

Gender Mainstreaming and Gender Analysis

GENDER MAINSTREAMING ACROSS PROJECT CYCLE

Gender mainstreaming is “...the process of assessing the implications for women and men of any planned action, including legislation, policies or programmes, in all areas and at all levels. It is a strategy for making women’s as well as men’s concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation of policies and programmes in all political, economic and societal spheres so that women and men benefit equally and inequality is not perpetuated. The ultimate goal is to achieve gender equality.” (UN Secretary-General 1997). It must be noted here that the binary language of assessing implications for men and women evolved over the years to include other gender identities (LGBTIQ). Furthermore, women are not a homogeneous group and gender mainstreaming also needs to include an intersectionality lens and focus on specific groups of women based on age, (dis)ability, class, race, ethnicity, social status, and others.

Gender mainstreaming needs to be considered at all levels – institutional, policy, programmes/project – and across all stages – project identification, situation analysis, assessment and planning, implementation, and monitoring and evaluation. Each entry point requires a different strategy adjusted to the context and actors involved.

NEED FOR GENDER ANALYSIS

Gender Analysis is defined as analysis focused on the relative distribution across genders of “resources, opportunities, constraints and power in a given context.” (SIDA 2015). The purpose of gender analysis is to develop responses to remedy inequalities by gender in achieving their full human potential.

Gender analysis must take place as one of the first steps of gender mainstreaming to identify gender roles, needs, interests, and inequalities. This involves collecting relevant sex-disaggregated data, identifying relevant gender issues relating to the roles of men and women and their position, capacity and inequalities. Gender analysis aids in understanding not only gender dimensions of climate change, but the socio-economic, cultural and structural equality issues embedded in the impacts of interventions and adaptation strategies.

DISCUSSION POINT

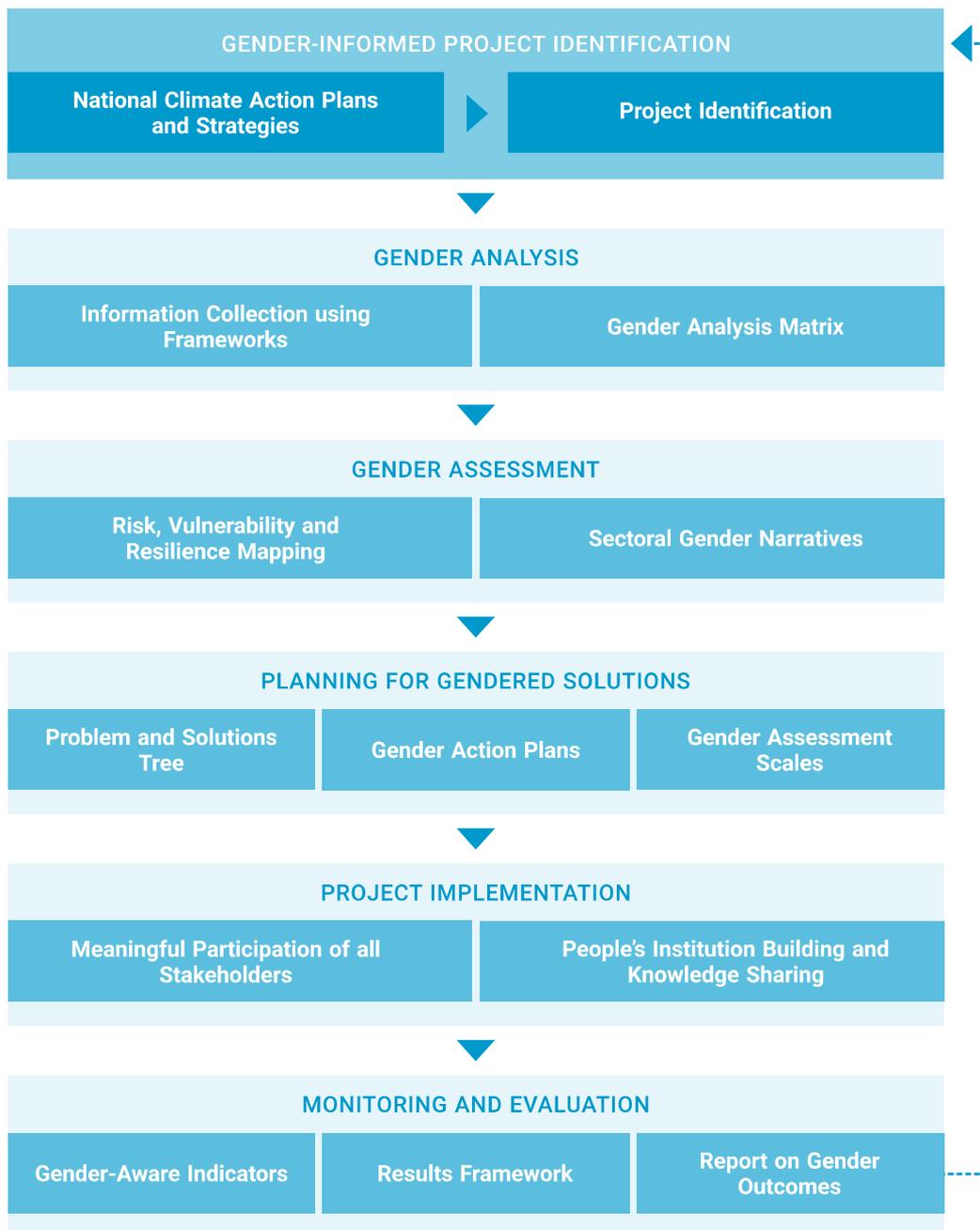


Ask the participants to think through the project cycle approach and share how gender considerations have to be considered at each stage.

Facilitator Clues

- > Ensure gender analysis is a critical part of the problem identification and risk assessments stage and that sex-disaggregated data are collected.
- > Assess the different implications of planned interventions for men, women and those with other gender identities. Apply the intersectionality lens to identify the most vulnerable. Ensure that practices addressing gender equality are prioritized and adequately budgeted for.
- > Ensure that women participate equally and actively alongside men and are enabled to take up leadership positions throughout the project cycle. This includes ensuring their equal access to information and training. It may also require the creation of women-specific organizations or committees.
- > Monitor and evaluate changes in gender relations using gender-sensitive indicators.
- > Additionally, ensure that the institutional arrangements of implementing organizations support gender equality by ensuring that there is a gender-balanced team and adequate gender expertise at all levels within the organization and addressing cultural issues, such as organizational culture, staff attitudes, systems for learning; and protect all women-stakeholders from sexual exploitation and abuse.

FIGURE 3-1: GENDER MAINSTREAMING METHODOLOGIES AND TOOLS FOR CLIMATE PROJECTS



Source: Adapted from Glemarec, Qayum and Olshanskaya (2016)

FIGURE 3-2: KEY QUESTIONS FOR GENDER ANALYSIS



A gender analysis must address the following questions (Figure 3-2):

1. What are the socio-economic context and cultural norms related to gender equality?

Analyze socio-economic context and gender representation

- What is the demographic, legal, social and economic context and norms related to gender equality that shape people's behaviour in the region/community?
- If there are gender and social differences, what are the institutional, economic, and social factors that underlie, support, or influence them?

2. Who is responsible for caregiving, resource management and cash income?

Analyze gender roles and responsibilities

- Who does what?
- Are the roles, responsibilities and priorities of men and women in the public and private sphere different?
- Who is involved in resource management?
- Who works with resources that earn cash incomes?
- Who is involved in subsistence and livelihood activities?
- Who provides caretaking in families?
- What are the responsibilities, needs, interests and capacities of both women and men?

3. Who has access, control and ownership of resources, goods and services?

Analyze gender rights over resources

- Who has rights and entitlements to resources and services?
- Who owns what?
- Who controls what?
- Who has access to what?
- What are entitlements (e.g., education, health, land ownership) and who receives them?
- How are goods and services distributed?

4. Who makes all decisions at household and community level?

Analyze decision-making processes

- Who is involved in leadership and has decision-making authority at all levels (from local to international policies, agreements, and adaptation)?
- Who has access to information?
- Who has control of the distribution of resources?
- Who allocates benefits?
- Are there differences among men and women?
- Do institutional and legal systems support equality?

5. Who is more vulnerable to climate change and disaster risks?

Analyze gender risk and vulnerabilities

- Who are the most vulnerable to climate and disaster risks?
- Are there differential risks, vulnerabilities, adaptive capacity, and resilience among women, men, girls, and boys at all levels?
- Are there added risks by gender from age, class, status, race, caste, ethnicity or indigenous community?
- What is the autonomy of women and men in dealing with risks?

6. How will the project address the existing inequalities?

Analyze Project Response

- How will the project ensure gender-responsive design, implementation and monitoring?
- What are the entry points to ensure equal participation and benefits?
- What measures can the project take to address relevant gender gaps/inequalities and to ensure that the project benefits both men and women?

Gender analysis generally consists of two parts:

- a. A desk study of legal, social and cultural frameworks; and
- b. A field study to identify gender roles, relations and possible inequalities related specifically to the targeted project or policy. The field study may include rapid assessments and scoping studies through surveys or participatory approaches like focused group discussion and use of exercises.

There are many frameworks developed over the years which can be used for gender analysis. A few of these are discussed in detail here.

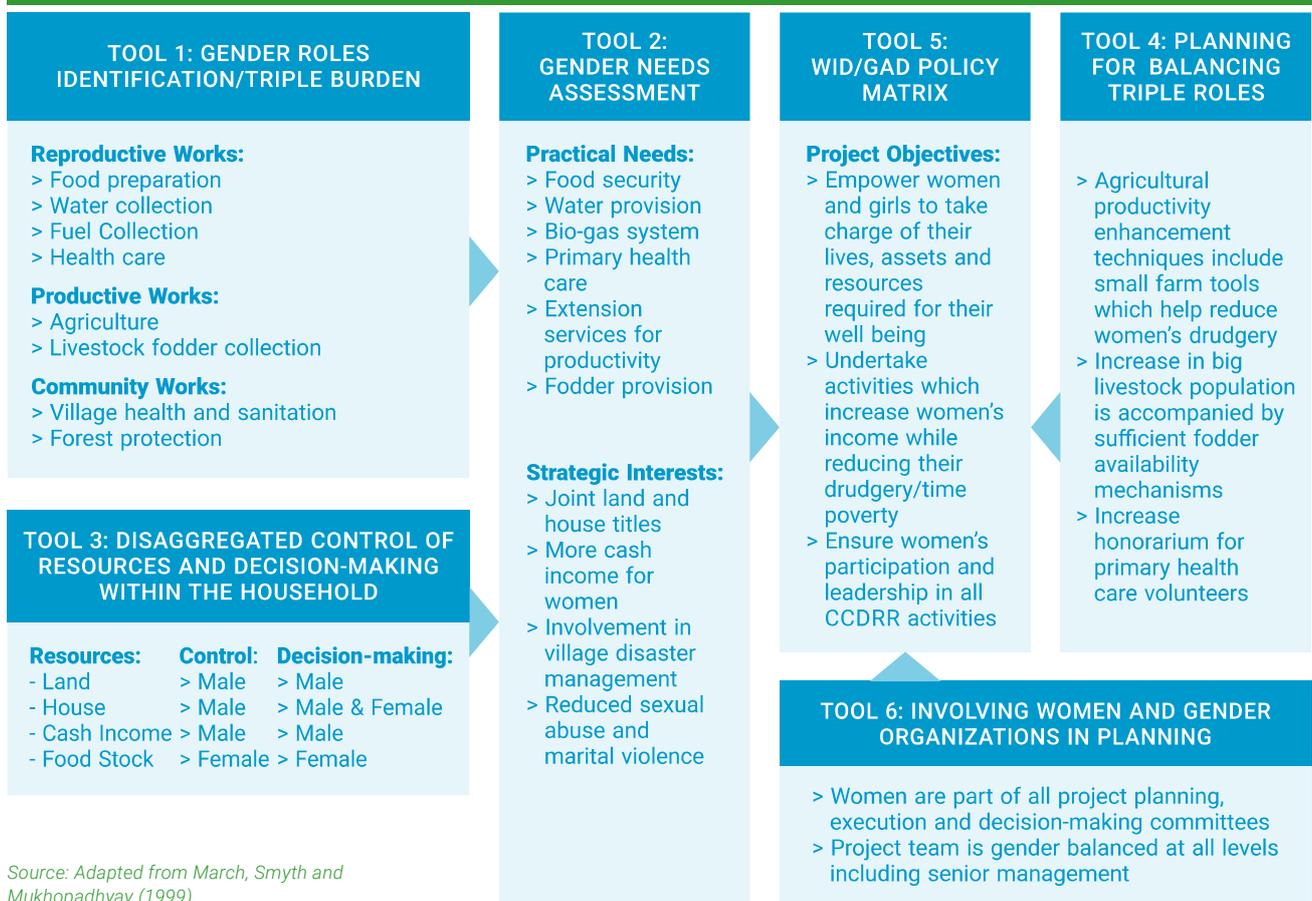
MOSER FRAMEWORK

The Moser Framework developed by Caroline Moser in the early 1980s aims to make gender planning an independent exercise in its own right (March, Smyth and Mukhopadhyay 1999). The framework consisting of six tools is based on three fundamental concepts:

1. Identification of gender roles and women's triple burden (productive, reproductive and community works);
2. Practical needs and Strategic gender interests; and
3. Categories of Women in Development (WID) and Gender and Development (GAD) policy approaches.

As we discuss the various tools in brief, Figure 3-3 summarizes the step-by-step process of application and presentation of the Moser Framework-based gender analysis in CCDRR planning.

FIGURE 3-3: APPLICATION OF MOSER FRAMEWORK IN CCDRR PROJECTS



Source: Adapted from March, Smyth and Mukhopadhyay (1999).

TOOL 1: Gender Roles Identification/Women's Triple Burden of Work. This tool helps identify women's triple burden of work:

- A. Reproductive roles** which involve caring and maintenance of the household and its members, including bearing and caring for children, preparing food, collecting water and fuel, cleaning and washing clothes, shopping and housekeeping and family healthcare.
- B. Productive role** which involves production of goods and services for consumption and trade (in employment and in self-employment as well as in formal and informal sectors).
- C. Community work** which includes the collective organization of social events and services – ceremonies and celebrations, activities to improve the community, participation in groups and organizations, local political activities, and others.

Women, men, boys and girls are all likely to take some part in each of these areas of work; but in most societies, men are much less likely to be involved in reproductive work. Furthermore, while both women and men can be involved in productive activities, but their functions and

responsibilities often differ. Women's productive work is often less visible and less valued than men's work. Also, women are most likely to be involved in community management works like managing water resources, education and health care. On the other hand, men are more likely to participate and be in charge of community politics and formal decision-making processes.

Steps to Map Gender Roles at Local Level

- Chart out the 24-hour daily routine in the life of a woman and man separately from the community you want to target.
- Ensure you ask what they do each hour and try to detail each activity.
- Classify each of these works into three categories: productive, reproductive, community.
- Add any other works which they do under any of the classifications.
- The output will help you identify women's triple role.
- Comparison of women and men's roles helps identify gender roles.

TOOL 2: Gender Needs Assessment. The idea of women's practical and strategic interests was originally developed in the 1980s by Maxine Molyneux, and later by Caroline Moser.

- A. Practical gender needs** are those which, if they were met, would assist women in their current activities without challenging the existing gender division of labour. These include: i) Water provision; ii) Health-care provision; iii) Opportunities for earning an income to provide for the household; iv) Provision of housing and basic services; vi) Distribution of food; and others. These needs are shared by all household members, yet women often identify them as their specific needs because it is women who assume responsibility for meeting their families' requirements.
- B. Strategic gender interests** are those which exist because of women's subordinate social status. If met, these would enable women to transform existing imbalances of power between women and men. These relate to gender divisions of labour, power and control, and may include such issues as legal rights, domestic violence, equal wages and women's control over their own bodies.

TOOL 3: Disaggregated control of resources and decision-making within the household. This tool links allocation of resources within the household (intra-household allocation) with the bargaining processes which determine this. Who has control over what resources within the household, and who has what power of decision-making?

TOOL 4: Planning for balancing triple roles. This tool looks at the impact of a project intervention on women's triple work burden. Sectoral planning frameworks, which concentrate only on one role, often tend to ignore the effect on women's other roles. Users of the framework are asked to examine, whether a planned programme or a project will increase a woman's workload in one of her roles, to the detriment of her other roles. For example, the provision of irrigation water will increase women's participation in agriculture activities while constraining the time available for domestic activities, or might increase the workload of fetching water due to diversion of fresh water from domestic use to irrigation.

TOOL 5: Distinguishing between different aims in intervention. This tool helps identify the approach that a project followed or will follow (if used for evaluation) by asking to what extent do different approaches meet practical and/or strategic gender needs.

Moser classified various policy approaches into five categories based on this:

- 1. Welfare approach** which focuses on practical gender needs and sees women as passive beneficiaries of development interventions;
- 2. Equity approach** which focuses on strategic gender interests and recognizes women as active participants in development;
- 3. Anti-poverty approach** which focuses on practical gender needs and ensures that poor women move out of poverty by focusing on increasing their productivity;
- 4. Efficiency approach** which recognizes all three roles but focuses on practical gender needs for harnessing women's economic contribution, and
- 5. Empowerment approach** which focuses on strategic gender interests through supporting their own initiatives, thus fostering self-reliance. This approach recognizes women's subordination not only as a result of male oppression but also as a consequence of colonial and neo-colonial oppression.

TOOL 6: Involving women and gender-aware organizations and planners in planning. Finally, Moser's framework asks users to think about the importance of involving women, gender-aware organizations and planners themselves in planning. This should be at all levels – in planning, implementation and monitoring and evaluation.

HARVARD ANALYTICAL FRAMEWORK

The Harvard Analytical Framework for gender analysis was developed in 1985 with an aim to demonstrate an economic case for allocating resources for women as well as men at a time when the efficiency approach was gaining prominence (March, Smyth and Mukhopadhyay 1999). The framework has four main components – three tools for gender analysis and a checklist to examine a project proposal or intervention from a gender perspective using gender-disaggregated data and capturing the different effects of social change on men and women. The three tools for gender analysis are discussed in brief herewith:

TOOL 1: The Activity Profile. This tool identifies all relevant productive and reproductive tasks and answers the question: who does what? How much detail you need depends on the nature of your project. It is advisable to add a time dimension – specifying what percentage of time is allocated to each activity, whether it is carried out seasonally or daily; or a skill and technology dimension – specifying whether the activity involves only manual labour, or specific skills and tools for undertaking. The analysis is presented in the following format (see Figure 3-4):

FIGURE 3-4: TEMPLATE FOR HARVARD ANALYTICAL FRAMEWORK FOR GENDER ANALYSIS (Activity Profile)

ACTIVITY	WOMEN/GIRLS	MEN/BOYS
Production Activities > Agriculture - Activity 1 - Activity 2 > Livestock - Activity 1 - Activity 2 > Home-Based work - Activity 1 - Activity 2		
Reproductive Activities > Water-Related - Activity 1 - Activity 2 > Fuel-Related - Activity 1 - Activity 2 > Health-Related - Activity 1 - Activity 2		
Community Activities > Social > Developmental > Political		

Source: Adapted from March, Smyth and Mukhopadhyay (1999).

TOOL 2: Access and Control Profile (Resources and Benefits). This tool enables users to list what resources people use to carry out the tasks identified in the Activity Profile. It indicates whether women or men have access to resources, who controls their use and who controls

the benefits of a household’s (or a community’s) use of resources. Access simply means that you are able to use a resource. The person who controls a resource is the one ultimately able to make decisions about its use, including whether it can be sold.

FIGURE 3-5: TEMPLATE FOR HARVARD ANALYTICAL FRAMEWORK FOR GENDER ANALYSIS (Access and Control)

RESOURCES/BENEFITS	ACCESS		CONTROL/OWNERSHIP	
	Women/Girls	Men/Boys	Women/Girls	Men/Boys
Resources > Land > Labour > Equipment > Cash > Credit > Education/Training > Healthcare				
Benefits > Basic Necessities (food, clothing, shelter) > Outside/Cash Income > Asset Ownership > Power and Prestige				

Source: Adapted from March, Smyth and Mukhopadhyay (1999).

TOOL 3: Influencing Factors. This tool helps chart factors which influence the differences in the gender division of labour, access and control as listed in the two Profiles (Tools 1 and 2). Influencing factors include all those that shape gender relations, and determine different opportunities and constraints for men and women.

These factors are far-reaching, broad and interrelated. This tool is intended to help you identify external constraints and opportunities which you should consider in planning your development interventions.

FIGURE 3-6: TEMPLATE FOR HARVARD ANALYTICAL FRAMEWORK FOR GENDER ANALYSIS (Influencing Factors)

INFLUENCING FACTORS	CONSTRAINTS	OPPORTUNITIES
<ul style="list-style-type: none"> > Community norms and social hierarchy > Cultural practices and religious beliefs > Demographic factors > Institutional structures > Economic factors > Political factors > Legal parameters > Training > Attitude of community to development workers 		

Source: Adapted from March, Smyth and Mukhopadhyay (1999).

STEP-BY-STEP PROCESS FOR HARVARD FRAMEWORK TOOLS 1 AND 2

TOOL 1. Activity Profile

- > Identify a key sector or programme activity that needs to be targeted (e.g., dairy farming).
- > Identify the list of tasks that need to be undertaken for the activity/programme (e.g., chart the complete cycle

of dairy farming from cattle purchase to milk sale and sale of redundant animals).

- > For each of the tasks, identify who does most of the work.
- > The ensuing list gives a clear picture of women's role in the sector and helps identify areas of intervention with women for their practical needs.

FIGURE 3-7: A SAMPLE FOR DAIRY ACTIVITY IN SOUTH ASIA CONTEXT (Activity Profile)

DAIRY ACTIVITY	MAJORITY OF THE WORK DONE BY	
	MALE	FEMALE
Arranging loans for buying of animals	✓	
Buying of animals	✓	
Cleaning		✓
Bathing	✓	✓
Feeding		✓
Milking		✓
Taking cattle for grazing	✓	✓
Getting fodder from the field		✓
Buying fodder	✓	
Selling of milk	✓	✓
Collecting money from selling milk	✓	
Insurance of animals	✓	
Availing veterinary services	✓	
Selling of animals	✓	

TOOL 2. Access and Control Profile

- > Identify the list of tools, resources and decisions required for the activity above.
- > Identify whether the access, control and ownership of these resources/decision is with men and/or women.
- > This helps you identify the position of women in the sector.
- > Identify activities which would help change this position – these are women’s strategic needs.

FIGURE 3-8: A SAMPLE FOR DAIRY ACTIVITY IN SOUTH ASIA CONTEXT (Access and Control)

TOOLS/RESOURCES/DECISIONS REQUIRED	ACCESS		CONTROL/OWNERSHIP	
	MALE	FEMALE	MALE	FEMALE
Tools and Resources:				
Credit for cattle	✓		✓	
Cattle	✓	✓	✓	✓
Cattleshed	✓	✓	✓	
Feed services	✓	✓	✓	
Veterinary services	✓	✓	✓	
Insemination services	✓		✓	
Fodder availability	✓	✓	✓	
Grazing lands / common plots	✓	✓	✓	
Extension services	✓		✓	
Milk cooperative membership	✓	✓	✓	✓
Milk cooperative position holder	✓		✓	
Milk cooperative union (district-level) membership	✓		✓	
Decisions Required:				
Which cattle breed to purchase	✓		✓	
Number of cattle to keep	✓		✓	
Disposal of non-milch cattle	✓		✓	
Maintenance of grazing land	✓	✓	✓	
Fodder production in own field	✓		✓	
When to call the veterinarian vs local treatment	✓		✓	
Selling of calves/cattle	✓		✓	
How much milk to sell vs how much to keep for home consumption	✓	✓	✓	

GENDER ANALYSIS MATRIX

The Gender Analysis Matrix (GAM) was developed by Rani Parker in 1993 to find out the different impacts of development interventions on women and men by providing a community-based technique for the identification and analysis of gender differences (March, Smyth and Mukhopadhyay 1999; Parker 1993). It also

assists the community to identify and challenge their assumptions about gender roles in a constructive manner. The analysis is conducted at four levels of society: women, men, household and community. The GAM examines impact on four areas: labour, time, resources and socio-cultural factors. The GAM features these two main concepts on a matrix which focuses on the impact of the proposed development intervention.

FIGURE 3-9: GENDER ANALYSIS MATRIX TEMPLATE

PROPOSED INTERVENTION	LABOUR	TIME	RESOURCES	CULTURE
Men				
Women				
Household				
Community				

Source: Adapted from Parker (1993).

GAM TOOL 1: Analysis at Four 'Levels' of Society.

GAM allows analysis of an intervention at four levels: men, women, households and community. The levels of analysis appear vertically on the matrix:

- Men: Represent men of all ages who are in the target group or all men in the community.
- Women: Represent women of all ages who are in the target group or all women in the community.
- Household: Represents all women, men and children living under one roof (or extended family) as defined within the culture.
- Community: Represents everyone in the community.

It is also important for the facilitator to account for age group, class, ethnic composition, social system (caste) and other important variables in the community.

GAM Tool 2: Impact Analysis.

GAM examines impact on four areas, which appear horizontally on the matrix: Labour: Captures changes in tasks (Do women take over men's tasks in the field?), the level of skill (formal education, training) required, the number of people involved in this activity and the demand for additional labour.

- > **Time:** Captures changes in time requirements to complete specific tasks.
- > **Resources:** Capture changes in access to resources (income, land, extension information) and the extent of control over resources (increase or decrease) as a result of an intervention.
- > **Socio-Cultural Factors:** Capture changes in gender roles or status as a result of an intervention. Note any cultural barriers to using the proposed intervention.

FIGURE 3-10: GENDER ANALYSIS MATRIX FOR HEALTH

	BIOLOGICAL FACTORS	SOCIOLOGICAL FACTORS (Includes gender roles and norms and gender-based division of labour)	ACCESS TO AND CONTROL OVER RESOURCES AND DECISION-MAKING
Risk Factors and Vulnerability			
Access and Use of Health Services			
Health-Seeking Behaviour			
Experience in Healthcare Settings			
Health and Social Outcomes and Consequences			

Source: Adapted from WHO (2011).

GAM Process

The GAM is proposed to be used with groups of community members (with adequate representation across genders and social groups), facilitated by a development worker. When the GAM is filled in, the group discusses the findings by asking the following questions:

- Are the effects listed on the GAM desirable? Are they consistent with the programme’s goals?
- How is the intervention affecting those who do not participate?
- Which results are unexpected? (These will appear on GAMs filled in during and after implementation.)

After the boxes have been filled in with the changes brought about by the project, group members should go back to the matrix and add the following:

- a plus sign (+) if the outcome is consistent with project goals;
- a minus sign (-) if the outcome is contrary to project goals;
- a question mark (?) if they are unsure whether it is consistent or contrary.

These signs are intended to give a picture of the different effects of the intervention; they are not intended to be added up in an effort to determine its net effect.

Drawing on this tool, the World Health Organization (WHO 2011) developed the GAM for health. The GAM for health has biological factors and various mechanisms of gender-based oppression as columns and various health-related outcomes as rows.

Each cell in the matrix represents a query about the impact of biology or gender on a health-related outcome. For example, the second cell on the first row, the intersection of sociological factors and risk factors and vulnerability, represents the question: Are risk factors and vulnerability to this particular health condition influenced by gender roles and norms or gender-based division of labour? Suppose we are conducting this gender analysis with reference to road traffic accidents. Then we would look for evidence to this effect and find that men are at greater risk, because of the identification of masculinity with risky behaviours on the road, and because men are more likely to be drivers because of gender-based division of labour.

DISCUSSION POINT



Ask the participants what they think are the potential advantages and disadvantages of Moser and Harvard Frameworks and GAM.

FIGURE 3-11: FACILITATOR CLUES – MERITS, LIMITATIONS AND POTENTIAL USES OF MOSER AND HARVARD FRAMEWORKS, AND GAM

	MERITS	LIMITATIONS	POTENTIAL USES
MOSER	<ul style="list-style-type: none"> > Effective for groups which do not have a very sound understanding of the local situation, especially women's roles. > Useful as a participatory tool for helping women and men identify their own needs. > Provides local information and hence local-level planning is possible—provides counter argument for the theory that things have changed. 	<ul style="list-style-type: none"> > Requires field work and hence may not always interest government officials. > Inherent biases or “I know everything” approach hinders quality analysis. > Tool 1 only helps identify activities for practical needs. The tools for strategic needs are too complicated for non-gender activists. 	<ul style="list-style-type: none"> > For overall gender analysis. > For sensitization and training. > To highlight women's unpaid role. > To highlight women's reproductive roles and the need for inclusion of the same in planning.
HARVARD	<ul style="list-style-type: none"> > Makes women's work visible. > Programmatic application and focus keeps it interesting for implementers. > Once identified for a particular sector in a given region, can become a project document for general use rather than redoing the same every time. > Helps identify entry points from an efficiency perspective and therefore can have quick buy-in for resource allocation. > Focuses on practical and strategic needs. > Can also be used for evaluation of projects. 	<ul style="list-style-type: none"> > Seems complicated at first glance. > Requires high amount of facilitation to identify who actually does what—often the answer is both. > While it does give a picture of strategic needs, it does not give the reasons. > More based on efficiency approach rather than empowerment. 	<ul style="list-style-type: none"> > For sectoral analysis – Agriculture, Water Management, Health, etc. > Helps highlight women's roles within a specific activity. > Can help improve efficiency and identify role of women as agents of change within the sector.
GAM	<ul style="list-style-type: none"> > Simple and systematic; uses familiar concepts. > Encourages “bottom-up analysis” through community participation. > Transformatory and technical in its approach, combining awareness-raising about gender inequalities with development of practical skills. > Includes men as a category and therefore can be used in interventions that target men. 	<ul style="list-style-type: none"> > A good facilitator is necessary. > The analysis must be repeated in order to capture changes over time. > The GAM does not make explicit which women and which men are most likely to experience positive or negative impacts. > It does not include either macro or institutional analysis. > More useful as an ongoing learning tool. 	<ul style="list-style-type: none"> > Project-based application. > More for sectoral use in agriculture (food security), health and nutrition. > When needed to be used by grassroot community-based workers.

Gender-Aware Vulnerability Assessment Tools

Vulnerability Assessments are a critical step in all climate change and disaster risk reduction planning. It is very important to undertake gender-aware vulnerability assessments to inform policy-makers about the needs of the targeted population, and what policy interventions are likely to be more effective in helping both men and women to better adapt to climate change (Care International 2014). There are a number of gender-aware vulnerability

assessment tools developed. Most of these are built upon the information collected during the gender analysis phase using different tools and frameworks and provide an approach to link these with climate change and disaster-related vulnerabilities. Table 3-1 brings together the various gender and vulnerability assessment tools, with a quick reflection on their purpose and when would it be most relevant for CSOs.

TABLE 3-1: OVERVIEW OF GENDER AND VULNERABILITY ASSESSMENT TOOLS

TOOLS	KEY PURPOSE	POSSIBLE USAGE BY CSOs
CAPACITY AND VULNERABILITY ANALYSIS FRAMEWORK	<ul style="list-style-type: none"> > Designed especially for humanitarian interventions and disaster preparedness. > Helps outside agencies plan aid in emergencies in a way that interventions help meet immediate needs as well as strengthen local efforts and support long-term socio-economic development. 	<ul style="list-style-type: none"> > Disaster relief work for provision of emergency food, clothes, household items, water, sanitation and health support > Designing of rehabilitation programmes especially livelihood restoration > More suited for project planners and implementors.
GENDER-AWARE VULNERABILITY ASSESSMENT	<ul style="list-style-type: none"> > Designed to map the contextual vulnerability and capacities to adapt to climate change specially to generate an understanding of how the climate is and will continue to be impacting the lives of vulnerable people. 	<ul style="list-style-type: none"> > Ideal starting point for community-based adaptation and development programming that consider climate change and natural disasters. > For assessing community knowledge on climate change. > More suited for project planners and implementors as well as for research and policy influencing where SADDD is available.
WOMEN'S RESILIENCE INDEX	<ul style="list-style-type: none"> > An interactive web tool providing the status of Women's Resilience for select countries in South Asia. Builds on a set of indicators and database to provide a resilience score. 	<ul style="list-style-type: none"> > Useful for quantitative assessments and for highlighting spatial/regional vulnerabilities. > More suited for research and policy influencing.
RAPID GENDER ASSESSMENT FOR CRISIS	<ul style="list-style-type: none"> > Shortcut to a detailed gender analysis in emergency situations. 	<ul style="list-style-type: none"> > Immediate post-disaster situation and pandemic assessments. More suited for project planners and implementors.
SECTORAL SCOPING STUDIES	<ul style="list-style-type: none"> > Using mixed-method research design for analysis within sectors. 	<ul style="list-style-type: none"> > Providing inputs in National (Sectoral) Adaptation Plans and to influence sectoral budgets. > More suited for research and policy influencing.
LEAVE NO ONE BEHIND ASSESSMENT	<ul style="list-style-type: none"> > A set of five steps for LNOB analysis, action, monitoring, accountability and meaningful participation as applicable in the context of UN System. 	<ul style="list-style-type: none"> > Useful to incorporate within existing assessment tools in the form of guiding questions to ensure that all genders and vulnerable groups are considered.

CAPACITY AND VULNERABILITY ANALYSIS FRAMEWORK

Capacities and Vulnerabilities Assessment Framework (CVA) (UNDP 2017b) is designed on the premise that people’s existing strengths (or capacities) and

weaknesses (or vulnerabilities) determine the impact that a crisis has on them, and the way they respond to the crisis. It is specifically useful for disaster risk reduction planning. The CVA distinguishes between three categories of capacities and vulnerabilities, using the following analysis matrix shown in Table 3-2.

TABLE 3-2: CVA MATRIX – KEY QUESTIONS AND GENDER ANALYSIS METHODS/TOOLS

THREE CATEGORIES OF VULNERABILITIES AND CAPACITIES	VULNERABILITIES*		CAPACITIES**	
	MEN	WOMEN	MEN	WOMEN
<p>Physical or Material (include features of the climate, land and environment where people live or lived before the crisis; their health, skills, their work; their housing, technologies, water and food supply; their access to capital and other assets):</p> <p>Key Questions to consider:</p> <ul style="list-style-type: none"> • What were/are/could be the ways in which men and women in the community were / are / could be physically or materially vulnerable? • What productive resources, skills and hazards existed/exist/could exist? • Who (men and/or women, which men and which women) had/have/ could have control over these resources? 	E.g.: Fishing on high seas	E.g.: More deaths	E.g.: Knowledge of flood-resistant varieties	E.g.: Food and water management
<p>Social or Organizational (include family and community systems, and the formal political structure and the informal systems through which people make decisions, establish leadership or organize various social and economic activities):</p> <p>Key Questions to consider:</p> <ul style="list-style-type: none"> • What was the social structure of the community before the disaster, and how did it serve them in the face of this disaster? • What was the impact of the disaster on social organization? • What might be the effect on social structures and systems of future disasters? • What is the level and quality of participation in these structures? 	E.g.: Out migration for work	E.g.: Limited information	E.g.: Political affiliation	E.g.: Local forest committees
<p>Motivational and Attitudinal (include cultural and psychological factors which may be based on religion, on the community’s history of crisis, on their expectation of emergency relief):</p> <p>Key Questions to consider:</p> <ul style="list-style-type: none"> • How do men and women in the community view themselves, and their ability to deal effectively with their social/political environment? • What were people’s beliefs and motivations before the disaster and how did the disaster affect them? This includes beliefs about gender roles and relations. • Do people feel they have the ability to shape their lives? • Do men and women feel they have the same ability? 	E.g.: Risk-taking behaviour	E.g.: Domestic violence	E.g.: Credit access	E.g.: Opportunity to interact and learn

* This term refers to the long-term factors which weaken people’s ability to cope with the sudden onset of disaster or drawn out emergencies. They also make people more susceptible to disasters. Vulnerabilities exist before disasters, contribute to their severity, make effective disaster response more difficult and continue after the disaster.

** This term refers to the existing strengths of individuals and social groups. They are related to people’s material and physical resources, their social resources, and their belief and attitudes. Capacities are built over time and determine people’s ability to cope with crisis and recover from it.

A gendered CVA matrix enables the analyst to ‘map’ a complex real situation and to highlight the relationships between different factors. It goes beyond the material, and encourages the examination of social interactions within a community (e.g., social cohesion and leadership) and the psychological realm (e.g., loss of hope in the future).

The CVA is flexible and can be used before, during or after a disaster or intervention. It is not short-term, thereby encouraging a long-term perspective by highlighting how necessary it is to reduce vulnerabilities and strengthen capacities.

DISCUSSION POINT

Ask the participants how they will generate information on the above categories.

Facilitator Clues

Some of the tools which they can use for the analysis include:

- > Physical – Activity Profile, Access and Control Profile
- > Social – Stakeholder Analysis, Institutional Mapping
- > Motivational – Observation, Open Interviews and Focus Group Discussions

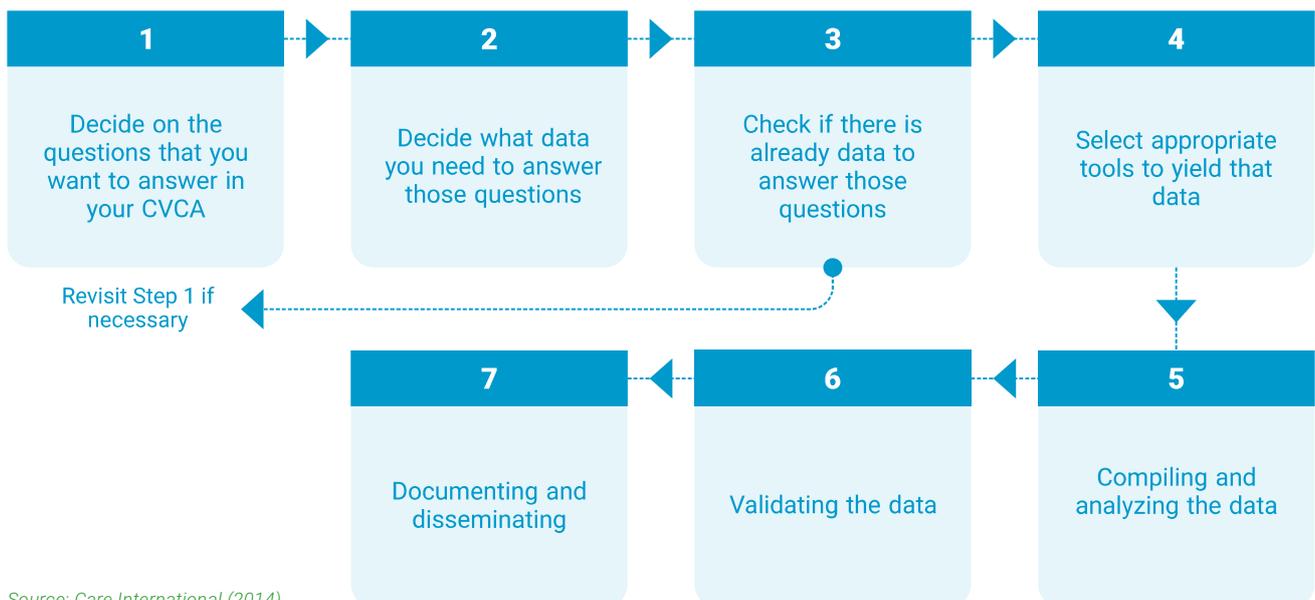
GENDER-AWARE CLIMATE VULNERABILITY AND CAPACITY ASSESSMENT

A gender-aware climate vulnerability and capacity assessment (GCVCA) practitioners’ guidebook (Care International 2014) provides a framework for analyzing vulnerability and capacity to adapt to climate change and build resilience to disasters at the community level, with particular focus on social and gender dynamics. The GCVCA process uses a series of guiding questions to

analyze information on climate change, disaster risk and vulnerability at national, local government/community and household/individual levels. It can be conducted using participatory tools and secondary research for policy analysis. There are seven key steps in designing a GCVCA as shown in Figure 3-12.

The key guide questions for GCVCA at the local level and the possible tools which can provide the data are highlighted in Table 3-3.

FIGURE 3-12: GCVCA SCHEMATIC SEVEN STEPS



Source: Care International (2014).

TABLE 3-3: KEY GUIDE QUESTIONS FOR GCVCA AT THE LOCAL LEVEL AND THE POSSIBLE TOOLS FOR DATA COLLECTION

LEVEL	PURPOSE	QUESTIONS	TOOLS FOR DATA COLLECTION
Broader Context			
A. ESSENTIALS	A1. Climate and Disasters Context	<ul style="list-style-type: none"> > What weather extremes (temperatures, precipitation, cyclones, floods, droughts, and others) are considered normal? Have these changed? > What changes in the climate and weather have people observed over decades and over recent years? > Which hazards occur in the area; when, how often and how strong are they? Have changes been observed in the occurrence of these hazards (frequency, intensity and others)? 	<ul style="list-style-type: none"> > Seasonal calendar > Historical timeline > Focus group discussion > Community Problem Ranking
	A2. Social Context	<ul style="list-style-type: none"> > What are the most important livelihood resources to different groups within the community? > Who are the better off and worse off in the community? Who are the different wealth groups? Different ethnic and religious groups? What do they do (main livelihood) and own, how do they live? 	<ul style="list-style-type: none"> > Resource map > Community Problem Ranking
Underlying Causes of Vulnerability			
B. RECOMMENDED FOCUS	B1. Access to and Control Over Assets and Services	<ul style="list-style-type: none"> > Which assets (e.g., land, sea, rivers, other natural resources, livestock and others) and services are key for the ability of men and women to buffer shocks and adapt to changes? What degree of access to and control (i.e., decision-making power) over these do they have? > Which of these assets and services come under most stress from climate variability and disasters? > How have gender inequalities in access to and control over these assets and services changed in the past or are currently changing? Why? 	<ul style="list-style-type: none"> > Resource map > Focus group discussion > Venn diagram > Community Problem Ranking
	B2. Decision-Making and Participation	<ul style="list-style-type: none"> > How do local planning processes work? Who is involved in, or influences decisions at, the community level? Whose interests are represented externally, e.g., towards local government? > In what ways do women and men participate or make sure their interests are represented in local decision-making? > When climate variability and change affect people's lives and livelihoods, who makes decisions over changes in resource distribution and practices? > Who tends to benefit from these decisions, and who does not? > Who influences and decides how natural resources such as land and water are allocated? 	<ul style="list-style-type: none"> > Resource map > Focus group discussion > Venn diagram > Community Problem Ranking

Table 3-3 Source: Care International (2014).

TABLE 3-3: KEY GUIDE QUESTIONS FOR GCVCA AT THE LOCAL LEVEL AND THE POSSIBLE TOOLS FOR DATA COLLECTION

LEVEL	PURPOSE	QUESTIONS	TOOLS FOR DATA COLLECTION
Underlying Causes of Vulnerability			
B. RECOMMENDED FOCUS	B3. Division of Labour, Use of Time	<ul style="list-style-type: none"> > Who (women, men, boys, girls in what circumstances) is allowed or expected to do certain types of work, complete certain tasks? > What specific sets of opportunities, constraints and status do these specific types of work and duties mean for individuals of different gender and age groups? How much time do women, men, boys and girls spend engaging in these different duties? > How have labour division and time use changed over time, and why? What happens to people's roles and time use under changing climatic circumstances; for example, when floods and droughts become more frequent and intense? 	<ul style="list-style-type: none"> > Seasonal calendar > Focus group discussion > Venn diagram > Community Problem Ranking
	B4. Control Over One's Body	<ul style="list-style-type: none"> > To which degree are women, men, boys and girls in control over their own bodies and sexuality, decisions on marriage, family planning and freedom from abuse and exploitation? > What factors affect decisions over marital status, marital partner or family planning? > What threats jeopardise women's, men's, boys' or girls' control over their bodies? What factors drive these risks? > Have there been any changes in these dynamics, and why? > What impacts do climate variability and disasters have on this or how is climate change and disasters influencing women and girls' control over their own bodies? 	<ul style="list-style-type: none"> > Focus group discussion > Community Problem Ranking
Climate-Resilient Livelihoods			
C. POSSIBLE AREA OF FOCUS FOR GCVCA	C1. Livelihoods	<ul style="list-style-type: none"> > Which livelihoods are most vulnerable to climate variability and disasters? > How are they affected by them? Whose livelihoods are they (women or men, young or older, married or unmarried, others)? Which livelihoods are least affected, and why? > How are the livelihood strategies of women and men at different stages in their lives (adolescent/adult/elderly, unmarried/married/divorced/widowed/others) evolved? Who is changing them and why? Are men and women adapting differently? How are female-headed households adapting? Do households (male-headed and female-headed) have diversified livelihood strategies? Does this include non-natural resource-based nonfarm strategies? Do livelihoods strategies involve working away from the community? If so, who does that and when, for how long and with what effect, on whom? 	<ul style="list-style-type: none"> > Resource map > Seasonal calendar > Historical timeline > Community Problem Ranking
	C2. Coping and Adaptive Strategies	<ul style="list-style-type: none"> > What strategies are currently employed to deal with shocks and stresses to the livelihoods of women and men? > How are women and men in different social situations managing risk, planning for and investing in the future? Who generates and who makes use of climate information for planning? > Are women- and men-headed households employing climate-resilient agricultural practices? If so, which households do so (socio-economic situation, male- or female-headed households, others)? And with what effect, on whom? 	<ul style="list-style-type: none"> > Seasonal calendar > Community Problem Ranking

TABLE 3-3: KEY GUIDE QUESTIONS FOR GCVCA AT THE LOCAL LEVEL AND THE POSSIBLE TOOLS FOR DATA COLLECTION

LEVEL	PURPOSE	QUESTIONS	TOOLS FOR DATA COLLECTION
Disaster Risk Reduction			
C. POSSIBLE AREA OF FOCUS FOR GCVCA	C3. Hazards and Changes	<ul style="list-style-type: none"> > What are the most important climate-related hazards and other hazards that the region and/or ecological zone faces? How have these hazards changed in recent decades and years, and how are they currently changing? > How do they affect different groups within the community, which groups are most vulnerable to which hazards and why? Within each group, how are women affected by these hazards and how are men affected? Why? 	<ul style="list-style-type: none"> > Resource map > Seasonal calendar > Historical timeline > Community Problem Ranking
	C4. Disaster Risk Information	<ul style="list-style-type: none"> > What disaster risk information do local institutions, men, women, boys and girls have access to and how useful is it? > What early warning systems are in place and how well are they working? Who (among women, men, boys and girls in different social situations) has access to them and makes use of these, and who does not? 	<ul style="list-style-type: none"> > Historical timeline > Venn diagram > Community Problem Ranking
	C5. Response and Risk Management Strategies	<ul style="list-style-type: none"> > How do women, men, boys, girls protect themselves and their assets in the event of a disaster? > Who has protected reserves of food and agricultural inputs, secure shelter and mobility to escape danger, and who does not? Who can seek support? 	<ul style="list-style-type: none"> > Seasonal calendar > Historical timeline > Venn diagram > Community Problem Ranking
Local and Community Capacity			
C. POSSIBLE AREA OF FOCUS FOR GCVCA	C6. Aspirations for Oneself and Strategic Interest	<ul style="list-style-type: none"> > What are the aspirations that men, women, boys and girls articulate for themselves, or for future generations? > What are the changes that they are hoping to see around themselves to make these aspirations possible – in terms of services and resources available, social rules, the natural environment or security issues? > To which degree do women, men, boys and girls feel in control over their fate and future, make plans and set priorities? To which degree do they feel able to face the changes in the context of broader trends they are seeing? 	<ul style="list-style-type: none"> > Historical timeline > Venn diagram > Community Problem Ranking
	C7. Knowledge, Information and Innovation	<ul style="list-style-type: none"> > What distinct knowledge do women and men hold in their livelihood activities? What knowledge do they hold of expected future changes? > Who has the knowledge, skills and resources to employ innovative strategies to support adaptation? > What innovative strategies are available to women and men to adapt to changes in the climate and disasters context? Who can take advantage of them and who receives institutional support to do so, and who does not? Who makes decisions on innovations? 	<ul style="list-style-type: none"> > Seasonal calendar > Historical timeline > Venn diagram > Community Problem Ranking
	C8. Flexible and Forward-Looking Decision-Making	<ul style="list-style-type: none"> > How are predictions made about the future when, for example, deciding which crops to plant or when to sell seeds, yields, animals or other assets? > Among women and men in the community, who makes these predictions and whose opinions are considered in these decisions? > What weather and climate forecasting information is available? How are they disseminated to women, men, girls and boys in different social settings? Among them, who has best access to it? Who makes use of it and who does not? 	

VULNERABILITY REDUCTION ASSESSMENT TOOL

The (VRA) approach is a participatory tool used by UNDP-GEF for Community-Based Adaptation (CBA) programmes (Vincent, et al. 2010). It is designed to measure the changing climate vulnerabilities of communities, and to be comparable across vastly different projects, regions, and contexts, making it possible to determine if a given project is successful or unsuccessful in reducing risks. The VRA is based on a composite of four indicator questions for each Adaptation Policy Framework (APF) step, tailored to capture locally-relevant issues that are at the heart of understanding vulnerability to climate change. Questions are posed during a series of three to four community-level

meetings over the period of a CBA project. Responses to the questions take the form of a numerical score, provided by the respondents during these community meetings. The four VRA indicators, corresponding example questions and a gender element are outlined here.

Repeated evaluations of community perceptions of project effectiveness and climate change risks permit an indication of the relative change in vulnerability. This is assessed through the degree of change in the VRA scores relative to baseline values established prior to the commencement of project activities. The VRA's perception-based approach is a key compliment to quantitative indicators that are also used to measure project results.

FIGURE 3-13: INCORPORATING GENDER IN THE UNDP VULNERABILITY TOOL

AFP STEP	VRA INDICATOR	VRA QUESTION (examples as applicable to increasing drought risk)	ADDING A GENDER ELEMENT
ASSESSING CURRENT VULNERABILITY	Vulnerability of livelihoods/welfare to existing climate change and/or climate variability.	What happens when there is drought?	Are there differences between men's and women's experiences of drought? Why and how?
ASSESSING FUTURE CLIMATE RISKS	Vulnerability of livelihood/welfare to developing climate change risks.	What would happen if drought were twice as frequent?	Would this affect men and women differently? If so, how?
FORMULATING AN ADAPTATION STRATEGY	Magnitude of barriers (institutional, policy, technological, financial, etc.) to adaptation.	What stands in the way of adapting to increasing drought? What means are available to manage events occurring more frequently?	What are the different obstacles to men and women in adapting to increasing drought? Will increasing drought increase the relative vulnerability of men and women?
	Assets available to community for adaptation (volunteers, skills, commitment, indigenous knowledge, community leadership, etc.).	What assets are available to assist adaptation to climate change? Who has (or needs) access to these assets?	How many women and men will be involved in the proposed project? What specific skills/knowledge do women and men have? How much time do women and men have to contribute each week? What might stop women and men from being able to volunteer their time?
CONTINUING THE ADAPTATION PROCESS	Ability and willingness of the community to sustain the project intervention.	Rate your confidence that the project activity will continue after the project period.	How can the likelihood of continued project activity be improved by addressing men's and women's needs (both common and differentiated?)

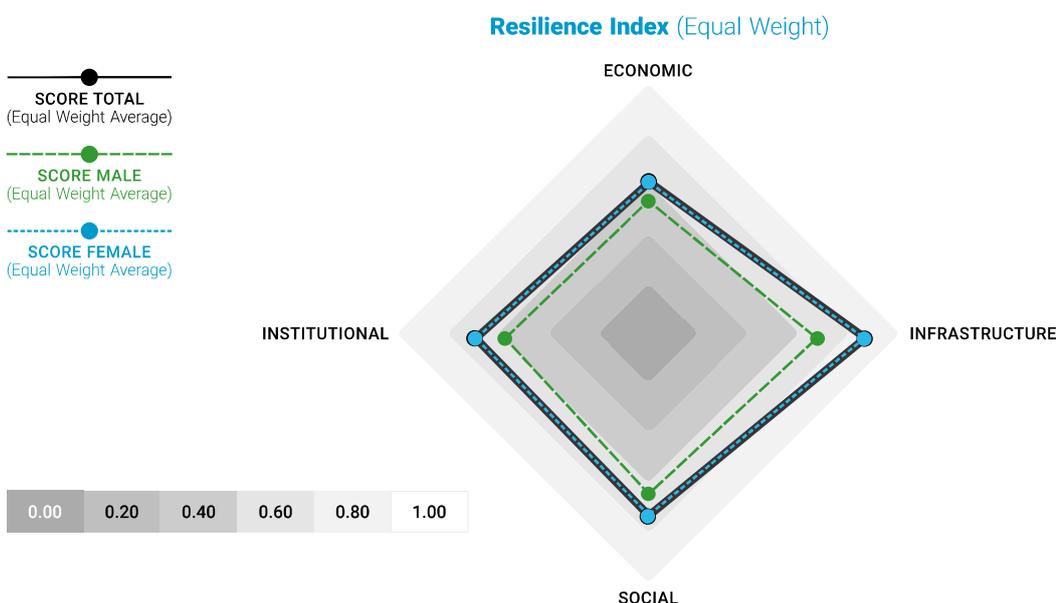
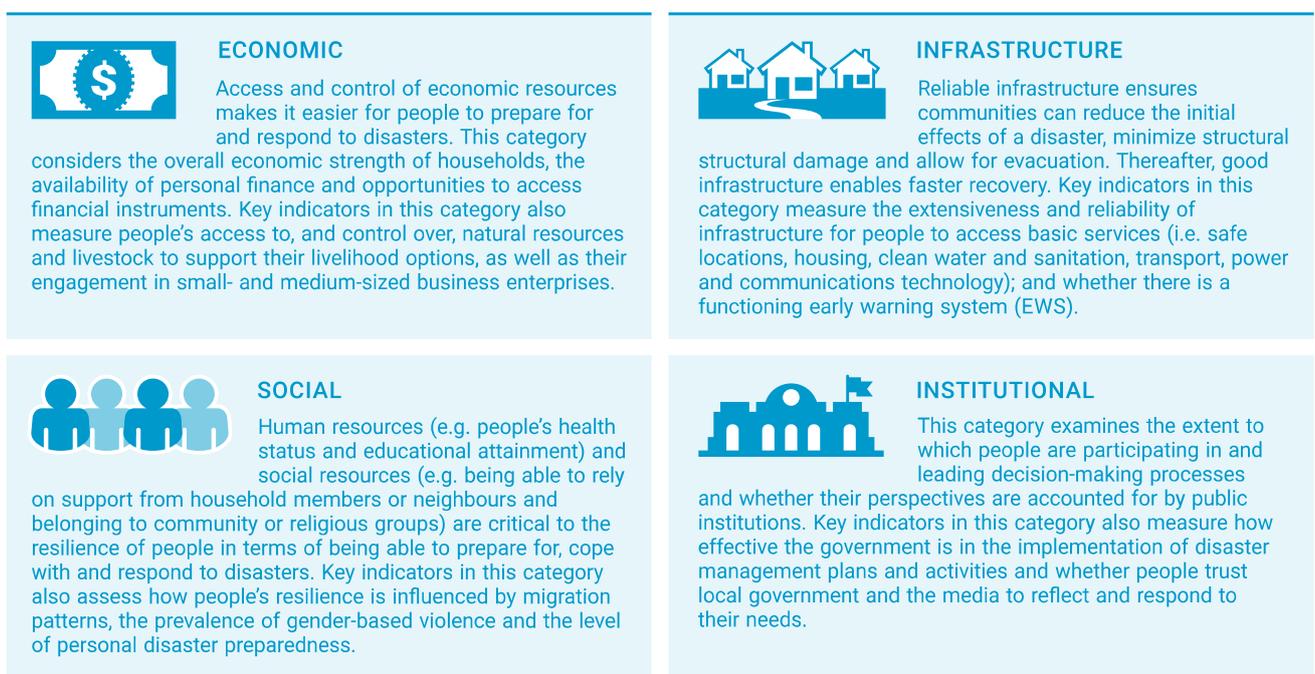
Source: Vincent, et al. (2010).

WOMEN’S RESILIENCE INDEX

ActionAid developed a Women’s Resilience Measurement Toolkit (The Economist Intelligence Unit 2014) aimed at scoring the gender-sensitive resilience of local communities. It uses four categories (see below) with a set of 36 indicators to assess different aspects of people’s resilience at the community level, in the context of South Asia. The toolkit consists of a detailed questionnaire based on these indicators, which need to be administered to an equal number of women and men for each indicator.

Data collected from these questionnaires is entered into a spread sheet which then calculates an unweighted index score. There is also an option of adding weights to the score, if required. This result is two resilience scores: one for women and one for men, which can then be compared to demonstrate any inequalities that exist. The resilience scores are also accompanied by focus group discussions and key informant interviews to provide qualitative analysis. The result is presented in the form of a radar chart that is automatically created (see Figure 3-14).

FIGURE 3-14: WOMEN’S RESILIENCE FOR SELECT COUNTRIES IN SOUTH ASIA



Source: Snapshot from an interactive webtool providing the status of Women’s Resilience for select countries in South Asia available at: http://actionforglobaljustice.actionaid.org/womens-resilience-index/index_m.html.

RAPID GENDER ASSESSMENT FOR CRISIS

While a detailed gender analysis is always more effective and desirable, it may not always be possible in crisis or emergency situations especially after a disaster. In such a scenario, rapid gender assessment needs to be undertaken and produced as a brief template to ensure that all relief and rehabilitation measures take into account the concerns of women and those with other gender identities.

Such a rapid gender assessment should include information on gender roles and responsibilities, capacities and vulnerabilities, together with programming recommendations. They build up progressively, using a range of primary and secondary information to understand gender roles and relations and how these may change during a crisis (Care International 2012). The Care rapid gender assessment toolkit highlights five stages of analysis with the key principles to ensure that the differential needs of all genders and social groups are met while ensuring that we “do no harm.” The five stages and key steps in each of the stage are brought together in the framework seen in Table 3-4.

TABLE 3-4: STAGES OF RAPID GENDER ASSESSMENT

STAGES	DESCRIPTION	KEY QUESTIONS/POINTERS
<p>1. FIND available data that are disaggregated by sex and age, and existing analysis on gender relations.</p>	<p>Find a good mix of primary and secondary background information and qualitative and quantitative data on what gender relations were like before the emergency. This information should be drawn together as part of Emergency Preparedness Planning as a country-specific Gender in Brief.</p>	<ul style="list-style-type: none"> > How many women, men and LGBTIQ people were there in the population before the crisis? > What was the number of elderly, (dis)abled and children? > What was the average household size? > What were relations like between women, men, boys and girls before the emergency? > What social/cultural structures does the community use to make decisions? > How do women and men participate in these? > What is the role of religious and cultural practices, beliefs and institutions in the community? > How do they affect gender roles?
<p>2. COLLECT additional data by sex and age through gender assessments.</p>	<p>Collect information from review or sector assessments.</p> <p>Find out what types of sector programming is planned, and see if there is any previous development programming that can be drawn on or linked to. Review online and print media sources to understand the trends even if it may not be very gender-specific. Undertake key informant interviews and focus group discussions to understand existing gender relations and how it may have affected women and people with other gender identities.</p> <p>Individual research methods can include: i) Online survey via various technology and social media platforms; ii) Semi-structured in-person/phone interview with key informants at the local level; and iii) Semi-structured in-person/phone interview with key informants from vulnerable groups.</p>	<p>For Community and Stakeholder Discussions:</p> <ul style="list-style-type: none"> > Ask who was affected, including deaths, injuries, displacement. > What was the loss to livelihoods, assets and infrastructure, especially basic infrastructure services like water, sanitation and health? > Ask what types of relief measures were being provided and who were receiving services. <p>For Household Surveys:</p> <ul style="list-style-type: none"> > Ask for the type of relief services that they have received. > Who is in the frontline of receiving these services? > Ask the key problems that they face which are threatening their survival. > Ask the people what are their immediate needs and concerns. > Ask what they require to continue with their lives. > Ask about traditional gender roles and how they have been affected due to the crisis. Ask if workload increased or is shared. > Ask about gender relations and how things have changed since the crisis. <p>Ask women for information separately from men, and girls separately from boys. As far as possible, all additional information should include Sex, Age and Disability Disaggregated Data (SADDD)</p>

TABLE 3-4: STAGES OF RAPID GENDER ASSESSMENT

STAGES	DESCRIPTION	KEY QUESTIONS/POINTERS
<p>3. ANALYZE sex, age and disability disaggregated data by comparing existing information with the results of the gender assessments</p>	<p>Gender analysis in emergencies analyzes the impact of the crisis on women, men, girls and boys. It compares how gender issues were prior to the crisis with how gender issues have changed since the crisis began or the program started.</p>	<ul style="list-style-type: none"> > List the distinct capacities, needs and preferences of women, men, girls and boys. Are they the same since before the crisis or have they changed? > List the pertinent roles and responsibilities for women, men, girls and boys. Is there a fair workload distribution? How does the distribution affect their respective rights for growth and opportunities? Who makes decisions about the use of the resources? Are needs equitably met? > List the dynamics between women, men, girls and boys. How do women and men help or hinder each other to meet their needs and rights? Who perpetrate violence against whom? What types of violence occur? What roles do the community and institutions play in meeting needs and rights, as well as addressing and preventing violence? > What are the vulnerabilities women and the most marginalized group of people face due to the disaster? What are the impacts do the disaster have in their regular livelihoods, including Gender-Based Violence (GBV), protection, Sexual and Reproductive Health Rights (SRHR), Water, Sanitation and Hygiene (WASH), shelter centres, access to the relief?
<p>4. WRITE a practical recommendation for humanitarian action based on the analysis</p>	<p>A critical part of any RGA is the program and organization recommendations that come from an analysis of the collected information. Provide clear recommendations to improve or address some of the problems or gaps identified in the analysis of the different needs, capacities and contributions of women, men, boys and girls. Remember that the purpose of collecting this information is to improve your response effort (and potentially those of your partners as well). Make sure that the recommendations are practical and easily accessible to colleagues who are not gender specialists.</p>	<ul style="list-style-type: none"> > How has the emergency affected the community? Are women, men, boys and girls affected differently? > How should programs be adapted to meet the different needs of women, men, boys and girls? > What targeted programs are needed to make sure that women, men, boys and girls all have access to assistance, and are able to meet their needs? > What specific risks did the emergency cause? > What are the key indicators that need to be monitored during the relief and rehabilitation work? > Who should lead the Monitoring and Evaluation (M&E) plan? How should this be carried out? > What additional information do you need to continue your rapid gender analysis? > Recommendations need to be focused on the gender-specific vulnerabilities that arise from the disaster.
<p>5. SHARE Rapid Gender Analysis with other actors</p>	<p>After gathering data, this information can be presented using the RGA Template.</p>	

Source: Adapted from Care International (2012).

SECTORAL SCOPING STUDIES

Scoping studies are usually sectoral in nature and help create knowledge and awareness on the impact of climate change on within a specific sector or area of concern. They are a good entry point for understanding the gender roles, responsibilities and relations within the sector, and how

these will be impacted by climate change. The studies involve using mixed-method research design, which involves both quantitative and qualitative methods using primary and secondary data. Table 3-5 brings together the various steps and methods employed in sectoral scoping studies and how gender can be integrated into the same.

TABLE 3-5: STEPS AND METHODS EMPLOYED IN SECTORAL SCOPING STUDIES AND INTEGRATING GENDER IN THEM

STEP/METHOD	CORE COMPONENTS	GENDER INTEGRATION
SELECTION OF STUDY TOPIC	The study topics are usually narrowed to focus on a specific aspect within the sector which needs to be explored further.	<ul style="list-style-type: none"> > It is important to undertake studies on areas within the sector which have a direct implication on women. For example: with Food Security within Agriculture; Non-Timber Forest Produce (NTFP) within Forestry; Sexual and Reproductive Health and Rights (SRHR) and Gender-Based Violence within the Health Sector.
QUANTITATIVE METHODS	Mostly through questionnaires administered at household level.	<ul style="list-style-type: none"> > Having household at the unit for data collection does not bring out intra-household disparities. It is important to either maintain a gender balance in the primary respondent within each household and/or have a separate section for capturing women's perspective within the questionnaires. > The questionnaires also need to be developed, keeping in mind questions related to gender roles, responsibilities and relations within the sector.
QUALITATIVE METHODS	Usually employed when the outcome of interest is simply not reducible to standard measurement techniques or quantitative analysis. Information collected is mostly through key informant interviews and focused group discussions.	<ul style="list-style-type: none"> > When focusing on gender relations, researchers often wish to encompass all the interconnections between wellbeing, status, empowerment and social rules that cannot be easily captured through the usage of common surveys. For example, the concept of "controlling" the plot with a certain farming practice could imply a very different concept than "owning" that plot. To overcome this, qualitative study is employed which allows respondents to express their opinions freely without any constraints caused by pre-determined questionnaires. > It is important to identify gender specialists in the sector/area as key informants to understand the gender relations and local context.
PARTICIPATORY METHODOLOGY	Using tools and exercises with community in smaller groups for collecting information in a more analytical perspective.	<ul style="list-style-type: none"> > Applying a gender disaggregated participatory methodology implies involving women in identifying the barriers and constraints that they face. > It is important to undertake all exercises separately with men and women's groups. The women's group also should not be homogenous; meaningful participation of women from all age groups, education level, race and ethnicity, occupational patterns and (dis)ability should be included. > It is also important to consider the timings and location of the meeting place. For example, organizing a meeting when most women are busy with household work or in the field will mean missing out on them. Similarly, having the meeting at a religious place can result in minorities and/or <i>dalit</i> women being left out.
DATA PRESENTATION	Data are mostly presented at aggregate level.	<ul style="list-style-type: none"> > There are numerous ways to present data with policy implications at household/individual-level considering gender. Among the categorizations that could be used, data could be categorized by i) women- or female-headed households; ii) men- or male-headed households; and iii) couples within the household.

LEAVE NO ONE BEHIND ASSESSMENT

Operationalizing LNOB (UNSDG 2019) presents a methodology with a set of five steps for LNOB analysis, action, monitoring, accountability and meaningful participation as applicable in the context of UN System. Applied with a gender perspective, however, it can be a very useful tool for women's organization to ensure that within women, the most vulnerable sections and communities are included. The key steps of an LNOB approach are:

STEP 1: Who is being left behind? Gathering the evidence.

- > Identify who is being left behind and in what ways, and who among them is likely the furthest behind.
- > To this end, the organization should gather and analyze all data and information, revealing gaps and trends in implementation between sub-populations and/or geographic localities.
- > Seek diverse feedback and input from stakeholders, including groups and populations left behind.

STEP 2: Why? Prioritization and analysis.

- > Conduct a root cause analysis to enable responses to the root and underlying causes of inequalities, including gender inequalities, vulnerability, deprivation, discrimination, displacement and exclusion.
- > Conduct a role pattern analysis to map who are the duty-bearers who are responsible for taking action.
- > Conduct a capacity gap analysis to understand what gaps prevent duty-bearers from fulfilling their duties; what prevents right holders from claiming their rights and what is required for both of them to take action.

STEP 3: What? What should be done?

- > Identify what should be done and by whom.
- > Identify actions and interventions to address challenges, barriers and capacity gaps. Possible areas include:
 - i) advocacy; ii) enabling environment; iii) capacity development and supporting civil society;
 - iv) community empowerment; v) quality and accessibility of services; and vi) partnerships including civil society.
- > Prioritize actions, taking into account the commitment to address the furthest behind first.

STEP 4: How? How to measure and monitor progress?

- > Help identify and contextualize LNOB indicators and targets.
- > Employ innovative ways of tracking, visualizing and sharing information.

STEP 5: Advancing accountability for LNOB

- > Support national accountability to people left behind by advocating for disaggregated data to be collected and reported in all national communications related to climate change, human rights, gender equality and SDGs.

Gender-Responsive Planning, Project Preparation and Design

It is important to ensure that the findings of gender analysis are visible in the project implementation plan. The project formulation process should logically follow as a way of addressing the identified problem by defining the project goals and objectives, outcomes, activities and budgets. In order to ensure that these are gendered, the following questions need to be asked (Vincent, et al. 2010):

- > What is the current situation of men and women in the sector of your planned intervention?
- > Will the proposed project contribute to existing inequalities among men and women?
- > Does the proposed project break down or challenge existing inequalities among men and women?
- > Will the proposed project change the perceptions or stereotypes about men and women and their roles in any way?
- > What options should be considered to strengthen a gender perspective?
- > Will the proposed project contribute to women's empowerment? If not, is there a place for an allied intervention that will contribute to empowerment, so as not to reinforce the disparity between men and women?

There are two specific gender analytical tools which can help better articulate the above: i) Gender-Responsive Assessment Scale; and ii) The Causes, Consequences and Solutions Framework.

Project development is a highly context-specific process. However, there are some action domains that can be considered an integral part of all project formulations (Aguilar, Granat and Owren 2015). These include actions that:

- > provide equal access to and control over resources and information, such as gender- and age-appropriate training and communication material;
- > give equal voice and representation in decision-making, such as quotas for women in community resource management groups;