Analysis: A gender analysis is an examination and interpretation of quantitative data and qualitative information about people from a gender perspective. Gender analysis is a tool for documenting and understanding the lives of women and men, girls and boys; for example, their circumstances, needs, interests, roles, responsibilities, relations, activities, opportunities, vulnerabilities, capacities, participation, power, command of resources and exercise of human rights.

Gender analysis is a process of looking at data and information about people to see and comprehend similarities and differences between women and men, girls and boys, across a range of issues; like rural livelihoods, command of natural resources, the impacts of drought, an earthquake, civil conflict or climate change, or a government’s food security and nutrition-related policies.

Gender analysis is a tool for achieving gender equality.

Disaggregation: Quantitative data (numbers, percentages, proportions, ratios) and qualitative information (preferences, beliefs, attitudes, behaviours, values, scope etc.) about people can be disaggregated by sex and age. This means that data and information related to adults and children can be, and should be, separated, analysed and presented for women, men, girls and boys; across different age groups.

Gender-sensitive language – language that is not sexist and is gender-specific – should be used to report and present sex- and age-disaggregated data and information.

Analysis: The reason for doing a gender analysis is to understand and then inform decisions and actions that support WFP in delivering on its mandate: a world of zero hunger, in which all women, men, girls and boys enjoy food and nutrition security.

Something that is not seen and understood cannot be changed. Gender analysis illuminates gender inequalities, thereby indicating what needs to change and how change might be brought about, so that there is equality and social justice for all women, men, girls and boys.

Gender analysis provides information and explanations from which informed decisions can be made about policies, programmes, projects, services, resource allocation and targeting of humanitarian assistance. Gender analysis provides the information and logic needed to design, plan, implement, monitor, revise, report and learn from interventions that bring empowering changes in the lives of women, men, girls and boys and contribute to achieving gender equality; or, at the very least, do no harm.

Specific Reasons for Doing a Gender Analysis
- To avoid making assumptions about lives of women, men, girls and boys and making decisions for them.
- To obtain a thorough understanding of an issue and/or situation, in which all groups within a population are considered.
Participatory Gender Analysis

- To understand the influence of cultural, social, political, economic, environmental structures in the lives of women, men, girls and boys.
- To understand -- separately for women, men, girls and boys:
  - needs, interests and priorities
  - roles, relations, responsibilities
  - status
  - activities and work – paid and unpaid labour
  - access to and control over resources
  - opportunities and obstacles
  - vulnerabilities and capacities
  - participation and power in private (e.g. household) and public (e.g. food distribution committee) spheres
- To make strategic decisions about the selection and resourcing of interventions (e.g. humanitarian response, rural livelihoods project).
- To design relevant and effective interventions that are empowering for women, men, girls and boys.
- To support accurate and inclusive targeting of a population’s needs and priorities, which is linked to efficient use of resources and strong, sustainable outcomes (because the gender analysis reveals the vulnerabilities, capacities and opportunities that exist within the target communities).
- To promote participation and ownership by the women, men, girls and boys in any intervention – policy, programme, project, service etc.
- To make gender mainstreaming possible.
- To ensure that women, men, girls and boys equitably benefit from an intervention and there is equality of outcome.
- To identify, and respond to, negative unintended consequences of a programme (operation, initiative etc.)
- To revise a policy, programme, project, service etc. to improve targeting and the use of resources for results that benefit women, men, girls and boys.
- To obtain data and information that makes the case for gender equality and women’s empowerment.

Disaggregation: The disaggregation of data by sex and age indicates where there are similarities and where there are differences between women, men, girls and boys. In this way, it is possible to know where action is needed and what changes, if any, are taking place. The disaggregation of data by sex and age is essential for planning, implementing, monitoring, evaluating and learning in humanitarian and development contexts. The disaggregation of data does not, however, indicate why differences exist (hence, the importance of qualitative information).

For example, disaggregated data can indicate who within a household is accessing adequate and nutritious food and who is not; alongside who does the work to produce, procure and prepare the food.

The disaggregation of data by sex and age also has symbolic meaning. It means that each person counts; that women and men, girls and boys, are seen, matter and have rights. This is important because historically women and girls have been excluded, discounted, disregarded and overlooked in every country; practices that continue today and which data and analysis can reveal.

WHEN & WHERE

Gender analyses should be conducted at every stage of a policy, programme, humanitarian or other work cycle. Gender analyses should inform all areas of WFP’s work, not only gender-targeted initiatives: such as, for example, cash-based transfer assessments, emergency response assessments and the 3-Pronged Approach.

Gender analyses should inform:
- needs and situation assessments
- project templates
- response analyses
WFP Gender Office
Participatory Gender Analysis

- selection and design of interventions (e.g. humanitarian response, development programme)
- stakeholder assessments
- partnerships
- implementation
- capacity strengthening, whether for staff, contractors, cooperating partners or governments;
- monitoring
- communication and advocacy
- research
- evaluation
- reporting – performance, operational, donor etc.
- learning

Gender analyses should be conducted to understand the specific contexts in which WFP works. Gender analysis is, for example, part of the Country Strategic Review process and informs the development of each Country Strategic Plan.

When formulating a particular intervention, a gender analysis serves as a planning tool; providing information that determines the purpose, nature and scope of a policy, programme, project or operation.

During implementation, gender analyses (such as those conducted as part of monitoring activities) serve to track progress, identify obstacles and ensure that women, men, girls and boys are equitably participating in processes and benefiting from the outcomes.

Gender analyses are, in turn, essential to WFP being accountable to the people we serve and to learn, revise and improve; sharing and replicating good practices (those that are empowering for women, men, girls and boys).

Gender analyses can be conducted at different levels and on different scales; from a local community in Kiribati dealing with climate change or a village whose livelihoods are centred on fishing to a country in protracted conflict or government institutions.

Gender analysis should be a routine part of the WFP’s work, in every operation; from country sub-offices to Headquarter Units.

WHO

Anyone who works with WFP should understand the importance of:
- disaggregating data by sex and age
- analysing information from a gender perspective
- providing evidence-based advice
- making gender-informed decisions that address the particular needs and interests of the diverse women, men, girls and boys whom WFP serves

Every Country Office and Sub-Office, Regional Bureau and Headquarters Unit should have staff with the knowledge and skills to:
- conduct a gender analysis, and/or
- supervise a person or institution external to WFP in conducting a rigorous, participatory gender analysis.

A gender analysis should be participatory (whether conducted by WFP directly or by partners); involving the diverse groups of women and men (and girls and boys, were applicable), their representatives and organisations in any given context.
## 1. Key Steps in Doing a Gender Analysis

<table>
<thead>
<tr>
<th>Key Steps</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Situation Identification</td>
<td>Identify the situation, issue, need or problem to be addressed. For example, the situation may be a country context; an issue, climate change; a need, monitoring and reporting; and a problem, a protracted conflict.</td>
</tr>
<tr>
<td>Information Identification</td>
<td>Identify a range of sources of data and information • databases • publications • unofficial reports • surveys (e.g. census) • key individuals • community organisations • women’s organisations • workers’ and employers’ organisations • academic and research institutions • sector experts • government offices</td>
</tr>
<tr>
<td>Method</td>
<td>Select the methods and tools that will be used to conduct the gender analysis. This may include, existing WFP tools, such as the 3-Pronged Approach and gender-sensitive trader questionnaires; as well as comprise focus group discussions, key informant interviews and a survey.</td>
</tr>
<tr>
<td>Data Collection</td>
<td>Collect and organise the data and information; actively involving women and men (and girls and boys, as relevant) in the data and information gathering process.</td>
</tr>
<tr>
<td>Data Examination</td>
<td>Examine the data and information from a gender perspective – apply a gender lens. Do this by describing and analysing women’s, men’s, girls’ and boys’: • practical needs and strategic interests (Concepts) • roles, responsibilities and status • activities – paid &amp; unpaid; productive &amp; reproductive; public &amp; private domains • relations with one another • access to, and control of, resources • obstacles and constraints (individual, social, economic, legal, political, cultural, environmental etc.) • vulnerabilities • capacities &amp; coping strategies • participation and power in private (e.g. household) and public (e.g. food distribution committee) spheres</td>
</tr>
<tr>
<td>Intersectionalities</td>
<td>Consider “intersectionalities” with gender – age, financial poverty / wealth, ethnicity, sexual orientation, formal education, religion, dis/ability.</td>
</tr>
<tr>
<td>Documentation</td>
<td>Document the analysis – write a concise summary report (as a standalone document or as part of a larger report); complete a matrix, present data in a spreadsheet or figure. (Gender Analysis Report Template)</td>
</tr>
</tbody>
</table>
## Participatory Gender Analysis Validation

- Validate the analysis.
- Share the analysis with key, and diverse, stakeholders.
- Obtain the feedback of women, men and their organisations.
- Revise the analysis if warranted.

## Utilisation

- Use the analysis:
  - for planning, monitoring, evaluations and learning
  - to inform research, targeting, advocacy
  - to empower women, men, girls and boys

## 2. The Product

A gender analysis should produce:

<table>
<thead>
<tr>
<th>Situation Description</th>
<th>A description of the situation, issue or problem; supported with quantitative data and qualitative information for women, men, girls and boys</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding</td>
<td>An understanding of the situation, issue or problem – why it exists</td>
</tr>
<tr>
<td>Suggested Actions</td>
<td>Suggested actions to address the situation, issue or problem in a way that is empowering for women, men, girls and boys</td>
</tr>
<tr>
<td>Benefits &amp; Risks</td>
<td>A list of the benefits and risks of addressing issues identified through the analysis.</td>
</tr>
</tbody>
</table>

## 3. Data & Information

### Sources

For quantitative data and qualitative information for a gender analysis (or any analysis) consider:

- statistical databases, such as those of
  - a country’s national statistical office
  - UN entities like the [UN Statistics Division](http://data.un.org/), the [ILO](http://www.ilo.org) and [UNICEF](http://www.unicef.org), plus [http://genderstats.un.org/](http://genderstats.un.org/)
  - International Development Banks, like the [World Bank](http://www.worldbank.org)
  - Sector specific organisations, like the [Internal Displacement Monitoring Centre](http://www.idmc.net)
- reports, publications, studies – by UN entities, governments, NGOs, civil society organisations, women’s organisations, donors, academic and research institutions, humanitarian clusters (e.g. Protection, Food Security)
- existing surveys – household surveys, censuses, demographic and health surveys, population and housing surveys, multiple cluster indicator surveys, time use surveys
- customised surveys (a survey you create)
- rapid needs assessments
- focus group discussions (women, women and men, men); including use of, for example, such tools as time use charts that map daily routines and seasonal calendars
- key informant interviews – women and men of different ages, such as community leaders, midwives, nurses, teachers, business owners
- observation

### Collection

When collecting quantitative data and qualitative information through administering surveys, conducting group discussions, interviewing individuals or observing:

- Inform and obtained the informed consent of every individual
- Prepare an agenda and set of questions (see below for guiding questions)
- Respect confidentiality
- Clarify expectations (and ensure that they are realistic)
- Be inclusive
Identify and reduce barriers to participation

Check!

- Are there women and men enumerators and supervisors? If there is an insufficient number of qualified women or men enumerators, can women and men candidates be trained?
- Does the timing of data collection (days, hours) ensure the equitable participation of women and men?
- Do the locations/sites of data collection ensure equitable participation of women and men enumerators?
- Is gender-sensitisation training provided to enumerators – women and men – at hours and locations that facilitate participation?
- Has gender been integrated into the monitoring of the data collection?

Participation

For a valid and useful gender analysis, participation by women and men (and, as applicable, girls and boys) is essential. Consider:

- means of communication – how is information reaching women and men about consultations?
- gatekeepers – are there any individuals who are determining who can and who cannot participate?
- time, day, location and weather when scheduling interviews, discussions, visits etc.
- access – safety, transportation, language, association with a particular group
- gender-specific and gender-mixed groups (and of different age groups)
- the gender of the enumerator, facilitator, interviewer
- socio-cultural restrictions on women (and girls) being in public places and/or speaking in public forums

Resources

Resources are needed to carry out a gender analysis. A gender analysis will be as comprehensive as the available resources, time and capacity of those involved.

Remember

- Promote participation – diverse groups of women, men, girls and boys.
- Avoid over-generalising. Not all women are the same. Not all men are the same. There are differences in identity, interests, inclusion, preferences, power, priorities etc.
- Consider different viewpoints. Examine a situation, issue or event from the perspectives of the persons and groups involved. This contributes to strategic decision-making in terms of actions and the allocation of resources.
- Make connections – between individuals and communities, power and opportunities, needs and roles etc.
- Gather and examine both quantitative data and qualitative information. Use a range of data/information sources.
- Make gender analysis routine.
- Be conscious of personal values, attitudes and beliefs, and how they impact on what you see, think and do.

4. Guiding Questions

Here are some general questions to ask when conducting a gender analysis. The questions are helpful in identifying what data and information you need to gather and then making sense of the data and information you have compiled. The questions are divided into four categories. Across the four categories it is important to identify women’s and men’s (and girls’ and boys’) practical needs and strategic interests.

<table>
<thead>
<tr>
<th>Roles &amp; Responsibilities</th>
<th>Resources</th>
<th>Participation &amp; Power</th>
<th>Capacities &amp; Vulnerabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Questions about women’s and men’s activities</td>
<td>Questions about women’s and men’s</td>
<td>Questions about involvement and decision-making in</td>
<td>Questions about knowledge, skills, strengths and the</td>
</tr>
</tbody>
</table>
1: Core Questions – The Absolute Minimum

- What are the differences between women and men, girls and boys – their situations, needs, interests? Why do the differences exist?
- Who owns and controls what resources?
- Who makes decisions? In what situations? About what?
- What can be changed? How?

2: Roles & Responsibilities Questions

Asking questions about productive and reproductive activities will help understand:
- what women and men do – their daily or routine activities
- the distribution of work inside and outside of the house
- how much time and effort women and men spend meeting their responsibilities (doing the activities)
- the tedium of activities
- the results of activities

Questions regarding women: What do women usually do (in a day, week, season etc.)? How do they spend their time? Where? Who decides what they do? What is the result of their activities? Who benefits? Do they have leisure time? Have there been changes in what women are responsible for recently? What have been the changes? Why have they occurred?

Questions regarding men: What do men usually do (in a day, week, season etc.)? How do they spend their time? Where? Who decides what they do? What is the result of their activities? Who benefits? Do they have leisure time? Have there been changes in what men are responsible for recently? What have been the changes? Why have the occurred?

Similarly, for girls and for boys.

Consider
- productive roles – wage / salaried work, self-employment, subsistence production, cash crop agriculture, construction, fishing, community leadership etc.
- reproductive roles – domestic work (cooking, cleaning, washing, fetching water and fuel), childcare, care of persons who are sick or elderly etc.

At the Household Level
- Describe the roles and activities of the women, men, girls and boys; including their contributions to ensuring the food security and nutrition of each household member. For example, do women spend several hours every day collecting fuel or preparing meals?
- Identify how the roles and activities of the women and men contribute to their and other household members’ food and nutrition requirements.
- Who is hungry?
- Who is food insecure?
- Who is undernourished? Who is overnourished? Who is micro-nutrient deficient?
- Why?

Sample Matrix

A useful way of compiling the information about women’s and men’s productive and reproductive activities is in a matrix. Separate matrixes can be used for women and men of different age groups, disability etc.
### 3: Resources Questions

Access to and control of resources is fundamental to empowerment and opportunities. This is because people need resources for both productive and reproductive work. Creating opportunities and empowering women and men requires understanding women’s and men’s access to the resources needed to carry out work; their control over the resources to use as they wish; their access to the benefits derived from their work, and to the control they have over the benefits.

The following questions help to identify the resources of an individual, household, community or beyond; how the resources are distributed, and who benefits.

In asking these questions consider the different types of resources, or tangible and intangible assets, that different individuals or groups might possess or have access to:

- **Human** – health status, nutrition, literacy, education, knowledge, skills, time
- **Natural** – land, labour, forest, fuel, water
- **Social & Political** – organisations, networks, contacts, leadership, citizenship
- **Physical** – transportation, communications (radios, newspapers, telephones, internet), tools, housing
- **Financial** – capital, income, credit, cash, income security, remittances, social security (e.g. government transfers)

<table>
<thead>
<tr>
<th>Access</th>
<th>Control</th>
<th>Specific Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Access refers to the ability to use a resource.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Who has access to which resources?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Which resources do women have access to? Men? Both? Why?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Do women and men face risks when accessing resources? (e.g. when collecting fuel, procuring food, travelling to markets)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Control refers to the ability to make decisions about who uses and benefits from the resource.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Who has control over which resources?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Which resources do women control? Men? Both? Why?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- What are the implications of having control over resources?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- What are the implications of not having control over the resources?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>At the household level and the community level, what livelihood assets and opportunities do women have access to? Men? What constraints do they face?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Who controls the resources when someone (e.g. husband, father) is absent or dies?</td>
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<td></td>
</tr>
</tbody>
</table>
Participatory Gender Analysis

- Can all women — widows, single women, female heads of households etc. — own and control resources, like property, independently from others (e.g. husband, father, brother)?
- What rights (right to occupy or use, right to inherit, right to control etc.) do different women (widow, single, female heads of household) have to different physical or natural assets, such as housing or land for farming? Can these rights be exercised independently from other individuals?
- Who controls the cash and other benefits earned from income-generating activities?
- Who has knowledge about foods? food production, processing, preparation? marketing?
- Who in the household has knowledge about nutrition?

Sample Matrix

A useful way of compiling the information about women’s and men’s access to, and control of, resources is a matrix:

<table>
<thead>
<tr>
<th>Resource / Asset</th>
<th>Who has access</th>
<th>Who controls</th>
<th>Who benefits</th>
<th>How do they benefit</th>
</tr>
</thead>
</table>

4: Participation & Power Questions

These questions apply to the private and public domains – families, households, schools, communities, religious institutions, governments etc.

When asking, and reflecting on the answers to the questions, consider the influence of
- socio-cultural norms and practices
- legislation, administrative systems, governance
- financial in/security and wealth

Decisions

At the household-level, many decisions are made that directly impact the lives of women, men, girls and boys; such as the use of income (purchases, investments), domestic work, health care, education, discipline, ceremonies, family size, food allocation, marriage.
- Who has decision-making authority? In what areas? To what extent? Why?
- What limitations, if any, do women face in participating in and controlling decision-making? Men?
- Is there collective decision-making? About what? Who is involved?

At the community level, decisions are also made about resources and activities.
- Do women and men have equal influence in deciding how common resources will be invested and used? If not, why not? Which women and/or men influence decisions about resources and activities and which do not?
- And what needs to change?
- Are initiatives for change welcomed or oppressed?

Participation

- Do women participate in activities in public domains? What activities? Where?
- What is the nature and extent of their participation? And for men?
- What roles and activities do women find fulfilling? And men?
- Do women belong to, and participate in, formal or informal groups, like a community organisation, an agricultural cooperative, a labour union or an employers’ association? Why? How? What is the nature of their influence?
- What is the impact on their decision-making authority? And for men?
- In their community, to what extent are the voices of women heard, their interests addressed and their ideas developed? And those of men?
## 5: Capacities & Vulnerabilities Questions

**Capacities** refer to a person’s or a group’s knowledge, skills and strengths.

**Vulnerabilities** refer to the factors that reduce a person’s or a group’s ability to cope in the face of adversity; examples include poverty, illiteracy, malnutrition, lack of decision-making authority and mobility restrictions.

Capacities and vulnerabilities can be:
- **physical / material** – tangible resources such as land, labour, equipment, shelter, livestock
- **non-material** – skills, knowledge, education
- **social / organisational** – family, tribe, clan, age groups, associations, clubs (participation, membership, leadership etc.)
- **motivational / attitudinal** – a person’s disposition, e.g. pessimistic, optimistic, pro-active, defeatist, dependent; which can differ according to context and change over time

### Capacities
- What knowledge and skills do women possess?
- Do women face any obstacles in using their knowledge and skills?

### Vulnerabilities
- Do women perceive themselves, and their families, as being vulnerable? Why? Why not?
- Do men perceive themselves, and their families, as being vulnerable? Why? Why not?
- Are women, men, girls and boys vulnerable to hunger or food insecurity or malnutrition (or other issue)? Why? To what extent?
- (Consider individual food consumption (quality and quantity of food consumed); food preparation and processing practices; physical activity levels; seasonality; specific food requirements)

### Sample Matrix

A useful way of compiling the information about women’s and men’s capacities and vulnerabilities is in a matrix:

#### Capacities

<table>
<thead>
<tr>
<th>Women</th>
<th>Men</th>
<th>Girls</th>
<th>Boys</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Vulnerabilities

<table>
<thead>
<tr>
<th>Women</th>
<th>Men</th>
<th>Girls</th>
<th>Boys</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Coping Mechanisms

What are women’s main coping mechanisms? What are their coping strategies when they do not have access to enough food? Do any coping mechanisms place women at risk of harm? Have the coping mechanisms used by women changed recently? Men? Girls? Boys?

What community support is available to women, men, girls and boys? What is the nature and extent of the community support?
Examples of hunger / food insecurity coping mechanisms

- dietary changes – eating less preferred food, eating less expensive types of food
- food-seeking – collecting wild foods
- reducing the number of household members (sending members away)
- rationing – limiting food intake during meals, reducing the number of meals, skipping meals (for some or for all family members – which?)

Change

Given the capacities and vulnerabilities of women, men, girls and boys, what would they like to change? What are their priorities for change? How can change be brought about so that women, men, girls and boys are empowered and there is greater equality?

6: Questions to Ask When Doing a Gender Analysis

Ask, answer and address these questions to ensure that your gender analysis is participatory and inclusive. Participation and inclusion are important for obtaining useful, valid and reliable data and information that is needed for efficient, effective and equitable programming and operations.

Participation

- Are the range of stakeholders involved?
  o women and men of different ages, castes, class, dis/ability, economic status, ethnicity, religion / belief, rural / urban etc.
  o civil society organisations
  o women’s organisations
  o community leaders
  o government bodies
  o research institutions, specialists
- How will the different groups of women and men be involved in the gender analysis?
- Are there any obstacles to the participation of women or men (or girls or boys) in the gender analysis? How can the obstacles be removed or, at least, reduced?
- Whose voices have been heard? Whose voices have not been heard? Who else needs to be consulted?

Tools & Methods

- What means of collecting data will be effective and acceptable with each stakeholder?
- Are several methods being used – such as desk review, interviews and group discussions – to ensure that age and sex-disaggregated quantitative data and qualitative information are collected?
- Are the means of collecting data and information safe for, and perceived as being safe by, women, men, girls and boys?
  For example, the location of a group discussion must be physically safe for individuals to reach and to be a physically safe place to be in. A group discussion must also be safe for each individual to freely participate; sharing thoughts, ideas and opinions without risk of being hurt (emotionally and otherwise) during the discussion or afterwards.
- Does the gender analysis team consist of women and men who reflect the diversity among the stakeholders? Is it possible for women to interview women and men to facilitate all-men discussions (if that is what is appropriate and effective)?
- Will the tools that will be used explore the particular needs, interests, concerns etc. of women and men (and girls and boys)? Will the tools enable examination of such intangible issues as inequalities, discrimination, oppression, exercise of rights and social justice? If not, how do the tools need to be improved?

Analysis

- Who will analyse the data and information?
- How will the gender analysis be shared with the different stakeholder groups?
- How will the gender analysis be validated? Are the individuals or groups who review the gender analysis representative and gender-aware?
- How will priorities for action (recommendations) be determined?
### ADDITIONAL RESOURCES

#### Data Disaggregation


#### Gender Analysis Guides


#### Gender Analysis Frameworks

Where human, time, financial and other resources are limited, make sure to include these key questions in a gender analysis. For more detailed guidance, including more sample questions, see the ‘Gender Analysis’ section of the WFP Gender Toolkit.

1. Roles & Responsibilities
   - How do women and men spend their time?
   - What are their roles and responsibilities in both the public and private domains?
   - Who benefits?

2. Household Food & Nutrition
   - In what ways, and to what extent, do women and men contribute to their households’ food and nutrition requirements?
   - Who in the household is hungry? food insecure? malnourished?

3. Command of Resources
   - What resources do women have access to? What resources do they control? And for men?
   - What are the household’s assets? Who makes decisions about them?
   - What are the community’s assets? Who has access to them? Who controls them? To what extent?

4. Participation & Power
   - In households, who makes the decisions? About what? Who benefits? Who doesn’t benefit?
   - Who decides how common resources will be used?
   - In the community, what is the nature and extent of women’s and men’s participation in the organisations, committees and activities?
   - To what extent are women’s voices heard? In relation to what? And for men?
   - Are the interests and ideas of women addressed? How? In relation to what? And for men?
   - To what extent are men’s voices heard? In relation to what?

5. Capacities & Vulnerabilities
   - What knowledge, skills, experiences and ideas do women and men have which can help achieve gender equality and food and nutrition security?
   - Why are particular vulnerabilities of the different women, men, girls and boys in the community?

6. Capacities for Change
   - What are women’s priorities for change? And men’s?
   - How can the changes be achieved so that women, men, girls and boys are empowered and there is greater equality?