

**NORWEGIAN CHURCH AID (NCA)
GENDER ANALYSIS TOOLKIT:**

A step-by-step Guidance booklet



NORWEGIAN CHURCH AID
actalliance

ACKNOWLEDGEMENTS

This toolkit uses the approaches and tools of Inter-Agency Standing Committee (IASC) *Gender Handbook for Humanitarian Action*¹ and CARE *Rapid Gender Analysis Toolkit*², adapted to suit the thematic areas of NCA, and to work both in emergency, humanitarian-development nexus and development contexts. The toolkit is general, hence it is to be adapted to each setting as necessary.

The toolkit is developed by NCA for use by NCA country offices, and includes an annex with suggested areas of inquiry. The toolkit can also be used by NCA partners and other interested parties.

1 Inter-Agency Standing Committee, *Gender Handbook for Humanitarian Action*, IASC, February 2018

2 CARE, *Rapid Gender Analysis Toolkit* <http://gender.careinternationalwikis.org/care_rapid_gender_analysis_toolkit>, accessed 20 February 2024

INTRODUCTION

Welcome to our Gender Analysis Guidance.

This guidance is designed to help Norwegian Church Aid (NCA) country offices and their partners achieve gender equality and empowerment³ in all their project/programmes. This commitment is outlined in NCA's Gender Justice Policy 2017⁴ and ACT Alliance Gender Justice Policy 2017⁵.

“**Gender** refers to the socially-constructed differences between females and males — and the relationships between and among them — throughout their life cycle. They are context- and time-specific and change over time, within and across cultures. Gender, together with age group, sexual orientation and gender identity, determines roles, responsibilities, power and access to resources. This is also affected by other diversity factors such as disability, social class, race, caste, ethnic or religious background, economic wealth, marital status, migrant status, displacement situation and urban/rural setting” (IASC, *Gender Handbook for Humanitarian Action*, 2018, pp.380)

Gender analysis is a process that examines the relations between women and men in a given context. It looks at their roles, responsibilities, access to resources and services, and decision-making power relative to each other. It also considers how factors like age, race, and disability, can affect these relations, power dynamics, and access to services.

The purpose of gender analysis is to inform the planning, implementation, monitoring, and evaluation of policies and projects/programmes. It helps to ensure that the needs and priorities of all persons are considered, and that interventions do not inadvertently perpetuate gender inequalities, discrimination, or cause harm. In many cases, gender analysis is now a mandatory requirement from donors when submitting programme proposals.

Gender analysis can be integrated at any stage of a project or programme, from proposal writing and planning to monitoring, reporting, and evaluation. However, it is most effective when conducted during the initial design of a project/programme (including the humanitarian programme cycle -see the diagram below) and throughout the process. This early integration allows for a more comprehensive understanding of gender relations and ensures that the project/programme addresses specific needs and priorities of women, men, boys and girls, thereby increasing the impact of the project/programme that benefits everyone.

At NCA, conducting gender analysis is mandatory once during a project/programme cycle. In instances where gender analysis has been conducted by other organisations, those findings can be utilised for informing NCA programming.

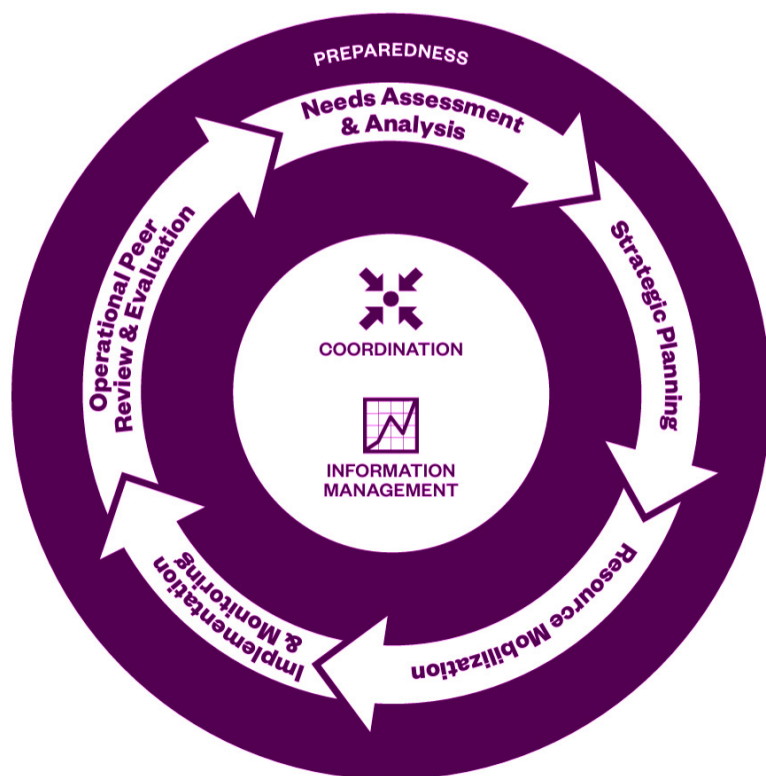
3 Empowerment here means increased opportunities to control your own life and to have your voice heard.

4 NCA, *Gender Justice Policy*, 2017

5 ACT Alliance *Gender Justice Policy*, 2017

Diagram: Humanitarian programme cycle

On detailed outline of gender analysis in each phase, refer to [IASC Gender Handbook for Humanitarian Action, 2018](#)



(Source: IASC Gender Handbook 2018, pp.29)

About this Guidance

This guidance is designed for NCA gender advisors and programme staff who have an understanding of gender equality and analysis.

This gender analysis guidance builds on four steps identified by IASC Gender Handbook and CARE's Rapid Gender Analysis Toolkit⁶ (Step 3-6), with two additional steps for preparation (Step 1-2).

Six steps for conducting gender analysis:

- Step 1 Prepare for gender analysis
- Step 2 Plan what gender information to look for
- Step 3 Find gender information that is already available
- Step 4 Collect gender information that is not already available
- Step 5 Analyse collected gender information
- Step 6 Write practical recommendations

Each step includes additional tools that you will need to adapt based on your context -emergency, humanitarian-development nexus or development contexts. Tips for adaptation for different contexts are included in each step of this guidance, which will guide you through the adaptation process.

⁶ IASC Gender Handbook and CARE's Rapid Gender Analysis Toolkits both follow four common steps to gender analysis. These are; 1: Collect gender information that is already available/Find Existing Gender Information, 2: Find gender information that is not already available/Collect New Gender Information, 3: Analyse collected gender information/Analyse the Gender Information, and 4: Recommend future design or action planning based on the analysis/Write practical recommendations.

Step 1. Prepare for gender analysis

What to do?

1. First, **identify the specific objective(s)** of your gender analysis, aligned with the goal and objectives of your project/programme. Consider the context in which you work (e.g., short-term project, long-term programme, emergency, humanitarian-development nexus, development, and where you are in the programme cycle) and what you aim to achieve. Be as specific as possible with the objective(s).

Tip:

In addition to where you are in the project or programme cycle, the objectives of gender analysis may be different for each context:

- **Emergency:** In emergency context, gender analysis is often conducted in a short time-frame (called Rapid Gender Analysis) to identify and meet the immediate gender needs, capacities, and coping strategies of affected communities in the crisis to inform and/or assess humanitarian actions⁷.
- **Humanitarian-development nexus:** In Humanitarian-development nexus, gender analysis is conducted to further identify and meet gendered needs, capacities and priorities of affected communities, with an aim to plan for long-term gender equality outcomes, not just immediate gender-related needs like in emergency context.
- **Development:** In development settings, gender analysis is often conducted to identify and address the current gender relations and/or the differential impact of development policies and project/programmes on women and men in targeted communities.

For example;

- To examine how a crisis has led to a shift in gender roles, relationships, coping mechanisms, and vulnerabilities, with the goal of enhancing humanitarian aid that doesn't inadvertently cause harm (needs assessment in emergency context).
 - To explore differential impacts of violent conflict on men and women and assess how peace-building programs have affected gender roles, relationships, and safety within communities, in order to inform future interventions. (strategic planning in humanitarian-development nexus context).
 - To analyse the differential impacts of climate change on men and women, particularly in terms of access to natural resources and income-generating activities and identify strategies for building gender transformative economic resilience interventions as part of climate change adaptation efforts (planning in development context).
 - To investigate the roles, relationships, and decision-making processes of different groups in relation to WASH (or other thematic) activities and services, with the aim of adjusting or designing a new WASH (or other thematic) intervention by considering identified barriers and opportunities (monitoring and evaluation or planning in development context).
2. **Plan the team composition** based on your objective(s) and practical concerns such as available time, languages, and funding. In principle, NCA recommends that an NCA programme staff member at the country office lead the gender analysis. Gender advisors, Planning, Monitoring, Evaluation and Reporting (PMER) advisors and thematic advisors from the Head Office are also on standby to support the country team. Reach out to Head Office for availability of technical and budgetary support.

⁷ CARE Gender in Emergencies Guidance Note -Preparing a Rapid Gender Analysis <<https://insights.careinternational.org.uk/images/documents/rapid-gender-analysis/GIE-Guidance-Note-Rapid-Gender-Analysis.pdf>>, accessed 20 February 2024

We highly recommend collaborating with local women-led organizations throughout the entire gender analysis process, from the planning phase to the recommendations. This collaboration helps to develop a methodology that respects local norms and practices and increases the chances of reaching the hard-to-reach women and girls. It also ensures that the findings and recommendations emerging from the gender analysis are relevant to the local context and addresses the needs and priorities of the most marginalised. Crucially, working with women-led groups not only shows our dedication to gender equality but also improves the chances of effectively tracking the implementation of the recommendations throughout the project or programme cycle.

The composition of team members varies depending on the context and resources. For example, at the onset of emergencies, gender analysis can be conducted remotely by experienced staff or consultants, with a focus on secondary data review (How to find secondary data are detailed in Step 3), thereby saving time for in-country staff working directly on the humanitarian response. In a development and humanitarian-development nexus, the involvement of a thematic advisor, government partner, community-based organizations (such as women's organizations, youth organizations, and organizations of people with disabilities), female and male data collectors, as well as a Monitoring, Evaluation, Accountability and Learning (MEAL) officer and gender expert, should be considered. For 'light' gender analysis, such as for project proposals or participatory monitoring of a project, a team consisting of a gender advisor and a thematic staff member may be sufficient. The focus would be on reviewing secondary data and/or primary data collection.

Tip:

When composing a team, make sure your team has:

- **Emergency:** Individual(s) with experience in gender in emergency response.
- **Humanitarian-development nexus:** Individual(s) with experience in gender in both emergency response and long-term development work.
- **Development:** Individual(s) with experience in gender and development work

3. Once you have the team onboard, **ensure every member has these essential skills.**
 - A deep understanding gender and power dynamics: Understanding of gender and power dynamics in the community is crucial. This includes knowledge of gender roles, power dynamics, and how these factors influence access to resources and opportunities. It is also important to know who the most at-risk or marginalised groups are in the community.
 - Basic knowledge and skill to respond to GBV disclosures: These are skills and knowledge needed to respond safely and ethically to a GBV disclosure. This is a critical skill if you are going to collect primary data from communities. Please refer to [the GBV pocket guide](#) for more information⁸.
 - Facilitation skills: These are skills that promote respectful engagement with participants, encourage learning, give a voice to community members through participatory methods, and facilitate in-depth discussions on the topics in a safe environment.
 - Analytical skill: The ability to conduct thorough and insightful gender analysis involves understanding the relations and power dynamics between and among women, men and other diversity factors. It also involves findings patterns and trends and interpreting these findings into practical recommendations.

4. As a reflection exercise before you dive into gender analysis, consider using the [Gender with Age Marker⁹](#) (GAM) with your team. See the box below about the GAM.



What is Gender with Age Marker?

The Gender with Age Marker (GAM) is a tool designed by IASC to improve gender equitable programming in response to needs in humanitarian or highly complex contexts. It looks at the extent to which essential programming actions address gender and age-related differences in humanitarian response.

What is the purpose?

The GAM is to help users design and implement inclusive programs that respond to gender, age and disability-related differences. It provides a reflective learning process, guiding project teams to discuss, reflect on, and decide if there are ways they can improve the project. It is a valuable tool that greatly increases the likelihood of designing a gender-responsive project. The GAM is not used to judge projects or decide whether they should be selected or funded.

How is it done?

You and your team will together answer a series of questions online about your proposed or current project/programme. Upon completion of the questionnaire, you will receive a “code.” This code does not evaluate the quality of your proposal. Instead, it serves as an indicator of how well your program aligns with the needs of the identified gender and age groups for assistance. It is done online, and it will not take a whole lot of time!

Note: Besides IASC’s GAM mentioned here, CARE¹⁰ and ECHO¹¹ have gender marker toolkits available online. The use of gender (with age) marker is a requirement in humanitarian proposals.

(Source: IASC, *Gender with Age Marker*, 2021 <<https://www.iascgenderwithagemarker.com/en/home/>>, accessed 20 February 2024)

Tools

- [Sample gap analysis consultant scope of work](#) (Save the Children¹²) can be referenced to hire a consultant for gender analysis.
- Self-paced online course: [Starting with Ourselves: Reflecting on Power, Gender, and Violence \(Prevention Collaborative\)](#)¹³. This short course is designed to critically reflect our own beliefs and attitudes about power, gender and violence. A must do course for the team before any gender interventions.
- [The GBV pocket guide](#) on how to respond to disclosures

9 Inter Agency Standing Committee, *Gender with Age Marker*, 2021 <https://www.iascgenderwithagemarker.com/en/home/>>, accessed 20 February 2024)

10 CARE, *Gender Maker* <<https://www.care.org/our-work/gender-equality/gender-expertise/gender-marker/>> , accessed 20 February 2024

11 See European Commission’s Directorate-General for European Civil Protection and Humanitarian Aid Operations, *Gender-Age Marker Toolkit*, 2015 <<https://data.unhcr.org/en/documents/details/43066>>, accessed 20 February 2024

12 Save the Children, *Gender & Power (GAP) Analysis Tools, Tool 2: Sample gap analysis consultant scope of work*, 2021

13 Prevention Collaborative, *Starting with Ourselves: Reflecting on Power, Gender and Violence*, 2023

- [Gender with Age Marker¹⁴](#) (Inter-Agency Standing Committee) helps your team to do a quick reflection on how well your project or programme takes into account the different gender, age and disability groups for assistance. See the box above for more information.

Step 2. Plan what gender information to look for

Gender analysis follows an investigative framework that guides you in finding gender information to achieve your objective(s) identified in Step 1. This is referred to as 'areas of inquiry'. At NCA, we recommend that you follow six areas of inquiry as outlined below:

Norwegian Church Aid: Gender analysis Areas of inquiry¹⁵

Laws and policies

Covers the rights to inheritance, employment, participation, legal status, and protection from rights violations, including non-citizens (e.g. refugees).

- Are there laws or policies in place that guarantee equal rights and opportunities of all genders? (such as legal status, protection from gender-based violence, promote equal political participation, policies that address gender disparities in the economy, inheritance rights etc)
- What are the impacts of existing laws and policies on all genders? Who benefits and who is disadvantaged?
- How effectively are these laws, policies, and regulations implemented and enforced?
- Are there any gaps in the current legislation that affect certain groups of people more than others? If so, what are the impacts and who suffers the most?

Gender roles and responsibilities

Looks at women, men, girls and boys' roles and responsibilities.

- What are typical roles and responsibilities assigned to women, men, boys and girls at home, workplaces (including unpaid family worker) in community and within institutions (such as churches)? What type of paid and unpaid labour do they engage in?
- How do these roles and responsibilities shape power dynamics between men, women, girls and boys?
- How much time do men, women, girls and boys spend to fulfil their roles and responsibilities and do other activities (e.g. paid labour, community meetings, leisure time etc)? How do they affect their participation in project/programme?

Access to and control over resources and services

Looks at who has access and control over resources and services.

- To what extent do women, men, girls, boys have access to and control over assets and resources in the households?
- What kind of social protection is available (such as unemployment benefits, pension, cash transfer, food vouchers) and who benefits from these and why?
- Who has access to services, technology, and information in the community? What are the barriers (e.g. literacy, disability, education, linguistic diversity)?
- How are resources distributed within the community? Who manages or control access to resources in the community? Who has the least access to resources in the community and why? (Consider factors such as age, disability, female/child headed households, migrants/refugee status etc)
- How does mobility/freedom of movement impact their access to resources?

14 Inter Agency Standing Committee, *Gender with Age Marker*, 2021 <<https://www.iascgenderwithagemarker.com/en/home/>>, accessed 20 February 2024)

15 These areas of inquiry are based on NCA's existing domains, further informed by other sources such as CARE, *Gender Analysis Good Practices Framework*, 2012, Save the Children *Gender & Power Analysis*, 2021, and UNDP *How to Conduct A Gender Analysis -A Guidance Note for UNDP Staff*, 2016

Influence of beliefs and practices

Looks at how beliefs and practices in the community affect people's behaviour, such as access to services.

- What are prevailing cultural or social beliefs about gender roles, relations and gender-based violence?
- How do religious beliefs influence gender roles, relations and gender-based violence? Are there any traditional practices that impact gender roles, relations and gender-based violence (including harmful practices)?
- How do these beliefs and practices affect the opportunities available to different gender groups in areas such as education, employment, political participation, etc.?
- What are the consequences of going against these beliefs and practices for different groups? How do they affect service-seeking behaviour including GBV services?
- Who promotes these beliefs, norms and practices? who is most impacted?

Safety and Protection

Looks at how safety, particularly experiences and fear of gender-based violence, affect people's lives including mobility and access to services.

- What is the nature, prevalence, and impact of GBV (e.g. intimate partner violence, family violence, sexual violence, child marriage, sexual exploitation, trafficking, female genital mutilation, honour killing)?
- Who is most at-risk? What diversity factors affect their vulnerabilities? (such as adolescent or girl children, boy children, LGBTIQ, female/child-heads of the households, ethnic/religious minorities, sex workers, migrants etc)
- Are there safety risks for women active in public? If so, where and why?
- How do experiences and fears of GBV affect people, particularly women and girls' mobility, decision-making and access to services? How should services or project/programmes be designed to mitigate these risks?_
- What kind of GBV services are available in the community? how effective are their service delivery? Are people aware of available services?

Decision-making

Examines who makes decisions within the family, community, and society. It includes making decisions about women's sexual and reproductive health needs and making decisions about community priorities and actions.

- Who can influence important household decisions and how are decisions made? Who has the final say?
- Do women and adolescent girls have control over their sexual and reproductive health care needs? Do women and girls have control over their mobility, use of time, and/or use of own or household income?
- What structures do community use to make decisions? How do women and men participate in these? Who dominate the decision-making and who has the final say?
- Who is excluded from community decision-making processes and why (consider elderly women, adolescent girls and boys, women and men with disabilities and/or minority racial, ethnic and sexual identities, female and child heads of households)?
- How do women represent in leadership positions (such as cabinet positions, business executives, peace negotiators etc)? How does that affect the outcomes of decisions?

What to do?

1. Have a look at six areas of inquiry and questions to familiarise yourself the key elements of gender analysis. Have a look at additional sector-specific questions, and tips below for your context.
 - Additional sector-specific questions are available **as annexes** to this guidance note.
2. Adapt questions based on your context and objective(s), as well as your available time and re-

sources to answer (how many) questions. These questions that you have adapted will be your 'guiding questions' for your gender analysis.

Tip:

Rather than simply choosing questions, reflect on the suggested questions in areas of inquiry and sector-specific questions, and consider how to adapt these questions to suit your objectives, available resources and context. For instance, if you are examining a WASH intervention, you might want to explore the responsibilities of women, men, girls, and boys related to WASH activities, such as collecting water. Consider how the fear of violence on the way to the water point might lead to unsafe water usage (such as from a nearby river), and who makes the decision about installing a tap at home. If you are investigating the gendered impact of an ongoing project/programme or a crisis, you should examine how gender relations have shifted before and after the project/programme or crisis began.

Below are additional considerations when deciding your guiding questions.

- **Emergency:** At the onset of an emergency, you may not be able to address all six areas of inquiries. Select areas of inquiry most relevant (at minimum: gender roles and responsibilities; access to and control over resources and services; safety and protection; decision-making) and add positive and negative coping strategies that women, girls men and boys from difference background use to meet their needs in the crisis. Questions compare changes in gender relations before and after a crisis.
- **Humanitarian-development nexus:** Selected or all areas of inquiry with additional categories on capacities and coping strategies since the crisis. Questions target gender equality gains made since the crisis, and how to sustain them for a longer-term gender equality outcome.
- **Development:** Use all six areas of inquiry listed including policy frameworks. Questions address gender roles, rights and opportunities in the targeted communities, its impact on a project or programme design and/or how the outcomes of the project or programme impact on gender relations.

Tools

- NCA gender analysis areas of inquiry (Above). Have a look at this first and familiarise yourself with the six areas to investigate (called 'areas of inquiry').
- Sector-specific questions. This gives you list of sector-specific questions aligned with the areas of inquiry.
- [Sectoral Tip sheets from the Gender with Age Marker](#) (GAP)¹⁶ for additional sectoral questions in emergency context.

Step 3. Find gender information that is already available¹⁷

Whatever the context or sectors you work in, there are plenty of gender information you can find, from government data, academic reports, gender assessments, conflict analysis to news articles. Invest time to find what information are already available that answers your guiding questions identified in Step 2 and read them. The idea is to use as much information available as possible at this stage to avoid duplication of efforts and save both time and resources of the targeted communities and NCA. Keep your focus on answering your guiding questions so as not to get overwhelmed by the amount of data.

16 IASC Gender with Age Marker -Sectoral Tip sheets <https://www.iascgenderwithagemarker.com/en/tip-sheet/> accessed on 20 February 2024

17 [IASC Gender Handbook for Humanitarian Action, 2018, pp.33, CARE Gender in Emergencies Guidance Note -Preparing a Rapid Gender Analysis https://insights.careinternational.org.uk/images/documents/rapid-gender-analysis/GIE-Guidance-Note-Rapid-Gender-Analysis.pdf](https://insights.careinternational.org.uk/images/documents/rapid-gender-analysis/GIE-Guidance-Note-Rapid-Gender-Analysis.pdf), accessed 20 February 2024

What to do?

1. Collect demographic population data (see the box 'demographic population data'), using the template below (Secondary data review worksheet: Tab1 Demographic population data).
2. Fill in your guiding questions using the template below (Secondary data review worksheet: Tab2 Areas of inquiry). Collect and review data that is available that gives information specific to each guiding question identified in Step 2. Use both quantitative and qualitative sources disaggregated by sex, age and disability (see below 'where to find it?').
3. For both demographic data and areas of inquiry, ensure the data is reliable. For example:
 - Is the data up-to date? Does it cover the communities you work in?
 - Who collected data and does it have potential bias? For example, if the data is collected by all-men team, it may not capture the lived realities of women.
 - Is the data consistent with other sources you have? If not, write it down for further investigation.
3. Using the secondary data collection worksheet, record the information you collected and its sources (both Tab1: demographic population data and tab 2: areas of inquiry). This information you collect will inform your analysis in Step 5.

If no data is available and the information is limited, make a note of it. The gaps can be filled through primary data collection in Step 4. If you are not going to collect primary data, flag the information gap in your report.

Tip:

Prioritise these information based on your context.

- **Emergency:** Look for gender information before the crisis (such as CARE's gender briefs) and build on it. Look for available information (including news articles) on how these may have changed since the crisis. You may also look for how past crises has affected gender roles in the affected communities.
- **Humanitarian-development nexus:** Look for gender analysis in the country since the crisis. Review humanitarian programme strategies, NCA country strategies, programmes/projects, and assessments and evaluation from NCA and beyond. Review relevant actions/measures taken by the humanitarian and other actors since the crisis, as well as work done by other agencies and CSOs to address gender inequality on the issue/sector. Take into consideration any recommendations of preceding actions on the issue.
- **Development:** Review NCA country strategies, programme/projects, assessments, and evaluations. Track the impact of intervention over the long time (e.g. project's monitoring of school enrolment and graduation rates over several years). Review relevant actions/measures taken by the government, CSOs, development agencies etc to address gender inequality on the issue/sector. Conduct policy review. Take into consideration any recommendations of preceding actions on the issue.

Where to find it?

Here are some examples of where to find your data. You can also ask gender specialists in your country to make sure you have critical data.

Recommended data sources for 'areas of inquiry':

- CARE's gender in Brief, Rapid Gender Analysis and gender assessments and evaluations found in [CARE Evaluation Library](#)
- Gender country profiles by UN Women, UNFPA, Oxfam, CARE etc
- Gender assessments and research/evaluation
- Government documents (particularly from Ministry of Women, Health, Social Affairs)
- [CEDAW government and shadow reports](#)
- National studies on GBV

- WHO [Global Database on the Prevalence of Violence Against Women](#)
- Academic articles, news articles
- Gender in Humanitarian Action Group (relevant only for emergency and humanitarian-development nexus contexts)
- GBV Area of Responsibility (AoR) of your country (relevant only for emergency and humanitarian-development nexus contexts)

Demographic population data

In addition to your guiding questions, it's important to gather information about the people in the community. This data shows who needs special attention during the gender analysis. Also, note any missing information from the data review, which can be collected during the primary data collection.

Ideally, the demographic data should cover:

- What percentage are women and men, disaggregated by age? Does it show older/younger, or more female/male population?
- What percentage are people with disabilities, disaggregated by sex and age (if available)?
- What is the average household size? What is the percentage of households led by women or children?
- Identify the main and smaller ethnic and religious groups and the languages spoken.
- Check if the community's demographics match the national demographics. See if the crisis has affected the demographics, if you are working in emergency context.

Look for this information in sources like:

- National population census
- [Demographic and Health Surveys](#);
- [UNICEF, Multiple Indicator Cluster Surveys \(MICS\)](#)
- [United Nations, Department of Economic and Social Affairs, World Population Prospects](#)

Tool:

- Secondary data review worksheet. As you conduct this step, use this worksheet to fill in two worksheets: Tab 1. Demographic Population data (with data source), and 2: Area of inquiry (with guiding questions, data source, findings and information gaps). It helps sort out the information during the analysis in Step 5.

Step 4. Collect gender information that is not already available¹⁸.

(This step is for those who conduct primary data collection. If you do not conduct primary data collection (i.e. gender analysis based on secondary data review), you can skip this step and move to Step 5.)

Primary data collection is crucial in gathering specific, up-to-date, and context-specific gender information that might not be available or fully captured in secondary data sources.

For example, in emergency context, where the dynamics of a community may have drastically changed due to the crisis, primary data collection helps in understanding how demographic population and gender relations have changed since the crisis. Similarly, while national statistics and studies provide a broad overview of demographic and gender relations, they might not capture the nuances of a specific community you are working in, including how a specific project or programme has impacted gender relations in the community. Primary data collection can help fill this gap, providing

18 This section is informed by guidance such as IASC Gender Handbook for Humanitarian Action, 2018, pp.34, CARE Gender in Emergencies Guidance Note -Preparing a Rapid Gender Analysis <<https://insights.careinternational.org.uk/images/documents/rapid-gender-analysis/GIE-Guidance-Note-Rapid-Gender-Analysis.pdf>>, accessed 20 February 2024

insights specific to the targeted communities. Moreover, in cases where secondary data sources provide conflicting information, primary data collection can help verify and clarify these discrepancies, ensuring a more accurate understanding of the gender dynamics in the community.

So, in essence, primary data collection complements secondary data review by filling in gaps, validating information, and providing a more nuanced and context-specific understanding of gender relations.

What to do?

1. Review any information gaps identified in Step 3. This includes conflicting information, a lack of information specific to the communities you work in, or how things have shifted since the project or programme began and/or since the crisis.
2. Plan for primary data collection. Audit, focus group discussions, key informant interviews, community mapping, surveys, and storytelling are some methods for gathering information. (See 'Tools' for more information) Identify which methods could be used to fill in information gaps. Tailor the questions aligned with your guiding questions.
3. Consult with women, men, boys, girls and other actors (such as government officials, humanitarian actors, gender experts, community leaders, service providers and representatives from community based organisations such as women's rights organisations, people with disability organisations and youth organisations) to get context/community-specific information about gender roles and how these have changed since the project or programme began (or since the crisis began, in emergency context). Consult with more vulnerable population such as older and younger, those with disabilities and/or belonging to ethnic, religious, and sexual minorities. Always consider the power dynamics -who has the most/least power, and whose voices count the most/least within households and communities?
4. Ensure your data collection is gender-sensitive and does not cause harm (see 'Box 1').

Box 1: Collecting any information from direct beneficiaries must be done in a gender-sensitive way and ensure 'do no harm'. Some recommendations below include recommendations from IASC Gender Handbook¹⁹:

- Train both female and male enumerators how to gather information and handle collected data in ethical and safe ways.
- Ensure the assessment team knows how to manage disclosure of GBV/sexual exploitation and abuse (SEA). Make sure they have information about SEA reporting mechanisms and GBV referral pathways. Refer to [the GBV pocket guide](#)²⁰ for more information. Inform women, girls, men and boys the purpose of the data collection, its benefits and risks and their rights, for informed consent.
- Where possible, consult with women separately from men, and girls separately from boys, facilitated by a same-sex facilitator (e.g. female facilitator for women's consultation) Pay attention to those who may be hard to reach, for example, women who require permission to leave home, people with mobility issues or LGBTIQ persons who are unable to publicly gather due to stigma or legal restrictions. Work with local women's organisations and organisations who represent marginalised population (such as organisations representing people with disabilities and LGBTIQ persons) to identify way to reach and engage these groups.
- Always prioritize the safety of participants and enumerators, especially when consulting with at-risk groups.
- Do not collect information about specific incidents of GBV or prevalence rate in the community.
- Only collect data that is necessary and avoid keeping participants for lengthy discussions.
- Ensure diversity of respondents to make sure collected information is representative of more than one person's point of view.

Tools

There are several tools you can use to collect information from the communities. The tools listed below are from CARE's Rapid Gender Analysis Toolkit²¹. Again, remember to adjust the questions that you will use to collect data from the community, so that they align with your guiding questions and objectives identified in Step 2, and address the information gaps identified in Step 3.

- [Gender and Protection Audit \(English\), Français, Español](#) (CARE) uses field observation to get a snapshot of gender and protection issues, and is an entry point for the assessment team to explore an affected area/target community.
- [Focus Group Discussion, Français, Español](#) (CARE) is used to gather information about the opinions, beliefs, practices and attitudes of a group of people towards a specific topic of interest. It is designed to be carried out with affected groups separated by sex and age. Additional sector specific questions can be included into the FGDs as appropriate.
- [Key Informant Interview \(English\), Français, Español](#) (CARE) has provisions for semi-structured interviews that can be conducted with community leaders and service providers (i.e. doctors, teachers, village chief, camp leader, women's committee leader, etc). It focuses on

19 IASC Gender Handbook in Humanitarian Action 2018 pp.101-103, and [CARE Gender in Emergencies Guidance Note -Preparing a Rapid Gender Analysis](#) <<https://insights.careinternational.org.uk/images/documents/rapid-gender-analysis/GIE-Guidance-Note-Rapid-Gen-der-Analysis.pdf>>, accessed 20 February 2024

20 Inter-Agency Standing Committee, GBV -Pocket Guide < <https://gbvguidelines.org/en/pocketguide/>>, accessed 20 February 2024

21 CARE, *Using RGA Assessment Tools* < https://www.careemergencytoolkit.org/wp-content/uploads/2017/04/GiE_guidance_note_gender_assessment_tools.pdf> , accessed 20 February 2023

understanding the most significant changes to gender relations that are identified, community services and accessibility of those services.

- [Community Mapping \(English\)](#), [Français](#) (CARE) can be used to identify community resources, using a gender and protection lens. It includes two tools: community social and resource mapping and mobility analysis, which are designed to be used with mixed community groups.
- [Sex and age disaggregated data](#), [Français](#), [Español](#) (CARE) is used during the assessment phase of a crisis for collecting information about a community's age and sex distribution. It includes information on using existing SADD as a proxy as well as different options for collecting SADD.
- [Individual Story \(English\)](#), [Français](#), [Español](#) (CARE) can be used to understand the impact of the crisis/programme from the perspective of an affected individual woman, man, boy or girl.
- [Survey Questionnaire](#), [Français](#), [Español](#) (CARE) can be conducted with households or with individuals to understand the impact of the current crisis/programme on males and females. It reviews gender roles, access to services, protection and other needs.
- [Consent Form \(English\)](#), [Français](#), [Español](#) (CARE) can be used for informed consent from informants.

Tip:

Note that CARE's Rapid Gender Analysis Toolkit examines immediate needs and capacities across sectors, looking at changes before and after a crisis. Here are some tips to adapt the Toolkit for your context:

- **Emergency:**
 - Select methodologies from CARE's Rapid Gender Analysis Toolkit that directly address the information gaps identified in Step 3.
 - If your work is concentrated within a particular sector, narrow down the questions' focus accordingly. Align your chosen methodologies with your sector-specific guiding questions to ensure a targeted approach.
- **Humanitarian-development nexus:**
 - Select methodologies from CARE's Rapid Gender Analysis Toolkit that directly address the information gaps identified in Step 3.
 - Adapt your questions to also address changes in gender and power dynamics since the crisis and/or as a result of your project/programme since the crisis.
 - If your work is concentrated within a particular sector, narrow down the questions' focus accordingly. Align your chosen methodologies with your sector-specific guiding questions to ensure a targeted approach.
 - Engage with a diverse range of stakeholders, including affected populations, humanitarian and government actors, as well as women-led organizations. Tailor questions for each key informant to ensure relevance to their knowledge to your guiding questions.
 - Gain deeper insights into the experiences of individuals with intersecting identities, such as those with disabilities, displaced/refugees, adolescents, and LGBTIQ individuals. Incorporate questions specifically designed to capture the unique perspectives and challenges faced by these groups for sustainability and resilience building through humanitarian-development phase.
- **Development:**
 - Select methodologies from CARE's Rapid Gender Analysis Toolkit that directly address information gaps identified in Step 3.
 - Tailor your questions to focus on a specific sector, aligned with your sector-specific guiding questions. Capture broader development context, including social, economic, and political factors that affect gender and power dynamics in the community.
 - Consult with a wide range of actors, including communities members including those with intersecting identities, government representatives, CSO/CBOs, development partners, donors, and, if applicable, private sectors. Develop tailored questions for each key informant to ensure relevance to their knowledge to your guiding questions.
 - Place emphasis on understanding power dynamics between and among women and girls, such as those with disabilities, migrants, adolescents, LGBTIQ individuals, and informal workers. Incorporate questions specifically designed to explore the unique challenges and experiences faced by these groups.

Step 5: Analyse collected gender information²²

In this step, you will examine your collected gender information to understand what it means in the context you work in.

What to do?

1. For each guiding question identified in Step 2, sort out the collected information into men and women. Within those, note any information about other diverse factors, such as disability, ethnic/sexual minorities, adolescent boys and girls and older women and men.
2. Compare your data and find patterns and trends. Ask yourself questions to interpret the data - what does this mean for your project/programme/context? Delve deeper into the implications of identified patterns and trends on program design, implementation and outcomes. For example:
 - What are the typical roles and responsibilities of women, men, boys, and girls at home and in the community? How is both unpaid and paid labour divided among them? What are experiences of individuals with diverse factors such as elderly women, adolescent boys and girls, female heads of households, and women and men with disabilities or from the LGBTIQ community? And ask yourself how these factors impact their opportunities to participate in your project/programme, and what you can do to ensure your project/programme meets different needs of women and men, especially those with diverse factors.
 - Which groups of people have access to specific resources and services (such as climate-resilient crops, water points, household food distribution, and peace-building initiatives)? Who might be left behind and why? For example, who receives food rations on behalf of the family? Who eats first and who eats last? And ask yourself, how your project/programme should be designed to ensure everyone, especially the most vulnerable, benefits from your services/ project/programme.
 - Consider safety concerns different groups may have to access services. For example, do women and girls feel safe to participate in community-based peace-building efforts? Do women feel safe to get a job and bring home income? Or do they put them at risk of violence? And ask yourself how your services or project/programmes should be designed to mitigate these risks.
 - What are the power dynamics between men and women at home and in the community? What are the power dynamics among men or women (considering other diverse factors)? Who participates in decision-making processes and who holds more influences over these decisions? Whose voices are given the least importance? And ask yourself, how they impact your programming.
 - What are specific needs and preferences of women, girls, men and boys, as well as those with disabilities, and belonging to ethnic/religious/sexual minority groups? And ask yourself, what you should do to meet their specific needs, preferences and empower the most marginalised, all while ensuring that such efforts do not compromise their safety.
3. List out key findings that emerged from your analysis. These findings will be used when you write recommendations in the next step.

²² This section is informed by [CARE Gender in Emergencies Guidance Note -Preparing a Rapid Gender Analysis <https://insights.care-international.org.uk/images/documents/rapid-gender-analysis/GIE-Guidance-Note-Rapid-Gender-Analysis.pdf>](https://insights.care-international.org.uk/images/documents/rapid-gender-analysis/GIE-Guidance-Note-Rapid-Gender-Analysis.pdf), accessed 20 February 2024

Tip:

The focus of your analysis varies for different context as the objective varies:

- **Emergency:** Analyse how gender roles and relations have shifted since the crisis to identify and meet the immediate gender-related needs, capacities, and coping strategies of affected communities in the crisis.
- **Humanitarian-development nexus:** Analyse the different experiences of an environment for women, men, girls and boys. For example, how the humanitarian interventions have affected gender roles in the community, what the remaining needs, and how gender equality gains from the crisis response could be sustained in the long-term.
- **Development:** Analyse how gender roles, rights and opportunities of the communities may impact the project/programme/policies, and/or how the outcomes of policies and project/programmes have impacted women, men, girls and boys differently.

For all contexts, be aware of who holds decision-making power at home, in the community, institutions, and society. Examine whether elderly women, boys, or girls actively participate in family decision-making. In community decision-making, assess the presence of women and the extent to which their voices are heard. Determine the level of influence they have. Identify which women or men are absent from decision-making processes on community priorities and actions (such as female and child heads of households, people with disabilities, adolescent boys and girls, older women and men, ethnic or religious minorities and LGBTIQ persons). A thorough examination of power dynamics among and within genders will provide insights into the experiences of the most marginalized groups.

Step 6: Write practical recommendations

[Note that this section comes from CARE's [Making Recommendations for Rapid Gender Analysis Guidance Note](#)²³, which is listed in the below resource section]

Now that you have analysed gender relations in your context, the final and most important step of this gender analysis is to write targeted and practical recommendations that come from your analysis. Your recommendations should clearly describe who should do what next, be stated as precise steps, and be relevant, credible, and feasible.

What to do?

1. Review the list of the key findings that emerged from your analysis.
2. Make recommendations that are Specific, Measurable, Achievable, Relevant, and Time-bound (SMART). This means you provide clear steps to take to achieve goals and set deadlines. These goals should be realistic, can be accomplished with the available resources, and the success can be measured using either numerical metrics or descriptive criteria. For example, instead of saying 'increase women's participation in WASH decision-making,' specify 'Hold consultations with women and girls, including female heads of households, women and girls with disabilities, and adolescent/older women. Discuss the location, time, and support needed (such as childcare and sign language interpretation), as well as the setting (such as single or mixed sex meetings, seating arrangement and having a female facilitator) to facilitate their participation in WASH decision-making by April 2024'
3. Identify key stakeholders with the power to influence change. Tailor recommendations to specific audience groups, using clear, jargon-free language that the audience will easily understand. Your main audience may be those within NCA and partners but may also include government, civil soci-

23 CARE, Making Recommendations for Rapid Gender Analysis < https://www.careemergencytoolkit.org/wp-content/uploads/2017/04/GiE_guidance_note_on_making_recommendations.pdf >, accessed 20 February 2024

ety, development partners, humanitarian actors, and/or other stakeholders.

4. Prioritise recommendations: Having a long list of recommendations can overwhelm the audience. Prioritise recommendations based on essential activities. Clearly label 'first steps' and set future review points.
5. Review your recommendations once again to ensure they are likely to directly, immediately, and clearly improve the response, with specific steps to be taken. Justify your recommendations with data (e.g., adjustments to meet the needs of those left behind, or to remove activities that are likely to cause greater harm).
6. Before finalising, we strongly advise you to seek feedback on your recommendations from the key informants and from local women-led organisations. This will ensure that the recommendations align with their priorities. It also sends a clear message that NCA values its partnership with them and considers their input important.

Note: If you are writing a gender analysis report, note that some readers will only focus on the recommendation section, so consider summarising the most important conclusions from your analysis in a very concise manner, followed by recommendations to justify your recommendations. This can be used as an advocacy tool for an external audience later on.

What to consider?

- What are specific needs and preferences of women, men, girls and boys in this community (consider diverse factors)? What can the project/programme/other actors do better to meet the needs and priorities?
- Should the project/programme provide assistance to all women, men, girls and boys (for example, provide information about your services to everyone but adapt messaging and channels to reach people with disabilities, child-head of households etc)? Or should the project/programme provide assistance to specific groups (for example, services that only support female survivors of violence, or a project that supports women to access climate-resilient natural resources)
- What additional information do you need to fill in the identified information gaps and continue your analysis?

Tip:

Consider recommendations that makes sense to your context, prioritising the following:

- **Emergency:** Focus on providing short-term recommendations that are likely to result in immediate changes in programming, targeting humanitarian actors.
- **Humanitarian-development nexus:** Focus on lessons learned from the crisis response on gender relations in the affected communities, and how to institutionalise gains made to ensure they continue after the immediate crisis has passed, targeting humanitarian and development actors.
- **Development:** Consider making both programming, policies and institutional change recommendations for a long-term development programme.

Tools

- Read and follow CARE's [Recommendations for Rapid Gender Analysis Guidance Note](https://www.careemergencytoolkit.org/wp-content/uploads/2017/04/GiE_guidance_note_on_making_recommendations.pdf)²⁴. This 3-pages guidance outlines ingredients for good recommendations in detail with examples. Use this as a checklist to formulate recommendations that can actually be taken up.

24 CARE, Making Recommendations for Rapid Gender Analysis <https://www.careemergencytoolkit.org/wp-content/uploads/2017/04/GiE_guidance_note_on_making_recommendations.pdf>, accessed 20 February 2024

- For gender mainstreaming programming and institutional strengthening recommendations, check [Gender Mainstreaming In Development Programming](#)²⁵ (UN Women)

For gender mainstreaming across sectors in emergency response, Check Section C of [IASC Gender Handbook in Humanitarian Action](#)²⁶ (available in English, French, Spanish, Arabic and Russian). Sectors covered are cash-based interventions, camp coordination and management, early recovery, education, food security, health, livelihoods, nutrition, protection, shelter, and WASH.

25 UN Women, *Guidance Note – Gender Mainstreaming in Development Programming*, 2016

26 Inter-Agency Standing Committee, *The Gender Handbook for Humanitarian Action*, February 2018

ATTACHMENTS:

These sector-specific questions are to be adapted and used alongside the gender analysis guidance note

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1. GENDER-BASED VIOLENCE

- What are the national and local statistics on GBV? What are the most common forms of GBV in this context? Which groups are most at risk? What diversity factors affect their vulnerabilities?
- What laws and policies are in place to protect individuals from violence? What forms of GBV are covered? How are they being implemented and enforced? Is the mandatory reporting of GBV exist (e.g. minors, women with disabilities etc)
- Where are the gaps in laws and policies, and how do they impact on women, men, girls and boys?
- What are typical roles and responsibilities assigned to women, men, boys and girls at home, workplaces, in community and within institutions? How do these roles shape power dynamics within these settings?
- How do these responsibilities put individuals at risk of violence? For example, on the way to collect fuel and water, or exchanges of sex to secure food.
- What is the percentage of population that justify GBV, based on available data?
- What risk factors to GBV are there across ecological model in this community? what actions could be taken to lower these risks?
- Do women and men have access to individual and/or family income, and how does this affect their vulnerabilities to GBV and access to services?
- What kind of GBV services are available in the community? How effective are their service delivery? Are people aware of available services?
- What barriers exist to access services? Which groups of survivors faces the most challenges accessing services?
- Do cultural norms accept the use of violence, such as for discipline for children and women? How do these norms may impact your initiatives?
- What are the beliefs, norms and practices around GBV? Who promotes these beliefs, norms and practices in the community?
- What are the consequences of breaking these norms and practices? Who suffers the most?
- What are the attitudes towards women reporting violence, and what norms prevent survivors from accessing services, such as family honor, sexual purity, and victim-blaming?
- Who participates in important decision-making at home and in the community? To what extent do women, men, boys and girls have influence over decision-making at home and in the community? Who has the least voice at home, and in the community? How do negotiating in decision-making may put individuals at risk of violence?
- Who is excluded from community decision-making process and why? What is the usual practices and beliefs about decision-making processes? What are the consequences of going against the belief/practice?
- Do women and adolescent girls have control over their sexual and reproductive healthcare needs, and how does this influence their overall well-being?

- To what extent do women and girls feel safe accessing public services and opportunities (including employment, community meetings), considering potential safety risks on the way or around these services/opportunities?
- How do experiences or fear of violence affect people, particularly women and girls' mobility, decision-making and access to services?

2. PEACEBUILDING

- How do gender norms influence conflicts, and are there specific gender-based triggers or consequences, such as disruptions to traditional roles or increased violence?
- Are conflict resolution mechanisms, both traditional and formal, gender-sensitive and effective in addressing gender-based violence and discrimination?
- How do legal systems address gender-based crimes during and after conflict? Are there gender biases in related legal processes?
- How are disarmament, demobilization, and reintegration programs designed to address the specific needs of women, men, girls, and boys, and people with diverse identities (e.g. disability, elder, racial/religious/sexual minority etc)
- Do certain groups, such as girls and boys with war-related experiences, face stigma hindering their access to opportunities?
- Who participates in peacebuilding efforts at different levels (community, local, national), including subgroups like people with disabilities, sexual minorities, and ethnic identities?
- What is the representation of women, men, boys, and girls in decision-making bodies related to peacebuilding? What's the percentage of women and men as peace negotiators?
- To what extent are the needs of different gender groups reflected in peacebuilding efforts?
- How do peacebuilding efforts impact traditional gender roles and expectations? Are there shifts in power dynamics and gender relations during the process?
- What safety precautions are in place or expected for women and girls attending community-based peacebuilding efforts? What safety precautions do parents expect for girls?
- Is the community environment secure, promoting the protection and mental well-being of everyone?
- Who participated in unpaid care work pre-crisis, and do these roles act as barriers to accessing livelihood opportunities? How do they affect peacebuilding efforts?
- How do factors like weapon spread and human rights violations affect different gender groups?
- How does peacebuilding contribute to gender-sensitive education and awareness programs? Are there initiatives challenging gender stereotypes and promoting understanding across genders?
- How are economic opportunities distributed and accessible for women and men in post-conflict reconstruction? Are there initiatives to empower women and gender minorities economically?
- To what extent do peacebuilding efforts contribute to cultural and normative changes regarding gender equality, and how is resistance or backlash managed?
- How is gender mainstreamed in the monitoring and evaluation of peacebuilding initiatives, with indicators assessing the impact on gender equality and social inclusion?

3. FIGHTING INEQUALITY

- How do community members organize joint actions, considering the involvement of women, men, girls, and boys in groups like church women's groups and youth centers?
- What civil society exist in communities, and how is gender addressed in their work? What roles do women, men, boys, and girls play in both paid and unpaid roles at home, and how does this impact their participation in civil actions?
- Who takes up various roles in community activities, paid and unpaid, and how does it impact their participation in civil actions? How do these roles influence the engagement and needs of women, men, boys, and girls within civil society activities?
- Where and how do community groups meet for civic actions, and how are diverse needs considered, impacting the participation of women, men, girls, and boys in decision-making?
- What challenges do various groups, including women, men, girls, boys, and subgroups (e.g., disability, sexual orientation, elderly, adolescents), face in accessing leadership roles within civil organizations?
- What norms encourage or restrict participation in public life, and do women and men have control over their mobility and time use, affecting their leadership roles in CSOs or participation in CSO activities?
- How is information shared, who has access to it, and who has access to financial resources within civil society organizations?
- How are gender stereotypes and norms influencing the participation of different genders in civil society activities?
- How are resources allocated for and within civil society organizations, reflecting the needs and priorities of all genders? How are gender-related achievements and contributions recognized and valued in civil society initiatives?
- What mechanisms exist to address gender-based violence and harassment within civil society spaces?
- How do civil society organizations measure the impact of their gender equality efforts?
- How do social protection policies recognize and address the specific vulnerabilities and risks faced by women, men, girls, and boys? What gender-specific measures are incorporated into the design of social protection programs?
- What is the nature of work engagement (e.g., formal, informal, public, private) for women and men, and what is the gender wage gap? What social and employee protection is available, and who benefits from them?
- Who has access to and control over family finances, and do older women have equal access?
- What criteria are used for receiving social protection, and how does eligibility criteria affect different family members?
- What norms, beliefs, and practices around social protection affect how men and women benefit from and access these programs?
- What roles do women, men, boys, and girls play at home and in the community (both paid and unpaid), and how does this impact social protection programs?
- What is the political representation of women and men? How are gender concerns considered in public finance financing, including gender-responsive budget policies?
- What beliefs encourage or discourage people's participation in mining, and what roles do women and men play in the mining sector?
- Who participates in the mining sector, and what barriers do others (e.g., women, people with disabilities, LGBTIQ persons) face in participating in mining activities?
- How do women and men access and control resources such as land, capital, financial resources, and technology in the mining sector, affecting who benefits?
- What legal and regulatory frameworks are in place for mining, and do they prohibit certain groups or have restrictive roles for certain groups in the sector?

4. CLIMATE RESILIENT WATER, SANITATION AND HYGIENE

[Informed by CARE Gender Analyst Tools [Additional Sector Specific Questions](#), and IASC Gender with Age Marker [WASH Tip Sheet](#)]

- What responsibilities do individuals of various gender and age groups have regarding water usage, such as collection, cooking, sanitation, gardening, and livestock care?
- How do different gender and age groups contribute to water-related activities, including collection, handling, management, storage, and treatment?
- What roles are involved in the maintenance of water facilities within communities?
- How do family members share water with each other in terms of both quantity and quality?
- What are the community's practices regarding water, sanitation, and hygiene, and how do these practices vary among women, men, boys, and girls?
- How do cultural practices impact women's hygiene and sanitary needs, especially during menstruation? Considerations may involve beliefs around impurity limiting access to certain spaces.
- How do the rates of access to project services differ among different groups, including relative rates of hygiene practices like handwashing?
- Is there equal negotiation access to water for women and men, and does it make a difference? Are efforts made to accommodate households with medical conditions, mobility issues, or diverse sexual/gender identities in accessing WASH services?
- Are water collection and delivery methods adapted to the roles and security of women, girls, boys, and men? Are WASH facilities designed for dignity and privacy across all gender and age groups, including suitable containers for sanitary product disposal and provisions for people with mobility issues?
- Are water points and sanitation facilities safe for women, children and those with diverse factors such as disability, adolescent, minority etc? Are they easily accessible and secure for those with mobility and communication problems?
- Are there well-signed, separate, lockable, well-lit latrines for women, men, boys, and girls? What measures are taken to reduce the risk of sexual violence, including the presence of a GBV reporting and referral pathway?
- Who participate in community consultation regarding the design, implementation and review of WASH facilities and services? Who is represented in the WASH committee?

5. ECONOMIC DEVELOPMENT AND FOOD SECURITY

Economic development

- What are laws and policies that protect equal economic participation between women, men and other vulnerable groups? Are there any biases? How might these affect certain groups?
- What social and economic protections are in place to protect individuals such as unemployment benefit and pensions? Who benefits from them and who don't, and why?
- Who is responsible for unpaid and paid labour at home, at workplaces, communities and institutions? What types of labour are women, men, girls and boys responsible for? How much time do people spend doing unpaid work, and how does that impact on economic opportunities?
- What is the gender pay gap? Who represents in formal and informal sector and why? Are unpaid family workers counted in national statistics?
- Do women and men have equal access to resources and services that contribute to their economic development, such as vocational training, technologies, machines, agricultural inputs etc? how does control over these resources differ between men, women and other vulnerable groups? How does it affect their income generation?
- What are common beliefs and practices regarding gender roles in the community?
- Are there specific beliefs or practices that may hinder or promote economic opportunities for women, men and other vulnerable groups? For example what are common beliefs about women

in employment or women working outside the house? What are the gender expectations on men (e.g. breadwinner)?

- How many safety risks are there at work places, on the way to work, or in public spaces? Do women and girls have control over their mobility and where they go?
- What are the prevalence of economic violence and exploitation? For example, do women have control over their own income, or access to family income? Does women bringing home income may trigger violence at home?
- What are safety concerns for women that need to be addressed to ensure their full participation in economic development?
- Are women and men equally represented in decision-making processes in the economic sector? What is the ratio of women business executives/entrepreneurs? To what extent do women, men, and other vulnerable groups participate in community decision making processes related to communal land, resources, economic activities or community projects? When there is a community project, who takes up paid jobs and who takes up unpaid jobs?
- How does the level of participation in decision-making process affect the economic outcomes for men, women and other vulnerable groups?

Food Security

[Based on IASC [Gender Handbook in Humanitarian Action](#), 2017]

- Are specific families or individuals encountering challenges in accessing food, agricultural inputs, food distribution sites, or registration points?
- Within families, who is responsible for deciding on food purchases and land use?
- If the family is receiving food assistance, who receives the assistance on behalf of the family? Who eat first and who eats last within the family?
- What roles do women, girls, men, and boys have in food production, storage, and food preparation? How much time do women, girls, men, and boys dedicate to meeting the family's food needs?
- Do women, men, boys and girls have equal opportunity to access food distribution/services, paid labor, and agricultural inputs?
- What type of food and livelihood assistance do women and men prefer (e.g., food, cash, vouchers, seeds, livestock)?
- What kind of cooking fuel is utilized (e.g., firewood, charcoal)? Who is responsible for its collection? Are there any safety risks to on the way to collect fuel and water?
- Do women and men have equal rights to inheritance/land? How are they implemented in practice?

6. CLIMATE AND ENVIRONMENTAL STEWARDSHIP

[Based on UN Women, [the Pacific Gender and Climate Change Toolkit](#), 2021]

Resource management

- Are current policies, programs, and institutional arrangements addressing gender issues related to resources like agriculture, fisheries, water, and land? How?
- How do prevailing development plans and policies for resource allocation demonstrate considerations for climate risk and commitments to gender equality? To what degree do these efforts contribute to resolving gender-related challenges regarding the access and control of vital resources for effective resource management and the mitigation of climate and disaster risks?
- Who assumes responsibility for overseeing food production, including agriculture, livestock, fisheries, and harvesting? Who is involved in tasks related to food processing, such as drying and smoking?
- Who oversees the management, collection, and utilization of water? In the case of associated costs, who bears the financial responsibility?
- In the utilization of water for various needs like cooking, livestock, and gardening, who are the primary users? What knowledge and skills do both men and women employ for the purpose of managing water resources?

- Who is accountable for different employment and income-generating activities, and what specific roles do they undertake?
- In the utilization of resources such as agricultural land, forest resources, water resources, and fish or sea products, who are the primary users among men and women? Who possesses specialized knowledge about these resources, including their locations and seasonal variations? Additionally, who holds control over these resources?
- What specific knowledge and skills are applied by both men and women to minimize the potential impact of extreme events, and what coping mechanisms do they employ?
- Who has access to agricultural and fishery inputs (seeds, equipment, fertilizer, etc.), as well as agricultural, fisheries, or water management offices? Is this access facilitated through local NGOs or other community members? Who possesses knowledge about relevant practices, transportation, and control over land, forests, fishing grounds, transport, and finances required for accessing credit to purchase inputs, seek advice, and gain market access?
- Which climate change-related risks affect various resources, and who bears the primary responsibility for these risks? Additionally, which risks do men and women perceive as the most severe?
- Are there available sex-disaggregated data or indicators for natural resources, and what insights can be derived from them?
- How do ongoing projects and activities address the specific resource management needs and priorities of both men and women? What mechanisms are implemented to identify these needs, and how do they ensure equal participation from both genders?

Disaster risk reduction

- Are current policies, programs, and institutional arrangements addressing gender issues in disaster risk reduction? How?
- What local employment and income-generating activities exist in the community, and who is engaged in each?
- What are the historical and predicted impacts of disasters on the activities and way of life of women and men?
- What are the historical and predicted impacts of disasters on gender-based violence, such as reports of violence or sexual harassment in and around evacuation sites? To what extent did women and girls feel safe in public, evacuation centers, and around services like toilets and water collection points after the disaster?
- How did experiences and fears for safety affect mobility and access to services, and who was most affected? What services were available or unavailable for survivors of violence during and after disasters?
- What are the roles and responsibilities of women and men at home, workspaces, and in the communities (both paid and unpaid)? How might their roles exacerbate the risks of climate change, and who bears these risks? What risks do men and women identify as most serious?

What's Next?

1. Use your recommendations to inform your project/programme, whether it's for a new project or adapting an existing one. It's good practice to consider budget allocation from the beginning. Reflecting on gender relations will significantly improve your outcomes.
2. Continue to assess the impact of your project/program and make adjustments based on feedback from women, men, boys and girls in the community. Regular and participatory consultation with the community members, especially the most marginalised, allows you to make quick adjustments to your project/programme and assess if the project/programme is working to meet the needs of women, men, boys and girls.
3. If you plan to write a gender analysis report, create a dissemination plan. Identify your intended target audience, determine how you will disseminate your findings (such as via webinar, emails, face-to-face meetings, PowerPoint presentations, etc.), and clarify your key message that will move them to action (i.e., align your messages with their priorities).



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