States Agency for International Development (USAID) commissioned us to conduct an assessment of women's political participation and leadership in [INSERT COUNTRY].

The focus group seeks to gather views on barriers and opportunities for women's political participation and leadership in [COUNTRY]. Our assessment team is a non-political research organization. We do not represent the government or any political party.

The discussion should take approximately 60 minutes. Your participation is voluntary, and you can choose not to answer a question.

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Do you agree to today's interview being recorded? Yes No

[Start recording if all participants agree to recording.]

INTRODUCTION

Before we start, we want to share some basic ground rules:

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FOCUS GROUP QUESTIONS

- 1. Without sacrificing anonymity, let's go around the circle and briefly share the political roles we have played – for example, social movement activist, election candidate, party member, etc. Do not mention your specific organization or party names. This is just to get a sense of the perspectives in the room.**
- 2. How active are women in local politics in [COUNTRY]?**
Why did you decide to run as a candidate in local elections?
Did anyone particularly encourage you to stand as a candidate?
Did anyone particularly discourage you from standing as a candidate?
How important is local politics as an entry point for women leaders, compared to men?
- 3. What support, if any, does your party give to women candidates?**
Do they encourage women to run for office?
Do they provide funding or training to women candidates?
Do parties tend to support certain types of women candidates over others?
- 4. Based on what you have observed, are women taken seriously as local leaders?**
How do their experiences compare to those of men?
Are some types of women more likely than others to be taken seriously?
Do women have equal chances as men to be elected mayor?
- 5. Do women in local politics face violence, intimidation, or harassment for their political work?**
If so, what do these attacks look like?
Who are the main perpetrators?
Do these attacks affect women's ability to participate in civil society?
Are some types of women more likely than others to be targeted?
- 6. What is the media environment like for women candidates and leaders?**
Do women in politics receive the same level of media coverage as men in politics?
Are women politicians treated differently than men in terms of the substance of media coverage?
- 7. To what extent is there disinformation or hate speech against women in politics, either in the traditional media and on social media platforms?**

If so, can you give some examples?

What is the impact of this hate speech and disinformation?

8. **What policies or strategies do you think are needed to give women a greater voice in local politics – and politics more generally – in [COUNTRY]?**

FOCUS GROUP GUIDE WOMEN MEDIA WORKERS

CONSENT

Thank you very much for meeting with us today. My name is [MODERATOR NAME] and this is my colleague [ASSISTANT NAME] who will be taking notes throughout our discussion. We work for [INSERT NAME/COUNTRY] Assessment Team and the United States Agency for International Development (USAID) commissioned us to conduct an assessment of women's political participation and leadership in [INSERT COUNTRY].

The focus group seeks to gather views on barriers and opportunities for women's political participation and leadership in [COUNTRY]. Our assessment team is a non-political research organization. We do not represent the government or any political party.

The discussion should take approximately 60 minutes. Your participation is voluntary, and you can choose not to answer a question.

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If you have any questions, you may ask them now or later, even after the discussion has started. If you have any further questions about the study, feel free to contact [INSERT TEAM MEMBER NAME, CONTACT INFORMATION].

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Do you agree to today's interview being recorded? Yes No

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Before we start, we want to share some basic ground rules:

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- Say what you believe, even if it's not what everyone thinks. There are no wrong answers, just different opinions, and we want to hear them all.

FOCUS GROUP QUESTIONS

1. **Without sacrificing anonymity, let's go around the circle and briefly share the political roles we have played – for example, social movement activist, election candidate, party member, etc. Do not mention your specific organization or party names. This is just to get a sense of the perspectives in the room.**
2. **What is the media environment like for women candidates and leaders?**
*Do women in politics receive the same level of media coverage as men in politics?
Are women politicians treated differently than men in terms of the substance of media coverage?*
3. **To what extent is there disinformation or hate speech against women in politics, either in the traditional media and on social media platforms?**
*If so, can you give some examples?
What is the impact of this hate speech and disinformation?*
4. **Based on what you have observed, are women taken seriously as political leaders?**
*How do their experiences compare to those of men?
Are some types of women more likely than others to be taken seriously?*
5. **Do women in politics face violence, intimidation, or harassment for their political work?**
*If so, what do these attacks look like?
Who are the main perpetrators?
Do these attacks affect women's ability to participate in civil society?
Are some types of women more likely than others to be targeted?*
6. **Do women journalists face violence, intimidation, or harassment for their political reporting?**
*If so, what do these attacks look like?
Who are the main perpetrators?
Do these attacks affect women's ability to participate in civil society?
Are some types of women more likely than others to be targeted?*
7. **What policies or strategies do you think are needed to give women a greater voice in political journalism – and politics more generally – in [COUNTRY]?**

FOCUS GROUP GUIDE MEN IN CIVIL SOCIETY

CONSENT

Thank you very much for meeting with us today. My name is [MODERATOR NAME] and this is my colleague [ASSISTANT NAME] who will be taking notes throughout our discussion. We work for [INSERT NAME/COUNTRY] Assessment Team and the United States Agency for International Development (USAID) commissioned us to conduct an assessment of women's political participation and leadership in [INSERT COUNTRY].

The focus group seeks to gather views on barriers and opportunities for women's political participation and leadership in [COUNTRY]. Our assessment team is a non-political research organization. We do not represent the government or any political party.

The discussion should take approximately 60 minutes. Your participation is voluntary, and you can choose not to answer a question.

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If you have any questions, you may ask them now or later, even after the discussion has started. If you have any further questions about the study, feel free to contact [INSERT TEAM MEMBER NAME, CONTACT INFORMATION].

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Do you agree to today's interview being recorded? Yes No

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INTRODUCTION

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- Talk one at a time.
- Our goal is equal “airtime” so that everybody talks about the same amount.
- Say what you believe, even if it's not what everyone thinks. There are no wrong answers, just different opinions, and we want to hear them all.

FOCUS GROUP QUESTIONS

1. **Without sacrificing anonymity, let's go around the circle and briefly share the political roles we have played – for example, social movement activist, election candidate, party member, etc. Do not mention your specific organization or party names. This is just to get a sense of the perspectives in the room.**
2. **How active are women compared to men in civil society in [COUNTRY]?**
Do they mainly participate in women's organizations, or are women active in organizations and movements not specifically focused on gender issues?
Do women serve as leaders of any major civil society organizations?
How representative are civil society organizations of the diversity of women in the population?
Where do civil society groups in [COUNTRY] tend to get their funding?
3. **Do women in [COUNTRY] have the same opportunities as men to express their political opinions? Are there any actors that actively seek to repress women's civic and political rights?**
How effective are they in achieving these goals?
4. **Based on what you have observed, are women taken seriously as political leaders?**
How do their experiences compare to those of men?
Are some types of women more likely than others to be taken seriously?
5. **Do women in civil society – including women human rights defenders – face violence, intimidation, or harassment for their political work?**
If so, what do these attacks look like?
Who are the main perpetrators?
Do these attacks affect women's ability to participate in civil society?
Are some types of women more likely than others to be targeted?
6. **What is the media environment like for women candidates and leaders?**
Do women in politics receive the same level of media coverage as men in politics?
Are women politicians treated differently than men in terms of the substance of media coverage?
7. **To what extent is there disinformation or hate speech against women in politics, either in the traditional media and on social media platforms?**
If so, can you give some examples?
What is the impact of this hate speech and disinformation?
8. **What policies or strategies do you think are needed to give women a greater voice in civil society – and politics more generally – in [COUNTRY]?**

MAPPING WPPL WORKSHEET

TOPIC	INDICATORS	SUMMARY ANSWER
Participation		
Access	Voter Registration -Gender Gap -Diverse Women-Voter Turnout -Gender Gap -Geo. Variations -Diverse Women Autonomous Women's Organizations-Present -Diverse Women Women in CSOs -Issue Types Women in Protests -Issue Types Women in Parties -Women's Share -Which Parties -Women's Wings -Wing on NEC Women in EMB Women as Poll Workers and Election Observers	Desk Review Interviews
Power	Vote Autonomy -Violence -Diverse Women Women's CSOs -Strength -Resources -Effectiveness CSOs and Government -State Bureaucracy-Communication Official Women's Organizations-Strength -Effectiveness Political Parties -Women's Wing Resources -Influence on Party Decision-Making -Gender on Party Platform and Statutes -Gender Training EMB -Gender Policy -Gender Unit -Observation	Desk Review Interviews Focus Groups
Leadership		
Access	Candidates -Share Women -Share by Party -Electable Seats -Diverse Women Elected and Appointed -Legislative -Executive -Judicial -Diverse Women Civil Society Leaders -Issue Types	Desk Review Interviews Focus Groups
Power	Assume Position -Violence -Diverse Women Political Work -Violence -Diverse Women Leadership -Legislative-Executive -Judicial Parliament -Committees Assigned -Committees Led Women's Caucus -Presence-Resources Cabinet -Portfolios -Issue Types Civil Society -Violence -Diverse Women -Impact	Desk Review Interviews Focus Groups

ANALYZING WPPL WORKSHEET

TOPIC	FACTOR	DATA SOURCE	BARRIER	OPPORTUNITY
Participation				
Access	Socio-Cultural	Desk Review		
		KIIs		
		FGDs		
	Institutional	Desk Review		
		KIIs		
		FGDs		
	Individual	Desk Review		
		KIIs		
		FGDs		
Power	Socio-Cultural	Desk Review		
		KIIs		
		FGDs		
	Institutional	Desk Review		
		KIIs		
		FGDs		
	Individual	Desk Review		

TOPIC	FACTOR	DATA SOURCE	BARRIER	OPPORTUNITY
		KIIs		
		FGDs		
Leadership				
Access	Socio-Cultural	Desk Review		
		KIIs		
		FGDs		
	Institutional	Desk Review		
		KIIs		
		FGDs		
	Individual	Desk Review		
		KIIs		
		FGDs		
Power	Socio-Cultural	Desk Review		
		KIIs		
		FGDs		
	Institutional	Desk Review		
		KIIs		
		FGDs		

TOPIC	FACTOR	DATA SOURCE	BARRIER	OPPORTUNITY
	Individual	Desk Review		
		KIIs		
		FGDs		

STAKEHOLDER ANALYSIS WORKSHEET

This worksheet offers a way to identify which actors might create barriers to and opportunities for advancing WPPL in the country. The research team should fill out four worksheets, corresponding to the four boxes of the WPPL Matrix.

WORKSHEET I: ACCESS TO PARTICIPATION

Are women politically engaged as citizens in any of a wide range of possible political roles?

- Which barriers prevent women's participation? Which actors are responsible?
- Which opportunities exist (or might be mobilized) to promote women's participation? Which actors are responsible (or might be mobilized)?

SECTOR	BARRIER	OPPONENT	OPPORTUNITY	ADVOCATE
State Actors		State Actor A State Actor B State Actor C		State Actor X State Actor Y State Actor Z
Political Parties		Political Party A Political Party B Political Party C		Political Party X Political Party Y Political Party Z
Civil Society		Civil Society A Civil Society B Civil Society C		Civil Society X Civil Society Y Civil Society Z
International Community		International Organization A Donor B International NGO C		International Organization X Donor Y International NGO Z

WORKSHEET 2: POWER IN PARTICIPATION

Do women exercise political agency and influence as citizens?

- Which barriers prevent women's voice and agency in participation? Which actors are responsible?
- Which opportunities exist (or might be mobilized) to promote women's voice and agency in participation? Which actors are responsible (or might be mobilized)?

SECTOR	BARRIER	OPPONENT	OPPORTUNITY	ADVOCATE
State Actors		State Actor A State Actor B State Actor C		State Actor X State Actor Y State Actor Z
Political Parties		Political Party A Political Party B Political Party C		Political Party X Political Party Y Political Party Z
Civil Society		Civil Society A Civil Society B Civil Society C		Civil Society X Civil Society Y Civil Society Z
International Community		International Organization A Donor B International NGO C		International Organization X Donor Y International NGO Z

WORKSHEET 3: ACCESS TO LEADERSHIP

Do women serve as political leaders, whether in elected or non-elected roles?

- Which barriers prevent women's participation? Which actors are responsible?
- Which opportunities exist (or might be mobilized) to promote women's participation? Which actors are responsible (or might be mobilized)?

SECTOR	BARRIER	OPPONENT	OPPORTUNITY	ADVOCATE
State Actors		State Actor A State Actor B State Actor C		State Actor X State Actor Y State Actor Z
Political Parties		Political Party A Political Party B Political Party C		Political Party X Political Party Y Political Party Z
Civil Society		Civil Society A Civil Society B Civil Society C		Civil Society X Civil Society Y Civil Society Z
International Community		International Organization A Donor B International NGO C		International Organization X Donor Y International NGO Z

WORKSHEET 4: POWER IN LEADERSHIP

Do women exercise political agency and influence as political leaders?

- Which barriers prevent women's voice and agency in leadership? Which actors are responsible?
- Which opportunities exist (or might be mobilized) to promote women's voice and agency in leadership? Which actors are responsible (or might be mobilized)?

SECTOR	BARRIER	OPPONENT	OPPORTUNITY	ADVOCATE
State Actors		State Actor A State Actor B State Actor C		State Actor X State Actor Y State Actor Z
Political Parties		Political Party A Political Party B Political Party C		Political Party X Political Party Y Political Party Z
Civil Society		Civil Society A Civil Society B Civil Society C		Civil Society X Civil Society Y Civil Society Z
International Community		International Organization A Donor B International NGO C		International Organization X Donor Y International NGO Z

WOMEN'S POLITICAL PARTICIPATION AND LEADERSHIP

BARRIERS TO AND OPPORTUNITIES FOR WPPL

Below is a summary of barriers and opportunities to WPPL in [country], further detailed in the report.

BARRIERS TO WPPL

-

OPPORTUNITIES FOR WPPL

-

RECOMMENDATIONS FOR ACTION

Below is a summary of the recommendations for action, which are detailed in the report.

SOCIO-CULTURAL FACTORS

-

INSTITUTIONAL FACTORS

-

INDIVIDUAL FACTORS

-

INTRODUCTION

ASSESSMENT OBJECTIVES

Under the [Insert contract number], USAID tasked [Insert contractor name] with implementing [Insert country] country-level WPPL assessments, based on the latest iteration of the WPPL Assessment Framework. The WPPL Assessment Framework aims to identify key barriers and opportunities to advance WPPL at the individual, socio-cultural, and institutional levels. This report discusses the results of the [country] WPPL Assessment. These results are intended to guide program strategies, activity design, and allocation of resources aimed at advancing WPPL in [Country], as well as guide the work of other stakeholders working on gender and democracy in [Country].

COUNTRY BACKGROUND

POLITICAL SYSTEM AND POLITICAL CONTEXT

LEGAL FRAMEWORK

WOMEN'S STATUS

METHODOLOGY

The purpose of the assessment is to understand the current state of WPPL and pinpoint challenges to and opportunities for advancing WPPL in [country]. The assessment seeks to answer the following four questions:

- Are women politically engaged as citizens, in any of a wide range of possible political roles?
- Do women exercise political agency and influence as citizens?
- Do women serve as political leaders, whether in elected or non-elected roles?
- Do women exercise political agency and influence as political leaders?

While global indicators of WPPL largely focus on the numbers of women in elected and appointed political positions, this assessment methodology expands the definition of WPPL in two key ways. First, it divides this concept in two interrelated, yet distinct, components: political participation, referring to activities women can engage in as citizens, and political leadership, focusing on activities women can engage in as elected and non-elected political representatives. The assessment methodology also recognizes that being granted political rights is not the same as exercising those rights to the fullest extent. A complete assessment of WPPL must therefore look at both access, women's ability to take part in political process, and power, women's voice and agency as political actors.

Three interacting sets of factors shape opportunities for women to participate substantively in every aspect of political life. **Socio-cultural factors** involve assumptions about appropriate norms and

practices, shaping social expectations as well as personal attitudes and behaviors. They include gender stereotypes, prevailing views on gender roles, and cultural ideas about gender equality. **Institutional factors** structure the political environment, establishing the formal and informal rules and systems in which political actors operate. They include the electoral system, the political party system, and the broader political and legal context. **Individual factors** refer to considerations shaping individual women's decisions and abilities to participate in politics. These include levels of political ambition, as well as resources and support for their political engagement.

Understanding these factors as an “ecosystem” emphasizes how they work together and inform one another to create environments supporting or undermining WPPL. Focusing only on one set of factors to the exclusion of the others may lead to misinterpretations of the current situation—and, in turn, to the adoption of only partially effective solutions to expand WPPL. In contrast, an ecosystem approach suggests the need to consider more holistic strategies, combining a focus on norm change, institutional reforms, and individual shifts in thinking. Because gender-based violence and violence against women in politics cuts across all these factors, findings about violence are integrated throughout these sections.

The WPPL assessment has three parts: Part I involves mapping the current state of WPPL, Part II entails analyzing barriers to and opportunities for WPPL, and Part III involves transitioning from the research to the writing of the final report and making evidence-based recommendations.

The assessment employs three tools: a desk review, KIIs, and FGDs. These tools provide quantitative and qualitative sources of evidence to better understand the current situation as well as barriers to and opportunities for advancing WPPL, engaging a wide range of stakeholders and diverse groups of women.

The assessment findings discussed in this report are derived from a desk review of relevant literature and USAID documents, [insert number] KIIs, and [insert number] FGDs with politicians, civil society, and media in [insert locations]. The assessment team conducted in-country data collection for this assessment between [insert dates] in [insert locations]. Further information about data sources is included in Annex B.

LIMITATIONS

CURRENT STATE OF WPPL

WOMEN'S POLITICAL PARTICIPATION

Political participation refers to a wide array of activities in which citizens can engage to influence political decision-making or solve collective problems. These can encompass both conventional and unconventional forms of participation, as well as actions taken individually or collectively in civil society. Common forms of political participation include voting, engaging in political discussions, contacting elected officials, attending political rallies and campaign events, signing petitions, protesting, and joining political parties. Given women's long-standing exclusion from and underrepresentation in more formal political roles, civil society—where citizens can have a voice on political issues despite not holding political office—has long been an important space for women's political engagement. Such activities may include membership in formal civil society organizations (CSOs) operating at the grassroots to national levels, as well as less structured participation in informally constituted social movements.

ACCESS TO OPPORTUNITIES FOR PARTICIPATION AND POWER IN PARTICIPATION

WOMEN AS VOTERS

WOMEN IN CIVIL SOCIETY

WOMEN IN POLITICAL PARTIES

WOMEN IN ELECTION ADMINISTRATION

VIOLENCE AGAINST WOMEN IN POLITICS AND PUBLIC LIFE

WOMEN'S POLITICAL LEADERSHIP

Political leadership refers to activities women can engage in as elected and non-elected political representatives. This can entail running for and occupying elective and appointed offices at various levels in the executive, legislative, and judicial branches of government. It can also include serving in leadership positions in political parties, as well as CSOs and social movements. In many parts of the world, women were largely absent from political leadership until recently. However, since 1995, major shifts have occurred in all regions of the world, and nearly all countries have seen improvements in the share of women running for and holding political office. Although there is little systematic data, women are also increasingly visible as party and civil society leaders.

ACCESS TO AND POWER IN LEADERSHIP

WOMEN IN ELECTED OFFICE

WOMEN IN POLITICAL PARTIES

BARRIERS TO AND OPPORTUNITIES FOR WPPL

SOCIO-CULTURAL FACTORS

Socio-cultural factors refer to assumptions about norms and practices, shaping social expectations as well as personal attitudes and behaviors. In the case of WPPL, these factors reinforce an association between political power and men and masculinity, making it difficult for women to be seen and accepted as legitimate political actors.

INSTITUTIONAL FACTORS

Institutional factors structure the political environment, establishing the rules and systems in which political actors operate and the formal and informal dynamics of political life. These factors interact with socio-cultural norms and individual-level characteristics and decisions to shape opportunities for women and men to become politically engaged and exercise political influence. Institutional factors shaping WPPL include features of the electoral system, the political party system, and the broader political and legal context. Elite behaviors in the face of these opportunities and constraints can also be considered institutional factors, with elites serving as gatekeepers to women's entry to, and exclusion from, political institutions and political voice.

LEGAL FRAMEWORK

GOVERNMENT INSTITUTIONS

POLITICAL PARTIES

ELECTED WOMEN LEADERS

VIOLENCE AGAINST WOMEN IN POLITICS AND PUBLIC LIFE

INDIVIDUAL FACTORS

The third component of the political ecosystem focuses on decisions made at the individual level by women, which block or support women's access and voice as a group in political spaces. Informed by socio-cultural norms and political institutions, these individual decisions fundamentally shape who participates and has a voice in politics, and thus overall levels of WPPL. Participating in politics is a time-intensive endeavor, so women's participation often depends on how much time they have available to dedicate. For example, women may not have the time or resources to dedicate to needed training to prepare themselves to run for office, which then deters them from running at all. Relatedly, the digital gender gap and lack of knowledge about how to properly use social media platforms were also cited as important factors that prevent women from entering political spaces, as technology and social networks are often important resources for campaigns.

ACCESS TO FUNDING

LACK OF CAPACITY AND CONFIDENCE

FAMILY SUPPORT

VIOLENCE AGAINST WOMEN IN POLITICS AND PUBLIC LIFE

RECOMMENDATIONS FOR ACTION

WOMEN'S POLITICAL PARTICIPATION

SOCIO-CULTURAL FACTORS

- [Insert recommendations in descending order of priority]

INSTITUTIONAL FACTORS

- [Insert recommendations in descending order of priority]

INDIVIDUAL FACTORS

- [Insert recommendations in descending order of priority]

ANNEX A: DESK REVIEW

ANNEX B. DATA COLLECTION SOURCES

KEY INFORMANT INTERVIEWS

Table 1: Key Informants Interviewed

STAKEHOLDER GROUP	GENDER	CHARACTERISTIC 1	CHARACTERISTIC 2	NO. OF KIIS
Donor			Multidisciplinary	
Donor			Multidisciplinary	
Donor			Multidisciplinary	
Donor			Electoral Process	
Politician-Elected			Politician	
Civil Society			CSO	
Political Leader			Politician	
Political Leader			Politician	
Electoral Officers			Politician	
TOTAL				

FOCUS GROUP DISCUSSIONS

Table 2: Focus Group Discussions

NO.	GROUP DESCRIPTION	LOCATION	TOTAL PARTICIPANTS
1	Women in Civil Society		
2	Men Political Leaders		
3	Locally Elected Women		
4	Women in Media		
5	Locally Elected Women		
6	Young Women in Civil Society		
7	Young Women from Political Parties		
8	Women in Politics		



WOMEN'S POLITICAL PARTICIPATION AND LEADERSHIP (WPPL) ASSESSMENT: [COUNTRY]

FINDINGS PRESENTATION
[Date]

AGENDA

- 1) WPPL ASSESSMENT FRAMEWORK
- 2) METHODOLOGY
- 3) CURRENT STATE OF WPPL
- 4) BARRIERS AND OPPORTUNITIES
- 5) RECOMMENDATIONS



WPPL ASSESSMENT FRAMEWORK

- Aims to identify key barriers to and opportunities for advancing WPPL.
- WPPL encompasses both access and power.
- Barriers and opportunities exist at the socio-cultural, institutional, and individual levels.

	ACCESS	POWER
Participation	Are women politically engaged as citizens?	Do women exercise political agency and influence as citizens?
Leadership	Do women serve as political leaders, whether in elected or non-elected roles?	Do women exercise political agency and influence as political leaders?

METHODOLOGY

This assessment employed a mixed-methods approach—desk review, key informant interviews (KII), and primary qualitative in-country work consisting of focus group discussions (FGDs).

- Details of survey.
- Details of KII.
- Details of FGDs.

CURRENT STATE OF WPPL IN [COUNTRY]



WOMEN'S PARTICIPATION

- Access
 - Voter registration and turnout.
 - Party membership and platforms.
 - Election management bodies (EMBs) and other election roles.
 - Civil society.
- Power
 - Voter registration and turnout.
 - Party memberships and platforms.
 - EMBs and other election roles.
 - Civil society.

WOMEN'S POLITICAL LEADERSHIP

- Access
 - Party platforms and leadership.
 - National and subnational political candidates.
 - Representation in parliament.
 - Executive level, judiciary.
 - Local levels.
 - Civil society.
- Power
 - Political parties.
 - Parliament, executive, and other government bodies.

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BARRIERS AND OPPORTUNITIES



PROBLEM AND BARRIERS—WOMEN’S PARTICIPATION

- Socio-cultural
 - Societal norms.
 - Violence against women.
 - Civil society.
- Institutional
 - Party platforms, policies, and actions.
 - Women’s wings.
- Individual
 - Information access.

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BARRIERS—WOMEN’S LEADERSHIP

- Socio-cultural
 - Gender stereotypes.
 - Violence and harassment.
 - Media coverage.
- Institutional
 - Election and advancement of women candidates.
 - Inadequate institutional provisions.
- Individual
 - Confidence and resources.

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OPPORTUNITIES

- Electoral systems reforms.
- Complementary reforms and programming.
- Other opportunities.

RECOMMENDATIONS



SOCIO-CULTURAL

- ADD RECOMMENDATIONS IN DESCENDING ORDER OF PRIORITY.

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INSTITUTIONAL

- ADD RECOMMENDATIONS IN DESCENDING ORDER OF PRIORITY.

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INDIVIDUAL

- ADD RECOMMENDATIONS IN DESCENDING ORDER OF PRIORITY.

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QUESTIONS?



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WPPL POST-RESEARCH ACTION PLAN

WPPL [COUNTRY] ASSESSMENT

Assessment Completion Date:

Date of Management Response:

RECOMMENDATIONS AND KEY FINDINGS	MANAGEMENT RESPONSE: ACCEPT, PARTIALLY ACCEPT, OR REJECT	ACTION (INCLUDING POTENTIAL BUDGET IMPLICATIONS) If partially accepted, explain the revisions. If rejected, explain why.	INDIVIDUAL RESPONSIBLE FOR COMPLETING ACTION	DATE FOR COMPLETION OF ACTION	STATUS OF ACTIONS

Post-assessment utilization follow-up: Two utilization follow-ups will be conducted by the Mission. The first will occur during action plan implementation and the second at the expected conclusion of action plan implementation. Teams can set these dates as appropriate. The default is three and six months following completion of the action plan. The Mission or operating unit should designate as part of the action plan a person to be contacted for the follow-up meetings. That individual should be prepared to share any supporting documentation.

Continuity: Please note any expected turnover in responsible Mission personnel during the follow-up period and how new personnel will be integrated into the action plan.

Person(s) to be contacted for follow-up interviews:

Date of initial follow-up interview:

Date of second follow-up interview: