

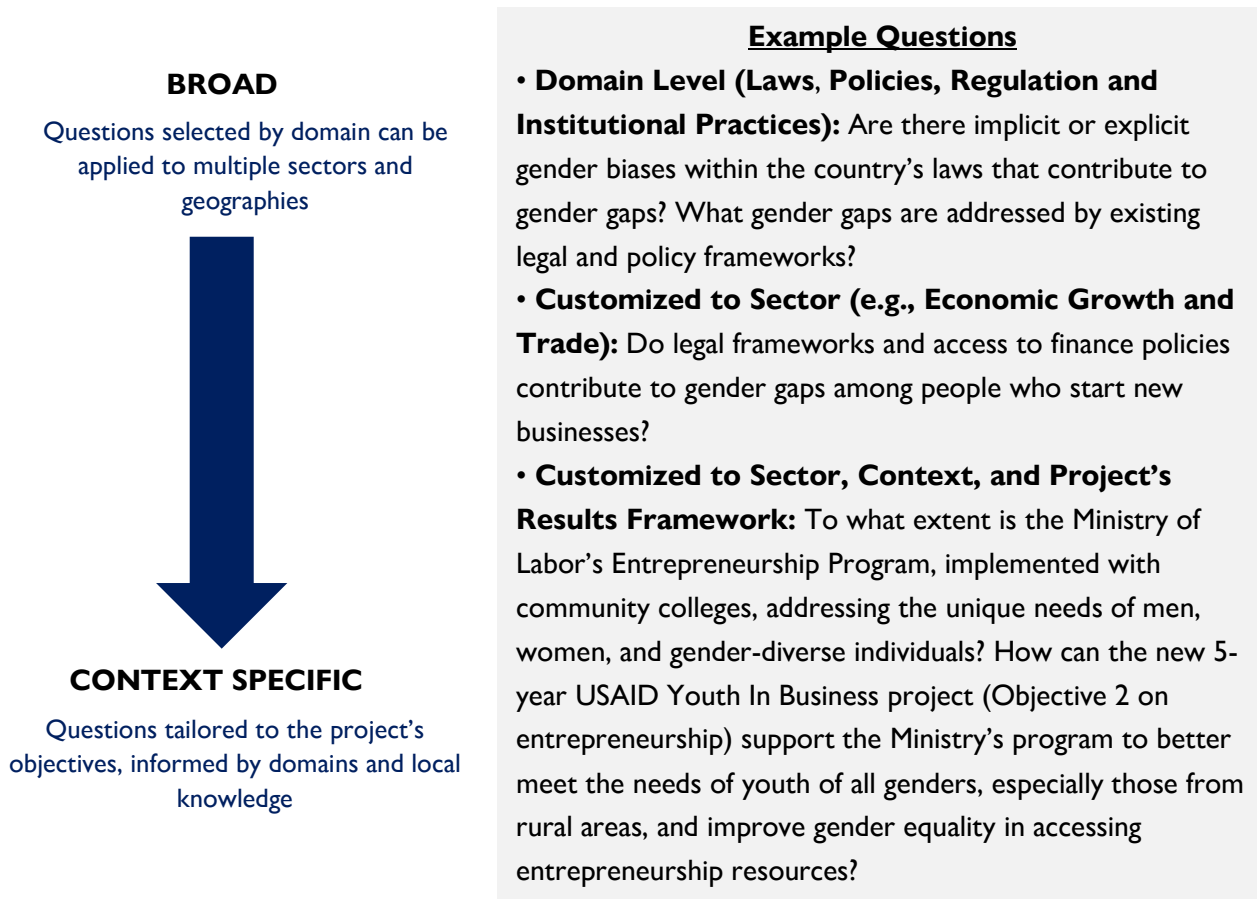
ANNEX 5:

GENDER ANALYSIS DOMAINS AND CUSTOMIZED QUESTIONS

Gender analysis questions should be tailored to the project’s specific context (sector, geographic location, etc.), the identified marginalized group(s), and the results framework; this is essential for developing clear recommendations that will inform a comprehensive gender equality action plan (GAP). Refining questions toward increased specificity is an integral part of the analysis process. This can be greatly aided by drawing on local expertise in the gender analysis process.

Figure 1 illustrates how gender analysis domain questions can be increasingly tailored to the specific sector and local context of a project.

FIGURE 1: CUSTOMIZATION OF QUESTIONS



This Annex is divided into three parts. Part A describes USAID’s gender analysis domains that can be used to analyze the existing gender gaps and root causes of gender inequalities. Part B is a compilation of resources that provide illustrative gender analysis questions specific to various sectors or sub-sectors. These resources can be helpful for tailoring gender analysis questions to a project’s context and results framework. Part C provides illustrative lines of inquiry for gender analysis for three sectors.

PART A: GENDER ANALYSIS DOMAINS

USAID ADS 205 defines five domains for gender analyses, as described in Table 5-1. A sixth domain is included as recommended for USAID inclusive development analyses and also relevant for gender analyses. **Considering domains can be helpful when drafting specific questions tailored to the project’s objectives and context.** Effective gender analyses should comprehensively explore the various domains to understand gender dynamics and the underlying factors that sustain gender inequalities.

| TABLE 5-1. GENDER ANALYSIS DOMAINS | |
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| DOMAIN | DESCRIPTION |
| LAWS, POLICIES, REGULATIONS, AND INSTITUTIONAL PRACTICE | <ul style="list-style-type: none"> • Focus on the impact of laws, policies, regulations, and institutional practices on the decision-making processes of men, women, gender-diverse individuals, and identified marginalized groups. • Identify any explicit or implicit gender biases present within these structures. • Highlight any significant gaps in gender-related legislation, such as laws concerning nondiscrimination, gender equality, and gender-based violence. |
| CULTURAL NORMS AND BELIEFS | <ul style="list-style-type: none"> • Examine how cultural norms and beliefs shape acceptable behaviors and life choices for individuals of different gender identities and across identified marginalized groups. • Explore how these norms impact roles and behaviors, assessing their influence on the participation of individuals of different gender identities in various project activities. |
| GENDER ROLES, RESPONSIBILITIES, AND TIME USE | <ul style="list-style-type: none"> • Analyze the social structures that define gender roles and responsibilities, including individuals’ time allocation in paid and unpaid activities, including across identified marginalized groups. • Assess the division of labor, unpaid work, and community involvement. • Identify potential barriers to the active participation of men, women, boys, girls, gender-diverse individuals, and identified marginalized groups in project activities. |
| ACCESS TO AND CONTROL OVER ASSETS AND RESOURCES | <ul style="list-style-type: none"> • Examine the ownership of, access to, and control over assets and resources, including income, land, housing, social benefits (social insurance, pensions), public services (health, water), technology, and information. • Examine how the society’s extent of acceptance of an individual’s gender identity or expression may affect their ability to effectively access and control resources, including across identified marginalized groups. |
| PATTERNS OF POWER AND DECISION-MAKING | <ul style="list-style-type: none"> • Analyze the power and decision-making roles of persons of different gender identities, including their ability to decide, influence, and exercise control over material, human, intellectual, and financial resources within the family, community, and country, including across identified marginalized groups. • Consider patterns of voting and running for office at all levels of government, as well as voice and representation in decision-making positions within public, private, and civil society organizations and institutions. |
| PERSONAL SAFETY AND SECURITY | <ul style="list-style-type: none"> • Consider the ability of individuals to live a life free from discrimination, danger, and violence based on characteristics of personal identity. • Assess the effectiveness of systems to prevent and address identity-based violence and threats to personal safety, including measures put in place by civil society, communities, and government. |

PART B: SECTOR-SPECIFIC RESOURCES TO INFORM GENDER ANALYSIS QUESTIONS

Table 5-2 presents resources that provide sector-specific illustrative questions to help in drafting gender analysis questions. Many of these resources also include tips for conducting desk reviews, collecting primary data, and identifying sector-specific approaches to address gender inequalities.

| TABLE 5-2. SECTOR-SPECIFIC RESOURCES | |
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| SECTOR | RESOURCES |
| AGRICULTURE AND FOOD SECURITY | <ul style="list-style-type: none"> • Toward Gender Equality in Europe and Eurasia: A Toolkit for Analysis (2012) – Guidance Note 1 on Agriculture provides illustrative questions to guide a gender analysis, pages 25-28. • Gender Equality and Specific Sectors: Food Security within the IASC Gender in Humanitarian Action Handbook (n.d.) – Refer to illustrative questions on pages 206-207 and examples of analytical tables on pages 212-213. • Guide on Gender Mainstreaming in Agribusiness Development Projects (2015) – Provides sample questions specific to agribusiness development projects on pages 25-26. • Gender and Inclusion Responsive Emergency Manual (2022)- Provides illustrative emergency food security by domain in Annex 3C of the Facilitator’s manual, pages 83-90. |
| BIODIVERSITY, CONSERVATION, AND NATURAL RESOURCES MANAGEMENT | <ul style="list-style-type: none"> • Thematic Brief: Gender and Natural Resource Management (n.d.) – Provides illustrative questions for gender analysis in natural resource management, pages 13-19. • Gender Analysis Guide: A technical tool to inform gender-responsive environmental programming for IUCN, its members, partners, and peers (2021) – Includes Annexes with illustrative gender analysis questions organized by six analytical domains, pages 26-38. • Integrating gender into forestry research (2012) – Refer to pages 44-47 for illustrative gender analysis questions. • Gender Analysis Toolkit for Coastal Management Practitioners (2018) – Section 3 includes a Topic guide with key question areas (pages 21-23), as well as illustrative questions for a data collection plan (pages 24-40). |
| CLIMATE | <ul style="list-style-type: none"> • Toward Gender Equality in Europe and Eurasia: A Toolkit for Analysis (2012) – Refer to Guidance Note 2 on Energy and Environment for illustrative questions to guide a gender analysis, pages 29-32. • Gender Analysis in Technical Areas: Climate and Disaster Risk Finance and Insurance (2022) – Includes illustrative guiding questions for a gender analysis, pages 18-20. |
| CONFLICT AND INSECURITY | <ul style="list-style-type: none"> • Guidance Note: Gender-Responsive Conflict Analysis (2022) – Includes high-level critical questions for a gender-responsive conflict analysis on page 9 and more specific questions on pages 10-15. |
| DEMOCRACY, HUMAN RIGHTS, AND GOVERNANCE | <ul style="list-style-type: none"> • Toward Gender Equality in Europe and Eurasia: A Toolkit for Analysis (2012) – Refer to Guidance Notes on Political Processes, Governance, Civil Society, Media, and Rule of Law, pages 33-56. • Gender and Security Sector Reform (2021) – Illustrative questions on pages 26-28. |
| DIGITAL ACCESS AND TECHNOLOGY | <ul style="list-style-type: none"> • Gender Analysis in Technical Areas: Digital Inclusion (2022) – Includes illustrative guiding questions for a gender analysis, pages 20-22. • Gender Digital Divide Gender Analysis Technical Resource (n.d.) – Includes accompanying gender digital divide illustrative questions. |

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| ECONOMIC GROWTH | <ul style="list-style-type: none"> • Toward Gender Equality in Europe and Eurasia: A Toolkit for Analysis (2012) – Refer to Guidance Notes on Labor Market and Entrepreneurship, pages 56-68. • Toolbox: Integrating Women’s Economic Empowerment and Gender Equality into a Gender Analysis (n.d.) – Includes Illustrative questions, as well as a Literature Review Worksheet. |
| EDUCATION | <ul style="list-style-type: none"> • Toward Gender Equality in Europe and Eurasia: A Toolkit for Analysis (2012) – Refer to Guidance Note on Education, pages 69-74. |
| ENERGY, MINING, AND INFRASTRUCTURE | <ul style="list-style-type: none"> • Gender Analysis in Technical Areas: Energy Infrastructure (2022) – Includes illustrative guiding questions for a gender analysis, pages 19-21. |
| GENDER-BASED VIOLENCE | <ul style="list-style-type: none"> • Toward Gender Equality in Europe and Eurasia: A Toolkit for Analysis (2012) – Refer to Guidance Notes on Domestic Violence and Trafficking in Persons, pages 95-106. • Gender-Based Violence Guidance for Development Programs (2022) – Includes sample questions for a GBV analysis on page 23. |
| GLOBAL HEALTH | <ul style="list-style-type: none"> • Toward Gender Equality in Europe and Eurasia: A Toolkit for Analysis (2012) – Refer to Guidance Notes on HIV/AIDS and Tuberculosis, pages 75-82. • “The Gender Analysis Tool with Topical Questions” within the Gender Analysis Toolkit for Health Systems – Provides illustrative questions organized by individual/household, community, service delivery, district/program, and national levels. Includes links to sample interview and survey tools. • Gender Analysis Toolkit for Key Population HIV Prevention, Care and Treatment Programs (2017) – Includes sample gender analysis objectives (page 7); Appendices include sample interview and focus group guides. |
| HUMANITARIAN ASSISTANCE | <ul style="list-style-type: none"> • IASC Gender in Humanitarian Action Handbook (n.d.) – Illustrative questions and example analytical tables are provided for Cash-Based Interventions, Camp Management and Coordination, Early Recovery, Education, Food Security, Health, Livelihoods, Nutrition, Protection, Shelter, and WASH. |
| LAND AND PROPERTY RIGHTS | <ul style="list-style-type: none"> • Integrating Gender in Land Projects: A Toolkit (2022) – Refer to Annex 1 for Project Scoping Questions, pages 19-23. |
| WATER SECURITY, SANITATION, AND HYGIENE | <ul style="list-style-type: none"> • Technical Brief 4: Gender Equality and Female Empowerment in WASH (2020) – Provides recommendations for WASH programming that can frame gender analysis questions, adapted to activity context. • Strengthening gender equality in access to water, sanitation and hygiene (2021) – Refer to questions within a checklist on pages 11-15. |
| OTHER SUB-SECTORS | <ul style="list-style-type: none"> • Child Welfare. Toward Gender Equality in Europe and Eurasia: A Toolkit for Analysis (2012) – Refer to Guidance Notes on Child Welfare, pages 89-94. • Disability. Toward Gender Equality in Europe and Eurasia: A Toolkit for Analysis (2012) – Refer to Guidance Notes on Disability, pages 83-88. • Youth. Youth and Gender Analysis Toolkit (2021) – Annex 2 includes domain-specific guidance questions, pages 47-49. |

PART C: EXAMPLES OF TAILORING GENDER ANALYSIS QUESTIONS TO A PROJECT

The boxes below demonstrate tailoring gender analysis questions to projects in three different sectors: education, economic growth, and conflict and insecurity.

BOX 5-1: EARLY CHILDHOOD READING PROJECT'S GENDER ANALYSIS

Project's Intermediate Result: All students in grades 1 and 2 meet minimum reading proficiency standards.

Gender Analysis Question: How will the different roles and status of women and men, boys and girls, and gender-diverse individuals affect your project's results in the target communities?

Targeted Questions:

- What is the ratio of school-age boys to girls attending grades 1 and 2 in the target communities?
- What is the attendance average of grades 1 and 2 students, disaggregated by sex, disability, and location?
- What is the gender balance of teachers for grades 1 and 2?
- Where there are differences in school attendance (i.e., gender or inclusion gaps in attendance rates), what are the contributing factors?
- What gender norms influence the likelihood of enrolling and staying in schools for boys or girls?
- Are traditional gender norms promoted through teaching approaches or textbooks?

Source: Adapted from Learn to Read, USAID/Nigeria Activity.

BOX 5-2: SUPPORTING EMERGING FARMERS PROJECT'S GENDER ANALYSIS

Project's Intermediate Result: Increased ownership and use of productive assets.

Gender Analysis Question: How will the different roles and statuses of women and men, boys and girls, and gender-diverse individuals affect your project's results in the target communities?

Targeted Questions:

- What is the rate of land ownership of women and men, respectively?
- What is the rate of ownership of low-value productive assets (e.g., hoes, chickens, etc.) versus high-value assets (e.g., tractors, cattle, etc.) among women and men respectively?
- How accessible is farm business credit for women and men, respectively? What gender-specific barriers exist to accessing credit for low-value and high-value productive assets?
- What are farming roles and responsibilities of women and girl, men and boys, respectively?
- To what extent do women and men have access to technical training in use of productive assets? What gender-specific barriers exist to accessing training?
- How do cultural norms and attitudes influence the farming roles and responsibilities and access to ownership and use of productive assets of women and girls, men and boys, respectively?

Source: Adapted from Emerging Farmers Partnership Global Development Alliance, USAID/Zambia Activity.

BOX 5-3: COUNTERING VIOLENT EXTREMISM PROJECT'S GENDER ANALYSIS

Project's Intermediate Result: Improved media coverage and platforms through positive narratives and increased availability of information to counter violent extremist organizations.

Gender Analysis Question: How will the different roles and status of women and men, boys and girls, and gender-diverse individuals affect your project's results in the target communities?

Targeted Questions:

- How do women and men, boys and girls, and gender-diverse individuals respectively access information, including that related to violent extremism or countering violent extremism?
- How do women and men, boys and girls, and gender-diverse individuals respectively interact with social media and use it as a means of sharing and accessing information, especially related to violent extremism?
- How are women and men, boys and girls, and gender-diverse individuals represented in media reports related to violent extremism?
- To what extent are messages of gender equality and human rights integrated into media messages related to countering violent extremism?
- What are the literacy rates for women and men, boys and girls, and gender-diverse individuals, respectively?
- What are the cellphone and smartphone ownership rates among women and men, boys and girls, and gender-diverse individuals, respectively?

Source: Adapted from Resilience for Peace, USAID/Côte d'Ivoire Activity