



GENDER ANALYSIS GUIDE



Introduction

This document introduces basic concepts of gender mainstreaming, defines key areas of inquiry to take into consideration when undergoing a gender analysis (GA) and provides easy access to practical guidance and tools. The Guide is aligned with PIN's Gender Policy and PIN's Relief and Development Department Strategy for 2017 - 2021. The integral parts of the Guide are its two annexes: **Annex A - Recommended resources and tools, and Annex B - Quality Standard Checklist on Gender Analysis (QSC)**, which provide further guidance and precision. The Guide is based on studying of a number of documents produced by other organisations on this topic.

What is gender and why it matters?

Basic Terminology

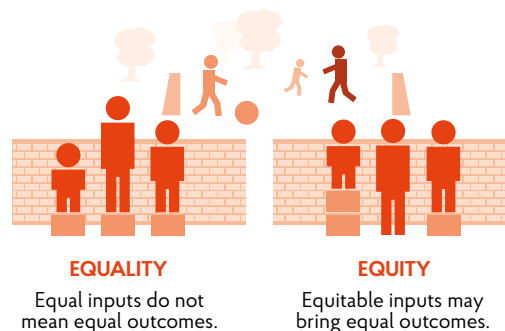
„Sex“ refers to the biological differences between men and women, whereas „gender“ refers to roles that men and women play and the relations that arise out of these roles; they are socially constructed, not physically determined. Gender defines what it means to be a man or woman, boy or girl in a given society. Gender differs from culture to culture and changes over time.

Gender mainstreaming is a process of integrating a gender lens into all aspects of an organization’s strategies and initiatives, and into its culture, systems and operations. It is a mechanism to achieve gender equality. **PIN embraces the gender mainstreaming approach and aims to address gender inequality in every aspect of its work.**

Gender Equality means that men and women (boys and girls) enjoy the same status, have equal access to facilities, resources, protection and opportunities. They can equally contribute to and benefit from all spheres of society.

Gender Equity means treating women and men fairly according to their needs. Sometimes that means providing additional support to address inequality. Because of current disparities, **equal treatment of women and men is insufficient to achieve gender equality.** Gender equity is used to reach gender equality.

Figure 1:



Why is gender critical?

In most countries, women and men perform different roles, have different responsibilities and different— often unequal - statuses. In general, **women and girls** have less ownership and control over assets and resources, less opportunities to reach their full potential, and less participate in decision-making. Inequalities

Extracts from Global Affairs Canada’s (GAC) Feminist International Assistance Policy¹:

Women and girls can be powerful agents of change - driving stronger economic growth, encouraging peace and cooperation, and improving the quality of life for their families and their communities. Investing in women and girls is the right thing to do and the smart way to reduce poverty and inequality.

Ensuring that all students - especially girls - leave school with basic literacy skills could cut worldwide levels of extreme poverty by 12 percent.

Providing female farmers with equal access to resources could reduce the number of people living with chronic hunger by as much as 17 percent, providing help and hope to as many as 150 million people around the world.

It is estimated that in communities emerging from violent conflict, women’s participation in peacebuilding increases by 35 percent the probability that a peace agreement will last for at least 15 years.

between women, men and girls and boys are often caused by **discrimination** based on sex or gender. Systemic and deeply rooted inequality between men and women is also reflected in **gender-based violence**, which is defined as any harmful act that is perpetrated against a person’s will and that is based on socially ascribed (i.e. gender) differences between men and women. It includes acts that inflict physical, sexual or mental harm or suffering, threats of such acts, coercion, and other deprivations of liberty.² Discrimination of women and girls contributes not just to the violence itself, but also to its widespread acceptance in many countries and communities.

Gender equality is a **basic human right** for all people. There is strong evidence that **investing in girls and women** has a multiplier effect on economic growth, productivity, and efficiency. Girls and women who are educated tend to delay pregnancy and/or to increase the amount of time between pregnancies. They are also inclined to have healthier children who are more likely to attend school. In addition, education increases the ability of girls to protect themselves from HIV.³

¹ http://international.gc.ca/world-monde/issues_development-enjeux_developpement/priorities-priorites/policy-politique.aspx?lang=eng

² Definition by IASC (Gender-based Violence Guidelines, 2015)

³ https://www.savethechildren.ca/wp-content/uploads/2016/03/gender_equality_program_toolkit_2014.pdf

However, gender is not only about women and girls. **Men and boys** in many contexts can be very vulnerable, too. They are suppressed by prevailing gender roles and peer pressure to certain roles which may not suit them. They also face various forms of violence, forced recruitment to armed forces, etc. Their needs must also be taken into account. Boys and men are also necessary allies on our way towards gender equality. Stereotypes of masculinity and femininity affect everyone. They prevent girls and boys, as well as men and women, from developing healthy relationships based on mutual understanding and respect. These stereotypes are barriers to the equitable sharing of responsibilities in families for household decisions and child rearing. Engaging boys and men is necessary to transform gender relations (gender transformative programming is explained in the next chapter).

Some examples of why gender matters:

Cultural norms concerning women's mobility or women's roles may limit their ability to have a paid job or participate equally in decision-making processes.

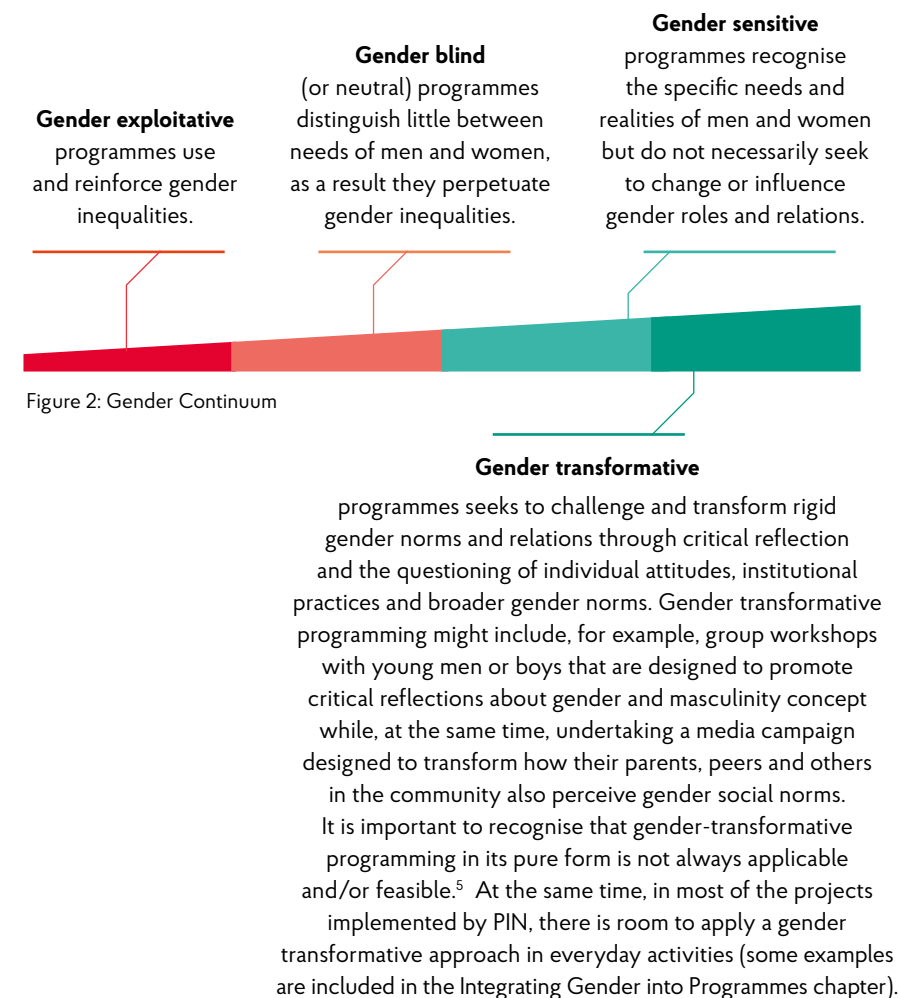
Men often face pressure that prevent them from breaking harmful gender norms and sharing responsibilities more equally with women.

In some contexts, parents may prioritise investments in sons who are expected to support the family while girls get married and follow their husbands and/or move to into his parents' house.⁴

Development and humanitarian initiatives can affect male and female beneficiaries in different ways because of these gender differences and inequalities. Without deliberate consideration of gender dynamics, women often encounter obstacles to participating in, and benefiting from, humanitarian and development projects. Understanding and addressing gender issues is therefore essential for high-impact and high-quality programming.

Gender sensitive & gender transformative programming

Programmes can be classified into 4 categories according to what level they address (or fail to address) gender inequality:



PIN's programming should be either gender sensitive or gender transformative.

To achieve this, we need to have a thorough understanding of gender dynamics in each sector and community in which we work. In other words, **to integrate gender effectively into our programmes, we need to do gender analysis.**

⁵ Adapted from Engaging Men and Boys in Gender Equality and Health by Promundo and MenEngage, 2010

What is gender analysis?

Gender analysis (GA) refers to the variety of approaches and methods used to assess and understand the differences between the roles that women and men play, including: the different levels of power they hold; their differing needs, constraints and opportunities; and the impact of these differences on their lives.

Gender analysis is **the basic foundation on which gender mainstreaming is built.**

GA provides answers to two fundamental questions:

- How will the different roles and status of women and men affect our project's effectiveness and the sustainability of its results?
- How will our work affect women and men differently and how can we adjust our projects to ensure that we do not perpetuate gender inequality?

Gender analysis makes visible:

- the different needs, priorities, capacities, experiences, interests, and views of women, men, girls and boys;
- who has access to and/or control of resources, opportunities and power;
- who does what, why, and when;
- who is likely to benefit and/or lose from new initiatives;
- gender differences in social relations;
- the barriers that unequal gender relations present to women's development;
- the different patterns and levels of involvement that women, men, girls and boys have in economic, political, social, and legal structures;
- women's and men's lives are not all the same and often vary depending on factors other than their sex, such as age, ethnicity, race and economic status.⁶

GA is usually based on two important types of data - quantitative sex-disaggregated data and qualitative gender analytical information. Good GA goes deeper than simple division into women and men (girls and boys) - it asks **which men and which women** (which girls and which boys) have access to resources, will benefit, will lose, etc.



⁶ Adapted from New Zealand Aid - Gender Analysis Guideline

How to do gender analysis

There are a number of conceptual frameworks outlining how to do gender analysis. An overview of the four main ones, including their pros and cons, is available [here](#). PIN draws on them but simplifies them into **a set of guiding questions and recommended tools, methods and resources**. All these are presented in this document and its annexes, namely **Annex B - Quality Standard Checklist for Gender Analysis**.

In this Guide, PIN distinguishes between two basic levels at which GA is recommended to be done:

- **Country Programme (CP) Strategic Planning level** – GA as part of a broader contextual analysis and CP's self-evaluation of gender gaps within PIN's teams and procedures. The aim of this exercise is to set up realistic gender equality objectives and targets at country strategy level.
- **Project/Programme level** – GA provides us with deeper understanding of the gender aspects related to specific project or programme and in particular geographical area. The aim of this exercise is **to implement a gender sensitive or transformative intervention**. Ideally, gender analysis takes place before the project and informs its design. However, it can also be conducted in any phase of the project cycle and feed into implementation, monitoring and evaluation.

⁷ Practice from Georgia CP showed it would be beneficial having local partners (both men and women) being involved in this stage of process. Ideally, first providing them with training in basics of PIN gender policy and then getting their inputs to the research questions.

⁸ Adapted from Jhpiego: Gender analysis toolkit for health systems

Gender Analysis in 5 steps

1

The **guiding questions** as described in the quality standard checklist should be adjusted to the context of the project and developed into **more specific research questions** (sub-questions of guiding questions).⁷ Alternatively, already **existing GA tools for specific sectors** can be used, and the list of recommended ones are in Annex A of this Guide.

2

Secondary information answering research questions should be collected first. These sources of information provide a general picture of the status and rights of women and girls. Assess whether the existing information is adequate for the project context to understand how a program objectives may be affected by gender difference and inequalities. Some gender analysis data collection may already stop here if the information collected from secondary sources is sufficient to answer research questions exploring gender dynamics in a given context or region. In such case, the team can proceed to step no. 5.

3

To understand in more detail how gender relations and norms **affect** the individual, household, community and policy level dynamics in a given community or region, it may be necessary to **collect primary data** (when it is not already available from other sources).⁸ **Identify what information is lacking** and develop a data collection plan. In addition to gaps in the available information on gender issues related to the project, there may be contradictory findings that require further investigation. The choice of methods and the number of topics explored may be constrained by the available budget, time and human resources. It will require prioritisation of topics based on an assessment of their relevance and potential impact on the projects' objectives. More guidance on possible methods is in Annex B – QSC.

4

Primary data collection is followed by data analysis.

5

The final step in the gender analysis examines how to shape the design of the project or **adjust activities and approaches to ensure gender inequality is not perpetuated**.

For **gender analysis in emergency context**, it is advisable to follow the recommended parts of the IASC's The Gender Handbook for Humanitarian Action (2017) as specified in Annex A.

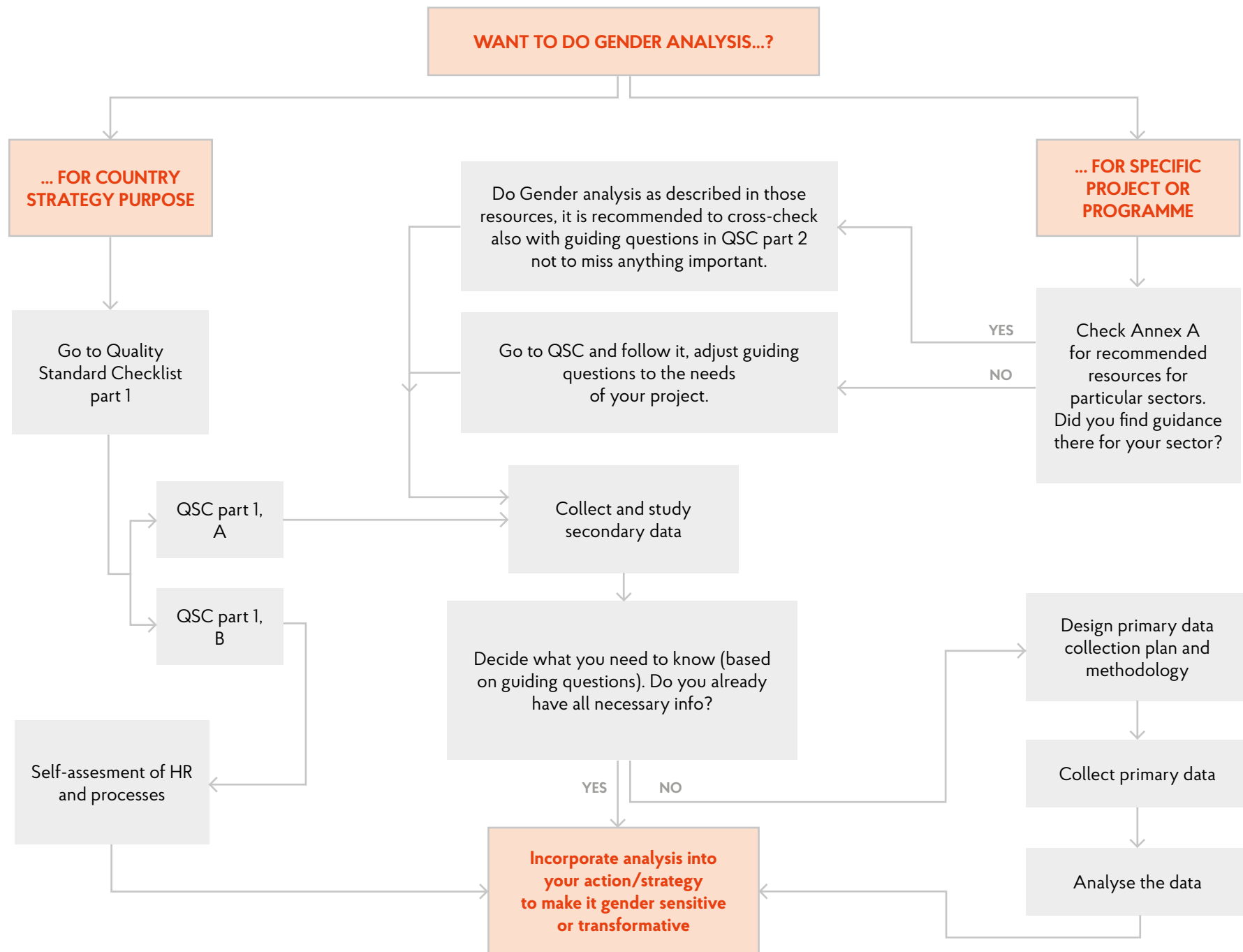


Figure 3: Gender Analysis Process



Photo © Michał Przedlacki

What to bear in mind

Many layers of inequalities beyond simple sex division

Different age and life stage mean different experience (e.g. younger girls and adolescent girls, elderly and adult men; similarly unmarried, married, widowed, separated, divorced), so do different kinds of disability, ethnicity, and economic/educational background. **Females and males in these categories all experience gender and power issues differently.** When doing GA, it is highly recommended to also explore at the same time the **inclusion of other vulnerable or discriminated groups like people with disabilities, different ethnicities, religions and other minorities.** The gender is often interrelated to other kinds of vulnerability and power relations. For example, the most excluded can be poor women with disabilities or women from a marginalised minority group. It also brings us back to the questions that good gender analysis should provide answers for – **which females and which males** will be targeted by our work and why?

Scope of gender analysis

The scope of the gender analysis should be tailored to the size and complexity of the project or programme. For longer-term programmes the analysis can be more comprehensive. Resources available (time, budget, human) should be considered; cooperation with a university or research institute could also be an option.

Challenge of defining “a community”

When conducting a gender analysis at the grass-root level through, for example: focus groups discussion, or other group exercise, it is important to select a set of groups that are representative of the community (given its ethnic, religious and other diversity) in which we intend to implement the project.

Gender norms change across time

Do not use outdated data, maximum 5 years old (preferably less).

Projects changing gender roles and norms as the main objective should be implemented through local partners with gender expertise

It is highly recommended to do gender transformative programming through local partners (mainly CSOs) with proved expertise in gender issues in the given context. Local partners without such expertise should not be considered for this type of programming. The reason is that despite intensive training, it may not be easy to change the mindset of its staff and bring their gender knowledge to the level needed to avoid bringing more harm than benefit.

The power of participative grass-root gender analysis

Doing a well facilitated and participative gender analysis at the grass-root level can be a powerful way to start transforming the gender roles in a given community. It is a prerequisite for successful gender transformative programming

targeting the community. Among other things, longer-term aspirations of women and girls should be thoroughly explored.

Gender sensitive facilitation

Participation in focus group discussions discussing gender norms should be itself an empowering experience and should definitely be done in a gender-sensitive manner. Women's empowerment is good to be presented as something that benefits the whole community. Focus group discussions should be conducted separately for women, men, girls and boys and facilitated by a person of the same sex. The facilitators and enumerators should be thoroughly trained in gender sensitivity, inclusiveness, confidentiality and how to deal with disclosures of gender-based violence (GBV) incidents⁹, which may come out during discussions. They should also be regularly debriefed after their fieldwork. They should also be encouraged to ask follow-up questions and go deeper into the topics. More information on how to reach women in conservative societies are in Figure 4.

Risk analysis prior to gender analysis

We need to consider whether there are any potential risks to participants or community members linked to conducting field level gender analysis. The "Do No Harm" principle also applies here. See Figure 4 for some tips how to act in communities where women are restricted in their contact with outsiders.

Figure 4



Engaging men to reach women¹⁰

In some cultures where women are limited in terms of movement and restricted in their contact with men outside of their families or communities, it is critical to assess the degree to which women can be targeted, and the most appropriate ways to reach them. It is essential that this be done in a manner that actively involves men. The following list of approaches outlines different ways this can be accomplished. When appropriate, multiple approaches can be implemented at once. Use female extension workers to meet with women in appropriate locations (i.e., homesteads, designated meeting locations, etc.):

>> Interact with male members of households (fathers, brothers, husbands) and negotiate their approval for their wife's/daughter's/sister's participation in an activity.

>> Approach local male religious and/or traditional leaders to negotiate women's involvement in an activity and when appropriate, enlist their support to build community acceptance and support of women's participation in an activity.

>> Speak with men who allow female members of their family to participate in activities and ask them to speak with other men in the community regarding the benefits of this involvement.

>> Facilitate gender sensitization trainings for men and boys. These trainings can be used as a forum for facilitating joint household planning activities between men and women, and for educating men and boys about nutritional, health and educational needs of all family members.

⁹ Facilitators need to know what (not) to do and where they can refer people for formal or informal support.

¹⁰ Adapted from Land O'Lakes, Inc.: Integrating Gender Throughout the Project's Life Cycle 2.0; 2015

Integrating gender into programmes

The purpose of doing gender analysis is that our actions do not perpetuate gender inequalities. The collected information and data need to be analysed, inequality issues identified and findings should be included into the design of action (or strategy). Gender should be reflected at all levels of theory of change – impact, outcome, output and activities. Often, gender equality dimension evaporates after objectives and is not present at output or activity level of logframes. For example, for the objective that aims to improve decision-making power of rural women, there must be at least one output that will contribute towards its achievement like strengthened participation and leadership of rural women in farmer's organisations. And then there needs to be a set of activities ensuring that (e.g., leadership training for female farmers).

More and more donors are calling for gender transformative programming. It does not necessarily mean that gender inequality needs to be the main focus of the project. We can apply a gender transformative approach in most programmes we implement, especially the longer-term ones. **Below are some examples of gender transformative activities that would fit into most PIN projects:**

- ensuring women are trained and put into decision-making positions related to the project (e.g., project steering committee or providing training and cash-grants to women lead committees for doing small community projects in line with funding – for example constructing WASH facilities that meet needs of all community members);
- promoting women's active participation in community level organisations, associations, farmer's groups, networks, etc.;
- communities are sensitised to the benefits of women's active participation and how important their contribution is to the community;
- targeting both men and women for traditionally female tasks (childcare, nutrition, hygiene, etc.);
- ensuring that the content of messages in all materials promotes gender equality, etc.

Gender transformative projects are likely to also target men and boys – if they are excluded then social norms and patriarchal attitudes are not going to change.

Potential risks (like an increase in sexual and gender-based violence, backlash to change agents, etc.) should be analysed and mitigated, and thoroughly monitored and responded to throughout the implementation.

The fact that gender analysis was done and gender issues addressed in a project should be visible throughout the project documentation – starting from a gender inclusive language to specification of the target group, project's objective, outcomes, outputs, activities, indicators and budget. Activities should, for

example, include components removing barriers that prevent women/girls or men/boys from participation. Budgets should reflect the need for gender training, gender expertise and further gender analysis later in the project stage, if needed. Activities targeting primarily women/girls should not be of lower value than those targeting mainly men/boys. For this purpose, it is recommended to do budget separation by gender.

The findings of a gender analysis provide the basis for developing **gender-sensitive indicators**, which can be used to follow changes in women and men's decision-making, resource control and leadership, along with other indicators disaggregated by sex to monitor any differences in project's outputs and outcomes for men, boys, women, and girls. Indicators focusing on participation of women and girls (men and boys) should measure both quantity of the participation and its quality. For gender transformative programming, and possibly also at country strategy level, it is recommended to identify and monitor indicators that measure gender constructs, such as changes in status, prevalence of harmful practices, gender based violence, expectations, and norms. The gender equality indicators should be based on clearly identified gender equality objectives. Recommended indicators are available in [Indikit](#).

Gender analysis should feed not just into proposal development, but into the entire project cycle management. Gender should be integrated into MEAL (monitoring, evaluation, accountability and learning) framework and should feed into strategic planning for future interventions.



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Gender Analysis Guide - Annex A

RECOMMENDED RESOURCES AND TOOLS

This document should be updated on regular basis, check whether you are working with the latest version.

RESOURCES
EMERGENCIES - cash-based interventions, camp coordination/management, early recovery, education, food security, health, livelihoods, nutrition, protection, shelter, WASH
The Gender Handbook for Humanitarian Action (by IASC, 2017) Rapid Gender Analysis – well described on pages 32 – 42, always need to be combined with sector specific questions in section C: https://reliefweb.int/sites/reliefweb.int/files/resources/iasc_gender_handbook_2017.pdf
Healthcare; Maternal, Newborn and Child Health; WASH and Nutrition
Areas of concerns for gender analysis in the above mentioned sectors (by GAC) http://www.grandchallenges.ca/wp-content/uploads/2017/10/MODULE-2_Understanding-Gender-Equality-Issues_2Oct2017.pdf
Food and Nutrition Security, Sustainable Agriculture
Guiding questions specifically for food and nutrition security and sustainable agriculture (incl. land tenure, irrigation, livestock, forest, fisheries, employment, marketing and more) Because Women Matter – Designing Interventions in Food, Nutrition and Agriculture (Guide by EC) Appendix 1 – pages 20 - 26 https://europa.eu/capacity4dev/public-gender/discussions/because-women-matter-designing-interventions-food-nutrition-and-agriculture-allow-women
Value Chain
Activity Profile This tool provides essential information about the gender differences in the production, marketing and business practices of men and women in a specific value chain . It is important for any agriculture, livelihoods, and value chain project . This activity should be conducted with single-sex groups so that the responses from men and women can then be compared and analysed. Note that activity profile is just a part of gender analysis and needs to be combined with other questions from QSC like access and control over resources and more. http://www.acdivoca.org/wp-content/uploads/2016/07/ACDI-VOCA-Gender-Analysis-Manual.pdf - page 45 - 47
Questionnaires for actors in agriculture value chain Sample questions for suppliers, producers, producer associations, processors. The questions need to be adjusted to local context. http://www.acdivoca.org/wp-content/uploads/2016/07/ACDI-VOCA-Gender-Analysis-Manual.pdf - pages – 54 - 58
Agriculture Cooperatives and Farmers’ organisations

Cooperative and Farmers' organisation Gender Equity Data Tool (ACDI/VOCA)

Comprehensive 3-part tool that seeks to look at the quantity and quality of men's and women's participation in and benefits from cooperatives or other farmer-based organizations. Use this tool for any project that will use cooperatives or other farmers-based organizations as the primary mechanism for reaching farmers or other value chain actors. It is important to understand the current degrees of gender inequality. This tool can also be used when conducting capacity or needs assessments for cooperatives or other farmers-based organizations.

<http://www.acdivoca.org/wp-content/uploads/2016/07/ACDI-VOCA-Gender-Analysis-Manual.pdf> - pages 63 – 70

(Women) Economic Empowerment**GEM+ tools (Gendered Enterprise and Markets) (Oxfam)**

A selection of tools that bring together good practice guidance on how to collect, analyse and integrate information applying Oxfam's Gendered Enterprise and Markets (GEM) approach. Tools (e.g. in market selection, market mapping, vulnerability and risks assessment and many more) already fully integrate gender.

<http://gemtoolkit.org/about/#menu>

Prevention of violence against women in the context of women economic development programmes (OXFAM)

Part I introduces Violence Against Women (VAW) as it relates to women's economic leadership programmes, and aims to assist development practitioners in understanding the link between these concepts when designing and implementing economic empowerment programming. Part II presents practical tools to help practitioners assess the risks of VAW within the scope of their programmes, and offers practical ways to reduce and mitigate those risks.

<http://gemtoolkit.org/wp-content/uploads/2015/12/violence-against-women-011014-en.pdf>

Health**Gender Analysis Toolkit for Health Systems (Jhpiego) (in English and French)**

Examples of specific questions in various types of health related projects (general from national to local health facility level, HIV/AIDS, reproductive health, family planning, malaria, gender-based violence).

<https://gender.jhpiego.org/analysistoolkit/> - From page 30 – 63, additional resources in annex

Education**Educating Girls, Handbook (CIDA)**

Set of guiding questions for gender analysis in education

<http://www.ungei.org/resources/files/CIDAEducatingGirlshandbook.pdf> pages 6-7

Guidance for Developing Gender-Responsive Education Sector Plans (Unicef, GPE)

Sets of guiding questions to understand gender inequality in education sector in given country. The most useful are tables on pages 21, 30, and especially 51 – 58:

<https://www.globalpartnership.org/sites/default/files/2018-02-gpe-guidance-gender-responsive-esp.pdf>

Education in Emergencies**Gender Equality in and through Education (INEE)**

Contains among others guiding questions for Gender Analysis for Education in Emergencies

https://inee.org/system/files/resources/INEE_Pocket_Guide_to_Gender_EN_%281%29.pdf - pages 29-30

TOOLS

Gender Roles & Responsibilities Timeline Tool

The tool provides an overview of **gender roles at the household level** and allows staff to assess inequality in the **division of labor** and time between girls, boys, women, and men. This can lead to analysis of whether the project activities equally benefit girls, boys, women, and men, and what steps can be taken to promote gender equality through the project and to ensure the full and equal participation of girls, boys, women and men.

Recommended to do the exercise in separated groups (girls, boys, women, men) – depending on the context. Version by Save the Children: https://www.savethechildren.ca/wp-content/uploads/2016/03/gender_equality_program_toolkit_2014.pdf – page 93

Child-friendly timeline version - page 96

Daily Activity Clock

The tool can be used as a more visual alternative to the above mentioned Gender Roles & Responsibilities Timeline Tool. Version by FAO:

<http://www.fao.org/docrep/012/ak214e/ak214e00.pdf> - page 82

Access and Control Profile

The tool can be recommended for example for organising answers from FGDs. It is a part of Harvard Gender Analytical Framework, version below was adapted by ILO (SEAPAT).

<http://www.ilo.org/public/english/region/asro/mdtmanila/training/unit1/rsrprof.htm>

Rapid Care Analysis (Oxfam)

Rapid participatory **assessment of unpaid household work and care for people in communities**. A key aim is to reduce the time or labour required for daily housework and caring for people, and thus increase women's participation, empowerment, leadership and representation in both the public and private spheres. It can also be the start of a longer process of awareness-raising and change for gender justice. Two publications (manual and toolkit).

A set of 8 exercises, only some can be chosen depending on the context. Exercises are exploring:

1. Care roles and responsibilities
2. Time use
3. Distribution of care roles
4. Social norms
5. Changes in care
6. Problematic care activities
7. Services available
8. Proposed solutions

<https://policy-practice.oxfam.org.uk/publications/participatory-methodology-rapid-care-analysis-620147>

Community Resource Mapping Tool

The purpose of this activity is to guide you on how to explore the environment in which men and women live and to better understand the opportunities, social resources, and decision-making power men and women have in a particular community. SBCC, adapted from CARE:

http://sbccimplementationkits.org/gender/wp-content/uploads/sites/7/2016/03/Activity-2.2_Mapping-the-Community-and-Social-Resources.pdf

Gender Inequality Tree (Save the Children)

Problem tree exercise adjusted to explore gender inequalities. Can be used either to:

- 1) **identify gender inequalities in a project or a given context** (page 119)
- 2) **define the root causes of a gender inequality** which has been identified as crucial. (in this case, alternatively The Asking Why tool can be used.)

In either case, the tool can support the development of solutions and next steps to address the inequality in questions (which The Asking why tool does not directly lead you to).

https://www.savethechildren.ca/wp-content/uploads/2016/03/gender_equality_program_toolkit_2014.pdf - pages 107 - 119

The “Asking Why” Tool - Identifying Root Causes of Gender Inequality (Save the Children)

Very simple tool to identify root causes.

https://www.savethechildren.ca/wp-content/uploads/2016/03/gender_equality_program_toolkit_2014.pdf – page 66

Gender Norms Diagnostic Tool (Oxfam)

Comprehensive tool for participatory workshops in identifying gender norms in the following areas:

Work roles, Gender-based violence, Sexual and Reproductive Health, Early Marriage/Pregnancy

Also contains a **participatory action planning element to challenge the gender norms** in appropriate/acceptable way.

<https://st3.ning.com/topology/rest/1.0/file/get/134171268?profile=original>

Gender Communication Profile (ACDI/VOCA)

This tool provides information on **how women and men access and share information**. Fieldwork participants review different communication methods in casual and formal settings and indicate which gender gives and/or receives information for each technique/site of communication. To be used in addition to other methods exploring gender differences.

<http://www.acdivoca.org/wp-content/uploads/2016/07/ACDI-VOCA-Gender-Analysis-Manual.pdf> - pages 51-52

Gender Analysis Matrix (GAM)

The GAM is widely used to identify potential or actual impacts of a program on gender equality in a community, as well as any gender gaps that may have negative impacts on the general outcomes of a project.

Before deciding on this tool, read its limitations on page 127

https://www.savethechildren.ca/wp-content/uploads/2016/03/gender_equality_program_toolkit_2014.pdf - pages 121 - 128

The following 30 minute training module explains GAM well in specific examples.

<https://www.livestock-emergency.net/new-line-training-module-legs-gender/>

Gender Analysis Guide - Annex B

QUALITY STANDARDS CHECKLIST FOR GENDER ANALYSIS

Gender analysis is the basic foundation on which gender integration is built. It is the systematic attempt to identify key issues contributing to gender inequalities. It explores how gendered power relations give rise to discrimination, subordination and social exclusion, especially when combined with other areas of marginalisation due to class, ethnicity, caste, age, disability status, sexuality, etc. A sound gender analysis should result in program interventions that meet the needs of all stakeholders and overcome any gender gaps or barriers to achieving project objectives.

Gender analysis provides answers to two fundamental questions:

- How will the different roles and status of women and men **affect our project's effectiveness and the sustainability of its results?**
- How will our work **affect women and men differently** and how can we adjust our programmes to ensure that we do not perpetuate gender inequality?

The following checklist combines various technical resources, including Save the Children: Gender Equality Program Guidance&Toolkit, CARE: Good Practices Framework – Gender Analysis, UNDP Gender Analysis Learning and Information Pack and Land O'Lakes's Integrating Gender throughout a Project Life Cycle 2.0, SIDA's Gender Analysis – Principles & Elements.

The checklist is divided into 2 parts, as PIN recommends two levels on which to do gender analysis:

- **Part 1 – Country Programme (CP) Strategic Planning level** – as part of a **broader contextual analysis and self-evaluation of selected internal processes**, gender analysis feeds into CP's strategic planning and provides a basis for defining the overall gender equality objectives and targets of each country programme.
- **Part 2 - Project/programme level** – deeper understanding of the gender aspects related to a **particular project/programme in a specific geographical area resulting in gender sensitive/transformational action (starting on page 3)**.

This checklist complements PIN's brief [Gender Analysis Guide](#) that provides more guidance on when other tools tailored to specific types of projects should be used (e.g. emergency, gender analysis of value chains, cooperatives, economic empowerment, health and more.). The Gender Analysis Guide should be read before using the quality standard checklist.

PART 1: GENDER ANALYSIS AT COUNTRY STRATEGY LEVEL

PIN’s Relief and Development Department strategy for 2017-21, sets up an indicator that “Country strategies analyse major obstacles of equal opportunities for men and women and specific gender-equality related targets are defined and measured”. **This part provides more guidance on what issues can be looked at before setting the gender equality targets in country strategy.** It contains two checklists – one with guiding questions for **general gender analysis with programme focus and possible sources of this information**, and another one with **questions exploring gender issues within our country teams and processes.**

A: GENERAL QUESTIONS WITH PROGRAMME FOCUS

In order to do a gender analysis at country strategy level, we should know answers to the following questions – ideally for each sector in which we work:

1	Do we know what is the division of work, roles and responsibilities between men and women/boys and girls in the sectors in which we (are planning to) work?	Y	N	N/A
2	Do we know what resources and services are accessible to women, to men, to girls and to boys? What are the disparities? Why do they exist?	Y	N	N/A
3	Do we know who owns the resources mentioned above? What are the disparities between men and women, boys and girls? What are the root causes of these disparities?	Y	N	N/A
4	Do we know who decides what: Who makes the decisions related to the sectors in which we (plan to) work at household, community, local authorities and national level?	Y	N	N/A
5	What is the national legislation related to gender equality? What is the customary law and what implications it has for women/men/girls/boys? In which domains do women/girls enjoy the same rights as men/boys and in which not?	Y	N	N/A
<p><i>This question and the following one are interrelated. It is advisable to explore the differences between legislation and reality. Legally women or other groups can have the same rights or access to resources, but not in practice.</i></p>				
6	Do we know the cultural norms, values and practices related to gender?	Y	N	N/A
<p><i>For example expectations on individuals around how they should behave or act, what they should aspire to do and to be, when they should get married, have children, job etc. The deeper we go, the better. We should gain insight from more angles - in the given country, region, differences between urban and rural and among ethnic/religious groups etc.</i></p>				
7	Do we know what the level of capacity is in gender sensitive programming of our strategic partners and counterparts? How can we address the gaps? Have we identified strategic local CSO partners with expertise in gender transformative programming – especially in case we want to focus on changing gender norms and relations?	Y	N	N/A

SOURCES OF INFORMATION FOR PART A

1	Have we collected and become familiar with all existing gender analysis done previously by PIN and other actors?	Y	N	N/A
<p><i>Let's ensure we incorporate findings from existing gender analysis done by us in the framework of our programmes or by other actors. Donors (notably EC has done a gender analysis for each country where it has Delegation, the document is not always public but can be gained from Delegation's Gender Focal Person. Similarly USAID produces gender analysis for all countries it works in) and other NGOs or research institutes are likely to be already analysing gender power relations in the given country. The used resources should not be too out-dated (max 5 years) as gender relations and roles tend to develop significantly over time.</i></p>				
2	Have we studied other secondary sources of information like SIGI, DHS, UN Women and others?	Y	N	N/A
<p><i>Social Institutions&Gender Index: https://www.genderindex.org/countries/ Demographic Health Surveys usually include chapters on women empowerment, violence against women and many more. There are also other interesting research country specific publications: https://dhsprogram.com/Publications/Publications-by-Country.cfm UN Women's regional sites have digital libraries with a number of publications. Another useful resource of data is for example the last year The Global Gender Gap Report by World Economic Forum or Gender Inequality Index by UNDP.</i></p>				
3	Have we consulted with gender experts at NGOs, donors, and other organizations who may be able to draw to our attention existing literature on gender inequality, outline key gender issues in the country and the sectors that are the focus of our strategy?	Y	N	N/A
4	Have we examined available quantitative and qualitative sex-disaggregated data that may reveal relevant gender issues globally in the country and in the sectors in which we (plan to) work?	Y	N	N/A
<p><i>For example access to services, educational attainment, literacy, income and livelihood, mobility, workload, health and nutrition, morbidity and mortality, violence, etc. Where available, data should also be disaggregated across other key groups like disability, caste, class, ethnicity, etc.</i></p>				

B: GENDER AND HUMAN RESOURCES & PROCESSES IN PIN

When preparing/reviewing country strategy, we should also look internally at our HR and processes. The questions below help us to do a small self-assessment in this regard and may help us to define CPs' targets.

1	Do we monitor and analyse gender balance within our CPs' teams on regular basis, in all departments and at all levels (field, operations, middle management, senior management)? What are the reasons for disparities?	Y	N	N/A
<p><i>PIN would like to have mixed teams, but no need to have the same number of women and men in each team. Sex ratio and its development over time is an indicator enabling us to see whether we as employer are sufficiently supportive of gender balance or not.</i></p>				
2	Do we monitor, analyse the reasons for and prevent gender differences in salaries in the organisation as a whole and working at the same/similar position?	Y	N	N/A
3	Have we analysed what implications our gender (im)balance has on our work? What messages are we sending?	Y	N	N/A
4	Have we thought through options and introduced corrective measures? Is there a system in place to monitor the progress?	Y	N	N/A

5	Is there a regular training of our staff (newly recruited and refreshers) to improve their understanding of gender issues? Is all staff aware of PIN's Gender Policy?	Y	N	N/A
6	Is our recruitment gender sensitive, eg. do we encourage and value previous gender experience, encourage female/male candidates to apply and seek ways how to accommodate their related needs?	Y	N	N/A
7	Is there a sufficiently senior gender focal point role appointed within CP that would keep the gender issue high on agenda and train staff?	Y	N	N/A
8	Do we regularly collect informal feedback from both male and female staff members about their perceptions of gender dynamics within our team?	Y	N	N/A
9	Do we use a gender inclusive (gendered) language in all our country programme public documents?	Y	N	N/A

THE LAST STEP AT STRATEGY LEVEL

1	Have we identified gender equality objectives and targets and set up a monitoring process for measuring the progress?	Y	N	N/A
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Set up objectives and targets for both – main programme focus (ideally for each programme priority area) and own procedures (process indicators)

PART 2: GENDER ANALYSIS AT PROJECT/PROGRAMME LEVEL

Gender analysis is the most beneficial when done as part of planning for new action, however it can be done in any phase of project cycle management as it provides very valuable information for project implementation, monitoring, evaluation and strategic planning.

Below are general guiding questions, be aware that there is a need to adjust them to the needs of the project and context. Check also Gender Analysis Guide, Annex A, for recommended sources for gender analysis in specific sectors (e.g. emergency, value chains, cooperatives, women economic empowerment and more) as they include already tailored research questions for a given sector.

STEP 1: SECONDARY DATA REVIEW				
<p>At first phase, it is recommended to do a desk-study of existing resources. Let's bear in mind the basic gender analytical questions – what are the differences between men and women (boys and girls) related to the given sector, what are the reasons and consequences? More specific guiding questions are presented on the next page (step 2).</p>				
1	Have we collected and become familiar with existing gender analysis in the country (or even focused on region or sector of our interest) done either by other actors or by PIN?	Y	N	N/A
<p><i>Donors (notably EC has done a gender analysis for each country where it has Delegation, the document is not always public but can be gained from Delegation's Gender Focal Person. Similarly USAID produces gender analysis for all countries it works in.) and other NGOs or research institutes are likely to be already analysing gender power relations in the given country. PIN's CP are expected to do gender analysis as part of country strategy plan development and also gender analysis could be done for purpose of other projects/proposals. The used resources should not be too out-dated (max 5 years) as gender relations and roles tend to develop significantly over time.</i></p>				
2	Have we studied other secondary sources of information like SIGI, DHS, UN Women, and other that can be relevant to the focus of our project?	Y	N	N/A
<p><i>Social Institutions&Gender Index: https://www.genderindex.org/countries/ Demographic Health Surveys usually include chapters on women empowerment, violence against women and many more. There are also other interesting research country specific publications: https://dhsprogram.com/Publications/Publications-by-Country.cfm UN Women's regional sites have digital libraries with a number of publications.</i></p>				
3	Have we examined available sex and age disaggregated quantitative and qualitative data that may reveal relevant gender issues in the sector and area in which we plan to work?	Y	N	N/A
<p><i>For example access to services, educational attainment, literacy, income and livelihood, mobility, health and nutrition, morbidity and mortality, violence, etc. Very important sources of information can be a relevant ministry and local administration. Where available, disaggregated data should also be examined from the perspective of sub-group vulnerability – like status (married, divorced..), disability, caste, class, ethnicity, etc.</i></p>				
4	Have we consulted with gender experts at NGOs, donors, and other organizations who may be able to draw into our attention existing literature on gender inequality, outline key gender issues in the country and the sectors that are the focus of our strategy?	Y	N	N/A
5	Have we mapped the social, cultural, religious, economic, political, environmental, demographic, legal and institutional factors and trends that may constrain or facilitate the programme?	Y	N	N/A

We are working in complex and changing social context. This analysis of social context can help us to identify assumptions and risks for the project/programme. It is recommended to also include this question again later in the process as more factors can turn out to be relevant in the given community.
Recommended methods: team brainstorming combined with desk-study and analytical thinking

STEP 2: GENDER ANALYSIS AT GRASS-ROOT LEVEL + ACTION DESIGN

After studying available secondary data, it is likely that we still miss some information or need to verify them – especially information that is geographically or project specific. Below are guiding questions for gender analysis we should get answers for.

1	Do we know which tasks are done predominantly by women and which by men, and which ones by girls and by boys and how much time it takes? What are the differences? Why are the disparities there? What are their root causes?	Y	N	N/A
<p>Purpose is to determine what are the roles and responsibilities of people in different gender categories, how their time is spent and what implications it has for the project (their availability for project activities and shaping the project in a way to try to avoid reinforcing discriminatory practices or unjust division of work). Who does what in activities that generate revenue and those that do not, but are necessary for life (e.g., reproductive- and household- related work). The differences can be explored during the day, week, month or year and in different seasons – depending on project type and depth we want to get to.</p> <p>Tools: At grass-root level project you can use Gender Roles & Responsibilities Timeline Tool, Daily Activity Clock or Activity Profile</p> <p>For root causes identification Asking Why tool can be used.</p> <p>Recommended methods include focus groups discussion, survey, key informant interviews, observations.</p>				
2	Do we know which resources and services are accessible to women, to men, to girls and to boys? What are the disparities? What are the reasons behind the disparities?	Y	N	N/A
<p>Purpose: Not to reinforce injustice and imbalance of power among women and men (girls and boys) in our programmes</p> <p>Resources and services are typically land, equipment, income, credit, education, training, employment, health services, technology & information, transport, political power, free time, benefits – the list needs to be adjusted or further specified based on the context and project.</p> <p>Access vs. control (question on control is below): Example - women can use fields to grow crops (access), but it is not them who owns it (control)</p> <p>Tools: Access and Control Profile could be used for leading the discussion and organising answers, however (if considered too demanding) simple set of questions and answers can do the same good.</p> <p>Recommended methods include focus groups discussion, household survey (asking women and men separately), key informant interviews, observations.</p>				
3	Who owns the resources mentioned above? What are the disparities between men and women, boys and girls? What are the root causes of these disparities?	Y	N	N/A
<p>Purpose: To understand the imbalance of power</p> <p>Tools: Access and Control Profile</p> <p>Recommended methods include focus groups discussion, household survey (asking women and men separately), key informant interviews (both men and women)</p>				
4	Who decides what? Which types of decisions are done jointly, which by men and which by women?	Y	N	N/A

Let's think of the kinds of decisions, which are relevant to the focus of the project. Decisions at household, community, local policy or even national policy level (for institutions that are relevant to our project). For household level you may consider adapting Household Decision-making Index (www.indikit.net) set of questions to your needs, and use it as an indicator of women empowerment at the same time (then do individual survey).

Recommended methods: household survey (asking women and men separately) preferably, focus groups discussions (women and men separately), key informant interviews and observations for institutions

5	Have we identified different needs and priorities of men and women (boys and girls), over the short (practical needs) and long-term (strategic needs)? What are the barriers faced by women/girls to meet their needs?	Y	N	N/A
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Men and women have often different practical needs that should be addressed by the project wherever relevant. The women/girls can with support also formulate their strategic longer-term interests that could be addressed by development action. Practical gender needs refer to such needs that women and men have, in terms of making everyday life easier, such as access to water or better transportation. Strategic gender needs refer to needs for shifts in society in terms of gender roles and relations, such as the need for a law condemning gender-based violence or equal access to credits. Addressing these should impact gender power relations.

Recommended methods: focus groups discussions preferably (women and men separately), possibly also household survey (asking women and men separately)

6	Have we explored sub-groups of women, girls, men and boys? Do we know who are the most vulnerable ones?	Y	N	N/A
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Women and men are not all the same, there are big differences among their sub-groups depending for example on their age and life stage (unmarried, divorced, widowed...). We should understand who are the most vulnerable groups and do our best to include them into the project. Vulnerability depends on the context, but frequently they can be elderly, children without caretakers, persons with disabilities, ethnic or religious minorities, landless, LGBT etc. Donors are also interested to know which women/men/girls/boys will benefit and which will lose.

7	Have we identified opportunities for greater equality and women/girls empowerment (including division of tasks, responsibilities or resources) that can be included into the project? Have we thought how the barriers women/girls face in equal participation/benefiting can be addressed?	Y	N	N/A
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We must be careful and try not to change too much too quickly. Thorough understanding of the gender dynamics and norms is a must that help us to set up realistic yet gender transformative target. See the Gender Analysis Guide to understand what is meant by "gender transformative"

8	Have women and men been consulted on "the problem" the intervention is to solve? Have they been involved in the development of "the solution"?	Y	N	N/A
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9	Have we thought through and consulted with women/girls and men/boys the potential side-effects and risks for women/girls? Do we know what are the concerns of men? Have we introduced mitigation measures and risk monitoring?	Y	N	N/A
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FGDs with women/girls (and also with men/boys) could reveal potential risks. It could be for example backlash from the community targeting project change agents, increase in domestic violence because of increased feeling of insecurity by husbands or exposing women/girls to higher risk because of travel to the project site and many more depending on the context and project. Mitigation measures can include constructive engagement of men and boys (they have to be part of the solution; more in Gender Analysis Guide), getting support from traditional leaders, creating safe access and adjusting the activities to ensure protection of women/girls etc. The key in these discussions is a good facilitation and presenting the women empowerment as something that is beneficial for families and community as a whole.

Recommended methods: focus groups discussions with men and women together (ideally)

10	Have we assessed the partners' capacity for gender sensitive planning, implementation and monitoring, and develop strategies to strengthen capacity?	Y	N	N/A
11	Have we clearly defined gender equality targets for the action?	Y	N	N/A
12	Do we have sex, age and disability/vulnerability disaggregated data throughout the project document, logframe and MEAL system?	Y	N	N/A
<p><i>For disaggregation by disability use the Washington group's Short set of questions: For adults - http://www.washingtongroup-disability.com/washington-group-question-sets/short-set-of-disability-questions/, and for children - http://www.washingtongroup-disability.com/washington-group-question-sets/child-disability/</i></p>				
13	Have we used gender inclusive language throughout the project document?	Y	N	N/A
14	Is the project at least gender sensitive or gender transformative (as opposed to gender exploitative and gender blind)?	Y	N	N/A
<p><i>See the Gender Analysis Guide to understand what is meant by these categories.</i></p>				
15	Have we allocated sufficient human, financial and material resources for activities related to gender equality, have we justified well such higher costs to donor?	Y	N	N/A
<p><i>Budgeting for gender expert, gender training, more in-depth gender analysis if needed, along with budgeting for activities enabling higher equality (e.g. transport for women/PWD, leadership training for women, facilities accommodating women and PWD needs etc.). It is also advisable to consider doing gender budgeting – break-down activities targeting men and women and compare how much of the budget goes to women (girls) and how much to men (boys). Despite the fact that the number of beneficiaries can be similar, often more expensive activities are targeted at men/boys and less expensive (or one-off donations) are targeted at women (girls).</i></p>				
16	Have we considered whether to produce a quality gender analysis report to share with partners and donors?	Y	N	N/A

Now, when we are done with gender analysis, it may be good to check out the **following quick quality standard checklist for gender mainstreaming during project implementation**, to ensure that what we have learnt during gender analysis is truly utilised throughout the implementation.

GENDER MAINSTREAMING IN PROJECT IMPLEMENTATION PHASE				
1	Have we included gender analysis questions as part of the baseline survey where relevant (if a baseline has not been conducted already)?	Y	N	N/A
2	Has a gender analysis (going to sufficient depth) been done and its findings integrated into activities?	Y	N	N/A
3	Does our recruitment of project staff reflect previous gender experience and desired gender balance?	Y	N	N/A
4	Have we established mechanisms to facilitate gender mainstreaming in the project, including the designation of gender equality as an agenda item in all meetings and possibly also the designation of a gender focal point?	Y	N	N/A
5	Have we ensured that project partners and our project staff have adequate skills in gender mainstreaming?	Y	N	N/A

6	Do we monitor participation of women, men, girls and boys? Not just in terms of quantity, but also quality?	Y	N	N/A
7	If there were some imbalances in the participation, have we taken appropriate measures to ensure the full and equitable participation of all girls, boys, women and men?	Y	N	N/A
8	Have we identified potential protection risks for women/girls (and boys/men) and do we mitigate and monitor them?	Y	N	N/A
9	Do we collect sex, age and vulnerability (e.g. PWD, IDPs...) disaggregated data throughout the action and analyse them?	Y	N	N/A
10	Does our reporting include gender throughout all sections?	Y	N	N/A

Do you have a suggestion for improving the checklist's content?

Let us know: resource@peopleinneed.cz